



The Effect of Work Life Balance on Job Satisfaction of Married Female Teachers at Elementary School Cipageran Mandiri 1, Cimahi City

Rastia Dewi Ananda^{1*}, Aam Rachmat Mulyana²

Universitas Jenderal Achmad Yani

Corresponding Author: Rastia Dewi Ananda rastiadewi25@gmail.com

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ABSTRACT

Work-life balance is one of the key factors in maintaining a balance between the demands of work and personal life, especially for married female teachers who bear responsibilities in fulfilling both their professional roles and personal life. This study seeks to describe work-life balance and job satisfaction, as well as to examine the effect of work-life balance on the job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City. This study used a quantitative methodology, and 35 married female teachers were given questionnaires using a saturation sample strategy. Using SPSS version 27, simple linear regression analysis, coefficient of determination, and partial hypothesis testing (t-test) were used to analyze the data. The findings demonstrated that married female teachers job satisfaction at SDN Cipageran Mandiri 1, Cimahi City, is positively impacted by work-life balance. Therefore, job satisfaction increases with a better work-life balance.

INTRODUCTION

Human resources play a very important role in achieving an organization's goals, particularly in education. The dynamics of the education sector encourage individuals to experience transformation in their personal lives and their surrounding environments. These environments can be classified into three categories: family, community, and school. In education, schools play a vital role in cultivating human resources, supported by the education sector providers and teaching staff, namely teachers. According to (Wijaya & Lestari, 2024), in the effort to create quality human resources, teachers and educational personnel play a crucial role in supporting the educational process.

Cipageran Mandiri 1 Elementary School in Cimahi City is a public elementary school that actively carries out teaching and administrative activities. The school has 58 teachers, of which 35 are married female teachers. Teachers at this school carry out various duties such as teaching, preparing learning administration, attending meetings, and participating in other school activities. Furthermore, teachers work hours begin at 6:30 a.m. and end at 2:00 p.m. WIB (Western Indonesian Time), as a result they must be on time and complete their tasks in accordance with the school's timetable. For married female teachers, these work demands need to be balanced with the responsibilities of family life.

Job satisfaction is interpreted as an emotional state in which a person feels content and satisfied with their work (Hasibuan MS, 2009). Within an organizational context, this concept is used to indicate the extent of an individual's satisfaction with their job performance. Job satisfaction represents a positive feeling arising from a person's perception of their job, which stems from an assessment of various job characteristics (Ansori, 2020 in Amilia & Mulyana, 2025). According to Mangkunegara (2017), the level of absence or work absence is one indicator of job satisfaction. Teachers who feel dissatisfied with their work tend to show higher absenteeism rates than satisfied teachers. In addition to absences, work discipline such as late attendance can also indicate problems in the implementation of the work. Therefore, the phenomenon of lateness that occurs among married female teachers at SDN Cipageran Mandiri 1, Cimahi City is important to study further because it is suspected to be related to teachers' ability to influence teacher job satisfaction while juggling the demands of work and family life.

Table 1. Summary of Teacher Lateness Data at SDN Cipageran Mandiri 1, Cimahi City in 2025

No	Month	Delay
1	May	21 times
2	June	15 times
3	July	6 times
4	August	23 times
5	September	14 times
6	October	10 times
Total		89 Times

Source: Administration Section of Cipageran Mandiri 1 Elementary School, Cimahi City

Based on data on teacher tardiness with characteristics of married female teachers at SDN Cipageran Mandiri 1, Cimahi City, it is known that from May to October 2025, there were 89 tardiness recorded. The highest number of tardiness occurred in August, with 23, while the lowest number occurred in July, with 6. The average tardiness per month reached 15 times. This data indicates that some teachers may face difficulties in managing their time between work and household responsibilities. This illustrates that the level of work-life balance for married female teachers is not optimal.

Repeated delays have the potential to reduce the effectiveness of the learning process, disrupt classroom discipline, and affect the quality of educational services if not addressed immediately.

This phenomenon is inseparable from the evolving role of women in social and household, causing an increasing number of women to choose to work to fulfill both career and personal needs. Women who choose to work and are married naturally have a dual role as housewives and career women. Career women who already have children have greater obligations and responsibilities, they are responsible for caring for children, husbands, household chores, and of course, the responsibilities of their chosen profession. This condition shows that female teachers have a dual role in navigating life between career responsibilities and family life. With this in mind, female teachers are expected to be able to manage this balance, a condition generally termed work-life balance.

Work-life balance A situation in which a person manage to balance work and personal life. Greenhaus & Allen (2011) define this concept as an individual's capacity to reconcile their roles across both professional and personal domains. Consistent with this view, Hudson (2005) describes work-life balance as the degree of satisfaction or compatibility experienced between the dual roles a person holds in work and personal life. In this case, especially for married female teachers, they bear a double burden of responsibilities at home and at school. Disharmony in carrying out these two roles has the potential to disrupt teachers' job satisfaction and their overall performance. In this context, work-life balance refers to a teacher's ability to reconcile the pressures of professional and private life so that both aspects can run harmoniously. In practice, each individual has different abilities, work enthusiasm, and living conditions. These differences cause the needs and methods of each individual in carrying out their work to vary. Therefore, organizations need to consider the work-life balance conditions of each individual in assigning workloads and responsibilities (Arinda & Prabowo, 2025).

Within the teaching profession, work-life balance is a crucial aspect because teachers' duties extend beyond classroom instruction while also encompassing non-teaching administrative responsibilities, school activities, and interactions with students and parents. This complex workload requires teachers to manage their time, energy, and attention to ensure both domains of their lives run harmoniously. For married female teachers, this challenge is even greater because they must juggle their roles as teachers, as mothers, and as wives. An imbalance in fulfilling these two roles has the potential to reduce job satisfaction, making work-life balance a crucial factor to consider (Iilir, 2024).

Based on a pre-survey conducted through interviews and observations of 5 married female teachers at SDN Cipageran Mandiri 1, Cimahi City regarding work-life balance and job satisfaction revealed that some teachers still experience difficulties in balancing the pressures of work and personal life or spending time with family and others outside of work. This condition is indicated by limited time with family and the presence of schoolwork that sometimes has to be completed outside of working hours. This finding indicates that work-life balance is still a challenge for some married female teachers at SDN Cipageran Mandiri 1, Cimahi City.

Research by Hasanuddin (2025), which examined PAUD teachers in Labuhan Batu Regency revealed that work-life balance had a favorable effect on job satisfaction. Similarly, Amalia (2025) reported comparable findings, identifying a favorable association between work-life balance and job satisfaction among teachers. In line with these result, a study by Pitoyo et al. (2022) demonstrated that work-life balance significantly affected job satisfaction at PT. X employees. The result of this study demonstrate a relationship between work-life balance and job satisfaction, whereby a greater capacity to balance work demands and private life, the greater the job satisfaction experienced.

Drawing on previous research, it can be stated the topic of work-life balance and job satisfaction has been widely studied, but not many have specifically studied married female teachers in public elementary schools, especially in the Cimahi City area. Therefore, the researcher is interested in conducting research to fill this gap by analyzing "The Effect of Work-Life Balance on Job Satisfaction of Female Teachers at SDN Cipageran Mandiri 1, Cimahi City."

LITERATURE REVIEW

Understanding Human Resource Management

Every organization requires qualified human resources to facilitate the attainment of its desired objectives. Human capital are the organization's primary asset because they play a strategic role in carrying out all organizational activities and contributing to the successful achievement of organizational goals.

The definition of human resource management according to various experts are presented below:

According to Marwansyah (2019:3):

"Human resource management is defined as the utilization of human resources within an organization, which is carried out through the functions of planning, recruitment and selection, career planning and development, compensation and welfare, and industrial relations."

According to Mangkunegara (2017:2):

"Human resource management is the planning, organizing, coordinating, implementing, and supervising of the procurement, development, rewarding, integrating, maintaining, and separating the workforce in order to achieve organizational goals."

Work Life Balance

Work Life Balance is one of the essential aspects in supporting the sustainability of an individual performance in carrying out their job. Organizations can function optimally when individuals are able to balance work responsibilities with their private life. Work-life balance can be observed through three dimensions: time balance, which relates to how time is allocated between work and activities outside of work; involvement balance, which concerns an individual's psychological engagement in both work and other activities; and satisfaction balance, which reflects an individual's level of satisfaction in performing both work-related and personal activities (Greenhaus, et al., 2003 in Lestari & Rahardianto, 2021).

According to Greenhaus (2003):

"Work life balance is the extent to which an individual is tied together in work and family, and is equally satisfied with his or her work and family roles."

According to Schermerhorn (2005):

"Work life balance is how a person is able to balance the demands of work with personal and family needs."

Greenhaus, et.al (2003) state that work life balance consists of the following dimensions:

1. Time balance
2. Involvement balance
3. Satisfaction balance

Job Satisfaction

Job satisfaction is defined as the emotional or emotional reaction an employee exhibits toward different aspects of their work. Thus, job satisfaction is defined as the evaluation of an individual's feelings, attitudes, and emotional responses to their work and its conditions (Afandi, 2018, in Rosyidah & Prabowo, 2026).

According to Hasibuan (2017):

"Job satisfaction is an emotional state of enjoyment and love for one's work. This attitude is reflected in work morale, discipline, and job performance. Job satisfaction can be experienced at work, outside of work, or a combination of both."

According to Mangkunegara (2017) several indicators of job satisfaction can be identified:

1. Employee Turnover
2. Absenteeism Rate
3. Employment Level
4. Organizational Level Size

METHODOLOGY

This study employed a quantitative technique to assess how work-life balance affects job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City. The study involved all married female teachers at the school as the research subjects. The study population in this study consisted of

35 married female teachers. Since the population was relatively small, the entire population were include as respondents using a saturated sampling technique. Consequently, a total of 35 teachers participated as respondents in this study.

Data collection involved library research as well as field research. The field research involved interviews with five married female teachers conducted as part of preliminary study, questionnaires were distributed to measure work-life balance and job satisfaction variables, and documentation in the form of teacher tardiness data obtained from the school. The research instrument used a Semantic Differential scale with a score range of 1–5, where low scores indicate very negative perceptions and high scores indicate very positive perceptions of the measured variables. Prior to data collection, the research instrument was evaluated through validity and reliability testing using SPSS to determine its suitability for use. The collected data were subsequently organized and processed through several stages, including editing, coding, tabulation, and data processing with SPSS version 27. Two analytical approaches were employed in this study. Descriptive analysis served to portray the general characteristics of respondents' work-life balance and job satisfaction, while associative analysis was used to explore the relationship linking these two variables. To test the hypotheses, simple linear regression analysis was performed, complemented by the coefficient of determine the degree to which work-life balance contributed to and influenced job satisfaction experienced by married female teachers.

RESEARCH RESULTS AND DISCUSSION

Work-Life Balance of Married Female Teachers at Cipageran Mandiri 1 Elementary School, Cimahi City

Table 2. Total Average of Respondents Regarding Statements Regarding the Work Life Balance Variable

Sub Variables	Total Average	Criteria
Time Balance	3.80	Balanced
Involvement Balance	4.00	Organized
Satisfaction Balance	4.02	Satisfied
Total Average = $3.80+4.00+4.02/3 = 3.94$		
<i>Work-Life Balance being On Balanced Criteria</i>		

Source: Questionnaire, Reprocessed, 2026

Based on Table 2 above, after calculating the total average for each work-life balance sub-variable for married female teachers at SDN Cipageran Mandiri 1, Cimahi City, the average score was 3.94, which falls within the balanced criteria. These results indicate that married female teachers are generally can be balance their work and personal lives, allowing them to carry out both roles in a balanced manner. However, there is still room to improve this balance to achieve a truly balanced state.

Job Satisfaction of Married Female Teachers at SDN Cipageran Mandiri 1, Cimahi City

Table 3. Total Average of Respondents Regarding Statements Regarding Job Satisfaction Variables

Sub Variables	Total Average	Criteria
Employee Turnover	4.17	Low
Attendance Rate (Absenteeism)	4.46	Very Low
Employment Level	4.28	Very Suitable
Organization Size	4.28	Very Smooth
Total Average = $4.17+4.46+4.28+4.28/4 = 4.30$		
Job Satisfaction Is On Very Satisfied Criteria		

Source: Questionnaire, Reprocessed, 2026

Based on Table 3 above, after calculating the average for each sub-variable of job satisfaction for married female teachers at SDN Cipageran Mandiri 1, Cimahi City, the average score was 4.30, which falls within the very satisfied category. These results indicate that married female teachers generally have a very good level of job satisfaction with their jobs. However, there is still room to maintain and improve job satisfaction so that all aspects of the job remain highly satisfied.

Simple Linear Regression Analysis

The data processing conducted through SPSS version 27 yielded the following simple linear regression equation:

$$Y = 23.406 + 0.319X$$

The simple linear regression equation may be interpreted as outlined below:

- The regression coefficient for work-life balance is 0.319, indicating a unidirectional effect on job satisfaction. This indicates that an increase in work-life balance is accompanied by a corresponding increases in job satisfaction.

Coefficient of Determination

Table 4. Results of the Coefficient of Determination Work Life Balance on Job Satisfaction

R	R Square	Adjusted R Square	Standard Error of the Estimate
0.381	0.145	0.119	4.39297

Source: SPSS 27 Output Results, Reprocessed, 2026

Referring to Table 4, the coefficient of determination (R Square) amounts to 0.145. This indicates that work-life balance contributes 14.5% to job satisfaction. Meanwhile, the other 85.5% is influenced by different factors.

Hypothesis Test Results

1. Partial Test (t-Test)

In order to determine the partial effect of the independent variable (X) on the dependent variable (Y), the study tested the following hypothesis: Work Life

Balance has a positive effect on the job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City. To test the hypothesis using SPSS version 27, where the calculation results are:

Table 5. Results of Partial Hypothesis Testing Between Work Life Balance and Job Satisfaction

Variables	thitung	ttable	Sig.	Prob.	Information
X	2,369	1,692	0.024	0.05	Significant

Source: SPSS 27 Output Results, Reprocessed, 2026

Based on Table 5, the calculated t-value for the influence of work-life balance on job satisfaction is 2.369, with a significance value of 0.024. Since this significance value falls below the probability threshold of 0.05, the result is considered statistically significant. Based on the research hypotheses formulated, namely:

1. $H_0 : \beta_1 \leq 0$: Work life balance does not have a positive effect on the job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City.
2. $H_a : \beta_1 > 0$: Work life balance has a positive effect on job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City.

The one-tailed test conducted on the work-life balance variable indicated a positive effect on job satisfaction, consistent with the proposed hypothesis. The result of this one-tailed test can be described as follows:



Figure 1. Results of One-Part Test of Work Life Balance Variable on Job Satisfaction

Source: SPSS 27 Output Results, Reprocessed, 2026

As illustrated in the figure above, the t-value obtained for the effect of work life balance on job satisfaction 2.369 which falls within the acceptance region of H_a . This is further supported by the contrast between the calculated t-value and the critical t-value, where $t_{\text{count}} 2.369 > t_{\text{table}} 1.692$. The t table value was derived from the t-distribution table using $df = n - 2 = 35 - 2 = 33$ at a significance level of 5%. These findings support the acceptance of H_a and the rejection of H_0 , indicating that work-life balance has a positive effect on job satisfaction.

CONCLUSION

1. Work-life balance Married female teachers at SDN Cipageran Mandiri 1, Cimahi City, are categorized as balanced category, with a mean score of 3.94. The sub-variable with the highest score is Satisfaction Balance at 4.02, while the sub-variable with the lowest score is Time Balance at 3.80.
2. Job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City is categorized as very satisfied, with an average score of 4.30. The

sub-variable with the highest score is the Absenteeism Rate (4.46), while the sub-variable with the lowest score is Employee Turnover (4.17).

3. Work-life balance contributed 14.5% to the job satisfaction of married female teachers at SDN Cipageran Mandiri 1, Cimahi City, with the remaining 85.5% is explained by external factors beyond the coverage of this study. Therefore, work-life balance shows a favorable effect, characterized by a "low but definite" effect on the job satisfaction experienced by married female teachers at SDN Cipageran Mandiri 1, Cimahi City.

RECOMMENDATIONS

- a. Based on the work-life balance analysis, the Time Balance sub-variable received the lowest average score compared to the other sub-variables. Therefore, schools are advised to continue supporting teachers' time balance, for example by managing proportional workloads, distributing tasks evenly, and creating more effective school activity schedules so that teachers can fulfill their roles as educators while simultaneously fulfilling their personal responsibilities.
- b. In light of the results of the job satisfaction analysis, the Employee Turnover sub-variable obtained the lowest average score compared to the other sub-variables. Although still in the very satisfied category, the school still needs to maintain and even improve teacher job satisfaction by providing performance appreciation, creating a conducive work environment, improving communication between leaders and teachers, and providing competency development opportunities so that teachers maintain their commitment and loyalty to the school.
- c. It is recommended to allow a certain amount of tolerance for lateness, taking into account the specific circumstances of teachers, particularly married female teachers with family responsibilities. This way, teachers can juggle the pressures of their professional and personal responsibilities without compromising their discipline.

ADVANCED RESEARCH

Future researchers are encouraged to broaden the scope of this study by incorporating others variables potentially job satisfaction, including workload, workplace environment, leadership style, compensation, or job stress, in order to obtain a deeper insight into the factors that influence teachers' job satisfaction. In addition, subsequent studies could be conducted across different educational levels or school locations to enable comparative analysis and achieve broader generalizability.

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