



WORK LIFE BALANCE AND WORK FAMILY CONFLICT ON TEACHER PERFORMANCE IN SD PLUS RAHMAT KEDIRI

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Abstract

The problem of this research is the phenomenon of the lack of performance of SD Plus Rahmat Kediri teachers which is affected by the problem of working time balance with family. This study aims to determine the effect of Work-Life Balance and Work-Family Conflict on Teacher Performance at SD Plus Rahmat Kediri either partially or simultaneously. This type of research is quantitative by using the Critical Case Sampling method purposive sampling technique according to the criteria of researchers as many as 56 respondents and using interview research methods, observation, questionnaires, documentation, and literature study. For data analysis techniques in this study using the validity test, reliability test, classic assumption test, multiple linear regression test, t-test, F test, test the coefficient of determination (R^2). the results of the t-test variable Work-Life Balance (X1) had a partially significant effect on teacher performance by obtaining a sig. $0.000 < 0.050$ and the variable Work-Family Conflict (X2) has no partially significant effect on teacher performance by obtaining a sig. $0.770 < 0.050$. Meanwhile, the results of the F test showed that Work-Life Balance (X1) and Work-Family Conflict (X2) have a significant simultaneous effect on the performance of SD Plus Rahmat Kediri Teachers with a Sig. $0.000 < 0.05$.

Kata Kunci:

Work Life Balance, Work Family Conflict, Kinerja

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Abstrak

Permasalahan penelitian ini adalah adanya fenomena kurangnya kinerja dari guru SD Plus Rahmat Kediri yang dipengaruhi oleh permasalahan keseimbangan waktu bekerja dengan keluarga. Penelitian ini bertujuan untuk mengetahui pengaruh *Work Life Balance* dan *Work Family Conflict* terhadap Kinerja Guru pada SD Plus Rahmat Kediri baik secara parsial maupun simultan. Jenis penelitian ini kuantitatif dengan menggunakan *Critical Case Sampling* metode teknik *Purposive Sampling* sesuai kriteria peneliti sebanyak 56 responden, dan menggunakan metode penelitian wawancara, observasi, kuesioner, Untuk teknik analisis data dalam penelitian ini menggunakan uji validitas, uji reliabilitas, uji asumsi klasik, uji regresi linier berganda, uji t, uji F, uji koefisien determinan (R^2). Berdasarkan hasil penelitian menunjukkan bahwa hasil uji t variabel *Work Life Balance* (X1) berpengaruh signifikan secara parsial terhadap Kinerja Guru dengan mendapat nilai sig. $0.000 < 0,050$ dan variabel *Work Family Conflict* (X2) tidak berpengaruh signifikan secara parsial terhadap Kinerja Guru dengan mendapat nilai sig. $0,770 < 0,050$. Sedangkan dari hasil uji F menunjukkan bahwa *Work Life Balance* (X1) dan *Work Family Conflict* (X2) berpengaruh signifikan secara simultan terhadap Kinerja Guru SD Plus Rahmat Kediri dengan nilai Sig. $0,000 < 0,05$.

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INTRODUCTION

Human resources, often referred to as human capital, is one of the essential assets in management. All levels of management, including Islamic education management, should be aware of the importance of human resources. Regardless of how advanced technology is today, humans are still crucial for the success of an organization. It can even be said that management is essentially human resource management, or human resource management is synonymous with management itself (Almasri, 2016).

By utilizing human resource management, one can achieve the goal of enhancing the productivity of productive employees within a responsible organization. The comprehensive and sustainable management and utilization of human resources are vital aspects of human resource management. The main focus of human resource management is the full and continuous management and utilization of existing human resources, enabling them to work optimally, effectively, and productively in achieving the company's goals (Ningsih, 2014).

The quoted passage summarizes that the most important role in enhancing the success of an organization is human resource management. Therefore, individuals with specific criteria who possess skills for effective and efficient work are needed. In the field of education and educational personnel, the human resources most directly involved in educational activities are teachers. Teachers play a central and highly involved role in the education system. According to Mulyasa (2008), a teacher must have academic qualifications and competence as a healthy physical and spiritual learning agent and the ability to realize national education goals.

Teachers are factors in improving the quality of education because they are an integral part of the overall education system directly involved in the teaching and learning process. Teachers have a direct role in teaching and educating. Therefore, various programs need to be implemented to enhance the quality of teacher performance (Ardiana, 2017). Teacher performance is the result of a teacher's work in an educational institution or madrasah in accordance with their main tasks and functions in achieving educational goals (Jaya, 2021). Teacher performance is considered good and satisfactory when the goals achieved align with the established standards. Darmadi in (Engel, 2019) states that teacher performance significantly influences the learning process with their students. Therefore, teachers are required to provide optimal performance to avoid a decline in the quality of their performance.

One of the reasons for a decline in teacher performance is the Work-Life Balance or the lack of balance between personal life and work demands. According to Delecta (Ganapathi, 2016), Work-Life Balance is defined as an individual's ability to meet their job and family commitments as well as other personal responsibilities outside of work. Work-Life Balance must be acknowledged by organizations because employees have not only work responsibilities but also personal responsibilities outside of work, such as family. Therefore, employees should strive to balance their work and personal time outside of work (Lukmiati et al., 2020).

Another factor contributing to a teacher's declining performance is Work-Family Conflict. Work-Family Conflict occurs when an individual's family life conflicts with their work responsibilities, such as working on time, completing daily tasks, or working overtime. The demands of family life can hinder a person from dedicating time to their work or career-related activities (Agustina and Sudibya, 2018). Work-family conflict means that there is less time for family because time and attention are often devoted to work. The research results from Makrifah et al. (2021) indicate that work-family conflict has a negative and significant impact on performance, suggesting that an increase in work-family conflict will reduce teacher performance. It can be said that work-family conflict has a negative impact on performance.

Based on observations by the researcher at the research site at SD Plus Rahmat Kediri, located on Jalan Slamet Riyadi No.32A, Banjaran, Kediri City, East Java, Indonesia, this school is a private school with the best education in Kediri, offering full-day Islamic education integrated with the Qur'an and Hadith as a guide in the learning process. This school strongly supports the creativity of its students and aims to produce high-achieving students in their respective fields and talents (SD Plus Rahmat). During the research, several issues related to Work-Life Balance and Work-Family Conflict were identified among teachers.



Based on initial observations by the researcher, teachers face problems related to Work-Life Balance, as they are required to balance their work time with family time due to the concept of full-day school, which obliges teachers to take on the role of parents for their students at school. However, many teachers still struggle to balance their work responsibilities with non-work-related family matters. Work-Life Balance issues arise when teachers bring work that remains unfinished at school into their homes, making it difficult to balance work and life outside of work. Such issues can lead to a decline in a teacher's performance as they struggle to set aside family matters during working hours.

When teachers work long hours, they find it challenging to allocate time for family issues, such as problems from home that interfere with work. This results in a decrease in a teacher's performance as they cannot separate family issues from work. Consequently, Work-Family Conflict arises due to various factors, including work demands conflicting with family life and pressure from work, which makes a teacher feel inadequate in meeting their family's needs. Since this school operates as a full-day school, every teacher faces time constraints and must fulfill their responsibilities at school by educating and acting as parents to their students, which reduces their family time and turns this into a family conflict that they have to deal with at school. These issues not only concern time but also involve conflicts in the roles played at work and in the family. This can happen because the characteristics expected at the workplace differ from what is desired within the family. Furthermore, family problems that cannot be resolved at home may need to be dealt with during working hours. These problems can lead to a decline in a teacher's performance due to conflicts in their respective families.

Based on the research problem formulated, the objectives of this study are as follows:

1. To determine and analyze the partial influence of Work-Life Balance on teacher performance at SD Plus Rahmat Kediri.
2. To determine and analyze the partial influence of Work-Family Conflict on teacher performance at SD Plus Rahmat Kediri.
3. To determine and analyze the simultaneous influence of Work-Life Balance and Work-Family Conflict on teacher performance at SD Plus Rahmat Kediri.

The theoretical framework of this research illustrates the relationship between freedom, as seen in Work-Life Balance (X1) and Work-Family Conflict (X2), and the dependent variable, which is teacher performance (Y).

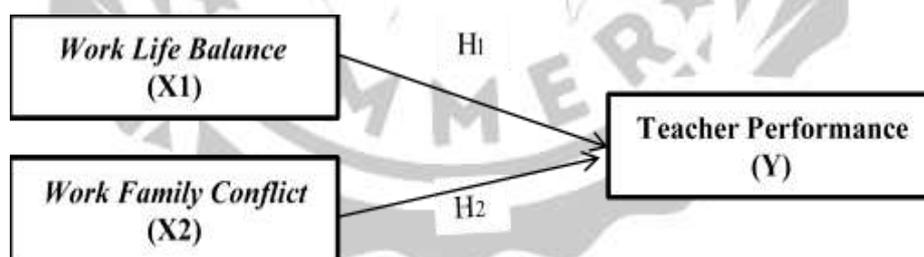


Figure 1.
Framework Research

RESEARCH METHODS

This research will utilize a quantitative approach. According to Sugiyono (2017), a quantitative approach is a research method based on positivism philosophy, used to study a specific population or sample, collect data using research instruments, perform quantitative or statistical data analysis, with the aim of testing predefined hypotheses. In this study, the quantitative method is employed to determine whether work-life balance and work-family conflict affect the performance of teachers at SD Plus Rahmat Kediri, either one independent variable on the dependent variable or both independent variables simultaneously. The sampling technique used is Purposive

Sampling, which is a sampling technique that selects data sources based on specific considerations (Sugiyono 2017). The researcher opted for purposive sampling due to specific considerations aligned with the research objectives, selecting samples from the desired research object, namely:

Table 1.
The Criteria Of Sample

Criteria	Total
Teachers who act as class teachers during the 2022-2023 school year	60
Class teachers who have been designated as permanent teachers	56
Teachers who have an Identification Number from Kemendikbud	56
Sample Of Reseach	56

Source : Data Sample in Progress, 2023

Data collection in this research is conducted through a survey method by distributing questionnaires. Additionally, observations and literature studies are also carried out. The data analysis technique involves using inferential statistical tests to calculate and analyze the data, specifically multiple linear regression analysis.

RESULT AND DISCUSSION

Description of Research Respondents

The characteristics of the research respondents in this study are the teachers of SD Plus Rahmat Kediri who serve as the sample. The respondent profiles include gender, age, and marital status, as follows:

Table 2.
Identity Of Respondent

Gender	Frekuensi	Persentase
Male	15	27%
Female	41	73%
Age	Frekuensi	Persentase
20-30 Years	13	23%
31-40 Years	27	48%
41-50 Years	16	29%
Marital Status	Frekuensi	Persentase
Married	53	95%
Not Married	3	5%
Total	56	100%

Source : Data by Process, 2023

The number of respondents who filled out the questionnaire reveals that there were 15 male respondents, accounting for 27%, and the majority of respondents were female, with 41 female respondents, representing 73%. Overall, this indicates that the majority of respondents in this study were female, suggesting that female teachers tend to have empathy and nurturing qualities that are beneficial for educating and caring for students. Regarding age distribution, there were 27 respondents aged 31 to 40, making up 48% of the sample. Respondents aged 20 to 30 were the smallest group, with 13 respondents, representing 23%. There were 16 respondents aged 41 to 50, constituting 29% of the sample. Overall, it can be interpreted that the majority of teachers at SD Plus Rahmat are in the age range of 31 to 40 years. This finding indicates that teachers in this age group are in their productive years of teaching and have accumulated experience to handle the challenges they face. In terms of marital status, 53 respondents were married, making up 95% of the sample, while only 3 respondents were unmarried, representing 5%. In general, this suggests that the majority of teachers at SD Plus Rahmat are married, as teachers also have families, and the nurturing qualities associated with marriage can be applied in the educational environment (school).

Validity & Reliability Test

The validity test is specifically used to ensure that the research data obtained from the questionnaire are indeed valid. This test can be conducted by comparing whether r calculated $\geq r$ table (two-tailed test with a significance level of 0.05). Therefore, the questionnaire items or instrument components have a significant correlation with the total score and can be considered valid. The results of the reliability and validity tests in this research are as follows:

Table 3
Validity Test Result

Item	Pearson Correlation	R tabel	Probability Sig.(2-tailed)	Provision	Decision
X1.1	0,896		0,00		
X1.2	0,806		0,00		
X1.3	0,867	0,263	0,00	Significant value <0.05	Valid
X1.4	0,801		0,00		
X1.5	0,683		0,00		
X1.6	0,715		0,00		
X2.1	0,812		0,00		
X2.2	0,784		0,00		
X2.3	0,801	0,263	0,00	Significant value <0.05	Valid
X2.4	0,766		0,00		
X2.5	0,832		0,00		
X2.6	0,890		0,00		
X2.7	0,630		0,00		
X2.8	0,739		0,00		
Y1	0,801	0,263	0,00	Significant value <0.05	Valid
Y2	0,678		0,00		
Y3	0,694		0,00		
Y4	0,733		0,00		
Y5	0,763		0,00		
Y6	0,689		0,00		
Y7	0,743		0,00		
Y8	0,796		0,00		
Y9	0,786		0,00		
Y10	0,654		0,00		

Source : Data by Process, 2023

Based on the validity test analysis above, all statements in the questionnaire items about work-life balance, work-family conflict, and teacher performance obtained a probability correlation value (Sig 2-tailed) below the 0.05 threshold, and the r calculated $\geq r$ table. This means that all items regarding work-family conflict in this research can be considered valid.

Table 4.
Realibility test

Variable	Coefficient Reability	Provision	Decision
<i>Work Life Balance (X1)</i>	0,883	Nilai Alpha > 0,60	<i>Relieabel</i>
<i>Work Family Conflict (X2)</i>	0,905		<i>Relieabel</i>
Performance (Y)	0,903		<i>Relieabel</i>

Source : Data by Process, 2023

The Cronbach's alpha value is greater than 0.6, indicating that all variables in the data are reliable. This can be concluded that all data used in this research are reliable, and all research variables have good reliability levels. This analysis shows that all questionnaire items are suitable to be used as instruments in testing the research hypotheses.

Multiple Regression Analysis

Multiple linear regression analysis was used to determine the influence of independent variables on the dependent variable and, at the same time, provide an empirical insight into the research findings as follows:

Tabel 5
Multiple Regression Result Test

Variable	B	t value	Sig	Provision
Konstanta	23,859	4,723	0,000	
<i>work life balance (X1)</i>	0,755	4,456	0,000	Ho : ditolak Ha : diterima
<i>work family conflict (X2)</i>	-0,022	-0,294	0,770	Ho : diterima Ha : ditolak
F _{hitung}				11,510
Sig. F _{hitung}				0,000 ^b
R				0,550 ^a
R Square (R ²)				0,303

Source : Data by Process, 2023

Based on the presented calculations, the regression equation can be obtained as follows: $Y = 23.859 + 0.755 X1 - 0.022 X2 + e$. The constant value in the research regression model equation is 23.859. This means that if both work-life balance and work-family conflict have values of zero, the teacher's performance variable will have a value of 23.859 units. If there is an increase in the work-life balance variable by one (1) unit, with other variables held constant, the teacher's performance variable will increase by 0.755 units. Similarly, if there is an increase in the work-family conflict variable by one (1) unit, with other variables held constant, the teacher's performance variable will decrease by -0.022 units.

The value of the R² (coefficient of determination) is 0.303, indicating that the independent variables, work-life balance and work-family conflict, collectively explain 30.3% of the variation in the dependent variable, which is teacher performance. This means that teacher performance at SD Plus Rahmat Kediri is influenced by work-life balance and work-family conflict. The remaining 69.7% of the variation is influenced by other variables not examined in this research.

The results of the partial tests show that the work-life balance variable significantly influences teacher performance because the calculated t-value is greater than the t-table value, with a value of $4.456 > 1.672$, and the significance value (sig.) is $0.000 < 0.050$. This means that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that work-life balance has a significant partial effect on teacher performance. On the other hand, the results of the partial test show that the work-family conflict variable does not have a significant influence on teacher performance because the calculated t-value is less than the t-table value, with a value of $-0.294 < 1.672$, and the significance value (sig.) is $0.770 > 0.050$. This means that the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. Therefore, it can be concluded that work-family conflict does not have a significant partial effect on teacher performance.

The calculated F-value is 11.510, which is significant at 0.000, while the F-table value is 3.16. Using the criterion that the calculated F-value is greater than the F-table value, with a value of $11.510 > 3.16$ and a significance value (Sig.) of $0.000 < 0.05$, it can be concluded that all independent variables collectively have a significant influence on teacher performance at SD Plus Rahmat Kediri.

Considering the results of the testing, it can be concluded that the work-life balance variable has the most significant influence on a teacher's performance, as evidenced by the highest regression value and t-value compared to the work-family conflict variable, which does not significantly affect teacher performance.

The Influence of Work-Life Balance Partially on Teacher Performance

The results of this research show that work-life balance has a significant partial effect on teacher performance. This is evident from the t-value being greater than the t-table value, with a value of $4.456 > 1.672$, and a significance value (sig.) of $0.000 < 0.050$, meaning that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. The research findings indicate that work-life balance has a positive relationship; when work-life balance increases, it is followed by an increase in the performance of teachers at SD Plus Rahmat Kediri. This suggests that work-life balance, as measured by examining time balance, involvement balance, and satisfaction balance, can shape improved teacher performance in their educational efforts at SD Plus Rahmat Kediri. When a teacher can balance their family time while working, balance their involvement in work, and maintain high job satisfaction with an educational institution or school, it indicates that when teachers can balance their personal lives and work, their results will be better. This is supported by other research conducted by



Firdaus (2022), which found that work-life balance has a positive and significant impact on teacher performance. This finding is also reinforced by Lestari et al. (2020), which explains that work-life balance has a positive partial impact on teacher performance; if work-life balance decreases, teacher performance will also decrease.

The Influence of Work-Family Conflict Partially on Teacher Performance

The results of this research indicate that work-family conflict does not have a significant partial influence on teacher performance. This is evident from the t-value being less than the t-table value, with a value of $-0.294 < 1.672$, and a significance value (sig.) of $0.770 > 0.050$, meaning that the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. Empirically, the second hypothesis cannot be proven to be true. These findings indicate that work-family conflict, as measured through job pressure indicators, task demands, being busy with work, lack of family togetherness, and conflicts in commitments and responsibilities to the family, is not very effective when executed by individual teachers in improving optimal teacher performance. This is evident from the fact and perception that teachers cannot perform well if there are family problems or conflicts, and vice versa, meaning that teachers must be able to set aside family issues when working to fulfill their responsibilities. This approach helps teachers deal with the challenges they face. This is further supported by other research by Nastiti (2017), which found that work-family conflict does not have a positive impact on teacher performance. Additionally, Windayani (2021) also indicates that work-family conflict does not impact performance.

The Simultaneous Influence of Work-Life Balance and Work-Family Conflict on Teacher Performance

Based on the data analysis results, simultaneous analysis shows that both work-life balance and work-family conflict have a significant influence on teacher performance. This is evidenced by the calculated F-value of 11.510, which is significant at 0.000, while the F-table value is 3.16. Using the criterion that the calculated F-value is greater than the F-table value, with a value of $11.510 > 3.16$ and a significance value (Sig.) of $0.000 < 0.05$, it can be concluded that both work-life balance and work-family conflict together significantly influence teacher performance at SD Plus Rahmat Kediri. This means that the better the management of work-life balance and work-family conflict by a teacher, the higher the level of teacher performance at SD Plus Rahmat Kediri.

The results of this research indicate that work-life balance and work-family conflict are important components that should be considered when evaluating teacher performance. These factors should be the primary focus for educational institutions in ensuring that teacher performance is maximized, allowing teachers to be responsible and trustworthy in their teaching, thus advancing the character and intellectual development of high-achieving students. This finding is consistent with the research by Minarika et al. (2020), which found that work-family conflict and work-life balance together have a strong relationship with employee performance. This result is also supported by Rohmah et al. (2022), who stated that employee performance is influenced by work-family conflict and work-life balance simultaneously.

CONCLUSION

Based on the discussion and analysis of the influence of work-life balance and work-family conflict on the performance of teachers at SD Plus Rahmat Kediri, it can be concluded that work-life balance has a positive and significant impact on the performance of teachers at SD Plus Rahmat Kediri. The variable work-family conflict does not have a significant or negative impact on the performance of teachers at SD Plus Rahmat Kediri. The simultaneous testing results indicate that both the work-life balance and work-family conflict variables have an impact on the performance of teachers at SD Plus Rahmat Kediri. The results of this research are expected to enhance the management of work-life balance for all teachers at SD Plus Rahmat Kediri because this variable affects their performance when there is a decrease.

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