

From Balance and Growth to Loyalty: The Role of Job Satisfaction Among Teachers

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ABSTRACT

Amid rapid change, Indonesian education faces the challenge of maintaining teacher job loyalty, crucial to education quality. This study analyzes the influence of Work-Life Balance and Career Development on Work Loyalty through Job Satisfaction among teachers at State Junior High School 1 Madapangga. Using a quantitative approach and SmartPLS 4 for data analysis, the results show that Work-Life Balance and Career Development significantly affect Job Satisfaction and Work Loyalty. Job Satisfaction also mediates the relationship between these variables and Work Loyalty. The findings suggest that enhancing teachers' work-life balance and career development is essential to boost job satisfaction and loyalty. This study highlights the importance of organizational support in building a committed teaching workforce.

INTRODUCTION

In the midst of rapid societal changes, Indonesia's education sector is facing significant challenges. Teachers, as the frontline agents in shaping the next generation, now serve roles beyond merely instructing in the classroom (Ahmadi, 2017). They are increasingly expected to manage various pressures and challenges whether professionally or privately. The demands for high-quality teaching, maintaining a work-life balance, and accessing career development opportunities all influence their job loyalty, which in turn affects the quality of education delivered.

Teacher job loyalty is crucial, as it is directly linked to their commitment to teaching wholeheartedly and remaining at their schools (Haryani et al., 2024). The greater the degree of teacher allegiance toward their institution, the greater their contribution to achieving educational goals and improving teaching quality. This is particularly relevant in education, where frequent teacher turnover can disrupt continuity and compromise educational quality. At State Junior High School 1 Madapangga, teacher job loyalty is considered high and has shown recent improvement, despite the numerous challenges faced.

Table 1. Teacher Tenure at State Junior High School 1 Madapangga

Description	Number	Percentage
Less than 1 year	12	10%
1-5 years	47	39%
5-10 years	29	24%
More than 10 years	34	28%
Total	122	100%

Source: Management of State Junior High School 1 Madapangga

According to data from the management of State Junior High School 1 Madapangga, most teachers at the school have served for a considerable period. As many as 28% been employed for more than ten years, whereas 24% have been employed between five and ten years. Only about 10% of the teachers are in their first year. This suggests that most teachers are content and reluctant to transfer to other institutions. Overall, the teacher turnover rate at the school is very low, indicating a high level of job loyalty. This level of teacher stability has a positive impact on the quality of education.

This phenomenon did not occur by chance. Among the contributing factors to this high loyalty are school policies that support teachers' work-life balance and offer opportunities for career development. With initiatives such as reducing excessive workloads and providing opportunities for training or promotion, the school has successfully maintained teacher satisfaction. Provided that teaching personnel perceive adequate support and appreciated, they tend to be increasingly motivated to give their best to the institution.

One of the key factors in maintaining teacher loyalty is work-life balance (Madiistriyatno & Tunnufus, 2023). A good work-life balance allows teachers to focus not only on teaching but also to allocate time for family, self-care, and other activities outside school (Febrianty & Muhammad, 2023). This is essential,

considering teaching often requires additional hours beyond the standard school day for lesson preparation, assignment review, and student assessments. When teachers feel their professional duties do not disrupt their personal lives, they are more satisfied with their jobs.

An imbalance the struggle to balance career obligations and individual life often triggers emotional fatigue, burnout, and job dissatisfaction. (Aulia & Rasyid, 2024), which in turn negatively impacts job loyalty. Teachers constantly overwhelmed by work and lacking sufficient personal time are more likely to feel dissatisfied and, ultimately, less loyal to the school. Institutions that successfully promote this equilibrium increases the chances of staying loyal teachers.

Along with to work-life balance, career development is another key factor in enhancing teacher job loyalty. Career development refers to efforts to improve teachers' professional skills and competencies through training, workshops, and opportunities for advancement. The possibility of promotion or obtaining higher-level certifications fosters a sense of appreciation and recognition for their contributions. This encourages greater motivation to continue working wholeheartedly at the same institution. Besides enhancing competency, career development strengthens teachers' sense of belonging and attachment to the school.

Job satisfaction serves as a crucial linking element between work-life balance, career development, and teacher loyalty. Teachers who enjoy their occupations generally display stronger allegiance to their school. Job satisfaction is influenced by various factors, including managerial support, adequate facilities, and opportunities for professional growth. Conversely, dissatisfaction can lead to reduced motivation and lower loyalty. Teachers who feel valued, are given opportunities to grow, and can uphold a sound division between work and home responsibilities are typically likelier to remain in their roles and make meaningful contributions.

At State Junior High School 1 Madapangga, policies that support work-life balance and teacher career development have yielded positive results. Despite persistent challenges in the education sector, such as high workloads and limited facilities, teacher loyalty at this school continues to rise. Teachers feel appreciated and empowered to grow, both professionally and personally. This contributes positively to their performance and dedication as educators.

However, despite growing recognition of the importance of work-life balance and career development in shaping teacher loyalty, there remains a lack of empirical studies that explore the mediating role of job satisfaction in this relationship, especially within the context of public junior high schools in rural areas like Madapangga.

Prior research has predominantly focused on either direct relationships (e.g., between work-life balance and loyalty or between career development and loyalty) (Hermanto et al., 2024; R. P. Lestari et al., 2021), but studies that investigate the complex, mediated relationships involving job satisfaction as a key mechanism remain limited (Huang & Su, 2016).

Moreover, much of the existing literature has focused on urban or private school settings, leaving a gap in understanding how these dynamics unfold in public educational institutions in less urbanized regions.

This research is therefore intended to fill this gap by investigating the mediating role of job satisfaction in the relationship between work-life balance, career development, and job loyalty among teachers at State Junior High School 1 Madapangga.

Although there appears to be a positive relationship between work-life balance, career development, and job loyalty, research exploring the mediating role of job satisfaction in this relationship remains limited. This study aims to investigate in greater depth how job satisfaction mediates the influence of work-life balance and career development on teacher loyalty at State Junior High School 1 Madapangga.

Through this study, it is hoped that more effective strategies can be identified to enhance teacher loyalty at the school. By understanding how factors such as work-life balance, career development, and job satisfaction interact, the school can design better policies that ultimately improve the quality of education at State Junior High School 1 Madapangga.

THEORETICAL REVIEW

Work Loyalty

Work loyalty refers to an employee's psychological attachment and commitment to the organization in which they work. It is characterized by a strong sense of belonging, willingness to contribute to organizational goals, and the intention to remain within the organization for the long term (Aboobaker et al., 2020). In education, teacher loyalty is reflected in their dedication to teaching, emotional commitment to the school, and reluctance to seek employment elsewhere despite external challenges. High levels of work loyalty have been associated with increased job performance, lower turnover rates, and improved organizational climate, making it a critical factor in sustaining educational quality.

Work-Life Balance

Work-life balance refers to the equilibrium between the demands of work responsibilities and personal life, allowing individuals to meet both professional and personal obligations effectively (Fadillah et al., 2025). A healthy work-life balance enables employees to reduce stress, avoid burnout, and maintain psychological well-being. Teachers with better work-life balance are more likely to feel satisfied, motivated, and committed to their profession in the education sector. Conversely, poor balance can lead to job dissatisfaction, emotional exhaustion, and reduced work engagement, ultimately affecting their loyalty to the institution.

Career Development

Career development is understood as a lifelong process that begins in early childhood, during which individuals gradually shape their career preferences through a dynamic interplay of limitation and adjustment based on personal and environmental factors (Wood et al., 2023). It encompasses formal initiatives, such

as training programs, workshops, and certifications, and informal growth through mentoring, job rotation, and performance feedback. For teachers, access to career development opportunities increases motivation, job satisfaction, and a sense of professional worth. Furthermore, career development is a key driver in fostering organizational commitment and work loyalty, as it signals that the institution values and invests in its human resources.

Job Satisfaction

Job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences (Hasan et al., 2021). It encompasses various dimensions, including satisfaction with work tasks, compensation, interpersonal relationships, career advancement opportunities, and overall working conditions. In the teaching profession, job satisfaction influences individual performance and broader institutional outcomes such as teacher retention, classroom effectiveness, and student achievement. High job satisfaction contributes to greater organizational loyalty, while dissatisfaction can lead to absenteeism, turnover intention, and reduced educator morale.

The Impact of the Work-Life Balance on Work Loyalty

A well-maintained work-life balance can enhance teacher loyalty, as it makes them feel valued and provides space to manage their personal lives, thereby increasing their motivation to dedicate themselves to their profession fully. Research conducted by Jaenab & Mulyadin (2024) indicates a positive and significant relationship between work-life balance and employee loyalty at CV. 88 in Bima City. The findings demonstrate that improved harmony between professional and personal life enables workers to perceive, the higher their loyalty towards CV. 88. Similar evidence was revealed in an analysis undertaken by Qi et al. (2024), showing that stable integration of work and life roles plays an important role in enhancing employee allegiance in diverse ways. These results suggest that as personnel maintain control over both occupational roles and individual responsibilities effectively, they experience reduced stress and fatigue, which in turn promotes enhanced employee satisfaction and contributes to increased allegiance to the workplace. In contrast, a study by Adi & Dewi (2025) revealed a negative and insignificant influence of work-life balance on employee loyalty at Roti Maros Lempangan, indicating that the balance between personal life and work is not a key determinant of employee loyalty in that company. Based on the aforementioned studies, the first hypothesis in this research is as follows:

H1: Work-life balance has a positive and significant effect on the work loyalty of teachers at SMP Negeri 1 Madapangga.

The Impact of Career Development on Work Loyalty

The relationship between career development and work loyalty is a crucial aspect of human resource management, where opportunities for growth and career advancement often determine the level of employee engagement and commitment to the organization. Supported by a study by Anzaningtyas et al.

(2024), career development was found to have a positive and significant effect on employee loyalty at PT. Hermen. In other words, when employees are provided with better career development opportunities, their likelihood of demonstrating greater loyalty to the company increases. Similarly, research by Nafisyah et al. (2025) found that career development significantly influences the loyalty of nurses at RSUD Hj. Anna Lasmana Banjarnegara indicates that well-structured career development enhances nurses' loyalty to their institution. Conversely, a study by Hidayattulloh et al. (2024) although career development positively affected employee loyalty at KBPR Arta Kencana Madiun Head Office, the effect was statistically insignificant. This implies that career development alone may not be the primary factor influencing employee loyalty in that company. Based on the aforementioned studies, the second hypothesis in this research is as follows:

H2: Career Development has a positive and significant effect on the work loyalty of teachers at SMP Negeri 1 Madapangga

The Impact of the Work-Life Balance on Job Satisfaction

Work-life balance plays an important role in job satisfaction, as a well-maintained balance between job demands and personal life helps reduce stress, enhance comfort, and foster a more positive work environment, thereby increasing employee motivation and satisfaction in performing their duties. A study by Nurjayati et al. (2024) found a significant positive relationship between work-life balance and job satisfaction among nurses. This indicates that the better the work-life balance perceived by nurses, the higher their job satisfaction, as balancing work responsibilities and personal life is crucial for comfort and motivation in the workplace. Research by Lestari & Setyaningrum (2024) further supports this, showing that work-life balance significantly affects job satisfaction among Generation Z employees in the MM2100 manufacturing sector. However, a study by Mardiyana & Hidayat (2024) contradicts these findings, revealing that work-life balance does not positively and significantly affect job satisfaction among employees at PT. Yamaha Music Manufacturing Indonesia (Production Department). This suggests that in that context, the balance between work and personal life does not play a dominant role in determining employee job satisfaction. Based on previous research findings, the third hypothesis in this study is as follows:

H3: Work-life balance has a positive and significant effect on the job satisfaction of teachers at SMP Negeri 1 Madapangga

The Impact of Career Development on Job Satisfaction

The relationship between career development and job satisfaction lies in the opportunities organizations provide for employees to enhance their skills, knowledge, and career progression, ultimately leading to a sense of appreciation, motivation, and satisfaction at work. Research by Hidayah & Litfiana (2024) found that career development has a positive and significant impact on job satisfaction among employees at PT. CRS (Siantar Top Group, Surabaya), suggesting that effective career development leads to increased job satisfaction. Similarly, Nafisyah et al. (2025) reported that career development significantly

affects job satisfaction among nurses at RSUD Hj. Anna Lasmanah Banjarnegara, indicating the vital role of career advancement opportunities in enhancing job satisfaction. However, a study by Putri & Pratama (2025) found that career development had a positive but statistically insignificant effect on job satisfaction among employees at the West Sumatra Province Department of Manpower and Transmigration. While career development tends to influence job satisfaction, the impact may not be strong or consistent across all organizational contexts. Therefore, the fourth hypothesis of this research is:

H4: Career Development has a positive and significant effect on the job satisfaction of teachers at SMP Negeri 1 Madapangga

The Impact of Job Satisfaction on Work Loyalty

Job satisfaction is closely related to work loyalty, where satisfied employees exhibit greater commitment, motivation to stay within the organization, and contribute positively toward achieving organizational goals. Research by Apriansyah et al. (2024) demonstrated a positive and significant effect of job satisfaction on employee loyalty at PT. Santika Pendopo Energy Palembang, suggesting that higher job satisfaction leads to greater employee loyalty. This is consistent with findings from Reners et al. (2024), which showed that job satisfaction significantly contributes to employee loyalty at Intan Husada Hospital in Garut, with satisfied employees displaying more substantial commitment and organizational allegiance. However, a study by Sania & Putra (2024) found a negative and significant relationship between job satisfaction and employee loyalty at PT. Idea Publika Group indicates that increased job satisfaction does not necessarily correlate with higher employee loyalty in that company. Based on the evidence from previous studies, the fifth hypothesis of this research is:

H5: Job satisfaction has a positive and significant effect on the work loyalty of teachers at SMP Negeri 1 Madapangga

The Impact of the Work-Life Balance on Work Loyalty Mediated by Job Satisfaction

Work-life balance plays a crucial role in improving work loyalty through job satisfaction, where a good balance between personal life and work fosters comfort and satisfaction, which in turn drives greater commitment and loyalty to the organization. In a study by Bagis & Adawiyah (2022), job satisfaction was found to mediate the effect of work-life balance on employee loyalty in Payakumbuh, South Sumatra. The findings indicate that job satisfaction serves as a mediator in the relationship between work-life balance and employee loyalty, meaning that improvements in work-life balance can enhance employee loyalty by increasing their job satisfaction. Meanwhile, research by Reners et al. (2024) revealed that work-life balance positively and significantly affected the loyalty of healthcare workers at Intan Husada Hospital in Garut. As a conclusion, even though the organization supports work-life balance, some healthcare workers did not perceive the support as impactful, and thus, it did not

significantly increase their loyalty. Based on previous studies, the sixth hypothesis of this research is:

H6: Work-life balance has a positive and significant effect on work loyalty through job satisfaction among teachers at SMP Negeri 1 Madapangga

The Impact of Career Development on Work Loyalty Mediated by Job Satisfaction

Effective career development contributes to improved work loyalty through job satisfaction, as opportunities for career growth create a sense of appreciation and fulfillment, which ultimately fosters more substantial commitment and loyalty to the organization. Research by Nafisyah et al. (2025) showed that job satisfaction mediates the relationship between career development and nurse loyalty at RSUD Hj. Anna Lasmanah Banjarnegara indicates that appropriate career development enhances job satisfaction, which strengthens employee loyalty. However, a study by Reners et al. (2024) found that job satisfaction does not mediate the relationship between career development and work loyalty among healthcare workers at Intan Husada Hospital in Garut. In conclusion, even when organizations provide career development support, it may not increase employee loyalty if the employees do not perceive the benefits. Based on prior research, the seventh hypothesis in this study is:

H7: Career development has a positive and significant on work loyalty through job satisfaction among teachers at SMP Negeri 1 Madapangga

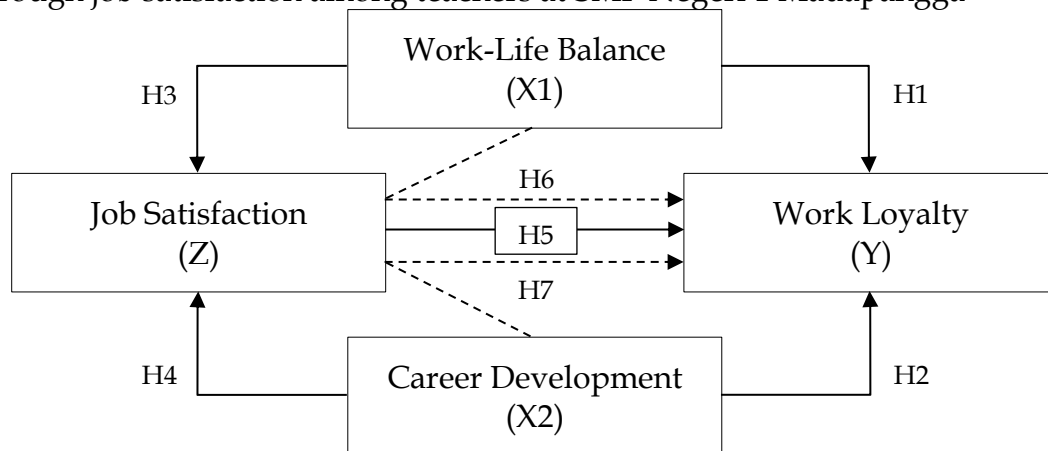


Figure 1. Conceptual Framework

METHODOLOGY

This study employed a quantitative approach with an associative method to examine the relationship between work-life balance, career development, job satisfaction, and job loyalty among teachers. The associative method was chosen to assess the influence between variables and their direct or indirect relationships (Sugiyono, 2014). Job loyalty was treated as the dependent variable, while work-life balance and career development were independent variables, and job satisfaction was the intervening variable.

The research was conducted at SMP Negeri 1 Madapangga, Bima Regency, West Nusa Tenggara. The population consisted of all 93 teaching staffs at the

school. A probability sampling technique was used to ensure that each member of the population had an equal opportunity to be selected (Sugiyono, 2014). Data was collected using a structured questionnaire based on a 5-point Likert scale, designed to measure teachers' attitudes and perceptions toward the variables studied.

The collected data were analyzed using the Partial Least Squares (PLS) method through the SmartPLS 4 software. This method was selected due to its ability to simultaneously evaluate measurement (outer) and structural (inner) models. In addition, PLS is appropriate for complex models and data that may not follow a normal distribution (Yamin & Kurniawan, 2023). This analytical approach allowed for a comprehensive assessment of the causal relationships among the research variables.

RESULTS

The data obtained through the distribution of questionnaires were then processed and analyzed using SmartPLS 4. This analysis aimed to evaluate the validity and reliability of the measurement model and test the structural relationships among the variables in the research model. Several key indicators were used to assess the quality of the model, including loading factor, composite reliability, average variance extracted (AVE), and R-square values. In addition, hypothesis testing was conducted to determine the direct and indirect effects between variables. The following section presents the results of each analysis stage in detail, which collectively provide insights into the strength and significance of the relationships within the proposed model.

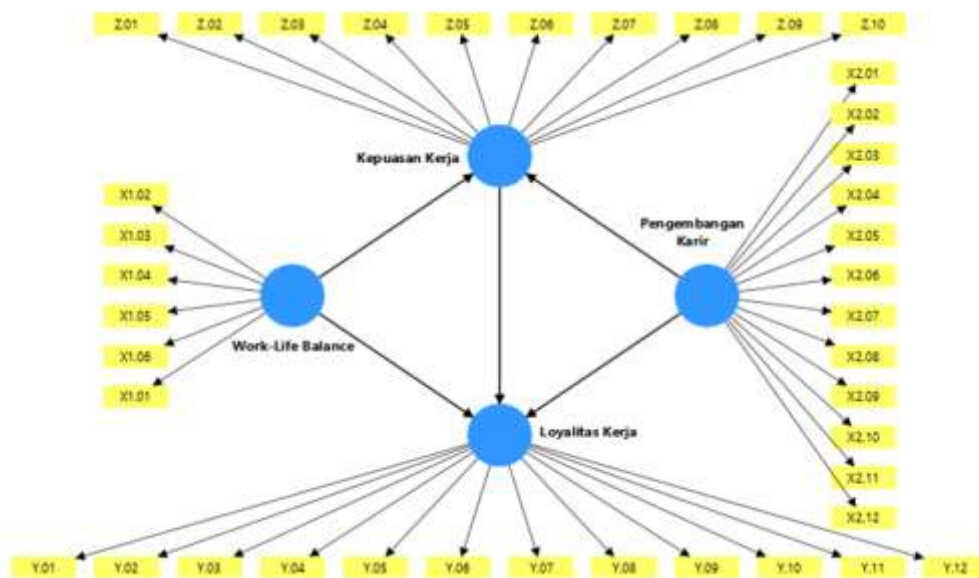


Figure 2. Partial Least Square

Respondent Characteristic

A respondent characteristic analysis was conducted to better understand the profile of the participants involved in this study. This section presents the demographic information of the respondents, including gender, years of service,

and highest level of education attained. The respondents in this research are teachers at State Junior High School 1 Madapangga, a junior high school known for its commitment to educational excellence. The following table provides a detailed overview of the respondents' characteristics.

Table 2. Loading Factor Results

Category	Sub-Category	Frequency	Percentage
Gender	Male	25	27%
	Female	68	73%
	Total	93	100%
Years of Service	< 1 year	7	8%
	1-5 years	45	48%
	5-10 years	10	11%
	> 10 years	31	33%
	Total	93	100%
Last Education	S1	93	100%
	S2	0	0%
	S3	0	0%
	Total	93	100%

Source: The primary data were processed using SmartPLS 4 in 2025

The characteristics of the respondents show that the majority are female (73%), while male respondents constitute 27%. This indicates a female-dominated teaching workforce at SMA 1 Madapangga. In terms of years of service, most teachers (48%) have 1 to 5 years of experience, followed by 33% who have served for more than 10 years, suggesting a balanced composition between experienced and relatively new educators. Furthermore, all respondents (100%) possess a Bachelor's Degree (S1), demonstrating the fulfillment of the educational qualification standards required for teaching at the senior high school level at SMA 1 Madapangga.

Loading Factor

The loading factor is used to assess the validity of each indicator in measuring its corresponding construct. An indicator is considered valid if it has a loading factor value greater than 0.70, indicating that it reliably represents the underlying variable (Hair et al., 2019). The following table presents the loading factor values for all indicators used in this study.

Table 3. Loading Factor Results

Work-Life Balance		Career Development		Work Loyalty		Job Satisfaction	
X1.01	0.524	X2.01	0.789	Y.01	0.494	Z.01	0.677
X1.02	0.879	X2.02	0.690	Y.02	0.592	Z.02	0.787
X1.03	0.608	X2.03	0.540	Y.03	0.782	Z.03	0.754
X1.04	0.852	X2.04	0.177	Y.04	0.483	Z.04	0.589
X1.05	0.762	X2.05	0.754	Y.05	-0.019	Z.05	0.776

X1.06	0.825	X2.06	0.748	Y.06	-0.142	Z.06	0.788
		X2.07	0.730	Y.07	0.557	Z.07	0.801
		X2.08	0.514	Y.08	0.194	Z.08	0.732
		X2.09	0.599	Y.09	-0.080	Z.09	0.442
		X2.10	0.718	Y.10	-0.116	Z.10	-0.024
		X2.11	0.785	Y.11	-0.159		
		X2.12	0.349	Y.12	0.081		

Source: The primary data were processed using SmartPLS 4 in 2025

Table 3 shows the loading factor values for Work-Life Balance, Career Development, Work Loyalty, and Job Satisfaction, with values below 0.70 excluded from further analysis. The invalid items for Work-Life Balance are X1.01 and X1.03. For Career Development, the invalid items are X2.03, X2.04, X2.08, X2.09, and X2.12. In Work Loyalty, the invalid items are Y.01, Y.04, Y.05, Y.06, Y.08, Y.09, Y.10, Y.11, and Y.12. For Job Satisfaction, the invalid items are Z.01, Z.04, Z.10, and Z.12. Data processing was done using SmartPLS 4 in 2025.

Composite Reliability

Composite reliability is used to evaluate the internal consistency of each construct in the measurement model. Unlike Cronbach's Alpha, composite reliability considers the actual outer loadings of the indicators, making it more accurate for PLS-SEM analysis. A construct is considered reliable if its composite reliability value exceeds 0.70 (Hair et al., 2019). The composite reliability values for each construct in this study are presented in the following table.

Table 4. Composite Reliability Results

Variable	Composite Reliability	Description
Work-Life Balance	0.726	Reliable
Career Development	0.934	Reliable
Work Loyalty	0.871	Reliable
Job Satisfaction	0.774	Reliable

Source: The primary data were processed using SmartPLS 4 in 2025

Table 4 presents the composite reliability values for Work-Life Balance, Career Development, Work Loyalty, and Job Satisfaction. All variables have composite reliability values greater than 0.70, indicating that each construct meets internal consistency and reliability criteria. Specifically, Work-Life Balance has a composite reliability of 0.726, Career Development 0.934, Work Loyalty 0.871, and Job Satisfaction 0.774. These results confirm that the measurement instruments used in this study are reliable. Concerning the research conducted at State Junior High School 1 Madapangga, the reliability of these variables ensures the accuracy and consistency of data collected regarding teachers' perceptions of their work-life balance, opportunities for career development, work loyalty, and job satisfaction, which are critical factors in understanding and improving teacher loyalty at the school. The primary data were processed using SmartPLS 4 in 2025.

R-Square

R-Square (R^2) is used to measure the level of variance in the endogenous (dependent) variables that can be explained by the exogenous (independent) variables in the model. It indicates the predictive power of the structural model, with values of 0.75, 0.50, and 0.25 categorized as substantial, moderate, and weak respectively (Hair et al., 2019). The following table presents the R-Square values for the endogenous variables in this study, which help assess the model’s explanatory strength.

Table 5. R-Square Results

Variable	Number
Work Loyalty	0.41
Job Satisfaction	0.63

Source: The primary data were processed using SmartPLS 4 in 2025

Table 5 presents the R-Square (R^2) values for the variables Work Loyalty and Job Satisfaction. The R^2 value for Work Loyalty is 0.41, indicating that 41% of the variance in Work Loyalty can be explained by Work-Life Balance, Career Development, and Job Satisfaction. Meanwhile, the R^2 value for Job Satisfaction is 0.63, meaning that 63% of the variance in Job Satisfaction is explained by Work-Life Balance and Career Development. These results suggest that the model has a moderate to substantial explanatory power. In the context of the research at State Junior High School 1 Madapangga, these findings demonstrate that improvements in teachers' work-life balance and career development have a strong influence on enhancing their job satisfaction, which in turn significantly contributes to building greater work loyalty among teachers. The primary data were processed using SmartPLS 4 in 2025.

Average Variance Extracted

Average Variance Extracted (AVE) is used to assess the convergent validity of each construct by measuring the amount of variance captured by the construct concerning the variance due to measurement error. A construct is considered to have good convergent validity if the AVE value is greater than 0.50, indicating that the construct explains more than half of the variance of the indicators (Hair et al., 2019). The AVE values for each construct in this study are shown in the following table.

Table 6. Average Variance Extracted Results

Variable	Number
Work-Life Balance	0.670
Career Development	0.825
Job Satisfaction	0.561

Source: The primary data were processed using SmartPLS 4 in 2025

Table 6 presents the Average Variance Extracted (AVE) values for the variables of Work-Life Balance, Career Development, and Job Satisfaction. All variables meet the minimum AVE threshold of 0.50, indicating good convergent validity. Specifically, Work-Life Balance has an AVE value of 0.670, Career

Development 0.825, and Job Satisfaction 0.561. These results demonstrate that the indicators for each variable adequately explain the variance of their respective constructs. In the context of the research at State Junior High School 1 Madapangga, the adequate AVE values strengthen the validity of the measurement model, ensuring that the constructs used – particularly regarding teachers' work-life balance, career development, and job satisfaction – are well-represented and contribute accurately to the analysis of factors influencing work loyalty. The primary data were processed using SmartPLS 4 in 2025.

Hypothesis Testing

Hypothesis testing in this study was conducted to evaluate the direct and indirect effects between variables as proposed in the research model. Using the bootstrapping technique in SmartPLS 4, the analysis generated path coefficients, t-statistics, and p-values to determine the significance of each hypothesized relationship. A hypothesis is considered supported if the t-statistic is greater than 1.96 and the p-value is less than 0.05 (Hair et al., 2019). The results of hypothesis testing are presented in the following section.

Table 7. Hypothesis Testing Results

Hypothesis	T Statistics	Significance	Results
Work-Life Balance → Work Loyalty	2.361	0.000	Accepted
Career Development → Work Loyalty	5.972	0.000	Accepted
Work-Life Balance → Job Satisfaction	4.375	0.000	Accepted
Career Development → Job Satisfaction	9.163	0.000	Accepted
Job Satisfaction → Work Loyalty	2.196	0.001	Accepted
Work-Life Balance → Job Satisfaction → Work Loyalty	6.517	0.000	Accepted
Career Development → Job Satisfaction → Work Loyalty	2.143	0.000	Accepted

Source: The primary data were processed using SmartPLS 4 in 2025

Table 7 shows the results of hypothesis testing for the relationships between Work-Life Balance, Career Development, Job Satisfaction, and Work Loyalty. All hypotheses are accepted, as indicated by T-statistics greater than 1.96 and significance values below 0.05. Specifically, Work-Life Balance significantly influences Work Loyalty and Job Satisfaction, while Career Development significantly influences both Work Loyalty and Job Satisfaction. Furthermore, Job Satisfaction significantly impacts Work Loyalty. The mediation tests also show that job satisfaction successfully mediates the relationship between work-life balance and work loyalty, as well as between career development and work loyalty. These findings support the research at State Junior High School 1 Madapangga, indicating that improving teachers' work-life balance and career development opportunities enhances their job satisfaction and strengthens their work loyalty. The primary data were processed using SmartPLS 4 in 2025.

DISCUSSION

The findings of this study demonstrate that Work-Life Balance and Career Development significantly influence Job Satisfaction and Work Loyalty among teachers at State Junior High School 1 Madapangga. Furthermore, Job Satisfaction mediates these relationships, indicating that satisfaction serves as a psychological bridge that strengthens loyalty.

This supports the idea that teachers who experience balance between work and personal life feel more fulfilled, reducing stress and increasing their desire to remain in their current institution (Madiistriyatno & Tunnufus, 2023). Likewise, Career Development opportunities—such as training, promotions, and recognition—enhance a sense of value and belonging, leading to stronger attachment to the school (Putra & Lestari, 2021).

The mediating role of Job Satisfaction confirms that teachers' emotional responses to their work environment are key to fostering long-term loyalty. Simply offering policies or programs is not enough—teachers must feel personally satisfied with those efforts for loyalty to emerge.

For school leaders, this means that efforts to retain teachers should go beyond administrative support. Promoting a positive work culture, fair advancement opportunities, and well-being initiatives can greatly improve teacher retention and performance—especially in rural or semi-rural settings like Madapangga.

Theoretically, this research strengthens the view that satisfaction is not only an outcome but a central mechanism in the link between workplace conditions and teacher loyalty, in line with Herzberg's Two-Factor Theory.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, it can be concluded that Work-Life Balance and Career Development are crucial factors that significantly influence both Job Satisfaction and Work Loyalty among teachers. Job Satisfaction also plays a mediating role, strengthening the positive relationship between these variables. To support teacher loyalty and performance, it is recommended that State Junior High School 1 Madapangga continue prioritizing flexible work arrangements, manageable workloads, and wellness initiatives to improve work-life balance. At the same time, the school should offer structured career development programs, such as training, promotion pathways, and recognition for achievements. Regular evaluations of teacher satisfaction and efforts to build a positive, appreciative school culture will further support these initiatives. By strengthening these aspects, the school can maintain high teacher loyalty and ensure the sustainability of educational quality.

FURTHER STUDY

Future research could expand by including additional variables such as organizational culture, leadership style, or compensation, which may also influence Work Loyalty and Job Satisfaction. Conducting comparative studies across several schools or educational levels would also provide a broader perspective on the factors that enhance teacher engagement and loyalty. Moreover, using a longitudinal approach could offer deeper insights into how these relationships evolve over time.

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