

TEACHER PERFORMANCE REVIEWING FROM AUTONOMY, WORKLOAD AND JOB SATISFACTION THROUGH BALANCE OF LIFE AND WORK AS MEDIATION IN PRIVATE SCHOOL

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Abstract: This research aims to determine the effect of the variables of autonomy, workload and job satisfaction on teacher performance through work-life balance in private schools. The research method uses a quantitative research design. In this study the population taken is the performance of teachers. Based on the information obtained, the total population is 63 respondents. The sample used was 63 respondents who came from a population called the saturated sample. The sampling technique used in this study is a saturated sampling technique. The data analysis technique used is the Partial Least Square (PLS) test. The results showed that the variables of autonomy, workload, and job satisfaction had a positive and significant effect on teacher performance through work-life balance. The results showed that the work-life balance variable had a negative and significant effect on teacher performance. Suggestions from this research, private schools must continue to increase the autonomy, workload, and job satisfaction that exist in the teacher through a balance of life and work, so that the teacher's performance will increase and be better than before.

Keywords: *Teacher Performance, Autonomy, Workload, Job Satisfaction, Work and Life Balance*

1. Introduction

The world was very surprised by the Covid-19 which resulted in all activities that were usually carried out every day being required to stop, giving rise to several other problems, especially those we discussed in the field of education. All teaching and learning activities in schools are stopped and replaced with online learning activities, as well as in the fields of economy, trade, and so on.

As professionals in the world of education, teachers must be smart and remain professional in order to give birth to future generations of intelligent and character. They are required to improve their abilities so that they can become inspirational teachers, must also have the ability in the field of science they teach, have good theoretical abilities about teaching, from planning, implementation to evaluation, and have teacher loyalty, such as being loyal to assignments. teachers outside of class teaching hours.

Improving self-ability takes time and requires a process so that it can produce the desired behavior. Therefore, a foundation must also provide good service to teachers and employees so that their performance will increase and lead to job satisfaction. This is because satisfied employees have a positive influence on a company, such as increasing efficiency and productivity in their work.

According to Abdul Madjid in his book entitled Development of Teacher Performance Through Competence, Commitment and Work Motivation states that performance is the result or level of success of a person as a whole during a certain period in completing tasks or work. Performance is the embodiment of ability in the form of real work. Performance in relation to the position is defined as the results achieved related to the function of the position within a certain period of time (Madjid, A., 2016: 7). Similarly, the statement of Johari et al (2017) which states that performance is an individual's ability to successfully perform a task by using the resources available at work. Based on the two statements above, it can be concluded that performance is a person's level of success to find out whether the person can complete his or her duties properly and correctly. Here are some factors that can affect a person's performance, among others, are the work environment, work motivation and self-ability to do work. This is supported by Chandrasekar (2011), which states that the work environment greatly affects employee morale, productivity, and performance. If the workplace environment is not liked by employees, they will be unmotivated and their performance level will decrease.

Autonomy is a condition in which a person can freely give an opinion and become someone who has wisdom in a job. Autonomy is defined as the extent to which work can provide individual freedom, independence and discretion in scheduling work and determining the procedures to be used in implementing it. Through educational autonomy, a solid education system will be built in the region, democratization of education will take place with real and broad participation from the community, foster independence, accelerate services, and the potential of local resources in the region can be utilized optimally for educational progress (Sandriana Ayu, 2017).

In addition, Diab et al. (2011) state that teacher autonomy is "the capacity to control one's own teaching". Autonomy here leads to a psychological state that the teacher must be responsible for the results of the work, which in turn will lead to results, such as better work efficiency and higher levels of internal work motivation. In other words, this factor is thought to result in increased motivation and job effectiveness. Based on the two statements above, it can be concluded that autonomy is a condition in which a person can give his opinion and at the same time be able to complete his duties properly according to a predetermined and agreed deadline.

Workload is a collection of activities or activities that must be completed by a worker within a certain period of time. This is in accordance with the statement of Rolos, et al (2018) which states that workload is a collection or number of activities that must be completed by an organizational unit or position holder within a certain period of time. While the workload according to Astianto and Suprihadi (2014) can be defined as a difference between the capacity or ability of workers and the demands of the work that must be faced. Considering that human work is mental and physical, each has a different level of loading for each person.

Job satisfaction is a feeling where a person has confidence that his work has been done well so that he feels satisfied with himself. This is in accordance with the statement of Rahmawati A. (2016) which states that job satisfaction is a collection of feelings and beliefs that a person has about the work they are currently doing. The type of satisfaction of a person can be assessed from various aspects, including the type of work they do, their co-workers, supervisors, or subordinates, and their salary. Qodrizana and Musadieq (2018) argue that job satisfaction is an emotional response to various aspects of work. This means describing one's feelings for the work being done. These feelings can be positive or negative feelings when someone faces work.

Work-life balance is a balance between work from life and being comfortable with work and family commitments. This concept is built on the idea that work life and personal life complement each other which brings perfection in one's life. Johari and Zati Iwani (2017) define this concept as the extent to which a person is engaged and equally satisfied with their work and personal roles and asserts that success in achieving a work-life balance can bring many benefits to employers because employees are more motivated, productive, and more productive. and can reduce stress. This is because they feel valued by their respective superiors. It can also result in increased productivity and decreased absenteeism and so on.

Less than optimal teacher performance may be due to the lack of work-life balance that is felt at this time. Therefore I took the title "Teacher Performance in terms of Autonomy, Workload and Job Satisfaction through Work-Life Balance as a Mediation in Private Schools".

2. Literature Review

a. Teacher Performance

Performance has a fairly broad definition, not only expressed as the result of the employee's work but also how the work process itself takes place. Asima and Levi N. (2011) state that performance is defined as a record resulting from the function of a particular job or activity during a certain period of time. Employee performance is a real behavior that is displayed by everyone as work performance as a result of work, as well as the quantity and quality in completing tasks individually or in groups that have a strong relationship with the strategic goals of the organization and the measurement is carried out within a certain timeframe. In order for employees to show performance in accordance with company standards, effective performance management is needed.

b. Autonomy

Autonomy is defined as the extent to which work can provide individual freedom, independence and discretion in scheduling work and determining the procedures to be used in implementing it. In addition, Diab et al. (2011) state that teacher autonomy is "the capacity to control one's own teaching". Autonomy here leads to a psychological state that the teacher must be responsible for the results of the work", which in turn will lead to results, such as better work efficiency and higher levels of internal work motivation. In other words, this factor is considered to result in increased motivation and effectiveness profession.

c. Workload

Workload is a collection of activities or activities that must be completed by a worker within a certain period of time. This is in accordance with the statement of Rolos, et al (2018) which states that workload is a collection or number of activities that must be completed by an organizational unit or position holder within a certain period of time. Workload refers to all activities that involve the time employees spend in performing their duties, responsibilities and professional interests in the workplace, either directly or indirectly.

d. Job Satisfaction

Job satisfaction is a feeling where a person has confidence that his work has been done well so that he feels satisfied with himself. This is in accordance with the statement of Rahmawati A. (2016) which states that job satisfaction is a collection of feelings and

beliefs that a person has about the work they are currently doing. The level of job satisfaction can range between extreme satisfaction and extreme dissatisfaction. The type of satisfaction of a person can be assessed from various aspects, including the type of work they do, their co-workers, supervisors, or subordinates, and their salary.

e. Life and Work Balance

Work Life Balance (WLB) is a balance between work from life and being comfortable with work and family commitments. This concept is built on the idea that work life and personal life complement each other which brings perfection in one's life. Johari et al (2017) define this concept as the degree to which a person is engaged and equally satisfied with their work and personal roles and asserts that success in achieving a work-life balance can bring many benefits to employers as employees are more motivated, productive, and productive. can reduce stress. This is because they feel valued by their respective superiors. WLB can also result in increased productivity and decreased absenteeism and turnover rates. Organizations that embrace the WLB concept are favored by potential employees and they will also gain a reputation as the employer of choice.

Hypotheses

The hypotheses in this study are as follows:

- H₁ : There is a significant influence between autonomy on teacher performance through work-life balance as a mediation.
- H₂ : There is a significant effect between workload on teacher performance through work-life balance as a mediation.
- H₃ : There is a significant effect between job satisfaction on teacher performance through work-life balance as a mediation
- H₄ : There is a simultaneous influence between teacher performance on autonomy, workload, and job satisfaction through work-life balance as a mediation.

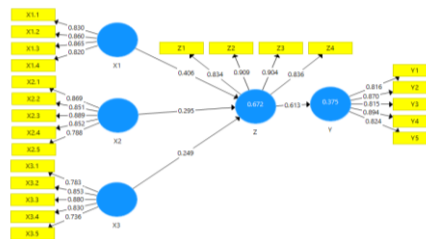
3. Research Method

This research uses a quantitative descriptive approach. The design used in this study is a quantitative descriptive analysis in accordance with Arikunto, Suharsini (2013)'s statement. Brahmana (2014) population is "a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. In this study the population taken is the performance of teachers. Based on the information obtained, the total population is 63 respondents. The sample used was 63 respondents who came from a population called the saturated sample. The sampling technique used in this study is a saturated sampling technique.

4. Result and Discussion

a. Evaluation of the Measurement Model (Outer Model)

Figure 1
Structural Model (Outer Model)



Source: Data Processing With PLS, 2021

There are three criteria in the use of data analysis techniques with SmartPLS to assess the outer model, namely Convergent Validity, Discriminant Validity and Composite Reliability. Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between item scores/component scores estimated with PLS software. The reflexive measure is said to be high if it has a correlation of more than 0.70 with the construct being measured. For research in the early stages of developing a measurement scale, the loading value of 0.5 to 0.6 is considered sufficient. In this study, a loading factor limit of 0.60 will be used.

1) Convergent Validity

Convergent validity aims to determine the validity of each relationship between indicators and their latent variables. The convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between item scores or component scores with latent variable scores or construct scores calculated by PLS.

The loading factor value above 0.7 is said to be ideal and valid. However, a loading factor value above 0.5 is still acceptable as long as the value is not below 0.5. Below are the results of the outer loading for each indicator owned by each exogenous and endogenous latent variable in the 2 research models obtained from data processing using Smart PLS on the next page

Table 1
Outer Loadings

| | X1 | X2 | X3 | Y | Z |
|------|-------|-------|-------|-------|---|
| X1.1 | 0.830 | | | | |
| X1.2 | 0.860 | | | | |
| X1.3 | 0.865 | | | | |
| X1.4 | 0.820 | | | | |
| X2.1 | | 0.869 | | | |
| X2.2 | | 0.851 | | | |
| X2.3 | | 0.889 | | | |
| X2.4 | | 0.852 | | | |
| X2.5 | | 0.788 | | | |
| X3.1 | | | 0.783 | | |
| X3.2 | | | 0.853 | | |
| X3.3 | | | 0.880 | | |
| X3.4 | | | 0.830 | | |
| X3.5 | | | 0.736 | | |
| Y1 | | | | 0.816 | |
| Y2 | | | | 0.870 | |
| Y3 | | | | 0.815 | |
| Y4 | | | | 0.894 | |

| | | | | | |
|----|--|--|--|-------|-------|
| Y5 | | | | 0.824 | |
| Z1 | | | | | 0.834 |
| Z2 | | | | | 0.909 |
| Z3 | | | | | 0.904 |
| Z4 | | | | | 0.836 |

Sumber : Pengolahan data dengan SmartPLS (2021)

Table 1 describes the value of the loading factor (convergent validity) of each indicator. The loading factor value > 0.7 can be said to be valid, but the rule of thumbs interpretation of the loading factor value > 0.5 can be said to be valid. From this table, it is known that all the loading factor values of the Autonomy (X₁), and work-life balance (Z) and Teacher Performance (Y) indicators are greater than 0.70. This shows that the indicators are valid.

2) Discriminant Validity

Discriminant Validity is to prove that latent constructs predict the size of their block better than the size of the other blocks. Discriminant Validity of the measurement model with reflexive indicators is assessed based on the cross loading of the measurement with the construct.

After convergent validity, the next evaluation is to look at discriminant validity with cross loading, square root of average variance extracted (AVE) and composite reliability values. Discriminant validity of the measurement model is assessed based on the measurement of cross loading with the construct. If the correlation of the construct with the main measurement (each indicator) is greater than the size of the other constructs, then the latent construct predicts the indicator better than the other constructs. The model has good discriminant validity if each loading value of each indicator of a latent variable has the largest loading value with other loading values on other latent variables. The results of the discriminant validity test are obtained as follows:

Table 2
Cross Loading Value

| | X1 | X2 | X3 | Y | Z |
|------|--------------|--------------|--------------|--------------|-------|
| X1.1 | 0.830 | 0.625 | 0.488 | 0.420 | 0.661 |
| X1.2 | 0.860 | 0.587 | 0.452 | 0.468 | 0.658 |
| X1.3 | 0.865 | 0.638 | 0.505 | 0.383 | 0.622 |
| X1.4 | 0.820 | 0.673 | 0.424 | 0.475 | 0.635 |
| X2.1 | 0.693 | 0.869 | 0.421 | 0.467 | 0.692 |
| X2.2 | 0.633 | 0.851 | 0.435 | 0.541 | 0.641 |
| X2.3 | 0.633 | 0.889 | 0.385 | 0.465 | 0.615 |
| X2.4 | 0.577 | 0.852 | 0.375 | 0.492 | 0.566 |
| X2.5 | 0.637 | 0.788 | 0.350 | 0.393 | 0.488 |
| X3.1 | 0.504 | 0.409 | 0.783 | 0.309 | 0.537 |
| X3.2 | 0.476 | 0.370 | 0.853 | 0.311 | 0.498 |
| X3.3 | 0.443 | 0.393 | 0.880 | 0.444 | 0.593 |
| X3.4 | 0.452 | 0.371 | 0.830 | 0.394 | 0.402 |
| X3.5 | 0.382 | 0.351 | 0.736 | 0.352 | 0.422 |
| Y1 | 0.378 | 0.402 | 0.284 | 0.816 | 0.408 |
| Y2 | 0.413 | 0.393 | 0.364 | 0.870 | 0.441 |
| Y3 | 0.387 | 0.461 | 0.396 | 0.815 | 0.570 |
| Y4 | 0.500 | 0.567 | 0.392 | 0.894 | 0.548 |
| Y5 | 0.489 | 0.493 | 0.407 | 0.824 | 0.570 |

| | | | | | |
|----|-------|-------|-------|-------|--------------|
| Z1 | 0.623 | 0.637 | 0.519 | 0.481 | 0.834 |
| Z2 | 0.735 | 0.666 | 0.484 | 0.518 | 0.909 |
| Z3 | 0.656 | 0.645 | 0.606 | 0.482 | 0.904 |
| Z4 | 0.643 | 0.540 | 0.520 | 0.646 | 0.836 |

Source: Data Processing With PLS, 2021

Based on the cross loading value, it can be seen that all the indicators that compose each variable in this study (the values in bold) have met discriminant validity because they have the largest outer loading value for the variables they form and not for other variables. Thus, all indicators in each variable in this study have met discriminant validity.

3) Alpha Cronbach's

Evaluation of the measurement model with the square root of average variance extracted is to compare the AVE root value with the correlation between constructs. If the AVE root value is higher than the correlation value between the constructs, then good discriminant validity is achieved. In addition, an AVE value greater than 0.5 is highly recommended.

The next test to analyze the outer model is to look at the reliability of the latent variable construct which is measured by two criteria, namely composite reliability and Cronbach alpha from the indicator block that measures the construct. The construct is declared reliable if the composite reliability value and the Cronbach alpha value are above 0.70. The following are the output results of composite reliability and cronbach alpha:

Table 3
Goodness of Fit

| Variable | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|----------|------------------|-----------------------|----------------------------------|
| X1 | 0.865 | 0.908 | 0.712 |
| X2 | 0.905 | 0.929 | 0.724 |
| X3 | 0.876 | 0.91 | 0.669 |
| Z | 0.894 | 0.926 | 0.759 |
| Y | 0.9 | 0.925 | 0.713 |

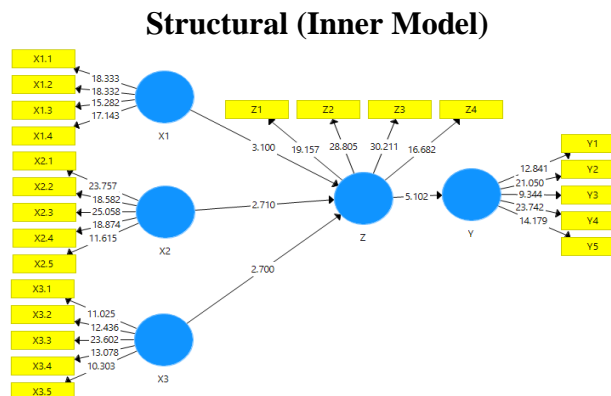
Source: Data Processing With PLS, 2021

The AVE value for the four constructs is greater than 0.5 so it can be concluded that the evaluation of the measurement model has good discriminant validity. In addition to the construct validity test, a construct reliability test was also carried out which was measured by the criteria test, namely composite reliability and Cronbach alpha from the indicator block that measured the construct. Constructs are declared reliable if the value of composite reliability and Cronbach's alpha is above 0.70. So it can be concluded that the construct has good reliability.

b. Structural (Inner Model)

The inner model or structural model test was conducted to see the relationship between the significance value construct and the R-square of the research model. The structural model was evaluated using R-square for the dependent construct of the t-test and the significance of the coefficients of the structural path parameters.

Figure 2



c. R-Square (R2)

Pengujian terhadap model struktural dilakukan dengan melihat nilai R-square yang merupakan *uji goodness-fit model*.

Table 4
R-Square Value

| Variable | R Square |
|----------|----------|
| Z | 0.672 |
| Y | 0.375 |

Source: Data processing with PLS, 2021

In principle, this study uses two exogenous variables that are influenced by other variables, namely the work-life balance variable which is influenced by the workload variable, autonomy variable, and job satisfaction. Likewise, the teacher performance variable is influenced by the work-life balance variable.

Table 4 shows the R-square value for the work-life balance variable, which is 0.672. The R-square value shows that 67.2% of the work-life balance variable can be influenced by the Autonomy, Workload, and Job Satisfaction variables. while the remaining 32.8% is influenced by other variables outside the studied.

Table 4 shows the R-square value of Teacher Performance of 0.375 indicating the Teacher Performance *variable* (Y) is influenced by the work-life balance variable, which is 37.5% while the remaining 62.5% is influenced by other variables outside the research.

d. Predictive Relevance (Q2)

According to Jaya and Sumertajaya (2008), the Goodness of Fit Model is measured using the R-square dependent latent variable with the same interpretation as the Q-Square regression predictive relevance for the structural model, measuring how well the conservation value is generated by the model and also its parameter estimates. The magnitude of Q2 has a value with a range of $0 < Q2 < 1$, where the closer to 1 means the better the model. The quantity of Q2 is equivalent to the coefficient of total determination in path analysis.

Based on Table 4.10, the calculation of predictive relevance is as follows:

$$\begin{aligned} \text{Nilai } Q^2 &= 1 - (1 - R^2) \times (1 - R^2) \\ \text{Nilai } Q^2 &= 1 - (1 - 0.672) \times (1 - 0.375) \\ &= 0.7950 \end{aligned}$$

Description:

Q^2 : Predictive Relevance Value
 R_1^2 : R-Square value Variables Work-life balance
 R_2^2 : Teacher Performance variable R-Square value

From the results of these calculations, it is known that the Q^2 value is 0.7950, meaning that the magnitude of the diversity of data from the study that can be explained by the structural model designed is 79.5%, while the remaining 20.5% is explained by other factors outside the model. Based on these results, it can be said that the structural model in this study is quite good because it is closer to the value of 1.

Research Hypothesis Testing

The significance of the estimated parameters provides very useful information about the relationship between the research variables. In PLS statistical testing of each hypothesized relationship is carried out using simulation. In this case, the bootstrap method is applied to the sample. Testing with bootstrap is also intended to minimize the problem of abnormal research data. The test results with bootstrapping from the PLS analysis are as follows:

Table 5
Path Coefficient (Mean, STDEV, T-Values)

| | Original Sample (O) | T Statistics (O/STDEV) | P Values | Keterangan |
|---------|---------------------|--------------------------|----------|------------|
| X1 -> Z | 0.406 | 3.100 | 0.002 | Signifikan |
| X2 -> Z | 0.295 | 2.710 | 0.007 | Signifikan |
| X3 -> Z | 0.249 | 2.700 | 0.007 | Signifikan |
| Z -> Y | 0.613 | 5.102 | 0.000 | Signifikan |

Source: Data Processing With PLS, 2021

The structural equations obtained are:

$$Z = 0,406 X1 + 0.295 X2 + 0.249 X3$$

$$Y = 0,613 Z$$

The significance of the estimated parameters provides very useful information about the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight. Hypothesis testing can be done by comparing t-statistics with t-tables. T-table can be obtained from 67 respondents which in the end obtained t-table of 1.960. Table 5 provides the estimated output for testing the structural model.

Hypothesis 1

Autonomy has a positive effect on Life and Work Balance with a path coefficient of 0.406 and a t statistic of 3.100 which is greater than t table (1.960) and significant or $p < 0.05$. From the results above, it is shown that H_0 is rejected, which indicates that Autonomy has a significant effect on Work and Life Balance, which means that the first hypothesis is accepted. In accordance with Ayu's statement, Sandriana (2017) which states that through educational autonomy, a strong education system will be built in the region, speeding up services, and the potential of local resources in the region can be utilized optimally for educational progress and can improve teacher performance.

Hypothesis 2

Workload has a positive effect on work-life balance with a path coefficient of 0.295 and a t statistic of 2.710, which is greater than t table (1.960) and significant or $p < 0.05$. From the results above, it is shown that H_0 is rejected, which indicates that the workload has a

significant effect on the work-life balance. this means that the second hypothesis is accepted. In accordance with the above statement that each teacher has their own job desk so that the teacher must also be able to sort out which ones must be completed first and if there are problems outside of work, it is hoped that they will not bring them into their work so that it does not affect their performance.

Hypothesis 3

Job satisfaction has a positive effect on work-life balance with a path coefficient of 0.249 and a t statistic of 2.700, which is greater than t table (1.960) and significant or $p < 0.05$. From the above results indicate that H_0 is rejected which indicates Job Satisfaction has a significant effect on work-life balance. this means that the third hypothesis is accepted.

Hypothesis 4

Work-life balance has a positive effect on teacher performance with a path coefficient of 0.613 and a t statistic of 5.102, which is greater than t table (1.960) and significant or $p < 0.05$. From the above results indicate that H_0 is rejected. This means that the balance of life and work has a direct and significant positive influence on teacher performance. this means that the fourth hypothesis is accepted.

To find out the indirect effect of the independent variables on the teacher performance variable through the balance of life and work, it can be seen in Table 4.12 below:

Table 6
Indirect Influence (*Sobel test*)

| | Original Sample (O) | T Statistics (O/STDEV) | P Values | Description |
|--------------|---------------------|--------------------------|----------|-------------|
| X1 -> Z -> Y | 0.249 | 2.736 | 0.006 | Signifikan |
| X2 -> Z -> Y | 0.180 | 2.172 | 0.030 | Signifikan |
| X3 -> Z -> Y | 0.153 | 2.302 | 0.022 | Signifikan |

Hypothesis 5

The results of testing the fifth hypothesis indicate that the relationship between the Autonomy variable and Teacher Performance (Y) through work-life balance shows an indirect path coefficient value of 0.249 with a t-statistic value of 2.736. This value is greater than t table (1.960) or $p < 0.05$. These results mean that work-life balance has a significant influence in bridging Autonomy on Teacher Performance. The results above indicate that H_0 is rejected, this means that this hypothesis is accepted. This is in accordance with the statement. The results of this study are in line with previous research conducted by (Johari, Tan, and Zulkarnain, 2017) which stated that Autonomy has a positive influence on Work and Life Balance.

Hypothesis 6

The results of testing the sixth hypothesis indicate that the relationship between workload and teacher performance (Y) through work-life balance shows an indirect path coefficient of 0.180 with a t-statistic value of 2.172. This value is greater than t table (1.960) or $p < 0.05$. These results mean that work-life balance has a significant influence in bridging the workload on teacher performance. The results above indicate that H_0 is rejected, this means that this hypothesis is accepted. The results of this study are in line with previous research conducted by (Rolos, Sambul, and Rumawas, 2018) which states that if the workload increases it will reduce the potential for employee performance, and if on the contrary the workload decreases, it will increase the potential for employee performance, in accordance with above statement.

Hypothesis 7

The results of testing the seventh hypothesis indicate that the relationship between Job Satisfaction and Teacher Performance (Y) through work-life balance shows an indirect path coefficient of 0.153 with a t-statistic value of 2.302. This value is greater than t table (1.960) or $p < 0.05$. These results mean that work-life balance has a significant influence in bridging job satisfaction on teacher performance. The results above show that H_0 is rejected, meaning that this hypothesis is accepted. This is in line with previous research by (Qodrizana and Musadieq, 2018) which states that work-life balance has a significant influence in bridging Job Satisfaction on Teacher Performance.

Based on the explanation of the indirect effect on Teacher Performance, it was found that Autonomy, Workload, Job Satisfaction, had a significant indirect effect on Teacher Performance. In addition, workload, autonomy, job satisfaction also have a significant direct influence on work-life balance.

5. Conclusion and Suggestion

Conclusion

- a. The results show that the Autonomy variable has a positive and significant effect on teacher performance through the balance of life and work, as evidenced by the t value > 1.96 , which means that there is a significant effect.
- b. The results of the study show that the workload variable has a positive and significant effect on teacher performance through the balance of life and work, as evidenced by the t value > 1.96 , which means that there is a significant effect.
- c. The results show that the variable job satisfaction has a positive and significant effect on teacher performance through the balance of life and work as evidenced by the t value > 1.96 , which means there is a significant effect. The results showed that the work-life balance variable had a negative and significant effect on teacher performance, as evidenced by the t-count > 1.96 , which means that there is a significant effect.

Suggestion

- a. It is expected that the school can maintain and improve work-life balance, because the work-life balance variable has a significant influence on teacher performance and is able to bridge all independent variables with teacher performance significantly.
- b. Considering that the independent variables in this study are very important in influencing teacher performance, it is hoped that the results of this study can be used as a reference for further researchers to develop this research by considering other variables such as leadership, work motivation, which are other variables outside of the variables involved. have been included in this research.

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