

## THE INFLUENCE OF WORK-LIFE BALANCE ON TEACHERS' PERFORMANCE AT SMK NEGERI 3 BANDUNG

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### ABSTRACT

The issue examined in this study concerns the suboptimal performance of teachers at SMK Negeri 3 Bandung. The study aims to determine the level of work-life balance and teachers' performance, as well as to confirm the significant effect of work-life balance on teachers' performance at SMK Negeri 3 Bandung. This research employed a survey method with a quantitative approach. Data were collected through questionnaires distributed to 84 respondents, consisting of teachers at SMK Negeri 3 Bandung. The data were analyzed using descriptive statistics and simple linear regression analysis. The results indicate that both work-life balance and teachers' performance fall within the relatively high category. Furthermore, the simple linear regression test revealed a positive and significant influence of work-life balance on teachers' performance, contributing 28.9% to performance improvement.

**Key words:** Teacher Performance; Work Life Balance

### INTRODUCTION

Teachers' performance is one of the strategic elements in determining the quality of education and the success of the learning process within an educational institution. Teachers with optimal performance are capable of creating effective learning environments, building productive interactions with students, and promoting the achievement of educational goals as a whole. Teachers' performance is also a critical factor in achieving educational objectives and overall school success. When teacher performance declines, it often leads to a lack of responsibility in carrying out teaching duties, resulting in ineffective learning processes and potentially decreased student achievement.

Studies in developing countries have demonstrated that teachers contribute the highest proportion—about 36%—to students' learning achievement (Directorate General of Primary and Secondary Education, as cited in Hafid et al., 2022). However, various findings in the field indicate that teachers' performance remains an issue requiring serious attention. At SMK Negeri 3 Bandung, the results of the Teacher Performance Assessment (PKG) over the past few years have shown a declining trend, with the average scores failing to reach the "excellent" category as stipulated in the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 of 2009 on Teacher Functional Positions and Credit Scores.

**Table 1 Average Teacher Performance Assessment (PKG) Results at SMK Negeri 3 Bandung**

Academic Year	Target	Average PKG Score
2019/2020	100	89,95
2020/2021	100	87,51
2021/2022	100	87,11
2022/2023	100	86,83

*Source: Vice Principal for Curriculum Affairs, SMK Negeri 3 Bandung*

This condition cannot be separated from the complexity of teachers' duties and responsibilities, particularly at the vocational secondary level. The implementation of the "Merdeka Curriculum," the integration of digital learning platforms, and the high administrative workload have all contributed to an increased burden on teachers. These demands often extend beyond regular working hours, disrupting personal time and reducing opportunities for rest, social interaction, and emotional well-being.

In this context, work-life balance (WLB) has become an important issue in teacher management. WLB refers to an individual's ability to manage and harmonize work and personal life demands effectively. An imbalance between these domains can negatively affect teachers' psychological conditions, decrease work motivation, and ultimately impair their professional performance at school. Teachers who experience prolonged stress due to

excessive workloads tend to show reduced creativity, teaching effectiveness, and quality of interaction with students.

Previous studies have shown that work-life balance positively influences teachers' performance (Lestari et al., 2021; Khonsa, 2025), although some findings indicate no significant effect (Wismawan et al., 2022). These mixed results highlight a research gap that warrants further investigation, particularly in the context of vocational schools in Indonesia, which have distinct work characteristics compared to general schools.

Based on this urgency, the present study aims to analyze the influence of work-life balance on teachers' performance at SMK Negeri 3 Bandung. The findings are expected to provide both theoretical and practical contributions to the field of educational management, particularly in designing human resource strategies that promote teachers' well-being and improve educational quality.

## METHOD

This study employed an explanatory survey method with a quantitative approach, focusing on the analysis of numerical data processed statistically to derive meaningful interpretations. The research involved two main variables: work-life balance (X) as the independent variable and teachers' performance (Y) as the dependent variable. The study was conducted among teachers at SMK Negeri 3 Bandung, involving a total sample of 84 teachers.

Data were collected through questionnaires designed to measure various indicators for each variable. The work-life balance variable consisted of three indicators: time balance, involvement balance, and satisfaction balance. Meanwhile, the teachers' performance variable included five indicators: work quality, work ability, work accuracy, initiative, and communication.

The collected data were analyzed using descriptive and inferential analyses. The descriptive analysis aimed to provide an overview of the teachers' work-life balance and performance levels at SMK Negeri 3 Bandung. The inferential analysis, on the other hand, was conducted to determine the extent to which work-life balance affects teachers' performance. This analytical technique was not only used to test hypotheses but also to generalize findings to the broader population based on the collected sample data. Through this approach, the researcher could identify the relationship between independent and dependent variables and assess the significance and strength of their influence.

To obtain accurate and reliable results, the study employed statistical techniques such as the t-test and simple linear regression analysis. The t-test was used to examine differences between data groups, while regression analysis was utilized to measure the extent to which work-life balance contributes to improving teachers' performance. The findings from this analysis are expected to serve as a basis for decision-making and to provide effective recommendations for educational institutions in enhancing teachers' performance through the implementation of work-life balance practices.

## RESULTS AND DISCUSSION

### The Influence of Work-Life Balance on Teachers' Performance

The hypothesis testing in this study aimed to determine whether there is an influence between work-life balance and teachers' performance. The results of the hypothesis testing are presented below.

**Table 2 Hypothesis Testing Results  
Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	26564.779	4039.737		6.576	.000
	Work Life Balance	.654	.113	.537	5.767	.000

a. Dependent Variable: Teacher Performance

The results presented in Table 2 indicate that work-life balance has a significant influence on teachers' performance. This is evidenced by the significance value (p-value) being smaller than the established significance level ( $0.000 < 0.05$ ). Therefore, it can be concluded that work-life balance significantly affects teachers' performance at SMK Negeri 3 Bandung.

Moreover, the t-value obtained (5.767) is greater than the critical t-table value (1.663), meaning  $H_0$  is rejected and  $H_1$  is accepted. This provides sufficient evidence to conclude that work-life balance significantly influences teachers' performance.

The direction of this influence is positive, as indicated by the regression equation:  $\hat{Y} = 26564.779 + 0.654X$ , which implies that for every one-unit increase in work-life balance, teachers' performance increases by 0.654 units.

To determine the strength of this influence, the coefficient of determination ( $R^2$ ) was calculated. This coefficient explains the proportion of variance in teachers' performance that can be accounted for by work-life balance. The results are presented in Table 3.

**Table 3 Correlation and Determination Coefficients  
 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 <sup>a</sup>	.289	.280	6888.45167

a. Predictors: (Constant), Work Life Balance

Based on the data, the correlation coefficient between work-life balance and teachers' performance is 0.537, which falls within the range of  $0.40 \leq r < 0.70$ , indicating a moderate relationship between the two variables. Therefore, it is clear that work-life balance and teachers' performance are moderately correlated.

The coefficient of determination ( $R^2 = 0.289$ ) shows that 28.9% of the variation in teachers' performance can be explained by work-life balance, while the remaining 71.1% is influenced by other factors not examined in this study.

This finding suggests that although work-life balance contributes to the improvement of teachers' performance, the contribution is moderate. Other factors likely play a role in shaping teachers' performance that were not captured within the scope of this research.

These results align with Hudson (2005), who defined work-life balance as an ideal condition where individuals can manage their time, commitments, and responsibilities in both work and personal life harmoniously, without conflicts that disrupt performance. In the teaching context, such balance allows educators to effectively fulfill their professional and personal roles, positively influencing their teaching quality, professionalism, and accountability.

This study also supports the findings of Khonsa (2025), who revealed that work-life balance has a significant effect on teachers' performance, as teachers who can balance work and personal life tend to demonstrate higher performance levels. Similarly, Matula (2022) found that work-life balance contributes to employee productivity and job satisfaction. Her research highlighted that balanced integration of all life aspects, supported by policies such as leave arrangements, supportive work environments, and equitable workload distribution, enhances teacher performance in public secondary schools.

Overall, the findings of this study indicate that teachers who maintain a good balance between work demands and personal life is more likely to have optimal performance, reflected in timely teaching, completion of administrative duties, quality interactions with students, and strong professional responsibility. Therefore, this study emphasizes the need for school management and education policymakers to pay greater attention to teachers' work-life balance as a strategy to improve both teacher performance and overall education quality.

## CONCLUSION

This study presents empirical findings that explore the influence of work-life balance on teachers' performance at SMK Negeri 3 Bandung. Based on the results, it was found that the teachers' level of work-life balance was categorized as high. This indicates that teachers are generally able to manage balance between professional demands and personal life. However, among the three analyzed indicators, time balance requires further attention, as some teachers still face difficulties in managing their time proportionally between work responsibilities and personal commitments.

Additionally, the study revealed that teachers' performance was also in the high category, suggesting that most teachers demonstrated good performance in fulfilling their professional roles as educators.

Furthermore, the research showed that work-life balance has a significant and positive influence on teachers' performance. The relationship between the two variables is unidirectional, meaning that the higher the level of work-life balance, the better the teachers' performance, and vice versa. In other words, work-life balance positively affects teachers' performance.

Based on these findings, the author recommends improving work-life balance through the optimization of time balance by evaluating and redistributing teachers' workloads more proportionally. This can be achieved through the implementation of a periodic rotation system for additional teacher responsibilities, such as homeroom duties, extracurricular supervision, or event coordination. Such a system would help prevent the long-term accumulation of excessive duties among certain individuals. Moreover, a comprehensive workload analysis should be conducted, taking into account teaching hours, administrative tasks, and non-teaching responsibilities.

The analysis also indicated that work quality was the lowest indicator within the teachers' performance variable. Therefore, it is recommended to implement continuous professional development programs, such as

pedagogical training, to enhance teachers' competencies. Additionally, academic supervision programs should be introduced, such as a scheduled mentoring system conducted by principals or senior teachers. These programs should emphasize performance reflection and continuous improvement of teaching practices to ensure sustained professional growth.

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