

An Analysis of Organizational Support and Work-Life Balance and Their Impact on Turnover Intention (A Qualitative Study of Teachers at RA Al-Idhar)

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Abstract:

This study examines the influence of organizational support and work-life balance on turnover intention among teachers at RA Al-Idhar. In an educational setting, organizational support and work-life balance are important factors that can influence teachers' comfort, job satisfaction, and desire to remain with the organization. This study aims to understand how organizational support and work-life balance influence the emergence of turnover intention among teachers at RA Al-Idhar. This study employed a qualitative approach, utilizing data collection techniques such as interviews, observation, and documentation. The informants in this study consisted of the school principal, teachers, and the teachers' husbands. The results indicate that organizational support at RA Al-Idhar is considered quite good, as evidenced by effective communication, family-like working relationships, and the availability of work flexibility under certain conditions. Teachers' work-life balance was also rated as fairly good in terms of time management and work flexibility; however, challenges were still identified regarding mental and physical health due to workloads and limited workplace facilities. These conditions give rise to turnover intentions, as evidenced by teachers' thoughts of seeking other jobs, searching for job openings, and even wanting to leave the organization. This study shows that organizational support and work-life balance play a significant role in influencing teachers' turnover intentions. The findings of this study are expected to serve as a basis for educational institutions to improve workplace comfort and teacher well-being, as well as to retain teaching staff so that turnover intentions can be minimized.

INTRODUCTION

Education is one of the key factors in improving the quality of a country's human resources. The quality of education is not only determined by the curriculum and learning resources but is also influenced by the quality of the educators who facilitate the learning process in schools. Teachers play a vital role in shaping students' academic abilities, character, and development; therefore, the presence of qualified teachers is a key factor in educational success. Consequently, every educational institution must maintain the stability and quality of its teaching staff to ensure that the learning process runs optimally.

The quality of a country's education can also be gauged by the results of the Programme for International Student Assessment (PISA). According to the 2022 PISA results, Indonesia ranked 69th out of 80 countries with a total score of 1,108 (Prasastisiwi, 2023). These results

indicate that the quality of education in Indonesia still requires various improvements in order to compete with other countries. In addition, data from the 2023 Education Statistics Publication also show that ensuring equitable educational quality in Indonesia—particularly in West Java—remains a challenge, as educational disparities between regions persist (BPS, 2025). This situation indicates that improving the quality of education requires the support of qualified human resources, particularly teachers who perform well and demonstrate a high level of loyalty to educational institutions.

To maintain the quality of education, educational institutions need to ensure the retention of their human resources, particularly teachers. One of the challenges frequently faced by organizations, including educational institutions, is turnover intention—that is, an individual's desire to leave their job. Ardan & Jaelani, (2023) defines turnover intention as an employee's tendency or intention to voluntarily leave their job due to personal choice. High turnover intention can have negative consequences for an organization, such as disruptions to work processes, increased workloads for other employees, and higher costs associated with recruiting and training new staff (Khoidar & Djastuti., 2024).

One factor believed to influence turnover intention is organizational support. Organizational support refers to the organization's attention to the contributions and well-being of individuals within the organization. Siby & Sanggelorang (2024) explains that organizational support can take the form of recognizing employees' contributions, caring for their well-being, listening to their concerns, and acknowledging their individual achievements. Romi (2024) study on organizational behavior in educational settings shows that organizational factors influence the effectiveness of individual work behavior in educational institutions. A supportive work environment encourages individuals to demonstrate higher levels of engagement and loyalty toward the organization. In addition, a study by Romi et al. (2022) shows that organizational conditions, leadership style, work rewards, and organizational support are linked to individual loyalty and turnover intentions within an organization. A less supportive work environment can lead individuals to consider leaving the organization. The study's findings indicate that job comfort, positive relationships within the organization, and job satisfaction can increase an individual's commitment to remain with the organization.

In addition to organizational support, work-life balance is also a key factor influencing turnover intention. According to Lestari & Rahardianto (2024), work-life balance is a state in which an individual is able to maintain a balance between work, personal life, family, and other interests, thereby creating a harmonious life. This balance is essential to prevent individuals from experiencing excessive work-related stress. The study by Wibowo et al. (2020) explains that work experience, comfort, and individual satisfaction can influence a person's future behavioral intentions. Individuals who feel comfortable and have a good work-life balance tend to exhibit higher loyalty toward the organization. Conversely, work conditions that interfere with personal life can increase an individual's desire to leave the organization.

The issue of turnover intention also occurs at RA Al-Idhar, an early childhood education institution in Bandung Regency. Based on an interview with the school principal on October 12, 2025, it was found that teacher turnover intention at RA Al-Idhar still occurs quite frequently. Over the past year, several teachers have left the school, leading to changes in task distribution and an increased workload for other teachers. This situation indicates that turnover intention is an issue that requires attention, as it can impact the stability of the teaching staff and the quality of the learning process.

Based on the results of initial interviews with several teachers at RA Al-Idhar, it was found that the organizational support provided by the school is still perceived as less than optimal. Teachers reported that career development opportunities are not distributed equitably, workplace facilities remain limited, and the compensation received does not fully align with the workload they handle. Additionally, the lack of adequate workplace resources forces some administrative tasks to be completed at home, thereby impacting teachers' work-life balance. These conditions result in limited rest time for teachers and may lead to work-related fatigue.

Previous research has also shown a relationship between organizational support, work-life balance, and turnover intention. Haryadi et al. (2025) found that organizational support can increase job satisfaction and reduce turnover intention. Meanwhile, the study by Saputra & Masdupi (2025) showed that organizational support and work-life balance are related in determining an individual's level of turnover intention within an organization.

Based on these issues, this study aims to analyze organizational support and work-life balance, as well as their impact on turnover intention among teachers at RA Al-Idhar. This study employs a qualitative method to gain a deeper understanding of the teachers' experiences, perspectives, and perceived conditions regarding organizational support, work-life balance, and turnover intention. Consequently, this study is expected to provide a comprehensive overview and serve as a basis for recommendations regarding human resource management in educational institutions.

1. Literature Review

1.1. Organizational Support

Organizational support is a form of recognition and appreciation that an organization extends to employees for their contributions at work. According to Daengs (2022), organizational support relates to an organization's ability to navigate a dynamic environment and adapt to changes. Meanwhile, Jalaludin et al. (2024) explain that organizational support refers to the extent to which employees believe that the organization values their contributions and cares about their well-being. Susyani (2023) also states that perceived organizational support is the relationship between how the organization treats employees and the employees' attitudes and behaviors toward their work and the organization where they work.

Organizational support has several key dimensions that influence employees' perceptions of the organization. According to Susyani (2023), one of the main dimensions is fairness. Fairness encompasses both structural and social aspects. The structural aspect relates to the organization's formal policies and rules that affect employee performance, while the social aspect relates to how the organization treats employees with respect and values their dignity. Another dimension is supervisory support, which refers to the extent to which supervisors value employees' contributions and demonstrate concern for their well-being. A positive attitude from supervisors strengthens employees' perceptions of organizational support.

In addition, organizational rewards and job conditions are also important dimensions of organizational support. These dimensions include organizational rewards, working conditions, job security, autonomy at work, role stressors, and training and development. Rewards provided by the organization, such as salary, recognition, and promotions, can boost employee motivation. Job security provides employees with a sense of security in retaining their jobs, while autonomy at work indicates the level of trust the organization places in employees to make decisions related to their work. On the other hand, role stressors such as role conflict and excessive workload can

hinder employee performance. Therefore, organizations need to provide training and development as a form of investment to improve employees' skills and competencies.

According to Susyani (2023), organizational support can be observed through several indicators, such as recognition of employee contributions, acknowledgment of employees' extra efforts, the organization's attention to employee complaints and well-being, and the provision of feedback on employee performance. Additionally, organizations demonstrate support by prioritizing employee job satisfaction and taking pride in the successes employees achieve in their work. These indicators show that the organization not only focuses on achieving organizational goals but also pays attention to employees' needs and conditions.

Organizational support also has various positive effects on both employees and the organization. Susyani (2023) states that organizational support can enhance employees' positive attitudes toward the organization, such as affective commitment and work engagement. Furthermore, organizational support also encourages work behaviors that benefit the organization, including improved employee performance. Organizational support makes employees feel valued and recognized, thereby creating a alignment of values between employees and the organization. These conditions can strengthen the person-organization fit and increase employee loyalty to the organization.

Furthermore, organizational support also plays a role in meeting employees' socio-emotional needs, such as the need for recognition, attention, and emotional support. Meeting these needs can enhance employees' subjective well-being, including job satisfaction and psychological health. Thus, the higher the level of organizational support perceived by employees, the greater the likelihood of creating a positive work environment and reducing employees' desire to leave the organization.

1.2. Work-Life Balance

Work-life balance is a state in which an individual is able to balance the demands of work with their personal life, thereby creating a harmonious life. Kartika et al. (2025) work-life balance occurs when individuals are able to balance work needs with personal needs such as family, health, leisure time, and self-development. Efendi et al. (2025) also state that work-life balance is an individual's ability to manage time and energy between work and personal life in a balanced manner.

The concept of work-life balance is based on several theories that explain the relationship between work and personal life. According to Kartika et al. (2025), one of the theories underpinning work-life balance is conflict theory. This theory explains that work and personal life are two domains that can conflict with one another. Conflict can arise when work demands reduce time for family and personal life or when work pressure causes stress that impacts an individual's well-being. Such conditions can reduce productivity and work commitment, making work-life balance necessary to minimize conflict between work and personal life.

In addition to conflict theory, there is compensation theory, which explains that individuals tend to seek satisfaction in one aspect of life when they experience dissatisfaction in another. Individuals who feel dissatisfied in their personal lives may focus more on their work to gain emotional satisfaction. Conversely, when their personal lives are going well, individuals tend to have higher work motivation. Thus, a good work-life balance requires a balance of satisfaction between work and personal life.

Another theory is the spillover theory, which explains that experiences in one area of life can influence other areas. Positive experiences at work can enhance happiness in one's personal life, while negative experiences such as work-related stress can have a detrimental impact on family relationships and an individual's quality of life. Therefore, organizations need to create a supportive work environment so that employees can achieve an optimal work-life balance.

According to Rachman et al. (2023), work-life balance has several key dimensions: time, flexibility, organizational support, social support, and demand management. The time dimension relates to the balance of time allocation between work and personal life, which can be observed through the number of working hours, schedule flexibility, and the stability of work schedules. The flexibility dimension indicates the degree of freedom employees have in arranging their work schedules to suit their personal needs, such as the freedom to determine vacation time and time off.

The organizational support dimension describes the extent to which an organization provides assistance and resources that support employees' work-life balance, such as health benefits, professional development programs, and workplace stress reduction programs. Meanwhile, the social support dimension relates to the support individuals receive from family, coworkers, and other social circles. This support can take the form of emotional support, information, or social assistance that helps individuals cope with the demands of work and personal life.

The final dimension is demand management, which relates to an individual's ability to manage and balance work demands with their personal life. This includes the ability to manage stress, set priorities, and allocate time appropriately between work and personal life. Strong demand management skills will help individuals achieve a more optimal work-life balance.

Work-life balance is influenced by various factors. According to Mulyani et al. (2025), one of the main factors is workload. Excessive workloads and constant demands for overtime can disrupt employees' personal lives. In addition, flexible working hours are also an important factor; the more flexible an organization's work schedule is, the easier it is for employees to maintain a balance between work and personal life.

Another factor is the advancement of digital technology, which facilitates communication but also has the potential to make work follow employees outside of working hours. An organizational culture that supports employee well-being also plays a crucial role in fostering work-life balance. Additionally, an individual's stage of life influences their need for work-life balance, particularly for employees who have families and require organizational support in maintaining a balance between work and family life.

1.3. Turnover Intention

Turnover intention refers to an employee's desire or tendency to leave the organization where they work. According to Metris et al. (2024), turnover intention is an employee's intention to leave their job or organization within a certain period of time. Meanwhile, Wahyuni et al. (2021) explain that turnover intention is a condition in which an employee has a tendency to quit their job, whereas turnover refers to permanent resignation, whether voluntary or involuntary, from an organization. Thus, turnover intention can be understood as an individual's tendency or intention to leave an organization due to various factors affecting both work conditions and the employee's personal circumstances.

Turnover intention can be identified through several indicators. According to Ismail (2025), one indicator of turnover intention is the thought of leaving one's job. At this stage, employees begin to show dissatisfaction with their work and express a desire to no longer remain with the organization. The next indicator is active job searching, which occurs when employees start exploring job opportunities at other organizations, looking for job openings, and building connections to secure a new job.

In addition, there is a comparison phase in which employees begin to compare their current job conditions with alternative job opportunities outside the organization. These comparisons typically cover aspects such as compensation, career opportunities, work environment, and work-life balance. The final indicator is the decision to leave, which is the stage when employees begin to make a final decision on whether to resign or remain with the organization based on a weighing of the perceived pros and cons.

Turnover intention is influenced by various internal and external factors. According to Metris et al. (2024), one of the internal factors influencing turnover intention is job satisfaction. Employees who are dissatisfied with their work, work environment, relationships with coworkers, or career development opportunities tend to want to look for jobs elsewhere. Additionally, compensation is also a key factor, as a compensation system perceived as not aligning with an employee's contributions can lead to a desire to change jobs.

Another internal factor is organizational fairness. Perceptions of unfairness in the distribution of tasks, rewards, or decision-making processes can lead to disappointment and dissatisfaction among employees. Such conditions can increase employees' likelihood of leaving the organization. In addition, a lack of opportunities for professional development and career advancement can also lead employees to seek out other organizations that offer better career prospects.

Work-life balance is also a factor that influences turnover intention. Employees who find it difficult to balance work and personal life tend to experience stress and burnout, which increases their desire to seek a work environment that better supports work-life balance.

In addition to internal factors, turnover intention is also influenced by external factors. One such factor is the availability of career opportunities outside the organization that are perceived as better—whether in terms of salary, responsibilities, or opportunities for professional development. Changes in the industry and labor market conditions can also influence turnover intention, particularly when technological advancements, regulatory changes, or industry instability cause employees to feel insecure about their jobs.

Another external factor is the general economic climate. Economic conditions such as inflation, recession, or workforce reductions can influence employees' decisions to stay with or leave an organization. Under certain circumstances, employees may choose to seek employment that is perceived as more stable and offers greater job security.

METHODS

This study aims to describe organizational support and work-life balance, as well as their impact on turnover intention among teachers at RA Al-Idhar in Bandung Regency. The approach used is a qualitative approach with a case study design. Data collection techniques in this study were conducted through interviews, observations, and documentation. The data collected included the state of organizational support, teachers' work-life balance, factors influencing turnover intention, as well as the work environment and teachers' well-being. Informants in this study

consisted of the school principal, teachers, and the teachers' husbands. The data were analyzed through the stages of data reduction, data presentation, and drawing conclusions, thereby providing an in-depth picture of the conditions of teachers at RA Al-Idhar regarding organizational support, work-life balance, and turnover intention.

RESULTS AND DISCUSSION

To gain an in-depth understanding of the relationship between organizational support, work-life balance, and turnover intention among teachers at RA Al-Idhar, this study employs a qualitative approach using the case study method. This approach was chosen to enable the researcher to explore the experiences, perspectives, and conditions directly perceived by the informants regarding the phenomenon of turnover intention in the educational work environment. The data analysis process was conducted in stages through data collection, data reduction, data presentation, and drawing conclusions. In the initial stage, the researcher conducted interviews, observations, and documentation to obtain relevant data regarding the conditions of organizational support, work-life balance, and teachers' turnover intention. Subsequently, the data obtained were analyzed to identify patterns, relationships, and meanings of each research finding so as to provide a comprehensive picture of the conditions of teachers at RA Al-Idhar.

1.4. Organizational Support for Teachers at RA Al-Idhar

The organizational support provided by RA Al-Idhar includes: (1) maintaining good communication and working relationships between teachers and school administrators; (2) showing tolerance and flexibility toward teachers when they have urgent personal or family matters; (3) providing support in the implementation of instruction through task distribution and work schedules; and (4) showing appreciation to teachers through effective communication, expressions of gratitude, and attention to teachers' well-being. Additionally, the school strives to create a comfortable and family-like work environment so that teachers feel at home while working.

The research findings indicate that most teachers feel the organizational support provided by the school is quite good, particularly in terms of working relationships and communication among teachers and the principal. Teachers feel that the school administration is quite understanding of their personal circumstances and grants leave when there are urgent needs. However, some teachers still report limitations regarding work facilities, professional development opportunities, and recognition of their work. Some teachers feel that opportunities to participate in training have not been provided equally to all teachers, leading to a perception of unfairness in opportunities for competency development.

The condition of the facilities and infrastructure at RA Al-Idhar is also still perceived as not fully supporting teachers' work. Based on observations, learning and administrative facilities remain limited; for example, there is a lack of variety in learning materials, a shortage of educational aids, and the shared use of administrative facilities. These conditions require teachers to expend additional effort in preparing lessons and completing school administrative tasks.

The findings of this study indicate that the organizational support provided by RA Al-Idhar is already quite good in terms of interpersonal relationships and emotional support, but still needs improvement in terms of work facilities, rewards, and human resource development. These findings align with the views of Siby dan Sanggelorang (2024) who state that organizational support is a form of the organization's concern for employee well-being, recognition of individual

contributions, and attention to employees' needs within the organization. Good organizational support can enhance individual comfort and loyalty toward the organization.

This study is also consistent with the research by Romi et al. (2022) which suggests that organizational conditions, job rewards, and organizational support are associated with individual loyalty and turnover intention within an organization. A less supportive work environment can lead to a tendency for individuals to leave the organization. Additionally, Romi et al. (2021) found that workplace comfort and positive relationships within the organization can enhance individual organizational commitment in educational institutions.

1.5. Work-Life Balance Among Teachers at RA Al-Idhar

Teachers' work-life balance at RA Al-Idhar encompasses time management, mental and physical health, job satisfaction, and work flexibility. In terms of time management, the school has established working hours in accordance with the academic schedule, which consists of a six-day workweek and a six-hour workday. The school also helps teachers manage their workload through task delegation and a structured work schedule to prevent tasks from piling up. Additionally, the school provides flexibility if teachers have urgent personal or family needs.

The research findings indicate that most teachers are quite capable of balancing their work and personal lives. Teachers are still able to fulfill their family responsibilities even though schoolwork sometimes reduces the time they spend with their families, particularly when there are extracurricular activities, administrative tasks, or preparations for school events. The teachers' husbands also noted that the teachers continue to strive to fulfill their family responsibilities even though they often appear tired after work.

In terms of mental and physical health, most teachers reported that teaching is quite physically and mentally draining. Spending the entire day with children leaves teachers feeling exhausted after work. In addition, working conditions that are sometimes less than ideal also affect teachers' emotional well-being. Some teachers noted that an unproductive work environment causes them to feel stressed and uncomfortable on the job.

In terms of job satisfaction, most teachers feel quite satisfied working at RA Al-Idhar because they believe that teaching is a meaningful profession that provides valuable experiences. Teachers take pride in helping young children develop and view their work as a form of service. However, some teachers still hope for improvements in their welfare and working conditions to better align with their workload.

Meanwhile, in terms of work flexibility, most teachers feel that the school is quite understanding of their personal needs. The school grants permission and shows flexibility in cases of urgent needs, provided that teachers maintain good communication. This situation helps teachers balance their professional and family responsibilities.

The findings of this study indicate that the work-life balance of teachers at RA Al-Idhar is fairly good in terms of time management, job satisfaction, and work flexibility, but remains inadequate in terms of teachers' mental and physical health. These findings align with the views of Lestari & Rahardianto (2024) who state that work-life balance is a state in which an individual is able to maintain a balance between work and personal life, thereby creating a harmonious life.

This study is also consistent with the research by Wibowo et al. (2020) which explains that work experience, comfort, and individual satisfaction can influence a person's future behavioral intentions. Individuals who feel comfortable and are able to maintain a work-life balance tend to

exhibit higher loyalty toward the organization. Conversely, work-related stress and discomfort in the workplace can increase an individual's tendency to leave the organization.

1.6. Turnover Intention Among Teachers at RA Al-Idhar

Teachers' turnover intentions at RA Al-Idhar are evident in terms of "thinking of searching," "intention to search," and "intention to quit." Regarding "thinking of searching," most teachers reported having considered looking for another job. Factors influencing these thoughts include financial needs, a desire to gain new experiences, an uncomfortable work environment, and a desire to secure a job with better pay.

Regarding the intention to search for other jobs, some teachers reported having looked for information on other job openings as part of their career planning. However, most teachers have not yet actively participated in job selection processes. School administrators are also aware that some teachers are looking for other jobs, but they view this as a normal occurrence and continue to maintain open communication and a comfortable work environment for the teachers.

Meanwhile, regarding the intention to quit, some teachers reported having wanted to leave RA Al-Idhar. Furthermore, based on interviews with the principal, it was found that over the past year, some teachers had resigned and been replaced by new teachers. Factors contributing to teachers' desire to leave included economic considerations, the work environment, workload, and a desire to gain new experiences.

The findings of this study indicate that teachers' turnover intentions at RA Al-Idhar remain quite evident, although some teachers remain in their positions due to their comfort with the school environment, their relationships with students, and their sense of responsibility toward their work. These findings align with the view of Ardan & Jaelani (2023) who state that turnover intention refers to an individual's tendency to voluntarily leave their job due to various personal or work-related considerations.

This study also supports the findings of Haryadi et al. (2025) which reveal that organizational support can increase job satisfaction and reduce individuals' turnover intentions within an organization. Furthermore, the study by Saputra & Masdupi (2025) indicates that organizational support and work-life balance are associated with an individual's intention to leave. When individuals feel they lack organizational support and experience an imbalance in their work-life balance, their tendency to intend to leave may increase.

2. Discussion

The results of this study provide important insights into the relationship between organizational support, work-life balance, and turnover intention among teachers at RA Al-Idhar. The findings indicate that organizational support and work-life balance play a significant role in shaping teachers' job satisfaction, commitment, and desire to remain at the institution. In an educational setting, teachers are not only responsible for instructional activities but also for administrative tasks and emotional interactions with students. Therefore, organizational support and a balance between work and personal life are critical factors in reducing turnover intention among teachers at RA Al-Idhar.

2.1. The Impact of Organizational Support on Turnover Intention

The results of the study indicate that organizational support influences turnover intention among teachers at RA Al-Idhar. The organizational support perceived by teachers includes fairly

good communication between the principal and teachers, a family-like work environment, and tolerance when teachers have personal needs or urgent matters. These conditions have a positive impact on teachers' comfort at work, leading some teachers to choose to remain at RA Al-Idhar. Support from the principal is also evident through efforts to maintain communication, provide motivation, and understand teachers' personal circumstances to foster a more conducive work environment.

However, the research findings also indicate that certain aspects of organizational support are still perceived as suboptimal, particularly regarding welfare, workplace facilities, recognition of work performance, and unequal opportunities for professional development. Some teachers noted that learning and administrative resources remain limited, often forcing them to complete work outside of regular working hours. Additionally, some teachers feel that recognition of their opinions and work achievements is not yet fully realized. These conditions contribute to workplace dissatisfaction and prompt teachers to seek other jobs that they believe better meet their needs.

The findings of this study are consistent with the research by Romi et al. (2022) which states that organizational conditions, managerial support, and work rewards are associated with individual loyalty and turnover intention within an organization. Strong organizational support leads to increased comfort, satisfaction, and emotional attachment to the organization, whereas insufficient support can increase an individual's tendency to leave the organization.

In addition, the research findings also indicate that positive working relationships and good communication influence teachers' decisions to remain at RA Al-Idhar despite certain organizational limitations. A comfortable work environment and close-knit relationships among teachers provide a sense of emotional security for some teachers. However, when teachers feel undervalued, face limited facilities, or feel that their compensation does not match their workload, their turnover intention tends to increase.

Thus, organizational support has a significant impact on teachers' turnover intentions at RA Al-Idhar. The greater the organizational support teachers perceive, the lower their tendency to seek other employment or leave the organization. Conversely, if organizational support is perceived as suboptimal, turnover intentions are likely to increase.

2.2. The Impact of Work-Life Balance on Turnover Intention

The results of the study indicate that work-life balance has an impact on turnover intention among teachers at RA Al-Idhar. The balance between work and personal life is one of the factors influencing teachers' comfort in performing their duties and their desire to remain at the institution. In this study, work-life balance was observed through aspects such as time management, mental and physical health, job satisfaction, and the flexibility of work as perceived by the teachers.

The research findings indicate that time management and work flexibility at RA Al-Idhar are quite good. The school shows flexibility under certain circumstances and understands teachers' personal needs when urgent matters arise. Teachers also noted that their work can still be adjusted to accommodate personal needs, as most tasks can be completed at school and they rarely take work home. Additionally, the good communication between the school administration and teachers has a positive impact on creating a more flexible and comfortable work environment.

However, the mental and physical health of teachers remains a concern. Findings from interviews and observations indicate that working as a kindergarten teacher is quite physically and emotionally draining, as teachers must actively support children throughout the learning process

while also handling additional administrative tasks. Some teachers appear to tire easily after teaching activities and sometimes experience stress when their workload increases or the work environment is not conducive. Additionally, limited work facilities mean that some tasks must be completed outside of working hours, resulting in reduced time for rest and family life.

The findings of this study are consistent with the view of Lestari & Rahardianto (2024) who state that work-life balance is a state in which individuals are able to maintain a balance between work and personal life, thereby creating a harmonious life. When this balance is disrupted, individuals may experience fatigue, stress, and workplace discomfort, which can lead to increased turnover intention.

The findings of this study also support the research by Wibowo et al. (2020) which explains that job comfort, work experience, and individual satisfaction can influence an individual's behavioral intention within an organization. Teachers who feel job comfort and are able to maintain a balance between work and personal life tend to have a greater desire to remain in the organization. Conversely, when work begins to interfere with personal life, rest time, and emotional well-being, the tendency to seek other employment may increase.

In addition, job satisfaction is also a key factor in the work-life balance of teachers at RA Al-Idhar. Some teachers feel quite satisfied because their work as educators provides meaning, experience, and an emotional connection with their students. A relatively comfortable work environment and good relationships among teachers also influence their decision to stay. However, some teachers still hope for improvements in welfare, recognition of their work, and supportive facilities to further enhance their work comfort.

Thus, work-life balance has an impact on teachers' turnover intentions at RA Al-Idhar. The better the balance between work and personal life that teachers perceive, the lower their tendency toward turnover intentions. Conversely, if work begins to interfere with teachers' physical and mental well-being, personal time, and family life, their tendency to seek other employment or leave the organization will increase.

CONCLUSION

Organizational support at RA Al-Idhar includes the school's attention to teachers' well-being, providing support in the performance of their duties, good communication between the principal and teachers, and flexibility in work arrangements when teachers have personal or family commitments. In addition, the school also strives to create a comfortable and family-like work environment so that teachers feel cared for and at ease in their work. Teachers' work-life balance at RA Al-Idhar includes managing work hours that are adjusted to the academic schedule, accommodating teachers' personal needs, and regularly distributing work assignments to prevent tasks from piling up.

The implementation of organizational support and work-life balance at RA Al-Idhar is evident in the generally good working relationships among teachers, the granting of leave in urgent situations, and the school's efforts to understand teachers' personal circumstances. However, there are still several challenges, such as limited learning facilities, a heavy administrative workload, and certain workplace conditions that sometimes affect teachers' emotional well-being. Additionally, some teachers still feel that training opportunities and work-related recognition are not distributed equitably, which affects their job satisfaction.

Factors influencing teachers' turnover intentions at RA Al-Idhar include economic needs, the desire to seek new experiences, work environment conditions, limited work facilities, and an imbalance between work and personal life. Turnover intention is evident in teachers' thoughts about looking for other jobs, searching for job openings, and even the emergence of a desire to

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