


Authentic Happiness as a Mediator of Work-Life Balance and Learning Organization on Employees Work Achievement

Antonius Dieben Robinson Manurung*, Tika P. Biso

Universitas Esa Unggul, Indonesia

antonius.manurung@esaunggul.ac.id*

<p>Submitted: 2025-12-22</p> <p>Revised: 2026-01-11</p> <p>Published: 2026-03-14</p> <p>Keywords: Authentic Happiness, Organization, Work Life Balance, Work Achievement</p> <p>Copyright holder: © Author/s (2026)</p> <p>This article is under: </p> <p>How to cite: Manurung, A. D. R., & Biso, T. P. (2026). Authentic Happiness as a Mediator of Work-Life Balance and Learning Organization on Employees Work Achievement . <i>Bulletin of Counseling and Psychotherapy</i>, 8(1). https://doi.org/10.51214/002026081723000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Human capital management plays a crucial role in enhancing organizational competitiveness and employee performance. Organizations must continuously develop employees' competencies, capabilities, and well-being to achieve optimal work outcomes. This study examines the role of authentic happiness as a mediator in the relationship between work-life balance and learning organization practices and employee work achievement. The study employed a quantitative research design using Structural Equation Modeling (SEM) to analyze the relationships among variables. Data were collected through a survey questionnaire distributed to 212 employees of PT X in East Kalimantan, Indonesia, selected using purposive sampling. In addition, supporting qualitative insights were obtained through interviews with the Assistant Vice President (AVP) of training to contextualize the organizational environment. The research aims to analyze: (1) the effect of work-life balance on employee work achievement; (2) the effect of learning organization on employee work achievement; (3) the effect of work-life balance on authentic happiness; (4) the effect of learning organization on authentic happiness; and (5) the mediating role of authentic happiness in the relationship between work-life balance, learning organization, and employee work achievement. The findings indicate that work-life balance and learning organization significantly influence employee work achievement, while work-life balance also positively affects authentic happiness. However, authentic happiness does not significantly mediate the relationship between organizational factors and employee work achievement. These findings highlight the importance of organizational policies that promote work-life balance and learning culture to improve employee performance.</p>
---	---

INTRODUCTION

Human capital is widely recognized as a critical asset in modern organizations because employees play a central role in achieving organizational goals and maintaining competitiveness. Organizational success is highly dependent on employees' ability to perform their tasks effectively, which is often reflected in their work achievement or job performance. Work achievement refers to the level of success achieved by employees in completing assigned tasks in accordance with organizational objectives and performance standards. Therefore, organizations continuously strive to create conditions that enable employees to maintain high levels of productivity and performance.

However, maintaining high work achievement has become increasingly challenging due to various psychological and organizational factors experienced by employees. In many organizations, employees face demanding workloads, role conflicts, and organizational changes that may negatively influence their well-being and motivation. Preliminary observations conducted during the researcher's internship at PT X in East Kalimantan indicated several psychological symptoms among employees, including signs of burnout and declining morale. These conditions may reduce employee engagement and potentially affect work achievement if not properly addressed by the organization.

One important factor that has received significant attention in organizational research is work-life balance (WLB). Work-life balance refers to an individual's ability to effectively manage the demands of work and personal life. When employees have trouble separating work responsibilities from personal life, psychological strain may occur, which can ultimately affect their performance. Fisher et al. (2009) argue that conflicts between work and personal domains can disrupt employees' work-life balance and negatively influence work outcomes. Previous empirical studies have demonstrated that a healthy work-life balance can positively influence employee performance and well-being (Lukmiati et al., 2020; Witriaryani et al., 2022). Organizations that implement supportive policies such as flexible working arrangements often experience higher levels of employee satisfaction and performance.

In addition to work-life balance, the concept of a learning organization has also been widely discussed as an important organizational strategy for improving employee performance. A learning organization is characterized by continuous learning, knowledge sharing, and the development of employees' capabilities within the organization. According to Senge (2006), learning organizations encourage individuals to continuously develop their skills, adopt new ways of thinking, and collaborate in solving organizational problems. Through mechanisms such as personal mastery, shared vision, team learning, and systems thinking, organizations can create an environment that supports employee growth and innovation. Previous studies have shown that learning organizations can significantly enhance employee performance by fostering knowledge development and adaptive capabilities (Nurcahyo & Wikaningrum, 2020; Darmanto & Ariyanti, 2021).

Although many studies have examined the direct effects of work-life balance and learning organizations on employee performance, little research has explored the psychological mechanisms that explain how these organizational factors influence job performance. One potential psychological mechanism is authentic happiness, which refers to an individual's experience of life satisfaction, positive emotions, and meaningful engagement in life activities (Seligman). Employees who experience authentic happiness tend to demonstrate greater enthusiasm, motivation, and psychological resilience in performing their work tasks. Therefore, authentic happiness may play an important role in explaining how organizational conditions influence employee performance outcomes.

Based on these considerations, this study aims to examine the role of authentic happiness as a mediating variable in the relationship between work-life balance, learning organization, and employee work achievement at PT X in East Kalimantan. Understanding these relationships is expected to provide deeper insights into how organizational policies and psychological well-being contribute to employee performance within organizational settings.

Literature Review

Work Achievement

Work achievement is an assessment given to employees for completing their work in accordance with company goals. Work achievement or job performance is important for employees because with work performance, it can be seen how the performance of each employee in carrying out their work. Every employee who has done a good job and achieved company goals needs

feedback from company management to motivate employees to do the tasks assigned. According to Cooper (in Manurung, 2015) work achievement is the level of task implementation that can be achieved by a person, unit, or division using existing capabilities and predetermined limits to achieve organizational/company goals.

Aspects of Work Achievement

In work achievement there are aspects that influence it, Manurung (2015) suggests that work achievement consists of 3 (three) aspects, namely: First, Traits Aspect: this aspect has characteristics such as personality (an attitude that is influenced by the surrounding environment (external) that is shown by each individual consciously to deal with a situation), character (a permanently formed trait that becomes the main characteristic of an individual to identify a person), appearance (self-assessment given by others), and mentality (traits based on the mind, mental strength and intellectual ability of a person in creative thinking).

Second, Behavioral Aspects: aspects that include indicators: social relationships (reciprocal relationships shown by friendship between individuals), application of knowledge (in-depth and complete knowledge related to policies at work), knowledge of the organization (in-depth knowledge related to policies in the organization in a more comprehensive and integrated manner), initiative (the proactive ability of individuals to create something new and useful for the organization), responsibility (individual efforts in working totally, decisively, and dare to take a risk), work enthusiasm (the desire to excel in working optimally by mastering various jobs and being able to overcome all obstacles and obstacles related to the assigned tasks), and discipline (an effort to comply with all rules, organizational policies, and work procedures).

Third, Managerial Aspects: aspects that include indicators: cooperation (the ability to contribute to a job to facilitate the work process carried out by two or more people and the creation of good working relationships), decision making (the ability to solve all problems, able to analyze relevant data and information so that problems can be quickly resolved), coaching and individual development (having a sense of caring for other individuals, having the ability and willingness to give and share what is known to individuals), communication (the ability to receive, convey ideas and opinions both orally and in writing in a systematic way, so that they can be received clearly and completely. Communication is divided into two, namely: expressive communication; providing information to individuals, and receptive communication; willingness to accept ideas from others), planning and organizing (the ability to formulate targets and strategies by mobilizing other individuals to achieve targets effectively and efficiently. Indicators of planning are formulating targets in the short, medium, and long term in accordance with goals, while indicators of organizing are dividing tasks proportionally and working on predetermined tasks, including the quality of the task, the time to complete the task, and the relationship between members in completing the task), and controlling (activities to monitor the implementation of work programs and follow up on deviant work that occurs during the work implementation process).

Authentic Happiness

Authentic happiness, according to Seligman, in Shanti & Manurung (2020) is the result of a fundamental identification that uses strengths in work, romance, and parenting. However, Seligman (in Usman, 2022) argues that happiness is seen from 2 different perspectives, the first being moral-laden and the second morally-neutral. Moral-laden happiness is centered on moral values or happiness that exists in goodness. Whereas morally neutral is happiness due to satisfaction with life achievements and the achievement of something satisfying. Authentic happiness has a happy source from within a person who has the ability to live life with positive feelings.

Authentic happiness, according to Seligman, in Shanti & Manurung (2020) explains that authentic happiness has 6 dimensions of happiness, which can be argued that a person's happiness

is achieved if he fulfills these six dimensions, namely: (1) Virtue of Wisdom and Knowledge, is the happiness obtained or felt by individuals with individuals having gratitude for the learning process of life. (2) Vigor and passion (Virtue of Courage) is happiness that comes from obstacles and challenges, but individuals can make obstacles and challenges an opportunity to achieve authentic happiness. (3) Virtue of Love and Humanity is happiness that is owned by every individual who comes from the surrounding environment that supports them. (4) Virtue of Justice is the happiness felt by each individual that comes from the solidarity of the surrounding environment in treating oneself with equality, love, and respect. (5) Modesty (Virtue of Temperance) is happiness that directs an individual in taking an action. (6) Transcendence (Transcendental), is happiness that comes from emotions that can connect themselves with a greater sense outside themselves.

Work-Life Balance

Work-life balance, or work-life balance, is the ability of an employee to divide their time and responsibilities between life at work and personal life. According to Asepta & Maruno (2018) work-life balance, there are two views: the first is that the employee's view of work-life balance is a choice in managing work-life with a personal life that has responsibilities for self and family. Meanwhile, the second view of the company towards work-life balance is a challenge to create a culture to support a conducive workplace so that employees can focus on their work.

Fisher et al. (2009) also say that work-life balance has 4 forming dimensions, namely: (1) WIPL (Work Interference with Personal Life). This dimension refers to the extent to which work can help an individual's personal life. For example, working can make it difficult for someone to manage time for their personal life. (2) PLIW (Personal Life Interference with Work). This dimension refers to the extent to which an individual's personal life interferes with their work life. For example, if individuals have problems in their personal lives, this can interfere with their performance at work. (3) PLEW (Personal Life Enhancement of Work). This dimension refers to the extent to which an individual's personal life can improve individual performance in the world of work. For example, if individuals feel happy because their personal life is pleasant, this can make their mood at work pleasant. (4) WEPL (Work Enhancement of Personal Life). This dimension refers to the extent to which work can improve the quality of an individual's personal life. For example, the skills that individuals acquire while working allow them to utilize these skills.

Learning Organization

Learning organization is an organization that involves all employees in the company to create a solution to the problems that exist in the company, to create progress and work achievement. According to Mondy (2008) a learning organization, a company that has realized that every employee needs to take part in training and development to improve performance and for career sustainability, there is a need for appropriate action. The learning organization has an important role in carrying out work activities, supporting each employee to continue learning.

Senge (2006) explains that a learning organization has the following aspects: (1) Systems Thinking: thinking that is done with the whole to see the pattern of each reciprocal relationship in order to know the factors that affect the organization and all interrelationships by not looking from one side. This systemic thinking skill helps principals and teachers see how to change the school system more effectively and work in teams, by cooperating and networking to improve the quality of education in schools systematically and holistically. (2) Personal Mastery: the ability to develop competencies to achieve desired goals and to see reality as a whole. learning skills to increase the personal capacity of school members in creating the most desirable results, and a school environment that encourages all school members to develop themselves towards selected goals and objectives. (3) Mental Model: the ability to develop a mental model that prioritizes the importance of the values and principles that exist within the company. Continuous learning skills

are carried out through reflection, clarification, and improvement of internal images about the school and see how it shapes the actions and decisions of school members in achieving the vision and mission of the school. (4) Shared Vision: the ability to share the vision with all employees to build commitment and establish a common goal, the skill of building shared commitment within a group of learners. This is done by creating shared images of the future of the school that we are creating, and the principles and practices of school activities that will be carried out. This is expected to serve as a guide to the future. (5) Team Learning: the process of learning in teams to build a new identity in order to build the quality and capacity of the team. skills to change the ability in a dialog and collective thinking, so that groups of teachers can develop their intelligence and abilities to a greater extent than the sum of the talents and abilities of individual teachers.

Rationale of the Study

Despite the growing interest in organizational factors that influence employee performance, previous studies have primarily focused on the direct relationships between organizational practices and work outcomes, such as the effects of work-life balance and learning organizations on employee performance. While these studies have provided valuable insights, relatively limited attention has been given to the psychological mechanisms that explain how organizational conditions translate into improved employee work achievement. Understanding these mechanisms is important because employee performance is not only determined by structural or organizational factors, but also by employees' psychological experiences and well-being in the workplace.

One psychological factor that may play an important role in this process is authentic happiness, which refers to an individual's experience of life satisfaction, positive emotions, and meaningful engagement in daily activities. Employees who experience authentic happiness tend to demonstrate greater enthusiasm, motivation, and resilience in their work roles. From the perspective of positive psychology, authentic happiness can influence how employees perceive their work environment and how they respond to organizational demands and opportunities.

Although previous studies have examined the role of work-life balance and learning organizations in improving employee performance, empirical studies that integrate these variables with authentic happiness as a mediating mechanism remain limited, particularly in organizational contexts within Indonesia. Furthermore, organizational changes, such as structural adjustments and evolving work demands, may alter how employees experience work-life balance, organizational learning culture, and psychological well-being.

Therefore, this study aims to fill this gap by examining the role of authentic happiness as a mediator in the relationship between work-life balance, learning organization, and employee work achievement. By investigating these relationships among employees of PT X in East Kalimantan, this study is expected to provide a more comprehensive understanding of how organizational practices and employee psychological well-being interact to influence work achievement.

Research Objectives

Based on the research background and rationale described above, the objectives of this study are as follows: 1) To examine the effect of work-life balance on employee work achievement at PT X, East Kalimantan. 2) To examine the effect of a learning organization on employee work achievement at PT X, East Kalimantan. 3) To examine the effect of work-life balance on authentic happiness among employees of PT X, East Kalimantan. 4) To examine the effect of a learning organization on authentic happiness among employees of PT X, East Kalimantan. 5) To examine the mediating role of authentic happiness in the relationship between work-life balance and employee work achievement. 6) To examine the mediating role of authentic happiness in the relationship between a learning organization and employee work achievement.

METHODS

Research Design

This research design uses a mixed method with a quantitative approach through the Structural Equation Model (SEM) analysis technique and a qualitative approach through FGDs. The research plan in this case includes hypothesis generation from the final analysis stage. Meanwhile, the SEM technique is used to determine and analyze the relationship or influence of several variables (factors and observables).

Research Flow

The research began by observing phenomena in a pandemic situation, then collecting preliminary data through surveys, FGDs, and literature reviews. After conducting FGDs and pre-surveys, research problems and variables to be studied were formulated. Hypothesis generation was carried out on the basis of the initial survey conducted and the previous literature review. Then a research design was developed to collect data. The next stage is data collection, analysis, and interpretation. Through analysis and interpretation, the research statement can be answered. After the analysis and research questions are answered, report writing is carried out. In the second year, the researcher will implement the research outcomes. The results in this study will issue research outputs in the form of policy papers, IPR, policy model recommendations, reputable international journals, and books.

Variables

This research consists of two exogenous variables, namely work-life balance and learning organization, one endogenous variable (work achievement), and one mediator variable (authentic happiness).

Sample and Population

In this study, the population studied was all structural employees of PT. Pupuk Kalimantan Timur has a total of 1,307 employees across various departments at the head office and branch offices. The sampling in this study uses a purposive sampling technique, meaning the sample is selected according to conditions set by the researcher. The conditions include: 1) being an employee of PT X, East Kalimantan, 2) employees who are at the head office, and 3) employees who have worked for more than 3 years. After selecting the sample using a purposive sampling technique, the sample comprised 212 employees.

Data Collection Techniques

The data collection method in this study is divided into two: primary and secondary data. The primary data collection methods are questionnaires and focus group discussions (FGDs) conducted online via Zoom. Secondary data used in this study come from books, scientific articles, journals, theses, previous similar studies, and organizational documents.

RESULTS AND DISCUSSION

Result

Measurement Model Evaluation Results

Evaluation of the measurement model (outer model) assesses the validity and reliability of the model. The outer model with reflective indicators is evaluated for convergent validity and discriminant validity of the latent construct-forming indicators, and for composite reliability and Cronbach's alpha for the indicator block (Ghozali & Latan, 2015). Based on the measurement model evaluation results, the authentic happiness, work-life balance, learning organization, and work

achievement scales have loading factors above 0.7, indicating that all items have good, recommended loading factors.

Convergent Validity Test Results

Apart from seeing the loading factor value, the convergent validity value can also be seen through the Average Variance Extracted (AVE), the higher the factor loading value, the more important the role of loading in interpreting the factor matrix. The rule of thumb used for convergent validity is loading factor > 0.7 and Average Variance Extracted (AVE) > 0.5, although the AVE value > 0.4 is still acceptable (Haryono, 2017). The results of construct testing obtained the recommended coefficient value, which is above 0.4 and 0.5. Thus, this scale has good validity and is recommended.

Composite Reliability Test Results

Reliability testing in PLS can use two methods, namely Cronbach's alpha and composite reliability. Cronbach's alpha measures the lower limit of the reliability value of a construct, while composite reliability measures the true value of the reliability of a construct (Abdillah & Hartono, 2015). The rule of thumb for the Cronbach's alpha or composite reliability value must be greater than 0.7, even though the value of 0.6 is still acceptable (Hair et al., 2019). The results of the composite reliability test are as follows: Based on the result, it shows that the results of composite reliability testing on all variables tested have a composite reliability value > 0.7, the Cronbach's alpha test results also show that all variables have a Cronbach's alpha value > 0.7. So, it can be concluded that all variables have very good reliability, or the questionnaire used is a reliable and consistent measuring instrument.

Model Fit Evaluation Results

Evaluation of the fit model in this study was carried out using 5 (five) testing models including Root Mean Square Error of Approximation (RMSEA) with a value of < 0.08, Normal Fit Index (NFI) with a value of > 0.9, Non-Normed Fit Index (NNFI) with a value of 0.9, Comparative Fit Index (CFI) with a value of \geq 0.9, and Incremental Fit Index (IFI) with a value of 0.9. The results of the model fit test evaluation are presented in the following table: Based on the table above, the results show that the value of testing the fit model of the effect of work-life balance and learning organizations on work achievement through authentic happiness fits the empirical data.

Hypothesis Test Results

Hypothesis testing in this study was conducted to determine whether the research hypothesis proposed in the research model was accepted or rejected. Hypothesis testing can be seen with the standardized solution and T-Value. The following hypothesis test results in this study can be seen in the figure.

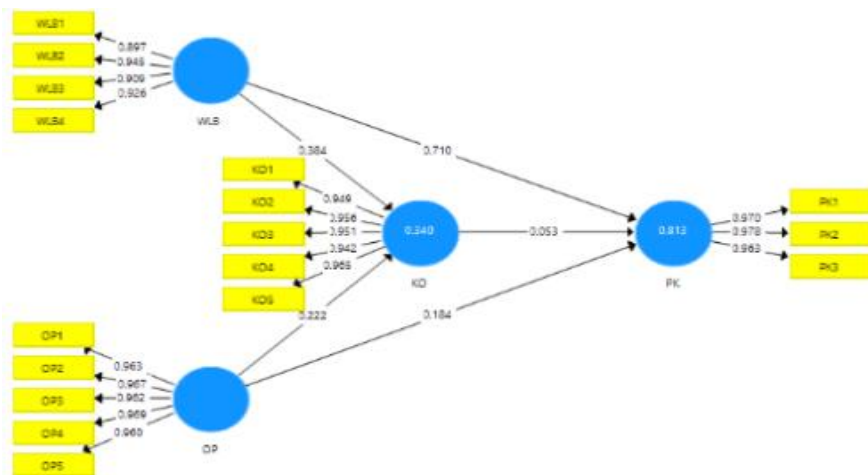


Figure 1. Standardized Solution

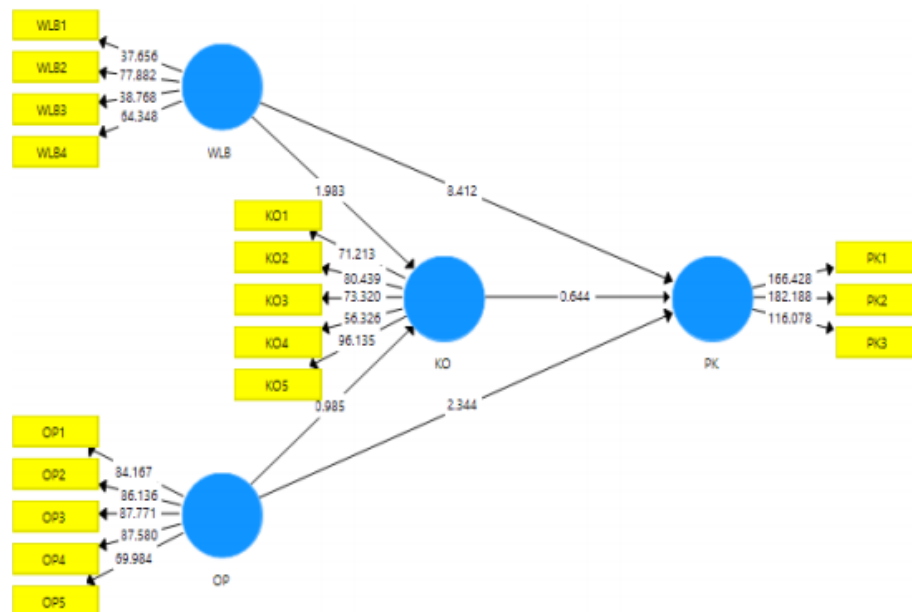


Figure 2. T-Value

Hypothesis Test 1

There is a positive and significant influence of work-life balance on employees' work achievement. Obtained = 0.710 with $t = 8.412$, where $t > 1.96$, thus H_a is accepted. Conclusion: There is an influence of work-life balance on work achievement.

Hypothesis Test 2

There is a positive and significant influence of a learning organization on employees' work achievement. Obtained = 0.184 with $t = 2.344$, where $t > 1.96$, thus H_a is accepted. Conclusion: There is an effect of a learning organization on employees' work achievement.

Hypothesis Test 3

There is a positive and significant influence of work-life balance and learning organization on employees' work achievement. Obtained = 0.811, where $t > 1.96$, thus H_a is accepted. The conclusion of the effect of work-life balance and learning organization on employees' work achievement.

Hypothesis Test 4

There is no positive and significant effect of authentic happiness on employees' work achievement. Obtained $\beta = 0.053$ with $t = 0.644$, where $t < 1.96$ with H_a rejected. Conclusion: There is no effect of authentic happiness on work achievement.

Hypothesis Test 5

There is a positive and significant influence of work-life balance on authentic happiness. Obtained $\beta = 0.22$ with $t = 1.983$, where $t > 1.96$, thus H_a is accepted. Conclusion: There is an influence of work-life balance on authentic happiness.

Hypothesis Test 6

There is no positive and significant influence of a learning organization on authentic happiness. Obtained $\beta = 0.222$ with $t = 0.985$, where $t < 1.96$, thus H_a is rejected. Conclusion: There is no effect of learning organization on authentic happiness.

Hypothesis Test 7

There is no positive and significant effect of work-life balance on employees' work achievement through authentic happiness. Obtained $\beta = 0.021$ with $t = 0.528$, where $t < 1.96$, thus H_a is rejected. Conclusion: There is no effect of work-life balance on work achievement through authentic happiness.

Hypothesis Test 8

There is no positive and significant influence of a learning organization on employees' work achievement through authentic happiness. Obtained $\beta = 0.012$ with $t = 0.688$, where $t < 1.96$, thus H_a is rejected. Conclusion: There is no effect of a learning organization on employees' work achievement through authentic happiness.

Discussion

The results of the hypothesis testing indicate that Hypothesis 1 is rejected, and that H_a is accepted. From these results, it can be concluded that work-life balance has a positive and significant effect on work achievement. In other words, hypothesis 1 is accepted, namely, work-life balance has a significant effect on work achievement (H_1). Research conducted by (Lukmiati et al., 2020) states that work-life balance has a positive and significant influence on employee work achievement at PT. Muara Tunggal. This is in line with research conducted by Arifin & Muharto (2022) which shows a positive and significant influence between work-life balance and employee work performance of 85.1%. In addition, the results of this study are also consistent with the fact that work-life balance influences the performance of employees at PT. PLN (Persero) Manado area by 55.2%.

The results of the hypothesis 2 test in this study show that H_0 is rejected, and H_a is accepted, indicating that learning organizations have a positive and significant effect on work performance. This is in line with the research, Rumijati (2020) which shows that work achievement will increase when the application of learning organizations in the company is effective. In addition, research Purnamasari (2019) indicates that learning organizations have a positive and significant effect on work performance, as shown in the results.

The results of hypothesis 3 test obtained in this study show that H_0 is rejected, and H_a is accepted, which means that there is an effect of work-life balance and learning organization on work achievement. A learning organization is a company that provides new understanding of the situation faced by employees, aiming to foster employee growth and success in achieving the intended outcomes. Learning organizations have several factors, namely recognition and appreciation,

training and development, and vision and strategy. In creating a strategy to improve employee performance, there needs to be something else in the assessment, namely, work-life balance. Work-life balance is a balance of an employee's work life that every employee must be able to do; if it is heavy on one thing, it will not be good for their life.

The results of the hypothesis 4 test obtained in this study show that H_0 is accepted, indicating that authentic happiness does not affect work performance. This result shows that the high and low levels of authentic happiness possessed by employees do not have a significant effect on the work achievement of employees of PT X, East Kalimantan.

The results of the hypothesis 5 test obtained in this study show that H_0 is rejected, and H_a is accepted, indicating that work-life balance influences authentic happiness. This result shows that the better the employees' work-life balance, the higher their level of authentic happiness. This is in line with theories that explain that work-life balance is one of the important factors that can affect individual happiness and well-being.

The results of the hypothesis 6 test obtained in this study show that H_0 is accepted, indicating that there is no effect of learning organization on authentic happiness. Organizational culture and work climate are less supportive of the optimal application of the learning organization concept. If the organization is not ready and does not promote a learning culture, the impact on employee happiness will also be limited. Workload and work demands are excessive, leaving employees with insufficient time and energy to engage in learning and self-development activities. Misalignment between the goals of the learning organization and the needs and expectations of employees regarding their happiness at work.

The results of the hypothesis 7 test obtained in this study show that H_0 is accepted, indicating that work-life balance does not affect work achievement through authentic happiness. Implementation of work-life balance that is less effective or not aligned with employee needs. If the work-life balance policy is not implemented properly, it will not increase employees' authentic happiness.

The results of the hypothesis 8 test obtained in this study show that H_0 is accepted, indicating that there is no effect of learning organization on work achievement through authentic happiness. Employee-owned psychological autonomy has not been fully utilized to increase authentic happiness. There may be barriers to the actualization of learning organizations in the workplace.

Implication

The findings of this study provide both theoretical and practical implications for organizational research and management practices. From a theoretical perspective, this study contributes to the literature by examining the role of authentic happiness as a potential mediating variable in the relationship between work-life balance, learning organization, and employee work achievement. The results indicate that while work-life balance and learning organization directly influence employee work achievement, authentic happiness does not significantly mediate these relationships. These findings suggest that organizational factors may influence employee performance more directly through structural and managerial mechanisms rather than through employees' subjective happiness alone. Therefore, future theoretical models on employee performance may need to consider other psychological mechanisms, such as work engagement, motivation, or organizational commitment, as potential mediators.

From a practical perspective, the results highlight the importance for organizations to implement policies that support work-life balance and continuous learning environments. Organizations can enhance employee work achievement by providing flexible work arrangements, supportive workplace policies, and programs that encourage employees to maintain a balance between their professional and personal lives. In addition, companies should continue to strengthen their learning organization culture by providing training opportunities, encouraging knowledge

sharing, and supporting employees' professional development. These strategies can help organizations improve employee competence, adaptability, and overall work performance.

Limitations and Recommendations for Further Research

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted within a single organizational context, namely PT X in East Kalimantan, which may limit the generalizability of the results to other organizations or industries. Second, the data used in this study were collected through self-reported questionnaires, which may be subject to response bias or social desirability bias. Third, this study focused only on three main predictors of employee work achievement: work-life balance, learning organization, and authentic happiness, while other relevant psychological or organizational variables were not included in the research model.

Future research is recommended to expand the study's scope by involving multiple organizations or industries to improve the generalizability of the findings. Researchers may also consider incorporating additional psychological variables, such as employee engagement, organizational commitment, job satisfaction, or motivation, to provide a more comprehensive understanding of factors influencing employee performance. In addition, future studies could adopt longitudinal or mixed methods approaches to better capture the dynamic relationships among organizational practices, employee well-being, and work achievement over time.

CONCLUSION

Based on the research background and rationale described above, this study aims to examine the relationships among work-life balance, a learning organization, authentic happiness, and employee work achievement at PT X in East Kalimantan. Specifically, this study seeks to analyze the effects of work-life balance and learning organization on employee work achievement, as well as their influence on employees' authentic happiness. In addition, this study aims to investigate the mediating role of authentic happiness in explaining the relationships between work-life balance and employee work achievement, as well as between the learning organization and employee work achievement.

ACKNOWLEDGMENTS

This journal publishing was supported by Universitas Esa Unggul.

CONFLICT OF INTEREST

There was no conflict of interest.

REFERENCES

- Abdillah, W., & Hartono, J. (2015). *Partial Least Square (PLS): Alternatif Structural Equation Modeling (SEM) Dalam Penelitian Bisnis*. Penerbit Andi.
- Arifin, M., & Muharto, A. (2022). Pengaruh Worklife Balance Terhadap Kinerja Karyawan (Studi Pada PT. Livia Mandiri Sejati Pasuruan). *Jurnal Riset Ekonomi Dan Bisnis*, 15(1), 37–46. <https://doi.org/10.26623/jreb.v15i1.3507>
- Aseptia, U. Y., & Maruno, S. H. P. (2018). Analisis pengaruh work-life balance dan pengembangan karir terhadap kepuasan kerja karyawan PT. Telkomsel, TBK Branch Malang. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, 11(2), 77–85. <https://doi.org/10.32812/jibeka.v11i2.64>
- Darmanto, R., & Ariyanti, A. (2021). Pengaruh Organisasi Pembelajaran, Dukungan Sosial, dan Motivasi Kerja terhadap Kinerja Pegawai PT Bank Mandiri Cabang Bekasi. *Jurnal Pengembangan Wiraswasta*, 23, 149. <https://doi.org/10.33370/jpw.v23i2.527>

- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology*, 14(4), 441–456. <https://doi.org/10.1037/a0016737>
- Ghozali, I., & Latan, H. (2015). *Partial Least Squares Konsep Teknik dan Aplikasi dengan Program Smart PLS 3.0*. Semarang: Universitas Diponegoro Semarang.
- Haeruddin, Ruslan, M., & Said, M. (2023). *Manajemen Kinerja Pegawai Dan Komitmen Organisasi*. Reads Media Corp.
- Hair, J., Anderson, R., Babin, B., & Black, W. (2019). *Multivariate Data Analysis*. Cengage Learning EMEA.
- Haryono, S. (2017). *Metodologi Penelitian Bisnis dan Manajemen: Teori & Aplikasi*. PT. Intermedia Personalita Utama.
- Lukmiati, R., Samsudin, A., & Jhoansyah, D. (2020). Pengaruh Work Life Balance Terhadap Kinerja Karyawan Pada Karyawan Staff Produksi PT. Muara Tunggal Cibadak - Sukabumi. *Jurnal Ekobis Dewantara*, 3(3), 46–50. https://doi.org/10.26460/ed_en.v3i3.1688
- Manurung, A. D. R. (2015). The Influence of Heroic Leadership and Learning Organization to Work Achievement with Authentic Personal Branding as Mediator. *Mediterranean Journal of Social Sciences*, 6(5). <https://doi.org/10.5901/mjss.2015.v6n5s5p18>
- Mondy, W. (2008). *Manajemen sumber daya manusia*, Jilid 1. PT Gloria Aksara Pratama.
- Nurchahyo, S. A., & Wikaningrum, T. (2020). Peran knowledge sharing, learning organization dan kapabilitas inovasi individual terhadap kinerja karyawan. *Jurnal Ekonomi dan Bisnis*, 21(2), 84–96. <https://www.academia.edu/download/88668796/4483.pdf>
- Purnamasari, S. (2019). Pengaruh learning organization (organisasi pembelajaran), kompetensi, dan motivasi terhadap kinerja karyawan pada BNI kantor cabang Tebet. *Pekobis: Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(1), 65. <https://www.academia.edu/download/66315801/2154.pdf>
- Rumijati, A. (2020). Peran Knowledge Sharing Dan Motivasi Pada Pengaruh Learning Organization Terhadap Kinerja Karyawan. *EKUITAS (Jurnal Ekonomi dan Keuangan)*, 4(2), 226–245. <https://doi.org/10.24034/j25485024.y2020.v4.i2.4228>
- Saina, I. V., Pio, R. J., & Rumawas, W. (2016). Pengaruh worklife balance dan kompensasi terhadap kinerja karyawan pada PT PLN (persero) wilayah Suluttenggo area Manado. *Jurnal Administrasi Bisnis (JAB)*, 4(3). <https://doi.org/https://doi.org/10.35797/jab.v4.i3.%25p>
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Broadway Business.
- Shanti, I., & Manurung, A. D. R. (2020). Authentic happiness as a mediator of learning organization and authentic personal branding on work achievement. *Dinasti International Journal of Management Science*, 2(1), 112–124. <https://doi.org/https://doi.org/10.31933/dijms.v2i1>
- Usman, H. (2022). *Manajemen: Teori, Praktik, dan Riset Pendidikan Edisi 4*. Bumi Aksara.
- Witriaryani, A. S., Putri, A., Jonathan, D., & Abdullah, T. M. K. (2022). Pengaruh work-life balance dan flexible working arrangement terhadap job performance dengan dimediasi oleh employee engagement. *Fair Value: Jurnal Ilmiah Akuntansi Dan Keuangan*, 4(7), 932–947.