

The Role of Job Satisfaction and Employee Engagement in Mediating the Effect of Work-Life Balance on Employee Turnover Intention at Warmadewa Independent Shining School in Denpasar

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Keywords:	Abstract
Work-Life Balance; Job Satisfaction; Employee Engagement; Turnover Intention.	Rising employee intentions to leave their jobs present a significant challenge for organizations, potentially undermining workforce stability and hindering the achievement of organizational objectives. This situation highlights the importance of supporting Work-Life Balance (WLB) to enhance Job Satisfaction (JS) and Employee Engagement (EE), ultimately reducing Turnover Intention (TI). This study investigated the influence of WLB on TI, with JS and EE serving as mediating variables, among employees at Warmadewa Independent Shining School in Denpasar. A quantitative approach was employed using a saturated sampling technique involving 51 employees. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The findings revealed that WLB significantly reduced TI and positively influenced both JS and EE. Furthermore, higher levels of JS and stronger EE were associated with lower TI, while JS also contributed to increased employee engagement. JS and EE significantly mediated the relationship between WLB and TI. These results indicated that improving WLB could enhance employee satisfaction and engagement, thereby reducing employees' intentions to leave the organization. The findings provided practical implications for management in developing human resource strategies that support WLB, increase JS, and foster stronger EE.

INTRODUCTION

Human resources (HR) are strategic assets that play a central role in shaping organizational success and long-term sustainability (Faugoo, 2024; Gunawan & Mikhail, 2025). Therefore, organizations prioritize attracting and retaining skilled talent to effectively achieve their vision and mission (Darmawan et al., 2024). The success or failure of a business largely depends on the quality of its human resources. To prevent potential organizational challenges, companies need to implement policies that encourage employee participation in decision-making and create a supportive work environment.

Human resources not only serve as implementers of operational activities but also act as key drivers in achieving organizational goals effectively and sustainably. As the work environment becomes increasingly competitive and dynamic, organizations must manage their workforce efficiently to retain skilled, engaged, and high-performing employees. Ineffective human resource management can lead to various organizational issues, one of which is Turnover Intention (TI), which may eventually result in actual employee departures (Amelia, 2024).

TI refers to an employee's intention to leave an organization, which may be influenced by various factors, such as the work environment, compensation, and psychological conditions (Deswarta et al., 2021). TI can become a serious concern and potentially cause significant organizational losses when it increases. Employees may perceive turnover as a final alternative when working conditions do not meet their expectations.

High employee turnover indicates that individuals are no longer actively fulfilling their responsibilities or contributing to the organization. Beyond the immediate loss of employees, this condition can indirectly reduce the morale of remaining staff, potentially resulting in decreased productivity, lower work quality, and reduced customer satisfaction (Syara & Syah, 2022). TI reflects an employee's consideration of leaving the organization within a specific period. In contrast, the desire to move refers to an individual's evaluation of their relationship with the organization while recognizing potential opportunities elsewhere, such as higher compensation, greater recognition, or a more favorable work environment. However, this intention has not yet developed into actual turnover behavior (Darmawan et al., 2024).

The issue of TI is particularly relevant in the early childhood education sector, including at Warmadewa Independent Shining School (WISH) Denpasar, due to the high demands of the profession, which require emotional involvement, service consistency, and responsibility for child development. Internal school data indicate that the turnover rate increased during the 2023–2025 period, from 5% in 2023 to 7% in 2024 and reaching 10% in 2025. The annual increase in employees leaving the organization indicates a stronger tendency toward TI, which may disrupt organizational stability, continuity of the learning process, and the quality of educational services. This condition aligns with Mobley's theory (1977), which explains that the intention to leave an organization begins with an evaluation of the work experience and develops into an intention to leave when employee needs are not adequately fulfilled.

The results of initial interviews with several employees indicate that one of the factors contributing to TI is difficulty in maintaining Work-Life Balance (WLB). Long working hours, classroom management responsibilities, and various school activities cause some employees to experience physical and emotional exhaustion, limiting the time available for personal life. This condition also affects work enthusiasm, concentration, and energy levels, reflecting lower Employee Engagement (EE) and reduced Job Satisfaction (JS). Consequently, some employees have begun considering alternative employment opportunities that are perceived to provide better WLB.

Conceptually, WLB refers to an individual's ability to manage professional and personal responsibilities in a manner that allows both aspects to coexist effectively. Achieving WLB is associated with improved psychological well-being, higher JS, and stronger employee commitment, whereas imbalance may contribute to stress, burnout, and increased TI. This argument is further supported by Puspitawati et al. (2025), who demonstrated that work-life balance positively influences job satisfaction and work engagement. Their findings suggest that employees who are able to maintain a healthy balance between work and personal life are more likely to experience positive work-related outcomes, including higher satisfaction and stronger engagement. Previous studies have consistently indicated that WLB influences TI directly or through psychological mechanisms. In this study, JS refers to employees' positive emotional responses toward their work, while EE represents the extent to which employees are physically,

cognitively, and emotionally engaged in their tasks. Both variables are considered mediators that explain how WLB influences TI.

Social Exchange Theory provides a framework for understanding the relationship among these variables by suggesting that when organizations provide support and fulfill employee needs, employees reciprocate through stronger commitment, positive work attitudes, and organizational loyalty. Therefore, effective WLB practices are expected to enhance JS and EE, thereby reducing employees' intentions to leave. However, previous studies have reported inconsistent findings regarding these relationships, particularly within the early childhood education sector, indicating the need for further investigation. Although previous research has examined the relationship between WLB and TI in various contexts (Saeed et al., 2020; Mulang, 2022), limited studies have specifically explored the mediating mechanisms underlying this relationship within the Indonesian early childhood education context.

Based on this phenomenon, this study aimed to examine how WLB influenced TI, JS, and EE among employees at WISH Denpasar. This study also investigated the effects of JS on EE and TI, as well as the influence of EE on TI. Furthermore, this research examined the mediating roles of JS and EE in the relationship between WLB and TI. The research gap addressed the limited empirical evidence regarding the mediating mechanisms between WLB and TI within the Indonesian early childhood education sector, where emotional demands and work-life conflicts are particularly prominent. The urgency of this research was supported by the increasing turnover rate at WISH and the broader challenge of employee retention in Indonesian educational institutions. The novelty of this study lies in examining JS and EE as dual mediators within the WLB–TI relationship through a single research model, providing a more comprehensive understanding of the psychological mechanisms involved. The findings are expected to contribute theoretically to Human Resource Management (HRM) literature by explaining mediation mechanisms within these relationships while providing practical insights for management in developing policies that enhance employee well-being, engagement, and retention.

METHOD

Research Design

This study employed a quantitative approach with an explanatory research design to examine the relationships among WLB, JS, EE, and TI among employees at Warmadewa Independent Shining School. The research was conducted at the school located on Jalan Terompong No. 24A, Denpasar, Bali. The research site was selected due to the observed issue of TI, which served as the main focus of the study. Conducted in March 2026, this study examined the influence of WLB on TI, with JS and EE as mediating variables. The study involved all 51 employees of the school as respondents. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 to test the proposed hypotheses.

Population and Sample

The study includes all 51 employees of Warmadewa Independent Shining School as the research population. A saturated sampling method was applied. As a result, the total number of respondents in this research amounted to 51.

Data Types and Sources

This study draws on qualitative data, including interview findings and information about respondents' backgrounds, alongside quantitative data such as questionnaire responses and employee counts. Data sources include primary data collected through interviews and distributed questionnaires, as well as secondary data gathered from organizational records, books, academic journals, and other pertinent materials.

Data Collection Techniques

Data were gathered using interviews and questionnaires. As part of an initial exploration, five employees were interviewed to gain insight into aspects such as WLB, JS, EE, and intentions to leave the organization. Subsequently, primary data were collected through a structured questionnaire designed around indicators for each research variable, employing a five-point Likert scale.

Data Analysis Techniques

Data analysis was conducted using PLS-SEM approach with the SmartPLS 4 software. The process involved both descriptive and inferential analyses. Descriptive analysis provided an overview of respondent characteristics and summarized response tendencies for each research variable by examining mean values. Inferential analysis, on the other hand, focused on testing the hypothesized relationships among variables as defined in the research model.

Model assessment in PLS-SEM encompassed two main components: the measurement model (outer model) and the structural model (inner model). The outer model was evaluated based on convergent validity, ensuring factor loadings exceeded 0.70 and Average Variance Extracted (AVE) was above 0.50 alongside discriminant validity and reliability, assessed via Composite Reliability (CR) and Cronbach's Alpha (CA), both expected to be greater than 0.70. For the inner model, evaluation relied on the R^2 value to determine how well endogenous variables were explained, the Q^2 value to assess predictive relevance, and the Goodness of Fit (GoF) index to gauge the overall model performance..

RESULTS AND DISCUSSION

Outer Model

Assessment of the measurement models was conducted to evaluate the validity and reliability of indicators used to measure the study's constructs or latent variables. The analysis involved four latent variables: WLB (X1), JS (M1), EE (M2), and TI (Y). Given that these constructs are measured using reflective indicators, the evaluation focused on assessing convergent validity, discriminant validity, and CR for each block of indicators. The outcomes of the outer model evaluation covering convergent validity (CV), discriminant validity (DV), and CR are presented below.

1. Second Order Construct Evaluation

A second-order construct refers to a higher-level latent variable composed of multiple first-order constructs. In this research, two such second-order constructs are examined: WLB and EE. To assess their validity, the analysis focused on outer loading values, t-statistics, and p-values. A dimension is considered suitable for forming a second-order construct if it meets three criteria: an outer loading above 0.70, a t-statistic exceeding 1.96, and a p-value below 0.05. The outer loading results for the dimensions of these second-order constructs are displayed in Table 1.

Table 1. Outer Loading Second Order Construct

	O	STDEV)	T statistics	P values	Ket
WLB -> WIPL	0.931	0.029	32.422	0.000	Valid
WLB -> PLIW	0.958	0.018	53.436	0.000	Valid
WLB -> PLEW	0.919	0.039	23.317	0.000	Valid
WLB -> WEPL	0.945	0.023	41.909	0.000	Valid
EE -> Vigor	0.920	0.039	23.382	0.000	Valid
EE -> Dedication	0.950	0.017	55.951	0.000	Valid
EE -> Absorption	0.907	0.041	22.046	0.000	Valid

Source: Appendix 5

Based on Table 1, it is known that all dimensions that make up the WLB and EE construct have an outer loading value of more than 0.70, a t-statistic value greater than 1.96, and a p-value of less than 0.05. These results show that all dimensions are able to represent the second order construct in a valid and significant way.

In the WLB construct, the dimensions of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL) are proven to be able to form a WLB construct. Meanwhile, in the EE construct, the dimensions of vigor, dedication, and absorption have also been proven to be able to represent the EE construct as a second-order construct. Thus, all dimensions used in this study are worthy of being maintained for testing at the next stage of evaluation of the measurement model (outer model).

2. Convergent validity

Convergent validity helps assess how well an indicator aligns with its underlying variables, based on the loading factor value. A loading factor above 0.7 is generally considered acceptable. However, during the early stages of scale development, values between 0.50 and 0.60 may be deemed sufficient (Ghozali & Latan, 2025). That said, any item with a loading factor between 0.5 and 0.6 should be removed if doing so improves the AVE, which must remain above 0.5 (Ghozali & Latan, 2021).

a. Outer Loading

Table 2 below displays the outer loading results for all indicators included in this study.

Table 2. Outer Loading Evaluation

	Outer Loading	T-Statistics	P Values
X1.1 <- WLB	0.923	31.907	0.000
X1.2 <- WLB	0.916	31.539	0.000
X1.3 <- WLB	0.910	30.194	0.000
X2.1 <- WLB	0.910	28.312	0.000
X2.2 <- WLB	0.943	39.087	0.000
X2.3 <- WLB	0.930	36.642	0.000
X2.4 <- WLB	0.945	43.068	0.000
X3.1 <- WLB	0.913	22.925	0.000
X3.2 <- WLB	0.912	23.334	0.000
X3.3 <- WLB	0.899	22.436	0.000
X4.1 <- WLB	0.927	39.080	0.000
X4.2 <- WLB	0.924	37.820	0.000
X4.3 <- WLB	0.932	39.771	0.000
X4.4 <- WLB	0.926	38.381	0.000

	Outer Loading	T-Statistics	P Values
M1.1 <- JS	0.986	199.866	0.000
M1.2 <- JS	0.973	81.445	0.000
M1.3 <- JS	0.974	108.319	0.000
M1.4 <- JS	0.962	83.342	0.000
M1.5 <- JS	0.969	81.889	0.000
M2.1.1 <- EE	0.897	21.866	0.000
M2.1.2 <- EE	0.903	21.889	0.000
M2.1.3 <- EE	0.900	22.792	0.000
M2.2.1 <- EE	0.933	50.507	0.000
M2.2.2 <- EE	0.930	48.984	0.000
M2.2.3 <- EE	0.918	40.515	0.000
M2.2.4 <- EE	0.914	38.772	0.000
M2.3.1 <- EE	0.858	15.389	0.000
M2.3.2 <- EE	0.883	21.007	0.000
M2.3.3 <- EE	0.860	15.714	0.000
Y1 <- TI	0.991	249.410	0.000
Y2 <- TI	0.988	190.274	0.000
Y3 <- TI	0.989	199.120	0.000

Source: Appendix 5

The outer loading value reflects how strongly each indicator is associated with the underlying construct it is intended to measure. An indicator is considered to demonstrate convergent validity when its outer loading exceeds 0.70 and is accompanied by a T-Statistic greater than 1.96, indicating statistical significance at the 5% level ($p\text{-value} < 0.05$).

As shown in Table 5.7, all indicators for the variables—WLB, JS, EE, and TI—have outer loading values above 0.70, T-Statistics exceeding 1.96, and p-values of 0.000 (well below 0.05). This confirms that each indicator satisfies the criteria for convergent validity and can be regarded as valid representations of their respective constructs.

For the WLB variable, indicator X2.4 shows the highest outer loading at 0.945, making it the most influential in capturing this construct. In JS, indicator M1.1 stands out with a loading of 0.986, indicating the strongest relationship. For EE, M2.2.1 has the highest loading at 0.933, while in TI, indicator Y1 has the greatest loading at 0.991, making it the most dominant.

Therefore, all indicators in this study fulfill the necessary conditions for convergent validity based on their outer loading values and are deemed appropriate for use in subsequent stages of analysis.

b. AVE

Besides examining outer loading values, convergent validity is also assessed using AVE. A construct is considered to demonstrate CV when its AVE exceeds 0.50. Table 3 below displays the AVE results obtained in this study.

Table 3. AVE

Variables	AVE
X. WLB	0.851
M1. JS	0.947
M2. EE	0.810
Y. TI	0.979

Source: Appendix 5

As shown in Table 3, all constructs in this study exhibit AVE values exceeding 0.50. The constructs—WLB, JS, EE, and TI—meet the threshold for convergent validity, as each accounts for more than 50% of the variance in their respective indicators. This indicates that the indicators reliably reflect the underlying latent variables. Given these AVE values and the outer loading results, the constructs demonstrate adequate convergent validity, confirming they are suitable for further assessment through discriminant validity testing.

3. Discriminant Validity

DV refers to an assessment performed by comparing each indicator's cross loading within its intended construct against its cross loadings in other latent constructs. An indicator is considered to satisfy DV when its loading is highest in the construct it belongs to, relative to all other constructs, and when this loading exceeds 0.70.

Table 4. Cross Loading Evaluation

	X. WLB	M1. JS	M2. EE	Y. TI
X1.1	0.923	0.833	0.832	-0.781
X2.1	0.910	0.756	0.784	-0.812
X3.1	0.913	0.779	0.773	-0.759
X4.1	0.927	0.811	0.811	-0.814
M1.1	0.836	0.986	0.794	-0.796
M1.2	0.850	0.973	0.805	-0.806
M1.3	0.797	0.974	0.765	-0.777
M1.4	0.859	0.962	0.779	-0.775
M1.5	0.841	0.969	0.803	-0.797
M2.1	0.778	0.762	0.897	-0.761
M2.2	0.821	0.751	0.933	-0.766
M2.3	0.727	0.676	0.858	-0.730
Y1.1	-0.835	-0.819	-0.823	0.991
Y1.2	-0.836	-0.809	-0.834	0.988
Y1.3	-0.834	-0.783	-0.805	0.989

Source: Appendix 5

As shown in Table 4, each indicator's cross-loading is highest for the variable it is intended to measure, compared to other variables, and exceeds the threshold of 0.70. This indicates that all indicators in the study satisfy the requirement for discriminant validity, confirming their appropriateness for measuring the corresponding constructs.

4. CR dan CA Results

Once the construct satisfies all validity criteria, the subsequent step involves assessing its reliability. This assessment focuses on determining how consistently the indicators measure the underlying latent construct. A construct is considered reliable when both its CR and Cronbach's alpha values exceed 0.7 (Ghozali & Latan, 2021).

In the measurement model, CR and CA are used to gauge the internal consistency among the indicator blocks that constitute each construct. As previously noted, a construct is deemed reliable if both metrics surpass the 0.7 threshold (Ghozali & Latan, 2021). The corresponding CR and CA values for the measurement model are displayed in Table 5 below.

Table 5. CR dan CA

Variables	CR	CA
X. WLB	0.988	0.986
M2. EE	0.977	0.974
M1. JS	0.989	0.986
Y. TI	0.993	0.989

Source: Appendix 5

Table 5 indicates that both the CR and CA values for the four latent variables exceed 0.70, suggesting that the set of indicators reliably measures the intended constructs.

Given the outcomes of the assessments for convergent validity, discriminant validity, CR, and internal consistency, it is evident that the measurement items serve as valid and reliable indicators of the latent variables. Additionally, an internal model evaluation was conducted to assess the overall model fit in this study.

Inner Model

The structural model is assessed using the Q^2 predictive relevance measure, which indicates how effectively the model reproduces observed data. Q^2 is derived from the coefficient of determination (R^2) for all dependent variables and ranges between 0 and 1, with values closer to 1 reflecting stronger predictive power. In this study's structural model, there are three endogenous (dependent) variables: JS (M1), EE (M2), and TI (Y). The Q^2 evaluation was conducted after determining the R^2 values for each of these endogenous variables, which serve as the foundation for the calculation. Table 6 below displays the R^2 values for each endogenous variable.

Table 6. Evaluation of Structural Models

Model	Endogenous Variable	R-square
1	JS	0.740
2	EE	0.758
3	TI	0.768

Q^2 Calculation :

$$Q^2 = 1 - [(1 - R12)(1 - R22)(1 - R32)]$$

$$Q^2 = 1 - [(1 - 0,740)(1 - 0,758)(1 - 0,768)]$$

$$Q^2 = 1 - (0,260 \times 0,242 \times 0,232)$$

$$Q^2 = 1 - 0,0146$$

$$Q^2 = 0,985$$

Source: Appendix 5

Table 6 yielded a Q^2 value of 0.985, which is very close to 1. This suggests that the model demonstrates strong predictive relevance. The findings therefore support the conclusion that the structural model fits the data well. In practical terms, this means the model accounts for 98.5% of the variation in the data, with the remaining 1.5% attributable to unexplained errors or external factors not included in the model.

Hypothesis Testing Results

These testing was conducted using t-tests to evaluate both the partial direct effects and the indirect effects mediated by intervening variables. In this context, the testing process can

be categorized into two types: tests of direct effects and tests of indirect effects, the latter focusing on the role of mediating variables.

Table 7. Direct Hypothesis Test Results

Variables	Original sample (O)	T statistics (O/STDEV)	P values	Ket
WLB -> TI	-0.351	2.510	0.012	H1 accepted
WLB -> JS	0.860	19.739	0.000	H2 accepted
WLB -> EE	0.621	4.908	0.000	H3 accepted
JS -> TI	-0.240	2.365	0.018	H4 accepted
EE -> TI	-0.334	2.435	0.015	H5 accepted
JS -> EE	0.277	2.231	0.026	H6 accepted

Source: Appendix 5

Based on the analysis results summarized above, the following conclusions can be drawn regarding the hypothesis testing:

1. WLB has a statistically significant negative impact on TI. This is supported by a path coefficient of -0.351, a t-statistic of 2.510 (exceeding the threshold of 1.96), and a p-value of 0.012 (below 0.05), leading to the acceptance of Hypothesis 1 (H1). In practical terms, as employees experience better WLB, their likelihood of leaving the organization decreases.
2. WLB also shows a significant positive relationship with JS. The path coefficient of 0.860, along with a t-statistic of 19.739 and a p-value of 0.000, confirms Hypothesis 2 (H2). This indicates that improved WLB is associated with higher levels of JS among employees.
3. Similarly, WLB positively influences EE. With a path coefficient of 0.621, a t-statistic of 4.908, and a p-value of 0.000, Hypothesis 3 (H3) is supported. This suggests that employees who perceive a healthier balance between work and personal life tend to be more engaged in their roles.
4. JS is significantly and negatively related to TI. The path coefficient of -0.240, a t-statistic of 2.365, and a p-value of 0.018 confirm Hypothesis 4 (H4). Thus, higher JS corresponds to a reduced tendency among employees to consider leaving the organization.
5. EE also significantly reduces TI. A path coefficient of -0.334, a t-statistic of 2.435, and a p-value of 0.015 support Hypothesis 5 (H5). This implies that more engaged employees are less likely to have intentions of quitting.
6. JS positively affects EE, as indicated by a path coefficient of 0.277, a t-statistic of 2.231, and a p-value of 0.026, leading to the acceptance of Hypothesis 6 (H6). Therefore, greater JS contributes to higher levels of EE.

To provide a clearer overview of these relationships, the complete structural model derived from the SEM-PLS analysis is illustrated in Figure 1.

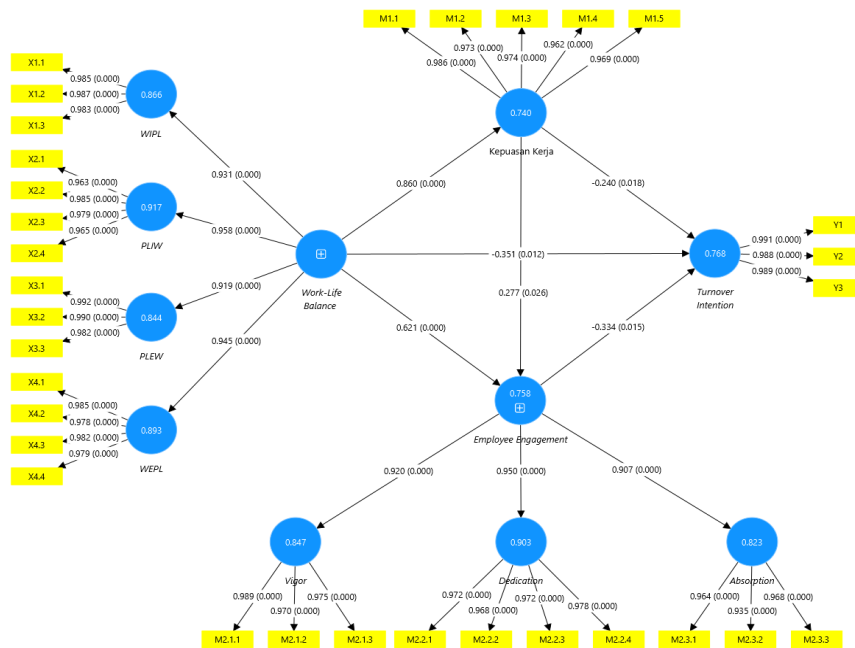


Figure 1. PLS SEM Analysis Results
Source: Appendix 5

Indirect Test Results Through Mediation Variables

To assess the role of mediating variables in linking independent and dependent variables, an analysis of indirect effects was conducted. The outcomes of the path coefficient validity test for each indirect path are displayed in Table 5.13 below.

Table 8. Indirect Influence Hypothesis Test Results

	Original sample (O)	T statistics	P values	Ket	Types of Mediation
WLB -> JS -> TI	-0.206	2.267	0.023	H7 Accepted	Partial Complementary Mediation
WLB -> EE -> TI	-0.207	2.252	0.024	H8 Accepted	Partial Complementary Mediation

Source: Appendix 5

Table 8 of the results of the hypothesis test is presented in the following description:

1. JS has been proven to mediate the influence of WLB on TI. This is shown by the indirect influence coefficient of -0.206 with a t-statistical value of 2.267 (>1.96) and a p-value of 0.023 (<0.05). Thus, Hypothesis 7 is accepted.

Based on the results of the direct effect test, WLB also has a significant effect on TI. Therefore, referring to the criteria of Hair et al. (2021), the role of JS includes partial complementary mediation, because direct and indirect influences are both significant and have a unidirectional (negative) relationship direction. This shows that WLB is able to reduce TI directly or through increasing JS.

2. EE has been proven to mediate the influence of WLB on TI. This is shown by the indirect influence coefficient of -0.207 with a t-statistical value of 2.252 (>1.96) and a p-value of 0.024 (<0.05). Thus, Hypothesis 8 is accepted.

Based on the results of the direct effect test, WLB also has a significant effect on TI. Therefore, based on the criteria of Hair et al. (2021), the role of EE includes partial complementary mediation, because direct and indirect influences are equally significant in the direction of the same (negative) relationship. These findings show that WLB is able to reduce TI both directly and through increased EE.

This section discusses the hypothesis testing results obtained through Partial Least Squares (PLS) analysis, aligned with the study's objectives. The research seeks to examine how WLB affects TI, while also assessing JS and EE as mediating factors among employees at Warmadewa Independent Shining School in Denpasar. The discussion interprets each hypothesis test outcome to clarify both direct and indirect relationships among the variables, connecting these findings to established theoretical frameworks and prior empirical studies.

The effect of WLB on TI

TI continues to be a significant issue for organizations, as it can disrupt operations and undermine the quality of human capital. One effective way to reduce employees' desire to leave is by promoting a healthy WLB. This study finds that WLB has a substantial negative effect on TI among staff at Warmadewa Independent Shining School in Denpasar. In other words, employees who achieve a better equilibrium between their work and personal lives are less likely to contemplate leaving the organization.

At Warmadewa Independent Shining School, this trend can be attributed to efforts aimed at cultivating a supportive work environment. The school has implemented clear role definitions, encouraged open communication between management and staff, and allowed flexibility in how and when work is completed. These practices help employees manage their responsibilities without sacrificing personal time, reducing the motivation to seek employment elsewhere.

These results supported Fisher et al. (2009), who describe WLB as the ability to handle both job and personal demands in a way that allows them to coexist peacefully. When individuals achieve this equilibrium, they are less likely to face role conflicts, excessive stress, or burnout—factors that shape their overall JS. Employees who maintain such balance often feel more content, demonstrate greater loyalty to their organization, and are more inclined to stay in their current roles.

Moreover, the findings support previous studies by An Nasya et al., Gautam et al., Syuzairi et al., Khoiryah et al., Lestari and Margaretha, and Triningsih and Darma, all of which identified a link between improved WLB and reduced TI. The recurring pattern across research suggests that organizations prioritizing WLB are generally more successful in retaining employees and minimizing staff turnover.

The effect of WLB on JS

JS serves as a key measure of how employees evaluate their work experience. It tends to be higher when individuals can fulfill their professional duties without compromising their personal lives. This study found that WLB positively and significantly impact JS among employees at Warmadewa Independent Shining School in Denpasar. Specifically, the greater WLB, the more satisfied they are with their jobs.

This connection aligns with Fisher et al. (2009), which describes WLB as the ability to manage both job-related demands and personal responsibilities in a way that allows these areas to coexist harmoniously. Achieving this balance helps minimize role conflicts and stress, enabling employees to perform their duties more comfortably and view their work more favorably—factors that contribute directly to increased JS.

At Warmadewa Independent Shining School, organizational practices that foster a supportive work environment also play a crucial role in shaping employee satisfaction. Fair distribution of tasks, transparent communication between management and staff, and mutual support among coworkers enable employees to perform effectively while still meeting personal obligations. These conditions promote feelings of comfort, recognition, and fulfillment in their roles.

These findings are consistent with earlier research by Gautam et al. (2025), Khoiryah et al. (2025), Pramana and Putra (2022), Pradita and Sugiarto (2025), Puspitawati et al. (2025), and An Nasya et al. (2024), all of whom identified a positive link between WLB and JS. The present findings are further supported by Sapta et al. (2025), who reported that work-life balance significantly enhances job satisfaction. Their study suggests that employees who successfully balance work and personal responsibilities are more likely to develop positive work attitudes and experience greater satisfaction with their jobs. The results suggest that organizations fostering such balance not only enhance workplace well-being but also strengthen employees' positive attitudes toward their work and the institution, leading to higher overall satisfaction.

The effect of WLB on EE

An EE is influenced not just by the type of work they do, but also by how well their organization supports a balance between professional duties and personal life. This study reveals that WLB significantly and positively influences EE at Warmadewa Independent Shining School in Denpasar. Specifically, the more effectively employees can manage both their work and personal roles, the stronger their emotional connection to their job and the organization becomes.

The results suggest that when individuals experience minimal conflict between work and personal demands, they will bring higher energy and concentration to their tasks. This aligns with Schaufeli et al.'s (2002) model of EE, which identifies three core components: vigor, dedication, and absorption. A healthy WLB fosters these qualities boosting energy levels, strengthening pride in one's work, and promoting deep involvement in daily responsibilities. Conversely, when such balance is lacking, employees often expend mental and emotional resources managing role conflicts, which diminishes their motivation and reduces engagement.

At Warmadewa Independent Shining School, this principle is reflected in workplace practices that promote balance, such as transparent communication, well-defined task assignments, and a supportive working environment. These conditions enable staff to fulfill their professional duties without compromising personal or family time. When employees perceive that their well-being is valued, they tend to feel greater appreciation and loyalty toward the organization. These sentiments nurture deeper emotional commitment, encouraging them to invest more fully in their roles.

These findings are consistent with earlier studies by Nugraha & Rukhviyanti (2024), Pradita & Sugiarto (2025), Mulang (2022), Triningsih & Darma (2024), and Amelia &

Nugroho (2024), all of which found a positive link between WLB and EE. The consistency across studies underscores the importance of balance as a key driver of employee attachment. Therefore, organizational initiatives aimed at sustaining WLB benefit not only individual employees but also enhance overall engagement, leading to greater enthusiasm, dedication, and organizational commitment.

The effect of JS on TI

JS plays a key role in shaping an employee's decision to TI. This study reveals that, among employees at Warmadewa Independent Shining School in Denpasar, JS has a significant and inverse relationship with TI. Specifically, as JS increases, the likelihood of employees wanting to switch jobs decreases. Conversely, when satisfaction declines, the inclination to seek employment elsewhere tends to rise.

The results suggest that employees who are content with core aspects of their work such as the nature of tasks, peer relationships, career advancement prospects, supervision quality, and recognition will view their organization positively. This sense of fulfillment fosters a greater sense of well-being at work, reducing the urge to leave. In essence, JS functions as a stabilizing factor that supports employee retention.

At Warmadewa Independent Shining School, this dynamic is evident. A supportive work environment, constructive interactions between management and staff, and strong teamwork contribute to a positive employment experience. Furthermore, transparent communication and well-defined responsibilities help create a work atmosphere that enhances satisfaction. When employees feel appreciated and enjoy their daily work life, they are more inclined to stay with the organization rather than pursue opportunities elsewhere. Similarly, Puspitawati et al. (2024) found that employees who perceived greater job satisfaction showed lower turnover intention, highlighting the importance of providing career development opportunities and appropriate recognition to retain employees.

These findings align with earlier studies by Khoiryah et al. (2025), An Nasya et al. (2024), Gautam et al. (2025), Wen et al. (2022), and Andriani et al. (2023), all of which confirm the negative impact of JS on TI. The consistency across these studies underscores the importance of satisfaction in reducing employees' intentions to leave. As such, initiatives by organizations to boost JS—through fostering a pleasant workplace, encouraging positive interpersonal dynamics, and offering fair recognition—can effectively lower turnover rates.

The effect of EE on TI

EE significantly influences employees' willingness to remain with an organization. Individuals who are deeply connected to their work typically demonstrate higher levels of loyalty, motivation, and dedication in fulfilling their responsibilities. The findings of this study reveal that EE has a significant negative impact on TI among staff at Warmadewa Independent Shining School in Denpasar. This means that as engagement increases, the likelihood of employees leaving the organization decreases.

When employees feel strongly attached to their roles, they perceive their work as meaningful and personally valuable. Rather than simply fulfilling job requirements, they actively invest passion, effort, and attention into their daily tasks. This deeper level of involvement strengthens their connection to the organization, reducing the inclination to seek employment elsewhere.

As defined by Schaufeli et al. (2002), EE is a positive psychological state marked by energy, commitment, and deep absorption in work. These three aspects reflect an individual's drive, emotional investment, and focus while performing their duties. Consequently, employees with high engagement levels will be committed to their organization, making them less inclined to consider leaving.

At Warmadewa Independent Shining School, engaged employees are actively involved in both academic and organizational activities. A supportive atmosphere—fostered through positive interpersonal relationships, transparent communication, and encouragement from supervisors and peers—contributes to a sense of belonging. When staff members feel valued and recognize their role as integral to the school's success, their motivation to stay and perform well grows stronger.

These findings align with earlier studies by Wen & Sun (2021), Andriani et al. (2023), and Triningsih et al. (2024), all of which confirm that higher EE correlates with lower TI. The consistency across these results underscores the importance of fostering engagement as an effective approach to retaining talent. Organizations should therefore prioritize creating a work environment that nurtures engagement, helping employees feel proud of their affiliation and more determined to remain.

The effect of JS on EE

JS plays a key role in fostering employees' emotional connection to their work. When individuals are content with their jobs, they are more likely to adopt a positive outlook, find enjoyment in their tasks, and feel motivated to contribute more fully to the organization. This study found a clear and significant positive relationship between JS and EE among staff at Warmadewa Independent Shining School in Denpasar. Specifically, as JS increases, so does the level of engagement demonstrated by employees.

Beyond mere contentment, JS serves as a foundation for deeper commitment to one's role. According to Setyadi et al. (2022), it encompasses employees' favorable perceptions of their work and workplace environment. These positive experiences enhance enjoyment, boost motivation, and inspire individuals to perform at their best, factors that align closely with the findings of this study. Similarly, Puspitawati et al. (2025) found that employees with higher job satisfaction tend to demonstrate stronger work engagement, as satisfaction fosters greater emotional involvement in work. Their study also emphasized that organizations can enhance engagement by creating a positive work environment, providing career development opportunities, and offering strong managerial support. At Warmadewa Independent Shining School, higher levels of satisfaction consistently corresponded with greater engagement in daily responsibilities.

This trend is evident in the school's work environment, where constructive interpersonal relationships, transparent communication, and strong support from both supervisors and peers contribute to a positive atmosphere. Additionally, well-defined roles and opportunities for professional growth help employees feel valued. Such conditions nurture a sense of fulfillment, which in turn strengthens engagement evident in increased enthusiasm, pride in organizational membership, and a readiness to deliver high-quality performance.

These results support earlier findings by Pradita & Sugiarto (2025) and Pramana & Putra (2022), all of which confirm the positive influence of JS on engagement. Despite differences in research settings, the studies collectively highlight JS as a critical driver of employee

commitment. When organizations succeed in creating a supportive and fulfilling work experience that meets employee expectations, workers are not only more satisfied but also more energized, committed, and actively involved. Therefore, improving JS stands out as a practical strategy for organizations aiming to deepen EE and promote meaningful contributions toward achieving their goals.

The role of JS in mediating the influence of WLB on TI

The hypothesis test results indicated that JS significantly mediates the relationship between WLB and TI among employees at Warmadewa Independent Shining School in Denpasar. This means that WLB affects TI not only directly but also indirectly by enhancing JS. Specifically, when employees WLB increases, which in turn reduces their likelihood of leaving the organization.

WLB acts as a foundational element in shaping a positive employee experience. When individuals can fulfill their job responsibilities without compromising personal time, they tend to feel more at ease, manage work-related stress more effectively, and have greater capacity to attend to personal needs. Such conditions foster higher JS, which plays a crucial role in employees' decisions to remain with the organization. In this context, JS functions as a connecting mechanism through which WLB contributes to lower TIs.

This pattern is evident among staff at Warmadewa Independent Shining School. A supportive workplace culture, open communication between management and employees, and well-defined task assignments contribute to maintaining a healthy WLB. As a result, employees report greater comfort and contentment in their roles, which strengthens their commitment to the organization and diminishes their inclination to seek employment elsewhere.

The outcomes of this study align with earlier findings by An Nasya et al. (2024), Gautam et al. (2025), Syuzairi et al. (2023), and Khoiryah et al. (2025), all of whom identified JS as a mediating factor in the link between WLB and TI. The consistency across these studies highlights that organizations promoting WLB do more than reduce turnover—they also enhance employee satisfaction, which amplifies the positive effect. As such, it is important for organizations to implement policies that support work-life integration while cultivating a work environment that fosters effective retention strategies.

The role of EE in mediating the influence of WLB on TI

The hypothesis test results indicated that EE mediates WLB and TI among employees at Warmadewa Independent Shining School in Denpasar. This suggests that WLB influences TI not only directly but also indirectly by fostering greater EE, which in turn strengthens employees' commitment to remain with the organization. In other words, as employees experience better WLB, their engagement increases, leading to a reduced likelihood of leaving.

These findings highlight that the benefits of WLB extend beyond mere comfort at work. When employees can effectively manage WLB, they tend to have more energy, focus, and motivation. This contributes to a stronger emotional connection to the organization, greater enthusiasm for their roles, and increased dedication. As this sense of attachment grows, employees will view their work as meaningful and worthwhile, reducing their inclination to seek opportunities elsewhere.

At Warmadewa Independent Shining School Denpasar, this dynamic is evident. A supportive work environment, open communication between management and staff, and well-defined role assignments enable employees to balance work and personal demands. Achieving

this balance not only enhances JS but also leads to deeper involvement in organizational activities. Employees become more motivated, take pride in their affiliation with the school, and actively contribute to its development. This heightened engagement reinforces their intention to stay.

These results align with earlier studies by Mulang (2022), Triningsih & Darma (2024), and Amelia & Nugroho (2024), all of which identify EE as a mediating factor between WLB and TI. The consistency across findings underscores that promoting WLB does more than improve employee well-being—it also strengthens their emotional investment in their work. As engagement rises, the tendency to leave declines. Therefore, organizations should prioritize maintaining a healthy integration of WLB while cultivating an environment that nurtures engagement, thereby enhancing efforts to reduce employee turnover.

CONCLUSION

The analysis and discussion revealed that WLB significantly and negatively influenced TI among employees at Warmadewa Independent Shining School in Denpasar, while also positively and significantly affecting both JS and EE. Additionally, JS and EE were found to reduce TI, with JS also contributing to higher levels of employee engagement. The study further confirmed that JS and EE partially mediated the relationship between WLB and TI. These findings indicated that WLB not only directly reduced employees' intentions to leave but also indirectly supported employee retention by enhancing satisfaction and organizational commitment. From a theoretical perspective, these results reinforced the applicability of Social Exchange Theory and the Theory of Planned Behavior, demonstrating that organizational support through effective WLB initiatives could foster positive employee attitudes, leading to greater JS, stronger engagement, and a higher willingness to remain with the organization. Beyond contributing to the Human Resource Management literature, the findings provided practical implications for organizations by emphasizing the importance of implementing well-structured WLB policies, cultivating a supportive work environment, ensuring fair reward systems, providing opportunities for skill development, and promoting engagement through transparent communication, constructive feedback, and teamwork. An integrated approach to managing WLB, JS, and EE is expected to enhance employee retention and contribute to long-term organizational sustainability.

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