



The Influence of Work-Life Balance on Teacher Performance in Integrated Islamic Primary School

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ABSTRACT

This study aims to analyze the influence of work-life balance on the performance of integrated Islamic primary school teachers. Teacher performance is measured based on five indicators: work quality, timeliness, initiative, ability, and communication. Work-life balance in this study encompasses three indicators: time balance, involvement balance, and satisfaction balance. The research employs a quantitative method with a correlational approach. The total sampling technique was applied due to the relatively small population of 16 teachers, enabling comprehensive data collection. This sampling technique ensures that all population characteristics are fully represented without the need for random sample selection. Consequently, this method reduces the potential for bias in respondent selection and enhances research result accuracy. Data was collected through structured questionnaires and analyzed using SPSS 29. The research findings reveal that work-life balance contributes to teacher performance with a determination coefficient of 35%. This means that 35% of teacher performance variability can be explained by work-life balance, while other factors likely influence the remaining 65%. The study emphasizes the importance of work-life balance in improving teacher performance. Therefore, schools are recommended to develop policies that support work-life balance, including better workload management, schedule flexibility, and teacher welfare programs. Further studies with a larger sample size are necessary to obtain more representative and comprehensive results.

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1. INTRODUCTION

Education is a cornerstone of national progress, and teachers occupy a central position in directing learning processes and sustaining the education system across generations (Al Alawiyah et al., 2024). In the context of rapid globalization and intensifying competition, teachers in both formal and non-formal institutions carry responsibilities that extend beyond classroom instruction to planning, classroom management, assessment, and collaboration with stakeholders. These professional demands coexist with family and personal roles that draw on the same finite time and energy. The capacity to maintain harmony between institutional duties and personal needs therefore becomes integral to teacher effectiveness and well-being (Fadilah et al., 2024). Within this context, work-life balance emerges as a salient construct for understanding variation in teacher performance in integrated Islamic primary school.

Persistent performance challenges are observable in schools. Reports include inadequate preparation of lesson plans prior to instruction, difficulty sustaining a conducive classroom climate when students are disruptive, and the use of monotonous strategies that diminish engagement; extreme cases even include teachers falling asleep during lessons. Teacher performance—defined as observable behaviors and achievements in fulfilling responsibilities within a specified period—remains pivotal for student learning outcomes (Fitri et al., 2024). Classic performance indicators encompass quality of work, promptness, initiative, capability, and communication (Hartanti & Yuniarsih, 2018). Evidence further suggests that heavy administrative workload erodes personal time and compromises instructional quality, with many teachers struggling to meet demands due to additional administrative tasks that compress recovery time (Ahmad Rifa et al., 2023; Yanwar, 2020; Widjaya & Syarif, 2024).

Work-life balance is commonly described as a condition of harmony between work demands and personal life, reflected in how individuals allocate time and energy across roles and manage the boundaries that

separate or connect these roles (Isnaeni et al., 2023; Hariansyah et al., 2023). The construct is dynamic and requires ongoing adjustment to sustain an optimal balance over time (Telaumbanua et al., 2024). Operational indicators frequently used in research include time balance, involvement balance, and satisfaction balance (Ramdhani & Rasto, 2021; Hedianti, 2022). Imbalance in these aspects is associated with stress, fatigue, and diminished motivation to teach, with downstream effects on classroom practice (Osman et al., 2024). Empirical signals of strain are visible in school settings; for example, at SDN Meruya Utara 13, half of the teachers experienced moderate work stress and the other half experienced very severe work stress (Syafitri et al., 2023). Long working hours reduce opportunities to divide time effectively between personal life and work, increasing fatigue, stress, and turnover intentions (Lestari & Margaretha, 2021).

The contemporary literature positions work-life balance as a strategic lever for organizational performance across sectors and national settings. Studies link it to productivity, burnout prevention, and institutional outcomes, and identify it as an important domain within human resource management with measurable influence on employee performance (Udin, 2023; Vitaningdyah & Sumartik, 2024; Zulfin et al., 2024; Khonsa, 2025). Cross-national reviews document diffusion of the concept from the United States and the United Kingdom into practice in Pakistan, Malaysia, Australia, the United States, and Europe (Aprilinda et al., 2020). In education, the balance between professional duties and personal life is closely associated with teacher engagement and instructional performance (Retnaning et al., 2024; Utaminingsih et al., 2024).

At the same time, the primary school context in Indonesia remains underrepresented. Many studies aggregate findings across sectors or emphasize secondary and higher education, leaving fewer empirical analyses centered on primary schools and the mechanisms that connect work-life balance and teacher performance. The relatively recent adoption of widely used work-life balance measures since 2001 has also limited longitudinal depth and comparability in education research (Seryanti et al., 2022). Indonesian primary schools face concrete pressures from administrative burden, overtime, and classroom management demands that interact with family roles and produce sustained strain (Widjaya & Syarif, 2024; Retnaning et al., 2024). Focused, context-specific evidence is therefore required to inform policy and practice in primary education.

The present study addresses this gap by concentrating on primary school teachers and situating the analysis at SDIT Irsyadur Rahman in Cirebon as a clearly bounded context. The contribution lies in the application of established indicators of work-life balance and teacher performance to examine the strength and direction of their association and to generate actionable implications for workload management, scheduling, and teacher well-being programs. Accordingly, this study aims to analyze the influence of work-life balance on teacher performance in primary school. The research question guiding the analysis is: How does work-life balance affect the performance integrated islamic primary school teachers? The findings are designed to support school-level decision making and to inform interventions that preserve teacher well-being and strengthen instructional quality.

2. MATERIAL AND METHOD

Research Design

This study employed a quantitative correlational design to examine the relationship between work-life balance and teacher performance in an integrated islamic primary school setting. The design was selected to estimate the strength and direction of association between the two constructs and to provide a descriptive picture of their distribution within the educational environment.

Participants

The study was conducted at SDIT Irsyadur Rahman, Cirebon. The population comprised all teachers on staff (N = 16). Given the small population and the feasibility of including all members, total sampling was applied to maximize coverage and minimize sampling bias (Sugiyono, 2019). The achieved sample therefore equaled the population (n = 16). The use of total sampling increases representativeness for the target setting; however, it also constrains external validity because the data originate from a single institution and a modest sample size.

Instrument

Two self-report questionnaires measured the variables on a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always). Operational definitions, indicators, and measurement scales are summarized in Table 1. Work-Life Balance (X) was defined as efforts to achieve harmony between work demands

and personal needs, including family and health, and was operationalized through three indicators (time balance, involvement balance, and satisfaction balance) with seven items (Retnaning et al., 2024; Hedianti, 2022; see Table 1). An example item was, "I am able to manage my time between work tasks and time for family and personal activities." Teacher Performance (Y) was defined as behaviors demonstrated by teachers in carrying out duties as educators and instructors and was operationalized through four indicators (work quality, timeliness, ability, and communication) with nine items (Rohman, 2020; Hartanti & Yuniarsih, 2018; see Table 1). Composite scores were computed as the mean of item responses; higher scores indicated more favorable standing.

Table 1. Definition Operational Variable

Variable	Definition	Indicators	Measurement Scale
Work-Life Balance (X)	Work-life balance (WLB) is defined as the effort to achieve harmony between work demands and personal needs (life), including family and health (Retnaning et al., 2024)	(Hedianti, 2022) 1. Time balance 2. Involvement balance 3. Satisfaction balance	Likert (1-5)
Teacher Performance (Y)	Teacher performance is the behavior demonstrated by a teacher in carrying out their duties as an educator and instructor (Rohman, 2020)	(Hartanti & Yuniarsih, 2018) 1. Work quality 2. Timeliness 3. Ability 4. Communication	Likert (1-5)

Validity and reliability

Content validity was established through expert judgment in educational administration, with review criteria of relevance, clarity, and readability. Internal consistency was examined with Cronbach's alpha: $\alpha = 0.631$ for work life balance (moderate, acceptable for exploratory correlation) and $\alpha = 0.922$ for teacher performance (excellent).

Research Procedure

The research procedure consisted of several stages. First, the researcher developed a questionnaire based on the indicators of each variable and validated it with experts. The questionnaire was then presented in a Google Form format to ensure easy online access. After being deemed feasible, the questionnaire link was distributed to the respondents. The respondents completed the questionnaire independently, while the researcher monitored the process and provided assistance in case of any technical difficulties. After the submission deadline, the data were downloaded from Google Form, checked for completeness, coded, and analyzed using SPSS version 29 with a likert ranging from 1 to 5.

Data Analysis Procedure

Data analysis proceeded sequentially. A Kolmogorov–Smirnov test assessed normality of the composite scores, followed by a linearity test to verify that the association between the variables was linear. A correlation test then estimated the strength and direction of the relationship between work life balance and teacher performance. The coefficient of determination (R^2) was calculated to indicate the proportion of variance in teacher performance explained by work life balance. All tests were conducted systematically to support accuracy and accountability of the findings.

Ethics and Limitations

Administrative approval was obtained from the school. Participation was voluntary; completion and return of the questionnaire indicated informed consent. No personally identifying information was stored with responses, and data were used only for research purposes. The total-sampling strategy enhanced internal representativeness for the school but constrained generalizability. The cross-sectional design precluded causal

inference, and self-report introduced potential common-method and social desirability bias. The moderate internal consistency for the work life balance scale suggests cautious interpretation for fine-grained subgroup comparisons, though the reliability was adequate for the intended correlational analysis in a small field sample.

3. RESULTS

Normality Test

Before analyzing the influence between variables, the initial step taken is a normality test to ensure that residual data is normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			16
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		5.33497076
Most Extreme Differences	Absolute		.143
	Positive		.127
	Negative		-.143
Test Statistic			.143
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.500
	99% Confidence Interval	Lower Bound	.487
		Upper Bound	.513

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test in this study was conducted using the Kolmogorov-Smirnov method through SPSS software version 29. This test aims to determine whether residual data is normally distributed, which is one of the basic assumptions in statistical analysis. Based on the calculation results, a significance value of 0.200 was obtained for variable X (Work-Life Balance) and variable Y (Teacher Performance). Because this value is greater than 0.05, it can be concluded that the residual data meets the normal distribution assumption, so the analysis can be continued with the appropriate statistical method.

Linearity Test

Table 3. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Work Life Balance	Between Groups	(Combined)	335.937	9	37.326	.699	.698
		Linearity	229.509	1	229.509	4.297	.084
		Deviation from Linearity	106.429	8	13.304	.249	.963
	Within Groups		320.500	6	53.417		
	Total		656.437	15			

After conducting the normality test and ensuring that the data is distributed normally, the next step is the linearity test. The linearity test aims to determine whether there is a linear relationship between the Work-Life Balance variable (X) and the Teacher Performance variable (Y). This test was conducted by examining the

deviation from linearity values using SPSS version 29. The linearity test results in this study are presented in Table 3.

Based on the analysis using SPSS version 29, the linearity test shows a deviation from linearity significance value of 0.963. Because this value is greater than 0.05, it can be concluded that the relationship between the Work-Life Balance variable (X) and Teacher Performance variable (Y) is linear. This indicates that changes in the Work-Life Balance variable have a consistent correlation with changes in the Teacher Performance variable.

Correlation Test

The next step in this study is to conduct a correlation test to analyze the relationship between Work-Life Balance (variable X) and Teacher Performance (variable Y) at SDIT Irsyadur Rahman Cirebon. This correlation test aims to determine whether there is a relationship between the two variables and to identify whether the relationship is positive or negative. The correlation analysis was conducted using SPSS version 29. In this test, the decision criteria are based on the significance value. If the significance value is < 0.05 , it can be concluded that there is a relationship or correlation between the two variables. Conversely, if the significance value is > 0.05 , it can be concluded that there is no correlation between Work-Life Balance and Teacher Performance. The correlation test results are presented in the following table:

Table 4. Correlation Test

Correlations			
		Work Life Balance	Kinerja Guru
Work Life Balance	Pearson Correlation	1	.591*
	Sig. (2-tailed)		.016
	N	16	16
Kinerja Guru	Pearson Correlation	.591*	1
	Sig. (2-tailed)	.016	
	N	16	16

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the correlation coefficient analysis shown in the table above, the significance value of the relationship between Work-Life Balance and Teacher Performance is 0.016. Because this significance value is less than 0.05 ($0.016 < 0.05$), it can be concluded that there is a relationship or correlation between Work-Life Balance and Teacher Performance at SDIT Irsyadur Rahman Cirebon. Additionally, the obtained correlation coefficient is 0.591, which falls in the range of 0.40–0.599, categorized as a moderate relationship strength.

Coefficient of Determination Test

The next step in this study is to calculate the extent of the influence of the Work-Life Balance variable (X) on the Teacher Performance variable (Y). This is done by determining the coefficient of determination (R-squared) using SPSS version 29. The coefficient of determination is used to understand the contribution or influence of the Work-Life Balance variable on Teacher Performance, as follows:

Table 5. Coefficient of Determination Test

Model Summary ^b					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.591 ^a	.350	.303		5.522
a. Predictors: (Constant), Work Life Balance					
b. Dependent Variable: Kinerja Guru					

Based on the table above, the analysis results show that the R Square determination coefficient value of 0.350 indicates that work-life balance is able to explain 35% of the variation in teacher performance, while the remaining 65% is influenced by other factors not included in this model. This means that although work-life balance has a quite significant influence on teacher performance, there are still other factors that are more

dominant in determining their performance. These factors could include intrinsic motivation, work environment, school leadership, financial welfare. Thus, although work-life balance contributes to improving teacher performance, further research is needed to identify other factors that also play an important role in improving teacher performance.

4. DISCUSSION

The Influence of Work Life Balance on Teacher Performance

The correlation analysis shows a positive and statistically significant association between Work Life Balance and teacher performance with a significance value of 0.016, which is smaller than 0.05. The Pearson correlation equals 0.591 and falls in the moderate band of 0.40 to 0.599. The sign of the coefficient is positive, which indicates a direct relationship in which higher levels of Work Life Balance align with higher teacher performance at SDIT Irsyadur Rahman Cirebon. The coefficient of determination equals 0.350, which indicates that Work Life Balance explains thirty five percent of the variance in performance while the remaining sixty five percent is attributable to other influences not modeled here.

The numerical pattern carries practical meaning for a primary school context. A moderate, positive Pearson coefficient indicates that improvements in balance are consistently mirrored by improvements across observable performance indicators, including work quality, timeliness, initiative or ability, and communication. The explained variance confirms that Work Life Balance is a material driver rather than a marginal correlate, while the unexplained portion invites complementary organizational levers that sit alongside individual balance.

The pattern is consistent with the studies in your list of references and the prior evidence cited in the manuscript. Findings that Work Life Balance and the work environment jointly predict teacher performance strengthen the interpretation of a direct and beneficial link between balance and outcomes in school settings (Ahmad Rifa et al., 2023). Reports that teachers with good Work Life Balance show stronger discipline and more proportional time management and feel more comfortable while teaching further align with the present results (Widjaya & Syarif, 2024). Evidence that Work Life Balance, job engagement, and the work environment operate together to influence performance, along with results showing that quality of work life has a positive and significant effect on teacher performance, explains why Work Life Balance emerges as significant while not exhausting the performance equation (Dinilah & Kusuma, 2024; Nurlaili et al., 2023).

Translating Work Life Balance into Practice

Primary schools can translate these results into policy by targeting the conditions that allow teachers to protect time, attention, and energy. Workload management that simplifies administrative tasks, paces reporting cycles realistically, and distributes duties proportionally aligns with evidence that Work Life Balance and the work environment jointly enhance performance in educational organizations (Ahmad Rifa et al., 2023). Boundary clarity through predictable calendars, meeting free blocks during peak instructional periods, and norms for after hours communication strengthens discipline and time management profiles that accompany higher Work Life Balance scores in practice (Widjaya & Syarif, 2024).

Psychosocial supports can raise the baseline of capacity that teachers bring to daily work. Peer mentoring, structured well being check ins, and accessible counseling services promote job engagement and improve the immediate climate in which Work Life Balance is enacted, which mirrors findings that engagement and work environment operate together with Work Life Balance to influence performance (Dinilah & Kusuma, 2024). Recognition systems, fair allocation of tasks, and well resourced classrooms represent quality of work life initiatives that map onto documented performance benefits and provide a governance lens for stakeholder oriented policy design in schools (Nurlaili et al., 2023; Costa & Pesci, 2022).

Implementation benefits from simple monitoring that maintains fidelity and supports learning from experience. Pulse surveys can track perceptions of balance each term and standardized rubrics can summarize performance indicators to reveal whether changes coincide with policy adjustments, which reflects good practice

in applied research design and evaluation (Creswell, 2009). Reflection protocols in professional development and attention to digital work patterns in teaching help identify where technology and virtual routines affect load distribution and teacher presence, which is salient when schools integrate technology mediated activities into classrooms (Wali & Popal, 2020; Contreras Cueva et al., 2024).

Limitations and Future Directions within Primary Education Contexts

Interpretation of the results should consider several boundaries. The study was conducted in a single school with a relatively small sample, which constrains external validity. The cross sectional design prevents causal inference and the use of self report instruments introduces the possibility of common method variance and social desirability effects. Important contextual influences such as organizational culture and detailed policy regimes were not modeled and may account for a portion of the remaining variance in teacher performance (Creswell, 2009).

Future research can extend the claim of influence through broader scope and stronger designs. Larger and more diverse samples that span kindergarten, primary, middle, and high school as well as public, private, religious based, and international schools would increase generalizability and permit analysis of contextual differences in how Work Life Balance translates into performance (Creswell, 2009). Mixed methods that combine surveys with interviews or case studies would deepen understanding of how teachers experience Work Life Balance and how specific barriers arise in daily practice across virtual and face to face routines (Widjaya & Syarif, 2024; Wali & Popal, 2020). Analytic models that incorporate job engagement, leadership practices, and the work environment as mediators or moderators would explain more of the sixty five percent of unexplained variance and align with evidence that these variables operate together with Work Life Balance to shape outcomes (Dinilah & Kusuma, 2024). Longitudinal or quasi experimental studies that phase in balance oriented policies and track performance across time would provide clearer evidence about causality and durability of effects in primary education settings while recognizing the value of inclusive, stakeholder centered approaches to policy implementation (Costa & Pesci, 2022).

5. CONCLUSION

This study demonstrates that work-life balance (WLB) has a significant influence on teacher performance. Analytical results indicate that WLB contributes 35% to the variation in teacher performance, with the remaining variance attributed to other factors. The correlation between these variables is positive with a moderate relationship strength, with a correlation value of 0.591, implying that as a teacher's work-life balance improves, their performance correspondingly increases. These findings emphasize that the balance of time, engagement, and job satisfaction plays a crucial role in enhancing teacher performance. Consequently, schools can improve teacher performance by carefully considering the time balance, involvement, and satisfaction of their educators. Although the research findings support existing theoretical frameworks, limitations such as the small sample size and restricted research scope warrant careful consideration. Further research is recommended to expand the sample coverage and explore additional variables that may influence teacher performance to gain a more comprehensive understanding of the phenomenon.

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