



## Effect of Work-Life Balance on Improving Teacher Performance at SD IT Al-Khattaaby

Maudi Dian Tairas<sup>1\*)</sup>; Suparni Sampetan<sup>2)</sup>; Sukri<sup>3)</sup>

<sup>1,2,3)</sup>Department of Management, Faculty of Economics and Business, Universitas Muhammadiyah Palopo

\*Correspondent Author: [dianmaudi06@unived.ac.id](mailto:dianmaudi06@unived.ac.id)

### How to Cite :

Tairas, D.T ; Sampetan, S ; Sukri. (2025). *Effect Of Work Life Balance In Improving Teacher Performance At SD IT Al-Khattaaby*. *Bima Journal : Business, Management and Accounting Journal*, 6 (1) 439 – 448. DOI: <https://doi.org/10.37638/bima.6.1.439-448>

### ARTICLE HISTORY

Received [21 April 2025]

Revised [17 May 2025]

Accepted [20 June 2025]

### KEYWORDS

Keywords: Work Life Balance; Teacher Performance.

### ABSTRACT

**Purpose:** This study aims to analyze the effect of work-life balance on teacher performance at SD IT Al-Khattaaby. The main focus of this study is how the balance between professional and personal life can improve teaching effectiveness and teacher welfare. **Methodology:** This study uses a quantitative approach with a survey method. Data were collected through an online questionnaire filled out by 30 teachers, and analyzed using multiple linear regression to test the relationship between work-life balance and teacher performance. **Results:** The findings show a significant positive relationship between work-life balance and teacher performance. Regression analysis shows that every one-unit increase in work-life balance is correlated with an increase in teacher performance of 0.959. **Findings:** Work-life balance has been shown to play an important role in increasing teacher motivation, job satisfaction, and engagement in the work environment. **Novelty and Originality:** This study contributes to the academic literature by examining the relationship between work-life balance and teacher performance in the context of Islamic education in Indonesia, an area that remains under-explored in global studies. **Conclusion:** Schools need to develop policies that support work-life balance, such as flexible working hours and teacher well-being programs, to improve performance sustainably. **Type of Paper:** Research Article

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



## INTRODUCTION

Work-life balance (WLB) began to attract significant academic and managerial attention in the late 1970s, largely as a result of demographic and societal shifts most notably the increasing participation of women in the workforce. This evolution prompted organizations and researchers to reevaluate traditional work structures and develop more inclusive approaches to balancing professional and personal roles. Early WLB frameworks began to expand beyond the traditional male-centered workplace model, highlighting the need to accommodate the needs of diverse employees. As a result, academic and managerial discourse on WLB began to emphasize diversity

issues, including gender, race, and family structure, recognizing that work-life needs and challenges vary significantly across social groups (Sahni et al., 2025).

Work-life balance refers to an individual's ability to effectively manage responsibilities and commitments across professional and personal domains. Unlike previous concepts such as work-family conflict or work-family interference, which primarily emphasize the tension between work and family roles, work-life balance adopts a broader perspective by encompassing all aspects of personal life, including leisure, health, social relationships, and self-care. For teachers, achieving work-life balance is especially important because of the emotional and cognitive demands of the profession, as well as the tendency for work-related responsibilities to extend beyond regular school hours.

This balance is best understood through the lens of Boundary Theory, which states that although work and personal life may be conceptually separate, individuals actively establish, maintain, or blur the boundaries between these domains on a daily basis. Teachers often face challenges in establishing these boundaries because of tasks such as grading, lesson planning, and communicating with parents outside of school hours. When boundaries are frequently violated or poorly managed, it can lead to increased stress, burnout, and decreased teaching performance. Conversely, a well-maintained work-life balance can enhance teacher well-being, job satisfaction, and classroom effectiveness. (Jolien Muylaert b, 2020).

in educational settings, especially at the primary school level, the role of teachers is crucial in determining the quality of learning and student development. However, heavy workloads, such as material preparation, student assessment and administrative tasks, often lead to stress and burnout. An imbalance in managing work time can negatively impact teaching effectiveness and the quality of interactions with students (Ramdhani.Dr, 2021). Therefore, it is important for educational institutions to provide sufficient support so that teachers can carry out their duties optimally without experiencing excessive pressure.

performance is the result of organizational work done by employees as well as possible in accordance with the instructions (manual), directions given by the leadership (Sukri, 2023). Performance is an individual's achievement in carrying out workloads in a certain period, which is compared with predetermined work standards, targets, or goals (Sukri, 2017). Human resources are an important aspect in the world of work, which includes the mindset and physical patterns of individuals. Heredity and environmental adaptation also affect a person's behavior and nature, which in turn can determine work motivation and work achievement (Kasran et al., 2023). Therefore, good human resource management is a key factor in improving work effectiveness and efficiency.

In the context of the modern world of work, work-life balance not only has implications for individual well-being but also for their professional performance (Pradesh et al., 2024). In addition, research shows that work-life balance can increase employee loyalty to the organization where they work.

SD IT Al-Khattaaby is an educational institution that has a vision to form religious and superior students. The role of teachers in achieving this vision is crucial, but significant work pressures, such as high administrative loads, intense material preparation, and demands for achieving academic targets, can reduce teachers' focus on carrying out their main duties. This condition has the potential to reduce the quality of teaching and interaction with students, which research shows that the implementation of work-life balance contributes positively to improving employee performance, including teachers. The study by (Ramdhani.Dr, 2021). shows that work-life balance can increase motivation and productivity. The same thing was found in research (Salsabila Putri, 2024). which states that work-life balance has a close relationship with teacher work engagement, which affects teaching effectiveness.

Based on the importance of work-life balance in supporting teachers' well-being and performance, this study was conducted to examine the effect of work-life balance on teacher performance at SD IT Al-Khattaaby. This study aims to provide insights and practical recommendations for school managers in creating a work environment that supports this balance in

order to improve the quality of learning at school. The working time system at SD IT Al-Khattaaby follows the general working pattern, which starts at 07.15 until 13.00. Therefore, this study seeks to explore how the influence of work-life balance can contribute to improving teacher performance at SD IT Al-Khattaaby, both in terms of teaching effectiveness and the quality of relationships between teachers and students. In addition, the results of this study are expected to serve as a reference for other schools in implementing policies that support work-life balance for educators.

### **Work-life balance**

Work-life balance theory focuses on how individuals can manage their time and energy effectively between work and personal life. Based on the results of research conducted by (Utaminingsih et al., 2024), work-life balance occurs when there is no conflict between roles at work and roles at home, so that individuals can function optimally in both fields. Work-life balance refers to individual efforts to maintain a balance between professional responsibilities and personal life. Initially, this concept focused on preventing work interference with personal time. However, as the world of work has evolved, the understanding of this balance has changed. With the increasing demands of the global economy, work-life balance is now important not only for individuals, but also for organizations. Many companies realize that supporting employees in managing personal and professional commitments is crucial to maintaining a motivated and productive workforce (Pradesh et al., 2024). This concept is further advanced by the emergence of remote work and the use of digital devices, which allow employees to integrate work and daily life more easily.

According to (Hendra., 2023).The indicators used in this study are, among others:

- 1.Increase work motivation
- 2.Increase employee involvement in work
- 3.Increase employee job satisfaction

### **Teacher Performance**

Performance is the result obtained by employees in carrying out their assigned tasks, which are influenced by their skills, motivation and discipline. Employees, as part of human resources, play an important role in the development of an organization or company. Human resources are the main factor in achieving competitive advantage. Some steps that can be taken to develop human resources include effective recruitment, organized training, increasing employee satisfaction, educational development, and employee empowerment (Ngalimun et al., 2022).

Teachers are one of the vital elements that have the authority and responsibility in guiding and fostering students, both individually and in groups, both inside and outside of school. Therefore, teachers are required to fulfill four competency standards. Currently, almost half of the teachers in Indonesia have obtained certification, which indicates that they have graduated as professional teachers. These four competencies must be owned, understood and mastered by teachers in carrying out their daily tasks.

According to (Mulyah, 2020), argues that to measure teacher performance using the following indicators:

- 1.Planning Learning
- 2.Implementing Learning
- 3.Guiding and Training Learners

### **Hypothesis**

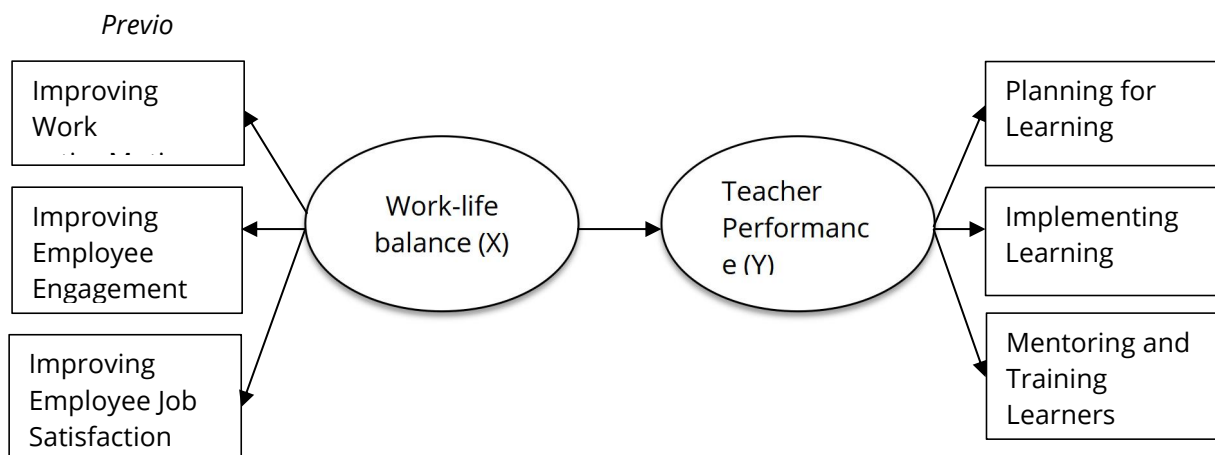
Based on the previous research above, the hypothesis in this study can be formulated as follows:

**H1 : It is suspected that Work Life Balance has a positive effect on Teacher Performance.**

**Conceptual Framework**

Based on the previous theoretical basis above, a conceptual framework can be compiled as follows: ultimately affects the achievement of educational goals (Meli Noviani, 2021).

**Figure 1. Research framework**



**METHOD**

**Metode Analisis**

The philosophy of positivism is the basis of the quantitative methodology used in this study. This method is intended to examine a certain population or sample with research instruments and then analyze the data quantitatively or statistically. The main objective is to determine whether the hypothesis that has been made is correct or not. Data was collected through an online questionnaire consisting of various closed questions answered by participants. This study uses multiple linear regression analysis methods to see how the independent variables and dependent variables interact with each other (Ulfa, 2024).

From the explanation above, it can be concluded that the quantitative approach is a research method that aims to test hypotheses through precise and measurable statistical data analysis. Based on the background and problem formulation that has been conveyed, this study applies a quantitative approach to evaluate the effect of work-life balance on improving teacher performance at SD IT Al-Khattaaby.

**Time and Location of Research**

The location of this research is SD IT AL-Khattaaby, which is located at Jl. Kasim Kasmad, North Luwu Regency. The research is expected to last for about three months: one month to prepare the proposal, one month to conduct the research, and another month to process the data and compile the results.

**Population And Sample**

Population is a set of objects or subjects with certain numbers and features chosen by researchers as the subject of their research to reach conclusions. This study involved elementary school teachers, both honorer and ASN (Beno et al., 2022). The population in this study were all teachers and employees at SD IT AL-Khattaaby as many as 30 people.

A portion of the population selected for use in research is the sample. The purposive sampling method, which is based on certain standards, was used in this study. The criteria used in this case are teachers who have worked for at least one month (Nafriana, 2021). So the number of teachers and employees at SD IT AL-Khattaaby who were sampled for this study amounted to 30 people.

### Types and Sources of Data

The types and sources of data used in this research are as follows:

1. Primary Data: Data collected by the author through interviews with respondents and other data obtained from the object of research.
2. Secondary data is data or information that has been collected by other parties or is previously available, which is then reused for specific research purposes. This data is not collected directly by researchers, but is obtained from existing sources, such as research reports, books, journal articles, government statistics, or available databases.

### Simple Linear Data Analysis Technique

This study chose the simple regression analysis technique because it can produce direct conclusions about one dependent variable (Y) and one independent variable (X). The data obtained was then tested in the SPSS statistical application, but before the Regression Test was conducted, the data that had been collected must be reliable, valid, linear and normally distributed to prove that this data is reliable in proving the effect of X on Y being studied. Meanwhile, the regression model used is as follows:

$$Y = \alpha + \beta X + e$$

Y : Employee Performance

$\beta$  : Regression Coefficient

X : Work Life Balance

e : Standard error

$\alpha$  : Constant

## RESULTS AND DISCUSSION

### Overview of the Research Location

SD IT Al-khattaaby is an Islamic school established with the main objective of educating students to have a correct understanding of the Islamic religion as well as practicing good manners in daily life. The school places the importance of Islamic religious learning as the main foundation in its curriculum, while still providing a balanced general education. Thus, students at SDIT Alkhattaaby not only acquire strong academic knowledge, but are also given a solid moral and spiritual foundation in accordance with Islamic teachings.

SD IT AL-Khattaaby masamba was established in 2015, this school is located in kappuna village, masamba sub-district, north luwu district with an accreditation value of C. This school is one of the first integrated Islamic schools established in the masamba sub-district. At the beginning of the school's establishment, students still studied on the terrace of the al-khattaaby mosque because it did not yet have a building. The tables used by students at that time were rectangular wooden tables which only amounted to about 6 tables. And using a whiteboard. And now this school has developed both in terms of the physical building of the school and the infrastructure used.

#### Data Analysis

The validity test is used to assess the validity of a measurement instrument, such as the questions in the questionnaire. A questionnaire is considered valid if the questions contained in it are able to describe what the questionnaire wants to measure. The level of significance used is 5% with a total of 30 respondents, where  $N-2 = 30 - 2 = 28$ , namely 0.361. If r count is greater than r table, it means that the measuring instrument used is valid, and if r count is less than r table, it means that the measuring instrument used is invalid.

**Table 1. Item Validity Test Results for Work-Life Balance and Teacher Performance Instruments.**

Variabel X	Question item	R count	R Table	Description
Work Life Balance (X)	X 1	0,866	0,361	Valid
	X 2	0,712	0,361	Valid
	X 3	0,873	0,361	Valid
	X 4	0,735	0,361	Valid
	X 5	0,786	0,361	Valid
	X 6	0,693	0,361	Valid
	X 7	0,837	0,361	Valid
Teacher Performance (Y)	Y 1	0,727	0,361	Valid
	Y 2	0,795	0,361	Valid
	Y 3	0,720	0,361	Valid
	Y 4	0,851	0,361	Valid
	Y 5	0,698	0,361	Valid
	Y 6	0,753	0,361	Valid
	Y 7	0,688	0,361	Valid
	Y 8	0,801	0,361	Valid

Source: Data processed on SPSS.23

Because all statement items have an rcount value of more than 0.361 at the 0.05 significance level, the results of the validity test of the Work-life balance (X) and Teacher Performance (Y) variables can be considered valid overall, as shown in the table above. Therefore, each questionnaire statement relating to each variable can be used as a tool to measure the variable being investigated.

### Reliability Test

Reliability is a term that refers to how reliable a tool used in research is for collecting data. This tool should be able to describe accurate field data. To evaluate reliability, the Cronbach Alpha value is calculated using SPSS. Variables are considered credible if the Cronbach Alpha ( $\alpha$ ) value is more than 0.60. The results of this study's reliability test are shown below:

**Table 2. Instrument Reliability Based on Cronbach's Alpha**

Variabel	Cronbach's Alpha	Reliability Standard	Description
Work Life Balance	0,907	0,60	Reliabel
Teacher Performance	0,900	0,60	Reliabel

Source: Data processed on SPSS.23

According to the table of reliability test results, the Work life Balance variable (X) has a Cronbach alpha value of 0.907. and the Teacher Performance variable (Y) has a Cronbach alpha value of 0.900. which means that the statement items on these variables can be considered reliable as a research measurement tool.

### Results of Classical Linear Regression Analysis

The purpose of the simple linear regression analysis in the study was to test the hypothesis stating that work-life balance has a significant influence on teacher performance at SD IT Al-Khattaaby.

**Table 3. Coefficients Table from Simple Linear Regression Analysis**

No	Model	Ustandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	5,792	1,856	,939	3,120	.004
	Work Life Balance	,959	,066		14,451	.000

a. Dependent Variable: Teacher Performance

Source: Data processed on SPSS.23

There is a constant value (a) of 5.792 and a life balance value (b / regression coefficient) of 0.959. Therefore, the regression equation can be obtained:

$$Y = a + bX$$

$$Y = 5.792 + 0.959 X$$

The equation can be translated:

- The constant of 5.792 indicates that the participation variable has a consistent value of 5.792.
- The regression coefficient of X of 0.959 indicates that each contribution adds 1% to the value of balanced work life, so that the value of participation increases by 0.959 and the regression coefficient is positive. So, we can say that the direction of influence of variable X on Y is positive.
- Based on the significant value, we find that the work-life balance variable (X) affects the participation variable (Y), with a significant value of 0.000 < 0.05.
- Based on the t-value, we found the calculated t-value of 14.451, corresponding to the t table value. This indicates that the work balance variable (X) affects the teacher performance variable (Y).

#### Partial Test (T Test)

The individual impact of each independent variable on the dependent variable is examined with the t-test. The following table shows the results of the partial test, also known as the T-test.

**Table 4. t-Test Results for the Effect of Work-Life Balance on Teacher Performance**

No	Model	Ustandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	5,792	1,856	,939	3,120	.004
	Work Life Balance	,959	,066		14,451	.000

a. Dependent Variable: Teacher Performance

Source: Data processed on SPSS.23

Based on the significance value, it is obtained from the coefficient table that the significance value of 0.000 is equal to 0.05. Thus, it can be concluded that the work-life balance variable (X) affects the teacher performance variable (Y).

There is evidence that the work-life balance variable (X) affects teacher performance (Y). The calculated t value of 14.451 is greater than the t table value of 1.701.

### Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) indicates the best level of accuracy in regression analysis by showing how much variability is explained by the regression model. An R<sup>2</sup> value of zero indicates that the independent variable does not affect the dependent variable at all, and a higher R<sup>2</sup> value indicates that the independent variable has a significant influence on the dependent variable.

**Table 5. Model Summary of Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1		,939a	,882	1,64368

Predictors: (Constant), Work Life Balance

Source: Data processed on SPSS.23

The table above shows the correlation or relationship value (R) of 0.939, and the coefficient of determination (R Square) of 0.882, which indicates that this research model can explain 88.2% of the influence of work balance variables and teacher performance together on work quality variables. The remaining amount, amounting to 11.8%,.

## DISCUSSION

Teacher performance at SD IT Al-Khattaby is strongly influenced by the application of work-life balance. The t-count value is greater than the t table value (32.114 greater than 1.701) and (0.000 smaller than 0.05), so the research findings can be accepted and these findings are in line with the findings of previous research conducted by (Mundung et al., 2022) entitled "the influence of work life balance, leadership, and work motivation on the performance of employees of the ministry of religion office in Minahasa". This study shows that work life balance affects teacher performance in a significant way.

The work system at SD IT Al-Khattaby, which runs from 07:15 to 13:00, already supports the implementation of work-life balance. However, the significant administrative workload is still a challenge. Supportive policies, such as working time flexibility and teacher welfare programs, are needed to reduce this pressure. In addition, regular evaluation of task distribution can help ensure an optimal work-life balance. Overall, work-life balance not only has a positive impact on teacher well-being but also improves the quality of learning. By creating a work environment that supports this balance, SD IT Al-Khattaby can achieve its vision of superior, religious and quality education.

## CONCLUSION

As a result of this study, teacher performance at SD IT Al-Khattaby is strongly influenced by the implementation of work-life balance. Statistical analysis shows that work-life balance variables contribute positively and significantly to improving teacher performance individually and collectively.

Teachers can optimize their teaching effectiveness as well as improve the quality of their relationships with their students.

The management of SD IT Al-Khattaaby is advised to formulate and implement policies that support teachers' work-life balance, such as providing flexibility in working time or employee welfare programs. In addition, regular monitoring and evaluation of teachers' workload is needed to ensure that it is not excessive, so that they can remain focused on improving the quality of learning. Future research is also expected to explore the influence of other external factors on teacher performance, so as to provide more comprehensive guidance for future policy making.

## REFERENCE

- Beno, J., Silen, A. ., & Yanti, M. (2022). Pengaruh work-life balance, disiplin kerja dan lingkungan kerja terhadap kepuasan kerja guru sekolah dasar dengan kinerja guru sebagai variabel Intervening di kecamatan tegowanu pada masa pandemi covid-19 Halaman. *Braz Dent J.*, 33(1), 1–12.
- Hendra. (2023). Work-Life Balance: Suatu Studi Literatur. *Innovative: Journal Of Social Science Research*, 3(3), 11320–11330. <https://j-innovative.org/index.php/Innovative>
- Jolien Muylaert b, E. C. (2020). *Teachers' acceptance and use of digital learning environments after hours: Implications for work-life balance and the role of integration preference.*
- Kasran, M., Sampetan, S., & Palopo, U. M. (2023). The Influence Of Work-Life Balance, Work Stress And Work Environment On Employee Performance In The Regional Financial And Asset Management Agency In Palopo City Pengaruh Work-Life Balance, Stres Kerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada B. *Management Studies and Entrepreneurship Journal*, 4(2), 2213–2206. <http://journal.yrpiiku.com/index.php/msej>
- Meli Noviani, D. (2021). Pengaruh Work Life Balance dan Disiplin Kerja Terhadap Kinerja Karyawan Dimasa Work From Home pada Kantor Kementerian Agama Kabupaten Indramayu. *Jurnal Syntax Admiration*, 2(11), 2036–2050. <https://doi.org/10.46799/jsa.v2i11.341>
- Muliyah, P. (2020). Pengaruh Lingkungan Kerja dan Kepuasan Kerja terhadap Kinerja Guru Sekolah Menengah Pertama (SMP) Negeri di Kecamatan Bangkinang Kota Kabupaten Kampar. *Journal GEEJ*, 7(2), 8–26.
- Nafriana, N. (2021). Pengaruh Work Life Balance Terhadap Kinerja Pegawai Biro Umum Kantor Gubernur Provinsi Riau. *Skripsi*, 90.
- Ngalimun, N., Mujahid, I., & Makruf, I. (2022). Quality of Work-Life Balance Dalam Kualitas Kehidupan Kerja Terhadap Kepuasan Kerja, Komitmen Organisasi, Dan Motivasi Kerja Di Universitas Muhammadiyah Banjarmasin. *Al-KALAM : JURNAL KOMUNIKASI, BISNIS DAN MANAJEMEN*, 9(2), 60. <https://doi.org/10.31602/al-kalam.v9i2.7753>
- Pradesh, A., Pradesh, A., Pradesh, A., Pradesh, A., Pradesh, A., & Principal, V. (2024). "Keseimbangan Kehidupan-Kerja, Kepuasan Kerja, dan Retensi Karyawan: Pendekatan Segitiga". 34(01), 276–286.
- Ramdhani, Dr. (2021). Keseimbangan Kehidupan Kerja (Work Life Balance) Sebagai Faktor Yang Mempengaruhi Kinerja Karyawan (Work Life Balance As a Factor Affecting Employee Performance). *Jurnal MANAJERIAL*, 20(1), 98–106. <https://doi.org/10.17509/manajerial.v20i1.29670>
- Sahni, S., Kaushal, L. A., & Gupta, P. (2025). Gendered differences and strategies for work-life balance: Systematic review based on social ecological framework perspective. *Acta Psychologica*, 256(April), 105019. <https://doi.org/10.1016/j.actpsy.2025.105019>
- Salsabila Putri. (2024). Hubungan Work-Life Balance dengan Work Engagement pada Guru TK X di Bandung. *Bandung Conference Series: Psychology Science*, 4(1), 472–478. <https://doi.org/10.29313/bcsp.v4i1.10092>
- Sukri. (2017). *Hubungan gaya kepemimpinan transformasional dan religiusitas dengan kinerja karyawan.* 11(1), 92–105.

- Sukri. (2023). Faktor-Faktor Yang Mempengaruhi Kinerja Pegawai Pada Pt. Pln. (Persero) Ultg Palopo. *Value : Jurnal Manajemen Dan Akuntansi*, 18(2), 309–325. <https://doi.org/10.32534/jv.v18i2.3946>
- Ulfah, R. (2024). Pengaruh Work-Life Balance Terhadap Kinerja Karyawan Universitas Global Jakarta. *Jurnal Administrasi Karya Dharma*, 3(1), 2024.
- Utaminingsih, S., Anwar, S., & Rachmawaty, S. (2024). Pengaruh Work Life Balance terhadap Kinerja Guru PAUD: Tantangan dan Strategi untuk Mencapai Keseimbangan. 8(5), 1269–1276. <https://doi.org/10.31004/obsesi.v8i5.6061>