

The Effect of Work Balance and Teacher's Engagement on Teacher's Performance

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Abstract: The purpose of this study was to determine the effect of work balance and work attachment on the performance of elementary school teachers in the Gugus 2 Koba sub-district, Central Bangka Regency. The sample size taken was 94 elementary school teachers of elementary school teachers in Gugus 2 Koba District, Central Bangka Regency. The sampling technique was purposive sampling, where the respondents were some of the Primary School Teachers of Gugus 2 Koba Sub-district, Central Bangka Regency. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 75 statement items. The analysis technique used was multiple linear regression analysis. The results showed that there was an influence of Work Balance and Work Attachment on Teacher Performance. Second, there is an influence of work balance on teacher's performance third there is an influence of teacher attachment on teacher's performance.

Keywords: Teacher's Performance, Work Attachment, Work Balance

A. Introduction

A country's ability to advance is inextricably linked to its human resource base. The state of a country's development can be measured by the caliber of its current human resources, regardless of their quality. Human resources are a valuable resource that includes thoughts, emotions, willpower, competence, knowledge, support, power, and labor. It is regarded as an important resource for businesses since they cannot compete in the market without competent human resources. The existence of human resources in an organization has a very significant role. Human resources are defined as people who provide energy, thoughts, talents, creativity, and effort to the place of work.

One approach to gauge and consider an employee's ability to accomplish their jobs and obligations is through employee performance. When comparing the positive and negative aspects of organizational operations based on output or if the results have met the organization's objectives performance is referred to as a relevant

dimension. It is described as a methodical procedure where supervisors investigate and assess workers' abilities, conduct, and output over a given period, all of which are taken into account when deciding what to do in the human resources department (Utama et al., 2017).

When it comes to helping children reach their full potential, teachers are the most valuable resource. Because teaching involves a real task in the processes of humanization, intelligence, and civilization, as well as the cultivation of values and the development of national character, it has strategic significance. An educator certificate, which is acquired through teacher certification, attests to a teacher's standing as a professional. Teachers are professionals in education, according to RI Law No. 20 of 2003 governing the National Education System. Educators must possess a Bachelor's degree as a minimum academic level and be proficient in learning agent competencies. This is also mentioned in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 8, which states that to fulfill the requirements of national education goals, teachers must possess the following: academic qualifications, competence, educator certificate, physical and spiritual health, and ability to accomplish these goals.

Core competency-based human resources can be produced in a variety of ways. One method of investing in the professional and technical skills of teachers is to provide them with training and development opportunities. The following are the abilities that human resources in a business need to possess: creativity, productivity, and specialized skills so that teachers are qualified and able to deliver quality services. In addition, it's critical to understand the psychological aspects of teaching, such as issues with work-life balance and other aspects of personal life. A teacher's ability to balance their personal, social, and individual life can have an impact on their performance.

Work-life balance is a concept of equilibrium that connects a person's ambitions or job to their level of satisfaction, leisure, family, and spiritual growth. The idea of work-life balance benefits the industry since it boosts employee performance and innovation. The implementation of work activities in a cumulative manner both inside and outside the business is known as work-life balance. Work-life balance, as defined by (Noviani, 2021), is the idea of allocating the proper priorities between work and personal affairs.

One of the most important factors influencing teacher effectiveness is work engagement. This is important for leaders to know because human resources are always a factor in the success and accomplishment of organizational objectives. This makes the work attitudes of teachers a crucial factor that organizations should consider. one of the approaches to work that most effectively promotes progress.

Engagement among teachers is reflected in their performance. A person's attachment communicates their desires for their conduct at work and establishes a link between their work and their overall role and their physical, cognitive, and emotional well-being. The energy of the physical, cognitive, and emotional dimensions can support an individual in operating at their best, while psychological conditions represent the role of the self. Through self-expression, one can express their genuine identity, thoughts, and feelings while also increasing their physical, cognitive, and emotional aspects of performance. According to Sarikit (2017), a healthy work-life balance is a factor in employee engagement, which is a factor in improved output and less attrition. In addition, a worker's passion for their job will result in highly productive workers.

According to Arshad & Gondal (2013), performance is the explanation of how organizational strategy is put into practice to carry out a set of tasks or policies that are intended to accomplish the organization's vision, purpose, goals, and objectives. The outcomes of individual activities throughout several periods are likewise intimately associated with performance. The term "teacher performance" or "work performance" refers to the quality and quantity of work products that employees accomplish when performing their activities according to their responsibilities (Mangkunegara, 2018).

Teacher performance is a good indicator of the national education system's effectiveness. According to Mangkunegara (2018), an employee's performance is the outcome of the work that he achieves while carrying out his tasks. In essence, teacher performance refers to the work that teachers do in the course of performing their duties as educators. Because instructors are the individuals who have the most direct contact with pupils during the education or learning process at school educational institutions, their human resources will have a significant impact on the quality of educational outcomes. Teachers are therefore required to be able to control performance to accomplish objectives quickly and effectively.

Research by Angin & Saragih (2021) shows that the WIPL variable has no effect on the performance of generations X and Y, the PLIW variable has a negative and significant effect, and the WEPL and PLEW variables have a positive and significant effect. Research by Mardiansyah & Rusdiah (2022) shows that Quality of Work Life and Employee Engagement have a positive and significant effect on Organizational Commitment with the Quality Of Work Life variable having a more dominant influence. This shows that companies should focus on maintaining and improving the organizational work climate technically and humanly so that it can lead to a better quality of work life.

The study was conducted in the Central Bangka Regency at SD Negeri Gugus 2, Koba District. Based on preliminary observations conducted by the researchers,

several issue phenomena were discovered to be present in the Koba District Public Elementary School setting. Specifically, instructors still lack loyalty to their profession, as seen by the fact that some of them prioritize their other professions over their work as teachers; and teachers continue to abstain from school-related activities. The fact that some teachers still leave the classroom before the lesson is over and put off doing assigned work indicates that they have low work responsibility. They frequently arrive late or skip class and ask permission before doing so if they have interests outside of teaching, such as attending organizational meetings and invitations. Complaints a lot about subpar administrative officers. In addition to being boring learners who occasionally use bad language in the classroom, teachers are also self-centered and reluctant to impart their expertise. Supervisors never allow instructors to go to any events several educators, both government servants and non-civil servant instructors, engage in companies or other endeavors outside of teaching.

Problems related to teachers' work engagement were also discovered from the results of researchers' observations of teachers with State Civil Servants status. Indicators of low loyalty and job satisfaction for teachers with State Civil Servants status can be seen from the teacher's lack of performance in carrying out their duties and functions as educators. Teachers who have State Civil Servants status often do not care about their duties and some teachers just carry out their duties as routine work as a teacher without caring about the students' achievements. This is due to a lack of awareness as educators. Based on this, the author intends to conduct research with the title *The Influence of Work-Life Balance and Teacher/Employee Engagement on the Performance of Gugus 2 State Elementary School Teachers, Koba District, Central Bangka Regency*

B. Methods

This research will be carried out on teachers and employees of SD Cluster 2 in Koba District, Central Bangka Regency. The type of research used in this research is quantitative research with a descriptive approach. According to Sugiyono (2016), Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical. to test the established hypothesis.

The population in this study were all elementary school teachers and employees in Koba District, Central Bangka Regency. As many as 123 teachers and staff from elementary school cluster 2 teachers in Koba District, Central Bangka Regency. Arikunto (2017) stated that the population is the entire research subject. Based on the calculations above, the sample obtained was 94 respondents. So the sample used in

this research was a sampling population of 94 elementary school teachers in cluster 2 in Central Bangka Regency. Arikunto (2010) stated that the sample is a portion or representative of the population studied. The data collection techniques used in this research are questionnaire, observation, documentation.

C. Results and Discussion

1. The Influence of Work Balance on Teacher Performance in Cluster 2 Elementary School, Koba District, Central Bangka Regency

The first hypothesis is accepted since the test findings demonstrate that the Work Balance variable affects teacher performance in a partial and significant way. According to the theoretical framework, work balance affects how well teachers and staff at SD Cluster 2 in Koba District, Central Bangka Regency perform, and good work balance is associated with good teacher performance.

With t count $4.693 > t$ table 1.9855 , the results of testing hypothesis -1 with the SPSS version 26 tool indicate that work balance has a partially positive and significant effect on teacher performance. This means that H_{a1} is accepted and H_{o1} is rejected, with a significance level of $0.00 < 0.05$ and a magnitude of The study reveals that work balance has a considerable impact on the performance of teachers and staff at SD Gugus 2, located in Koba District, Central Bangka Regency. The influence of work balance on teacher performance is 0.750 , or 75% .

The average work balance of 3.69 , which falls into the very good category, represents the data description. The statement "Workload makes it difficult for teachers to live their personal lives" has the lowest value (2.36), indicating that instructors are not content with their work, which is the dominant indicator in the Work Balance variable. Thus, the Work Balance indicator is generally in the very good range. An average value of 4.41 was achieved for the performance description of the data, placing it in the very good category. Next, we have the teacher performance variable's main indication. With a rating of 4.55 , teachers provide instruction in an approachable manner. The indication with the lowest value, 4.15 , is found in the program planning statement that the teacher provides to get permission. As a result, the teacher performance metric falls into the category of very good overall. extremely.

At Gugus 2 State Elementary School in Koba District, Central Bangka Regency, respondents' opinions about teacher work balance received an average score of 3.69 on a scale of 1 to 5, which is in the very good range. On a scale of 1 to 5, respondents' opinions on the work of instructors and staff members received an average score of 4.41 , falling into the very good range. In other words, Teacher Work Balance has met

the wishes of teachers and staff and also the performance of teachers and staff has met the wishes of teachers so it must be maintained and even improved.

Conversely, the indication with the lowest value in the statement – that instructors find it challenging to balance their personal lives due to their workload – has a score of 2.36. This suggests that teaching involves a lot of duties, making it occasionally impossible for staff members and teachers to enjoy their personal life. Therefore, it would be preferable for schools to break it up so that instructors' workloads can be lighter and opportunities for personal time can be given due consideration.

Studies conducted by Mardiansyah & Rusdiah (2022), the study's findings indicate that the Quality of Work Life variable has a stronger effect. This indicates that to promote a higher standard of living for employees, businesses should concentrate on preserving and enhancing the organizational work environment on both a technical and human level (Mardiansyah & Rusdiah, 2022). Respondents' compliance with work demonstrates that life balance in the government setting is generally favorable. To effectively perform their jobs, employees must also feel satisfied at work (Rizal, 2020).

Research by Dwi Meli Noviani (2021), the study's findings indicated that work discipline and employee work-life balance variables had a good and significant impact on workers' performance at the Indramayu Regency Ministry of Religion Office (Noviani, 2021). It can be difficult to strike a balance between work and other facets of life (Witriaryani et al., 2022). According to Gambles, work-related tasks, social interactions, and leisure time should all be balanced. Consider the equilibrium that arises between an individual's time and energy allocated to their personal and professional lives while discussing work-life balance (Gamble, 2006).

A person who experiences balanced attachment and satisfaction in both his function as a professional and in the home is said to have a work-life balance (Greenhaus, et al., 2003). Achieving work-life balance is crucial since failing to do so leads to employee burnout, low job satisfaction, and conflict between work and personal life. Two things that humans hold in the highest regard are their careers and their families. The results of observations at the school are that leaders try to balance the needs of work at school with the need to socialize with the environment by providing opportunities to take part in various activities outside of school. This is done to ensure that each teacher's and employee's social life and job life are balanced. In addition, our neighbors—whether they are close or distant relatives—have permission to see us in the event of a calamity and even to go to the funeral home. Furthermore, every one of us makes a small contribution to help out if a parent or student is very sick. food for the afflicted.

To provide students with opportunities to develop skills and talents outside of the classroom, schools frequently send delegations to compete in different events.



Figure 1. Social Balance of Teachers and Students

At SMP Muhammadiyah Koba School in Central Bangka Regency, the data analysis shows that teacher work discipline and the principal's democratic leadership style have a substantial impact on student learning outcomes. Teacher work discipline has a 59.3% contribution effect on variable Y, but the principal's democratic leadership style has a 40.4% contribution effect. When combined, the two variables affect variables Y by 66.1%, with 33.9% being influenced by other factors.

2. The Influence of Teacher Attachment on Teacher Performance in Cluster 2 Elementary School, Koba District, Central Bangka Regency

The second hypothesis is accepted since the test findings demonstrate that the work engagement variable has a significant and partial impact on teacher performance. According to the theoretical framework, work engagement affects how well teachers and staff perform at SD Cluster 2 in Koba District, Central Bangka Regency. As a result, it is anticipated that excellent work engagement will translate into good teacher performance.

With a t count of $10.847 > t \text{ table } 1.9855$, the results of testing hypothesis -2 with the SPSS version 26 tool indicate that work engagement has a partially positive and significant effect on teacher performance. This means that H_{a2} is accepted and H_{o2} is rejected, with a significance level of $0.00 < 0.05$ and a magnitude of The impact of work engagement on the performance of teachers is 74.9%, or 0.749. The job involvement of teachers and staff at SD Gugus 2, located in Koba District, Central Bangka Regency, has a notable impact on their performance.

The average work engagement of 3.16, which falls into the very good category, is how the data is described. The statement "Teachers will work if the work environment is good" has the lowest indicator value (3.82), whereas the dominant indicator in the Work Engagement variable is that teachers and employees will participate in workshops for self-improvement (4.38). Thus, the Work Engagement indicator is generally in the "good" range. extremely.

An average value of 4.41 was achieved for the performance description of the data, placing it in the very good category. Next, we have the teacher performance variable's main indication. With a rating of 4.55, teachers provide instruction in an approachable manner. The indication with the lowest value, 4.15, is found in the program planning statement that the teacher provides to get permission. As a result, the teacher performance metric falls into the category of very good overall. extremely.

At Gugus 2 State Elementary School in Koba District, Central Bangka Regency, respondents' opinions of teacher work engagement received an average score of 3.16 on a scale of 1 to 5, falling into the very good category. On a scale of 1 to 5, respondents' opinions on the work of instructors and staff members received an average score of 4.41, falling into the very good range. Stated otherwise, there is a positive correlation between teacher-employee work engagement and their satisfaction with their employer, the school, and themselves. Additionally, when instructors are satisfied with their performance, it is in their best interests and should be sustained or even enhanced.

In contrast, the indicator with the lowest score—3.82—relates to the claim that instructors will work in a positive work environment. The work engagement indicator is therefore generally in the very good range. This suggests that if a school creates a positive work atmosphere, teachers will perform well, and staff members won't consider moving or transferring since they don't feel comfortable working there. This study agrees with that conducted by Maya Sarikit (2017). The degree of strength of the connection, as indicated by the correlation and path coefficients, indicates that employee engagement has a favorable impact on employee performance (Sarikit, 2017). Research by Adinda Siska Witriaryani et al (2022) Employee Engagement was also found to mediate the relationship between Work-Life Balance and Job Performance. Therefore, the introduction of Employee Engagement as a mediating variable for Work-Life Balance and Flexible Working Arrangement will increase the variance of Job Performance in this research (Witriaryani et al., 2022).

According to observations made in the field, instructors, and staff who are content with their jobs and who have a nice place to work will not look to relocate or try to relocate. This is a result of the fact that both teachers and staff members consider

their workplace to be comfortable. Another observation is that, according to data on teacher tenure, over 70% of instructors have been in their current positions for more than five years and are happy with them.

Other than that, the rapport between educators and parents is firmly built. Effective communication is necessary to achieve our goal with the help of the parents. Additionally, a school association now exists. Colleagues, by participating in the programs offered by the local government and education department, we also help each other to raise the standard of the school. Additionally, the principal responded encouragingly and always gave the teachers encouragement.



Figure 2. Photos of Togetherness Bond the Work of Fellow Employees

3. The Influence of Work Balance and Teacher Engagement on Teacher Performance Together in Cluster 2 Elementary School, Koba District, Central Bangka Regency

The third hypothesis is accepted since the test findings demonstrate that the work balance and work engagement variables have a simultaneous and significant impact on teacher performance. According to the theoretical framework, work engagement and work balance have an impact on how well teachers and staff perform at SD Cluster 2 in Koba District, Central Bangka Regency. As a result, it is anticipated that teacher performance will be good if work balance and engagement are high.

With a calculated $f_{59,440} > f_{table\ 3.09}$, the results of testing hypothesis -3 using the SPSS version 26 tool demonstrate that work balance and work engagement simultaneously have a positive and significant effect on teacher performance. This means that H_{a3} is accepted and H_{o3} is rejected, with a significance level of $0.00 < 0,05$. The magnitude of the influence of work balance and work engagement on teacher performance is 0.753 or 75.3%, indicating that there is a significant influence

of these factors on the performance of teachers and staff at SD Cluster 2 in Koba District Central Bangka Regency.

An average value of 4.41 was achieved for the performance description of the data, placing it in the very good category. Next, we have the teacher performance variable's main indication. With a rating of 4.55, teachers provide instruction in an approachable manner. The indication with the lowest value, 4.15, is found in the program planning statement that the teacher provides to get permission. As a result, the teacher performance metric falls into the category of very good overall. extremely.

As this is going on, the instructor produces a program planning statement and consults the indicator with the lowest value, which has a value of 4.15, before requesting clearance. This suggests that the teacher facilitates and expedites the process of obtaining leadership approval by creating the planned program. The first goal is to simplify and make it easy. Therefore, the teacher performance metrics fall into the category of very good overall.

The findings of this study are consistent with those of Muhammad Mardiansyah and Rusdiah (2022). The study's findings demonstrate that employee engagement and quality of work life both positively and significantly affect organizational commitment, with quality of work life having a greater overall impact. This indicates that to promote a higher standard of living for employees, businesses should concentrate on preserving and enhancing the organizational work environment on both a technical and human level (Mardiansyah & Rusdiah, 2022). Rizal's research (2020) According to study findings, there is a reasonable amount of work-life balance in government settings. This is demonstrated by respondents' loyalty to work, wherein employees restrict their activities to work hours. Work. Employees also feel satisfaction at work so they can carry out their work activities well (Rizal, 2020).

Rivai (2015) states that performance is the result or overall level of success of a person during a certain period in carrying out tasks compared to various possibilities, such as standard work results, targets or targets, or criteria that have been determined in advance and have been mutually agreed upon. Since performance is a measure of an organization's success, it is also a reflection of the workforce's qualities. The result of three interconnected factors—skills, efforts, circumstances, and external conditions—is teacher performance.

Based on observations made in the field, some instructors work hard to give their children the finest education possible by putting their all into the lessons they teach and investing their time in raising the standard of the school. Teachers give extra consideration to pupils who wish to pursue further education to help them fulfill their aspirations.

D. Conclusion

The study reveals that work balance and work engagement have a positive and significant effect on teacher performance at SD Cluster 2 in Koba District, Central Bangka Regency. Work balance has a positive effect on performance, with a 44% positive impact. Work engagement has a positive effect, with a 74.9% positive impact. Teachers and staff are willing to participate in workshops for the betterment of themselves and their school. The variables of work balance and engagement have a simultaneous and significant effect on teacher performance, with a 75.3% positive impact. The dominant indicator of teacher performance is that teachers teach in an easy-to-understand manner, indicating they are striving to improve their performance by providing effective teaching patterns.

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