

The Effect of Workload and Work-Life Balance on Organizational Commitment of PPPK Teachers at SMAN XYZ

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ABSTRACT

A robust sense of organizational commitment among teachers represents a critical element for educational institutions striving to raise the quality of education and reach institutional targets. This commitment is reflected not only in the implementation of teaching activities but also in teachers' involvement in and responsibility for school programs, including at SMAN XYZ Cimahi. SMAN XYZ Cimahi shows a clear need to reinforce organizational commitment, given the uneven participation levels among PPPK teachers, a pattern believed to be linked to their demanding workload and to disruptions in balancing work with personal life that may result in physical and mental fatigue. This study aims to determine the influence of workload and work-life balance on the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. The study used a quantitative approach, involving a total of 61 PPPK teachers as respondents. Data collection combined observation, interviews, and questionnaires, with analysis carried out through descriptive and associative quantitative methods alongside multiple regression using SPSS version 27. The results show that workload has no effect on organizational commitment, whereas work-life balance has a positive effect on organizational commitment. These findings indicate that the workload experienced by PPPK teachers in carrying out teaching and learning activities is not a determining factor in their attachment to or involvement in supporting organizational activities and goals. Conversely, teachers who manage a better balance between their work and personal life tend to show stronger commitment toward the organization. This suggests that teachers' capacity to balance work demands with their personal life plays a more decisive role in building organizational commitment.

INTRODUCTION

Quality education is a strong foundation for preparing superior human resources capable of supporting national progress. The Learning Curve report places Indonesia's education

quality 40th out of 40 countries assessed, and UNESCO's Global Education Monitoring Report further highlights concerns about teacher quality, which continues to trail behind neighboring nations. These results highlight why it matters to revisit the position teachers hold, given their strategic role in transforming education.

Teachers hold a pivotal role in driving the transformation toward quality education. In Indonesia, this transformation is being pursued through the Merdeka Belajar (Independent Learning) Curriculum policy, introduced with the aim of raising the quality of learning in schools. In developing this curriculum, teachers act as implementers, adapters, developers, and researchers (Rahmawati et al., 2024). Thus, the success of the Independent Curriculum's implementation depends heavily on the role and commitment of teachers as drivers of change in education.

Nevertheless, this role falls short when organizational commitment stays weak, because insufficient commitment can disrupt coordination, hinder competency growth, and slow the pace of learning innovation. Strengthening commitment is therefore essential to ensure that a school's programs can be realized optimally (Sanosi & Abdurahman, 2026). Teachers' commitment and attachment to educational institutions constitute the main capital for creating a flexible, effective, and sustainable learning environment. These values are strongly upheld at SMAN XYZ Cimahi, one of the educational institutions in Cimahi City, with the goal of producing graduates who are accomplished, of good character, and globally competitive.

Interviews with teachers in the Counseling Guidance field revealed that, to support the school's vision, SMAN XYZ Cimahi implements a habituation program consisting of a flag ceremony, communal reading and singing of the Indonesia Raya anthem, morning exercise, Clean Fridays, and numeracy and literacy activities. This program is attended by both students and teachers, including teachers with the status of Government Employees with Employment Agreements (PPPK), who are responsible for supervising and guiding students. However, in practice, teachers' levels of participation in the program still differ. This variation in participation reflects differences in commitment as well as in teachers' perceptions of the importance of habituation programs for improving the quality of the learning environment. Data on teacher absenteeism from flag-ceremony activities, taken from the public relations department's archives at SMAN XYZ Cimahi, are set out in the following table:

Table 1. Recap table of absenteeism without information for the flag ceremony of PPPK SMAN XYZ Cimahi 2024 teachers.

No	Months	No description
1	January	13
2	February	43
3	March	14
4	April	14
5	May	65
6	July	29
7	August	54

No	Months	No description
8	September	30
9	October	42
10	November	37
Total		341

Based on the 2024 attendance recap in Table 1, PPPK teachers were absent from the flag ceremony a total of 341 times during the year. This figure reflects a significant level of absenteeism from a routine activity that is not merely a formal ceremony, but also a means of building disciplined character, fostering a sense of togetherness, and strengthening character values within the school environment. Insufficient teacher involvement and attention toward school programs signals weak affective commitment an employee's emotional bond with, sense of identification with, and involvement in the organization (Robbins & Judge, 2024). This condition is inconsistent with school regulations requiring all members of the school community to participate in the ceremony as a means of fostering discipline, togetherness, and character values.

Astuti et al. (2025) note that low employee participation in organizational activities is one indicator of weak organizational commitment. A similar condition occurred at SMAN XYZ Cimahi, where the 06.30 routine of reading and singing the Indonesia Raya anthem was carried out without the presence of the PPPK teachers responsible for supervising in these activities, the absence of teachers as guides and mentors may indicate a lack of organizational commitment and professionalism, since teachers are expected to play a crucial role in instilling character values, nationalism, and learning ethics through their attendance and example. Differences in participation levels were also observed in principal meetings. Records of PPPK teacher absences from principal meetings at SMAN XYZ Cimahi, sourced from the public relations department archives, are presented in the table that follows:

Table 2. Recap table of PPPK teacher absenteeism at school principals' meeting activities.

No	Activities	REMARKS		Total
		Permission	No description	
1	Certificate of PLT. Principal	-	9	9
2	Introduction of the principal	8	5	13

Based on the 2025 meeting attendance recap in Table 2, nine PPPK teachers were absent without notice from the principal's handover (sertijab) meeting, while thirteen PPPK teachers did not attend the principal's introduction meeting, comprising eight teachers with permission and five without notice. Teacher meetings are expected to serve as a strategic forum for aligning perceptions among all teachers and for conveying information about school policies. Yet in practice, PPPK teacher participation in this official forum has not been fully realized; whatever the reason other assigned duties or unexplained absence such patterns hint at deeper issues in teachers' commitment to the organization.

Organizational commitment can be understood as a belief in the organization, a sense of involvement in pursuing its goals, and a wish to remain part of it (Anisa & Abdurahman,

2025). Robbins & Judge (2024) explain that organizational commitment is made up of three components that illustrate how an individual becomes bound to an organization, including affective commitment, which is an employee's emotional bond with, identification with, and involvement in the organization.

Continuance commitment refers to an individual's inclination to remain with the organization because leaving it would be perceived as disadvantageous. Normative commitment, meanwhile, is a sense of responsibility based on norms or principles. In the teaching profession, active participation in various formal and non-formal school activities represents a form of affective commitment. The phenomenon of low participation in ceremonial activities, habituation programs, and meetings therefore reflects low affective commitment.

One factor that can affect organizational commitment is workload (Saptaputra et al, 2023). Workload refers to the amount of work or the number of tasks a person must perform within a given period, usually measured by the number of tasks completed or the time spent completing them. The workload for teachers follows Permendikbudristek No. 25 of 2024, which sets it at 40 hours a week, made up of 37.5 hours of effective work and 2.5 hours of rest. Within these effective working hours, teachers are required to conduct face-to-face instruction for a minimum of 24 hours and a maximum of 40 hours per week.

Interviews with the Counseling Guidance teachers at SMAN XYZ Cimahi indicate that their workload extends well beyond teaching duties, as it also involves various administrative tasks that consume considerable time and energy. Teachers are required to prepare Learning Implementation Plans (RPP), teaching modules, and student learning outcome reports in formats that frequently change according to central policy. In addition, teachers must input data into several digital applications, such as the Independent Teaching Platform (PMM), Dapodik, and the school assessment system, which often require repeated data entry.

This additional workload often compounds teachers' main duties, making it difficult for them to manage their time for lesson preparation or participation in school habituation activities. When tasks are assigned suddenly and in excessive quantities, this can lead to a decline in employee performance quality (Hamidah & Mulyana, 2024). Estarini et al. (2023) states that when workload is fair and commensurate with a teacher's abilities and field of study, the teacher will exhibit higher commitment to their work. It can therefore be concluded that the extent to which workload affects organizational commitment depends on how it is distributed, perceived, and adjusted to teachers' abilities and expertise.

Apart from workload, believed to shape organizational commitment, work-life balance also stands out as an important issue within the teaching profession. Work-life balance refers to a state in which a person is able to balance the demands of work and personal life, including meeting expectations at work without sacrificing personal needs, and vice versa (Saputra & Masdupi, 2025). Interviews with the Counseling Guidance Division at SMAN XYZ Cimahi revealed that some teachers found the school accommodating when applying for

leave for personal or family purposes. However, other factors still pose obstacles to maintaining work-life balance.

For example, teachers often have to complete work at home, such as checking student worksheets and fulfilling administrative responsibilities like entering data into digital platforms such as PMM or Dapodik, as well as attending meetings that are sometimes scheduled suddenly and outside official working hours. This condition is seen as reducing rest time and family time and may lead to physical and mental fatigue, along with a diminished ability to fulfill other life roles, whether as a parent or simply as someone who needs time to rest.

The erosion of personal time meant for rest, coupled with poor discipline in managing working hours, can lower work morale and efficiency (Sartika et al., 2026). An imbalance between work and personal life can also lessen teachers' involvement in school activities held outside teaching hours, as it becomes harder for them to reconcile job demands with personal responsibilities. Prior research shows that work-life balance positively affects organizational commitment, indicating that maintaining this balance is a shared responsibility of both individuals and organizations (Abdi & Chalimah, 2023). Maintaining work-life balance is therefore not merely an effort to improve teacher welfare, but also a strategic investment for schools in sustaining strong organizational commitment and the long-term quality of education.

Drawing from this phenomenon, the author became interested in investigating how far workload and work-life balance shape organizational commitment. This study is therefore titled "The Influence of Workload and Work-Life Balance on Organizational Commitment to PPPK Teachers at SMAN XYZ Cimahi." It aims to map out how respondents perceive workload, work-life balance, and organizational commitment, and to determine how these two factors workload and work-life balance influence the organizational commitment of PPPK teachers at SMAN XYZ Cimahi, both individually and jointly.

Workload, according to Siagian et al. (2025:58), is the number of jobs or tasks a worker is assigned to finish within a certain period. Budiasa (2021:30) argues that workload is an employee's perception of the tasks that must be completed within a given period, as well as their efforts to resolve problems that arise at work.

Mapata et al. (2024) identify three indicators of workload: (1) working conditions, referring to an individual's perception of working conditions and how unforeseen problems in the workplace are handled; (2) targets to be achieved, referring to an individual's perception of the amount of work needed to complete tasks within a given time frame; and (3) work standards, referring to individual perceptions of work, including the feelings that arise regarding workload that must be finished within a specified period.

Rukmiati et al. (2025) established that a workload managed appropriately, in line with employee capability, can contribute to strengthening organizational commitment. This aligns with the findings of Abadiyah & Maufuzah (2022), who similarly reported a positive

relationship between workload and organizational commitment. Based on this, the following hypothesis is proposed:

H1: Workload has a positive effect on organizational commitment to PPPK teachers at SMAN XYZ Cimahi.

According to Saputra & Masdupi (2025), work-life balance is a condition in which a person is able to manage the demands of work and personal life without sacrificing either. Lestari & Rahardianto characterize work-life balance as a condition where a person achieves equilibrium between work, family, and other personal concerns, leading to a harmonious life.

Saputra & Masdupi (2025) also identify three dimensions of work-life balance: (1) time balance, the balanced distribution of time between work obligations and personal life; (2) involvement balance, the extent of emotional engagement across work and personal domains; and (3) satisfaction balance, the level of satisfaction gained from one's professional and personal roles.

Husniati et al. (2024) determined that employees capable of balancing work and personal life show elevated organizational commitment. Sonhaji & Romi (2025) reached a similar conclusion, finding that work-life balance positively influences organizational commitment. Based on this, the following hypothesis is proposed:

H2: Work-life balance has a positive effect on organizational commitment to

Robbins & Judge (2024) define organizational commitment as the degree to which an employee identifies with an organization and its goals, coupled with a desire to remain a part of it. Yusuf & Syarif (2017:23) offer a similar view, describing organizational commitment as an employee's loyalty toward the organization, marked by a willingness to support its goals and by the absence of any wish to leave.

Robbins & Judge go on to explain that organizational commitment consists of three dimensions: (1) affective commitment, referring to an employee's emotional bond with, identification with, and involvement in the organization; (2) continuance commitment, referring to an employee's tendency to stay engaged with organizational activities; and (3) normative commitment, a form of commitment grounded in norms, principles, or values that instill a sense of responsibility toward the organization.

Cahyani et al. (2025) discovered that workload and work-life balance can together influence organizational commitment. Based on this, the following hypothesis is proposed:

H3: Workload and work-life balance affect the organization's commitment to PPPK teachers at SMAN XYZ Cimahi.

The research model that illustrates how workload and work-life balance shape the organizational commitment of PPPK teachers at SMAN XYZ Cimahi is depicted schematically in Figure 1 below:

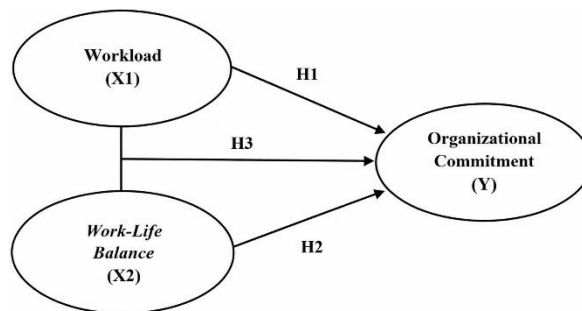


Figure 1. Research paradigm

RESEARCH METHODS

This research uses a quantitative method to examine how workload and work-life balance influence the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. The population comprises all 31 PPPK teachers at SMAN XYZ, all of whom were used as the research sample. Data were collected through interviews, questionnaire distribution, and documentation, using a semantic differential scale with interval-level measurement. Data were analyzed using descriptive and associative quantitative approaches. Data processing started with validity and reliability testing of the research instrument using IBM SPSS version 27, continuing with multiple regression analysis, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and hypothesis testing.

RESULTS AND DISCUSSION

To gauge respondents' perceptions of workload, work-life balance, and organizational commitment among PPPK teachers at SMAN XYZ Cimahi, questionnaires were distributed to a total of 31 respondents. The resulting validity and reliability tests confirmed that every statement related to workload, work-life balance, and organizational commitment met the necessary criteria.

Table 3. Validity test and reliability test results.

Statement Items	Calculation	Remarks	Cronbach's Alpha	Remarks
Workload				
X1.1	0,855	Valid	0,903	Reliabel
X1.2	0,824	Valid		
X1.3	0,892	Valid		
X1.4	0,896	Valid		
X1.5	0,683	Valid		
X1.6	0,807	Valid		
Work Life Balance				
X2.1	0,861	Valid	0,927	Reliabel
X2.2	0,847	Valid		
X2.3	0,882	Valid		
X2.4	0,912	Valid		

Statement Items	Calculation	Remarks	Cronbach's Alpha	Remarks
X2.5	0,774	Valid		
X2.6	0,870	Valid		
Organizational Commitment				
Y1.1	0,666	Valid		
Y1.2	0,809	Valid		
Y1.3	0,789	Valid	0,849	Reliabel
Y1.4	0,702	Valid		
Y1.5	0,865	Valid		
Y1.6	0,767	Valid		

Referring to Table 3, validity was assessed using the Pearson Product Moment correlation coefficient. Every statement proved valid, as each r-value calculated exceeded the r-table figure of 0.306, confirming that the instrument used in this study effectively measures what it was designed to measure. Reliability was then examined by comparing the Cronbach's Alpha figure against the Reliability Statistics table, and since it surpassed 0.60, every statement in the questionnaire is deemed reliable. What follows is a presentation of respondents' answers concerning the workload, work-life balance, and organizational commitment variables.

Table 4. Total average respondent responses to statements regarding workload variables

Sub variabel	Average total	Criteria
Employment Conditions	3,59	Conform
Targets to Be Achieved	3,43	Conform
Work Standards	4,00	Conform
Total	11,02	
Average total score	3,67	
Criteria	Compliant	

Based on Table 4, the overall workload variable recorded an average score of 3.67, falling into the appropriate category. The job standards sub-variable achieved the highest average score at 4.00, while the targets-to-be-achieved sub-variable recorded the lowest at 3.43, still within the appropriate category. These results suggest that the workload assigned to PPPK teachers at SMAN XYZ Cimahi matches their abilities and capacity, and that the work standards set by the school can be properly managed by teachers as they carry out their duties and responsibilities. This is supported by responses indicating that, although the tasks faced are fairly complex, the workload remains within teachers' capacity. Thus, the various tasks assigned can still be completed efficiently without hindering teachers' roles and responsibilities.

Table 5. Total average respondents' responses to statements regarding work life balance variables

Sub variabel	Average total	Criteria
Time balance	3,75	Balanced
Involvement balance	3,57	Balanced
Satisfaction balance	3,93	Balanced
Total	11,25	
Average total score	3,75	
Criteria	Balanced	

According to Table 5, the overall work-life balance variable recorded an average score of 3.75, classified as balanced. The satisfaction balance sub-variable posted the highest average score at 3.93, while the involvement balance sub-variable trailed behind at 3.57, the lowest among the three. These findings indicate that PPPK teachers at SMAN XYZ Cimahi are able to maintain a good balance between work and personal life. This shows that teachers are not only able to perform their professional roles well but also retain the opportunity to meet personal needs, such as maintaining family relationships, pursuing self-development, and participating in social activities.

Table 6. Total average respondent responses to statements regarding organizational commitment variables

Sub variabel	Average total	Criteria
Affective Commitment	4,14	Height
Continuance Commitment	4,01	Height
Normative Commitment	4,36	Very High
Total	12,51	
Average total score	4,17	
Criteria	Height	

Table 6 shows that the overall organizational commitment variable reached a total average score of 4.17, placing it in the high category. Normative commitment recorded the highest sub-variable score at 4.36, whereas continuance commitment trailed at 4.01, the lowest. These figures suggest that PPPK teachers at SMAN XYZ Cimahi demonstrate a high level of organizational commitment, evident in their emotional connection to the school, their sense of belonging to the organization, and the strong responsibility they show in fulfilling their duties and contributing to the school's advancement.

This research uses multiple regression analysis to establish how workload and work-life balance influence the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. Before running the analysis, the regression model went through classical assumption testing to fulfill the Best Linear Unbiased Estimator (BLUE) criteria under the Ordinary Least Square (OLS) approach, covering normality, multicollinearity, and heteroscedasticity.

1. The normality test, conducted using the Kolmogorov-Smirnov test, obtained a significance value of $0.200 > 0.05$, indicating that the data are normally distributed.
2. The multicollinearity test yielded a tolerance value within the acceptable threshold and a VIF figure of 2.961, well under the limit of 10, pointing to the absence of

multicollinearity or meaningful correlation between the independent variables in the regression model.

3. The heteroscedasticity test produced significance values above 0.05 for each variable 0.366 for workload and 0.564 for work-life balance indicating the absence of heteroscedasticity, or no disparity in the variance of the residual observations.

These outcomes verify that the research data meet all classical assumptions, making them suitable for regression analysis.

Table 7. Multiple regression test results

Variabel	Unstandardized Coefficients
	B
Constant	9,918
Workload	0,124
Work Life Balance	0,550

Dependent Variables: Organizational Commitment

Referring to Table 7 above, the resulting multiple regression equation is as follows:

$$Y = 9.918 + 0.124 X_1 + 0.550 + e$$

The multiple regression equation can be interpreted as follows:

1. A constant of 9.918 means that in the absence of any change in the workload and work-life balance variables that is, if X_1 and X_2 are both 0 the organizational commitment of PPPK teachers at SMAN XYZ Cimahi would stand at 9.918.
2. A positive regression coefficient of 0.124 for workload means each additional unit of workload raises organizational commitment by 0.124 units.
3. Similarly, a positive regression coefficient of 0.550 for work-life balance means each additional unit of work-life balance raises organizational commitment by 0.550 units.

Table 8. Partial test results

Variabel	Stuttgart	Table	Sig.	Prob.	Remarks
Workload (X1)	0,592	2,0481	0,592	0,05	Not Influential
Work Life Balance (X2)	2,292	2,0481	0,029	0,05	Influential

Table 8 shows that the workload variable's t-calculated value (0.592) falls below the t-table figure (2.0481), with a significance level of 0.592, exceeding the 0.05 cutoff. This indicates workload does not influence organizational commitment, so H_0 is accepted and H_a rejected. It implies that the workload teachers face while carrying out teaching and learning duties does not determine how engaged or involved they are in supporting school programs and achieving institutional goals, and that teachers can still perform their professional duties well while sustaining their commitment to the organization. This is in line with Candra et al. (2022), whose study on workload and work-family conflict's effect on employee performance, mediated by organizational commitment, likewise found workload to have no meaningful bearing on organizational commitment.

The work-life balance variable, by contrast, recorded a t-calculated value (2.292) above the t-table figure (2.0481), with a significance level of 0.029, under 0.05. Being positive, this value shows that work-life balance has a one-directional (positive) influence on organizational

commitment. Consequently, H0 is rejected and Ha accepted, confirming that work-life balance positively shapes organizational commitment. This means teachers who achieve a stronger balance between work and personal life tend to hold a deeper commitment to the organization, and those able to manage this balance well tend to show greater loyalty and attachment to the school. This mirrors findings from Husniati et al. (2024) regarding work-life balance and job embeddedness in relation to turnover intention, with organizational commitment serving as an intervening variable, which likewise identified a positive effect of work-life balance on organizational commitment.

Table 9. Simultaneous test results

Variabel	Stuttgart	Table	Sig.	Prob.	Remarks
Workload and Work-Life Balance to Organizational Commitment	11,606	3,328	0,001	0,05	Influential

Table 9 indicates that the simultaneous F-test produced an F-calculated value of 11.606, with a significance level of 0.001, under 0.05. This outcome results in the rejection of H0 and acceptance of Ha, confirming that workload and work-life balance together influence the organizational commitment of PPPK teachers at SMAN XYZ Cimahi.

Table 10. Result coefficient of determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673a	.453	.414	3.041

a. Predictors: (Constant), Work Life Balance (X2), Beban Kerja (X1)

As Table 10 shows, calculations using SPSS version 27 produce a coefficient of determination (R^2) of 0.453. This means workload and work-life balance jointly explain 45% of the variation in organizational commitment among PPPK teachers, a moderate degree of influence, while the remaining 55% stems from factors this study did not examine.

CONCLUSION AND SUGGESTIONS

Conclusion

Drawing on the research findings and discussion concerning the influence of workload and work-life balance on the organizational commitment of PPPK teachers at SMAN XYZ Cimahi, several conclusions emerge. Workload among PPPK teachers at SMAN XYZ Cimahi, based on an overall average score of 3.67, is categorized as appropriate, with work standards ranking highest and targets to be achieved ranking lowest among its sub-variables. Work-life balance among PPPK teachers, with an overall average score of 3.75, falls under the balanced category, with satisfaction balance as the top sub-variable and involvement balance as the lowest. Organizational commitment, meanwhile, recorded an overall average score of 4.17, placing it in the high category, with normative commitment ranking highest and continuance commitment ranking lowest.

Considered both individually and jointly, workload and work-life balance affect the organizational commitment of PPPK teachers at SMAN XYZ Cimahi as follows: workload

shows no effect on organizational commitment; work-life balance exerts a influence on organizational commitment; and together, workload and work-life balance produce, moderate effect on the organizational commitment of PPPK teachers at SMAN XYZ Cimahi.

Suggestions

Building on the findings above, the researcher offers a set of recommendations aimed at future researchers, along with considerations for SMA Negeri XYZ Cimahi in shaping policy and decisions surrounding workload, work-life balance, and PPPK teachers' organizational commitment, as follows:

Suggestions for Agencies

Based on the analysis of workload among PPPK teachers at SMAN XYZ Cimahi, the overall criterion is appropriate. The work standards sub-variable obtained the highest average score, at 4.00, so it is important to maintain and monitor this standard to ensure it remains commensurate with teachers' abilities and capacity. Meanwhile, the targets-to-be-achieved sub-variable obtained a lower average score of 3.43; although still classified as appropriate, this value is lower than the other sub-variables. Therefore, SMAN XYZ Cimahi is advised to develop a more integrated workload planning and management system based on realistic, measurable, and achievement-oriented targets that align with teachers' abilities. Schools should also strengthen coordination, monitoring, and evaluation mechanisms on an ongoing basis to ensure tasks are distributed proportionately and work is carried out effectively.

Based on the analysis of work-life balance among PPPK teachers at SMAN XYZ Cimahi, the overall criterion is balanced. The satisfaction balance sub-variable obtained the highest average score, at 3.93, so it is recommended that schools foster a positive work environment through open communication, harmonious working relationships, and adequate support in carrying out tasks. Meanwhile, the involvement balance sub-variable posted a lower average score of 3.57, and although it still falls under the balanced category, this figure trails the other sub-variables. Accordingly, schools are advised to develop work-management policies that support work-life balance, such as structured planning of school activities, efficient scheduling of meetings and additional tasks, and improved communication and organizational support.

Turning to organizational commitment among PPPK teachers at SMA Negeri XYZ Cimahi, the overall assessment falls into the high category. The normative commitment sub-variable obtained the highest average score, at 4.36, so it is recommended that schools strengthen professionalism, cooperation, and responsibility through various school activities and constructive coaching. Meanwhile, the continuance commitment sub-variable obtained a lower average score of 4.01; although still classified as high, this value is lower than the other sub-variables. Schools are therefore advised to facilitate teachers' participation in continuous training and development programs, provide opportunities to take part in various school

programs, and foster a work environment that supports collaboration and recognizes teachers' contributions.

Suggestions for Further Researchers

This study's findings are meant to serve as a point of reference for future researchers exploring related subjects. It is recommended that subsequent studies involve a larger respondent pool and expand the scope of research subjects to yield a fuller picture with greater generalizability. Additionally, because this research found no effect of workload on organizational commitment, future work should draw from a broader body of theory and incorporate other variables that could shape organizational commitment, such as transformational leadership, work environment, motivation, organizational climate, or other contributing factors.

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