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The Role of Work-Life Balance and Job Satisfaction On The Organizational Commitment of Working Mothers as Early Childhood Education (ECCE) Teachers

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ABSTRACT: This study aims to determine how much influence work-life balance and job satisfaction have on organizational commitment to working mothers as Early Childhood Education (ECCE) teachers. The research approach used quantitative descriptive, data collected from questionnaires with the data analysis method Structural Equations Modeling Partial Least Square (SEM-PLS). The results show that work-life balance has a significant effect on organizational commitment with a value of 2,734 > 1.96 or P values of 0.006 < 0.05, then H1 is accepted, namely work-life balance affects organizational commitment. Furthermore, job satisfaction affects organizational commitment with a value of 2,251 > 1.96 or P values of 0.024 < 0.05, then H2 is accepted, namely Job Satisfaction affects organizational commitment. From the results of hypothesis testing, it shows that work-life balance has a significant effect on organizational commitment, indicating the importance of work-life balance in supporting loyalty to the organization's commitment to working mothers as Early Childhood Education (ECCE) teachers in Depok sub-district. These findings highlight the need for organisational efforts to create supportive work environments that enable working mothers as ECCE teachers to integrate work and personal lives well.

Keywords: Work-Life Balance, Job Satisfaction, Organizational Commitment, Teachers

INTRODUCTION

Studies about women today are increasingly interesting to discuss. In the past, women's roles were often limited to housework, but now they have the opportunity to play roles outside the home and start their careers. Not only single women, but also women who are married and have children many choose to work (Darmawan et al., 2015). Some of them work as teachers are considered to match the instinct of women as nannies (Khilmiyah, 2012). Women who

teach are also often valued for having good intelligence and knowledge, and are considered independent with a sense of pride in their profession (Yuliati, 2012).

The world of work aspect is very important for mothers, especially in the context of teachers in Early Childhood Education (ECCE) schools where the majority of women in Depok District, Cirebon Regency. Due to the many risks that must be faced, such as neglect of family problems due to energy and thoughts seized at work, and the difficulty of facing conflicts in roles and positions as a workforce and also housewives because of the amount of time spent outside the home to work. Creating a supportive work environment can have a positive impact on their personal and professional lives. Someone who manages to achieve this balance tends to experience lower stress, have high motivation, and establish good relationships with colleagues (Mujiati, 2023). The possibility to work from home, flexibility of working hours, and support for the dual roles of mother and worker can effectively improve the balance between family and career responsibilities.

The implementation of work-life balance is a key factor in understanding how working mothers as Early Childhood Education (ECCE) teachers manage the dual demands between work and motherhood. This certainly has an impact on organizational commitment. According to (Anwar et al., 2023) Work-life balance is a balance between various roles in life, including between the roles played in work and personal life (family, friends and culture). If with a work environment that implements work-life balance, employees will feel comfortable with the organization then encourage them to work hard and importantly make employees want to stay in the organization.

Apart from work-life balance, organizational commitment is also influenced by employee job satisfaction. Dissatisfaction in the role of workers makes them feel undervalued and emotionally unfulfilled. As a result, this can reduce an organization's commitment, as they may feel less attached to the school they work for. (Ramadan, the Prophet; Marinda, V, 2019) Job satisfaction is one indicator to measure the extent to which the organization provides feedback for employees who have contributed in accordance with organizational goals. Discussions about their job satisfaction become relevant to understanding the impact of working conditions and motivation and performance. In addition, a world of work that supports women in their roles as mothers can increase job satisfaction and psychological well-being. Providing facilities such as leave policies that support working mothers can create an inclusive work environment and support women in managing dual demands. According to (Erviansyah et al., 2021) Job satisfaction is very important for companies because job satisfaction reflects how employees feel about their jobs. Employees will feel happy if they like their work, but employees can also show feelings of displeasure if they don't like their work.

Based on the above problems, the purpose of this study is to see whether there is an effect of work-life balance

and job satisfaction on organizational commitment to working mothers as Early Childhood Education (ECCE) teachers in Depok sub-district.

Literature Review
Work Life Balance

According to (Parkes & Langford, 2008)Work-life balance is a condition in which individuals are able to allocate time and energy to commit to work and family, and are responsible both in activities outside work. According to (Kapahang et al., 2022) Work-life balance is an individual's perception that work and non-work activities can promote growth in accordance with current life priorities. Work activities and personal life are seen as two different things, both of which have a high level of priority. According to (Garg & Yajurvedi, 2016) Work Life Balance is an effort to create and maintain a supportive and healthy work environment, which allows employees to achieve a balance between work and family responsibilities, thereby strengthening employee loyalty and productivity.

Factors that affect work-life balance according to (Sharma, 2021) are as follows:

1. Individual factors

Individual factors are factors that come from the internal of the individual, which include personality, well-being, and emotional intelligence.

2. Organisational factors

Organizational factors are something beyond the capacity of individuals that come from the organization and can affect an individual's work-life balance. Organizational factors include organizational support, superior support, co-worker support, job stress, role conflict, role ambiguity, role overload, and technology.

3. Societal factors

Social factors derive from the social environment in which individuals interact, either directly or indirectly, such as for example couple and family support, responsibility in caring for children, social support, personal and family demands and family disputes.

4. Other factors

Other factors are factors outside of individual, organizational and societal factors that cannot be classified into them. These factors include age, gender, marital status, parental status, experience, employee level, type of work, income, and type of family. Based on the expert opinion above, the author concludes that work-life balance factors consist of individual factors, organizational factors, social factors and other factors categorized as factors.

Job Satisfaction

According to (Moorhead & Griffin, 2013) stated job satisfaction is the degree to which a person feels satisfied or fulfilled in their job. Meanwhile, according to (Badrianto & Ekhsan, 2021), job satisfaction is a need that must be met by every employee. With this need met, an employee will feel compelled to like his job more. (Nabawi, 2019) Job satisfaction is a pleasant or unpleasant emotional state in which employees rate their jobs, as well as several indicators of job satisfaction.

According to (Veithzal Rivai Zainal, 2011) the factors commonly used to measure an employee's job satisfaction are: 1) job content, actual appearance of job duties and as control

as a job; 2) Conversion; 3) organization and management; 4) the opportunity to advance; 5) salaries and other financial benefits such as incentives; 6) co-workers; 7) working conditions.
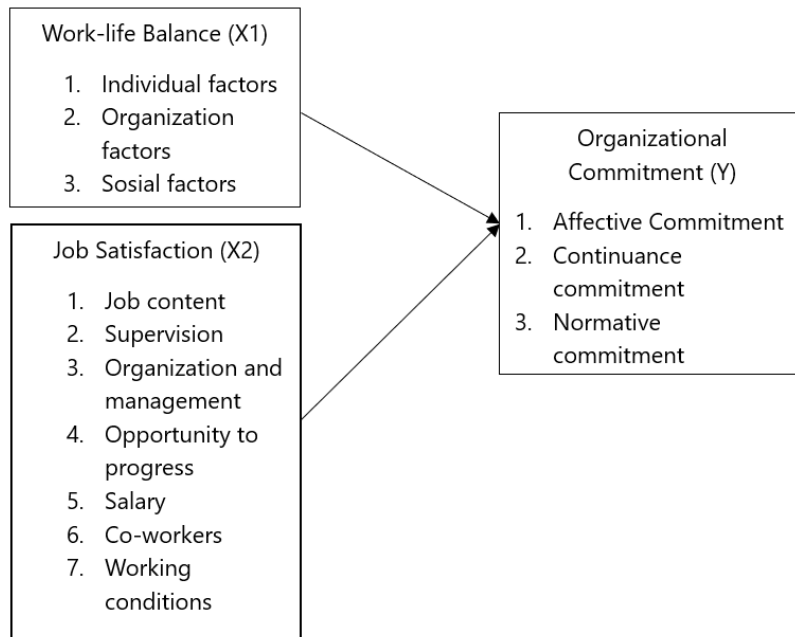
Organizational Commitment

This commitment is a form of attitude shown by employees who want to be with the company in achieving goals (Putra & Darmawan, 2022). According to (Sulijaya & Bangun, 2015) Organizational commitment is a condition where employees feel an urge in themselves to do their best for the progress of the organization and always prioritize the interests of the organization. (Badrianto & Ekhsan, 2021) also explained that organizational commitment is a mutually agreed provision from all personnel in an organization regarding guidelines, implementation, and goals to be achieved together in the future. (Aritonang & Hutauruk, 2024) revealed that commitment is an effort to achieve goals in the organization with the willingness to direct all efforts for the benefit of the organization, as well as the attachment to remain a member of the organization. The level of commitment of a person in carrying out the tasks assigned to him is not the same for every individual. The success of commitment in an organization depends on how we build a responsibility to have a strong intention in carrying out the goals in that organization.

According to (Allen & Meyer, 1990) some of the factors that influence both from the organization and from the individual himself are:

1. Affective commitment can develop because of four categories, namely, organizational characteristics, individual characteristics, structural characteristics and work experience. The consideration process is when individuals achieve awareness of investments and alternatives, and their impact on themselves.

2. Continuance commitment can develop due to various actions or events that can increase losses if you leave the organization. Some actions or events are divided into two variables, namely investment and alternative. Investment is something valuable, such as time, effort, or money, that must be released by individuals. An alternative is the possibility to enter another organization.

3. Normative commitment can develop due to a number of influences of experiences felt by individuals in the process of socialization with the organization, both before and after entering the organization Sustainability Commitment, and Normative Commitment to Organizational Citizenship Behavior. The results of the study are partially or simultaneously the variables of affective commitment, sustainable commitment, and normative commitment have a significant effect on the variables of Organizational Citizenship Behavior.

Based on a literature review of work-life balance, job satisfaction and organizational commitment, the following framework can be made;

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┌─────────────────────────────┐
│ Work-life Balance (X1)      │
│                             │
│   1. Individual factors     │
│   2. Organization           │
│      factors                │
│   3. Sosial factors         │
└─────────────────────────────┘
                                      ┌─────────────────────────────┐
┌─────────────────────────────┐      │    Organizational           │
│ Job Satisfaction (X2)       │      │    Commitment (Y)           │
│                             │      │                             │
│   1. Job content            │      │  1. Affective Commitment    │
│   2. Supervision            │      │  2. Continuance             │
│   3. Organization and       │      │     commitment              │
│      management             │      │  3. Normative               │
│   4. Opportunity to         │      │     commitment              │
│      progress               │      └─────────────────────────────┘
│   5. Salary                 │
│   6. Co-workers             │
│   7. Working                │
│      conditions             │
└─────────────────────────────┘
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Based on the above frame of mind, the hypotheses in this study are as follows:

H1: Work-life balance has an influence on organizational commitment

H2: Job satisfaction has an influence on organizational commitment.

RESEARCH METHODOLOGY

This study used descriptive quantitative methods. (Sugiyono, 2013) explained that quantitative research methods are methods based on positivism philosophy, used in researching research samples and populations.

The design used in this study is quantitative descriptive by using questionnaires as data collection instruments with the aim of knowing how much influence work-life balance and job satisfaction have on the organizational commitment of working mothers as Early Childhood Education (ECCE) teachers in Depok sub-district.

The population in this study is all Early Childhood Education (ECCE) teachers who are mothers in the Depok sub-district. The type of sample used in this study is purposive sampling technique, is a sampling technique based on the subjective considerations of the researcher. After selection according to the desired characteristics of participants, 61 respondents of Early Childhood Education (ECCE) teachers were obtained with maternal status criteria.

In this study using the data analysis method Structural Equations Modeling Partial Least Square (SEM-PLS) using SMART PLS 4.

RESULTS AND DISCUSSION

1. Validity Convergen (Outer Loading)

Variabel	Item	WLB	KK	KO
Work-Life Balance	WLB1	0.780		
	WLB2	0.830		
	WLB3	0.862		
	WLB4	0.843		
	WLB5	0.839		
	WLB6	0.877		
	WLB7	0.876		
	WLB8	0.874		
	WLB9	0.706		
	WLB10	0.791		
Job Satisfaction	KK1		0.761	
	KK2		0.814	
	KK3		0.831	
	KK4		0.808	
	KK5		0.881	
	KK6		0.921	
	KK7		0.777	
	KK8		0.755	
	KK9		0.768	
Organizational Commitment	KO1			0.852
	KO2			0.846
	KO3			0.811
	KO4			0.899
	KO5			0.837
	KO6			0.849
	KO7			0.910

The results of the convergent validity test show the Loading Factor value of all question items > 0.5, then all statement items are declared valid convergent.

2. Reality Test

	KK5	Composite Relialibity (rho c)
WLB	0.949	0.956
KK	0.936	0.946
KO	0.940	0.951

The variables in this study showed the value of Cronbach'Alpha and Composite Reliability of all variables >0.70 then all variables were reliable.

3. Hypothesis Test

	0.777	Sampel mean (M)	Standart deviation (DTDEV)	KK8	P values
WLB -> KO	0.557	0.535	0.204	2.734	0.006
KK -> KO	0.462	0.473	0.205	2.251	0.024

The explanation is as follows:

a. The Work-life balance (WLB) variable obtained a t statistics value of 2.734 > 1.96 or a value of P values 0.006 < 0.05, then H1 is accepted, namely Work-life balance affects Organizational Commitment.

b. The variable Job Satisfaction (KK) obtained bilai t statistics of 2,251 > 1.96 or P values 0.024 < 0.05, then H2 is accepted, namely Job Satisfaction affects Organizational Commitment.

Work-Life Balance affects Organizational Commitment

The hypothetical results show that there is a significant influence between work-life balance on the organizational commitment of working mothers as early childhood education (ECCE) teachers. This means that the better the work-life balance between working mothers and the personal lives, the higher their level of commitment to the organization they work for. In other words, the support and flexibility in maintaining work-life balance can increase the sense of attachment and loyalty of working mothers to the Early Childhood Education (ECE) school organizations where they work. This is in line with previous research conducted by (Azeem & Akhtar, 2014) and (Yunita, 2018)

Job Satisfaction Affects Organizational Commitment

The hypothetical results show that there is a significant influence between job satisfaction and organizational commitment of working mothers as early childhood education (ECCE) teachers. This indicates that the higher the job satisfaction level of working mothers, the higher their level of commitment to the Early Childhood Education (ECCE) school organization where they work. In other words, job satisfaction can be an important factor in shaping working mothers' sense of attachment and loyalty to their organization, which in turn can affect their productivity and quality of work. This is in line with previous research conducted by (Hidayat, 2018) and (Tanjung, 2020).

CONCLUSION

From the results of the analysis of data processing in this study, it can be concluded as follows:

From the results of hypothesis testing, it shows that work-life balance has a significant effect on organizational commitment, indicating the importance of work-life balance in supporting loyalty to the organization's commitment to working mothers as Early Childhood Education (ECCE) teachers in Depok sub-district. These findings highlight the need for organisational efforts to create supportive work environments that enable working mothers as ECCE

teachers to integrate work and personal lives well.

From the results of hypothesis testing, it shows that job satisfaction has a significant effect on organizational commitment. These findings confirm that when working mothers are satisfied with their jobs, they are more likely to be distracted and committed to the organizations they work for. Therefore, it is important for ECCE institutions to pay attention to and correct factors that affect the job satisfaction of working mothers such as supportive working conditions. Thus, increasing job satisfaction can increase the commitment of working mothers organizations as Early Childhood Education (ECCE) teachers in Depok sub-district, which in turn can have a positive impact on the education of children in ECCE

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