



THE EFFECT OF WORK–LIFE BALANCE AND WORKLOAD ON TEACHER PERFORMANCE THROUGH COMPENSATION AT SMKN 1 BATU

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Abstract

Teacher performance is a crucial factor in improving educational quality and is influenced by various individual and organizational factors. This study aims to analyze the effects of work–life balance, workload, and compensation on teacher performance at SMKN 1 Batu, as well as to examine the mediating role of compensation in these relationships. The study employed a quantitative approach using an associative research design. The sample consisted of 52 civil servant (ASN) and government contract (PPPK) teachers selected through purposive sampling. Data were collected using a structured questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The findings indicate that work–life balance has a positive and significant effect on teacher performance, whereas workload has a negative and significant effect on teacher performance. Compensation also exerts a positive and significant influence on teacher performance. Furthermore, compensation significantly mediates the relationships between work–life balance and teacher performance as well as between workload and teacher performance. These findings suggest that maintaining a healthy work–life balance and managing workload proportionally can enhance teacher performance when supported by adequate compensation. The study highlights the importance of human resource management policies in schools that prioritize teacher well-being, balanced workload distribution, and fair and sustainable compensation systems to improve teacher performance and overall educational quality.

Keywords: Work–Life Balance; Workload; Compensation; Teacher Performance



INTRODUCTION

Educational quality is strongly influenced by teacher performance, as teachers play a central role in the learning process. In vocational education, teacher performance is particularly important because vocational high schools (SMKs) are expected to prepare graduates with competencies aligned with industry demands. Teacher performance is affected not only by professional competence but also by supportive working conditions, including work–life balance, appropriate workload, and fair compensation. Ashlan and Akmaluddin (2021) stated that teacher performance can be measured through work quality, quantity, timeliness, effectiveness, independence, and interpersonal relationships.

Recent educational reforms have increased teachers' professional responsibilities through the implementation of the Merdeka Curriculum, digital administration, the Merdeka Mengajar Platform, teaching module development, diagnostic assessments, and school development activities. These additional responsibilities may affect teachers' work–life balance and workload. This condition is supported by TALIS findings showing that teachers spend considerable time on administrative tasks beyond classroom teaching. Furthermore, Permendikdasmen No. 11 of 2025 regulates that teachers must fulfill a professional workload of 37 hours and 30 minutes per week, covering all professional activities.

A similar condition occurs at SMKN 1 Batu. Preliminary observations in June 2025 showed that among 52 ASN and PPPK teachers, 86.5% had at least one additional assignment, 53.8% carried two or more additional duties, and 21.1% performed three or more responsibilities. Meanwhile, budget efficiency policies have limited additional incentives, causing many teachers to rely mainly on basicsalaries and professional allowances. This imbalance between workload and compensation may affect teacher performance.

Previous studies have shown inconsistent findings regarding the relationship between workload and performance, while work–life balance generally demonstrates a positive effect on performance. However, research examining compensation as a mediating variable, particularly among public vocational school teachers under budget efficiency conditions, remains limited. Therefore, this study aims to analyze the effects of work–life balance and workload on teacher performance through compensation as a mediating variable among teachers at SMKN 1 Batu. The novelty of this research lies in the integration of compensation as a mediator, workload indicators based on Permendikdasmen No. 11 of 2025, and the focus on ASN and PPPK vocational school teachers.

This quantitative associative study was conducted at SMKN 1 Batu in 2026 involving 52 ASN and PPPK teachers as respondents. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 4 to examine direct and indirect



relationships among variables.

LITERATURE REVIEW

Teacher performance is a key determinant of educational quality, as curriculum implementation, student learning outcomes, and educational services depend on teachers' professional effectiveness. Ashlan and Akmaluddin (2021) define teacher performance as the ability to carry out professional duties effectively, including instructional planning, classroom implementation, evaluation, and school development. Wagiran (2021) explains that teacher performance is reflected in work quality, quantity, timeliness, effectiveness, independence, and interpersonal relationships. In the implementation of the Merdeka Curriculum, teachers are also required to adapt to educational changes, develop innovative learning practices, and create student-centered learning environments (Elfrianto et al., 2024).

Work-life balance is one factor influencing teacher performance. Sirgy and Lee (2023) describe work-life balance as the ability to maintain balanced involvement, satisfaction, and responsibilities between work and personal life. A good work-life balance supports psychological well-being, reduces stress, and increases motivation, while imbalance may lead to burnout, lower job satisfaction, and decreased performance. Previous studies by Ahmad (2023), Retnaning et al. (2024), Meng, Ahmad, and Azar (2024), and Prayoga et al. (2025) confirm that work-life balance positively affects teacher performance.

Workload is another factor affecting performance. Koesomowidjojo (2017) defines workload as the amount of work that must be completed within a certain period according to organizational standards and individual capacity. Teachers' workload includes teaching, lesson planning, assessment, professional development, and administrative responsibilities. Based on Permendikdasmen No. 11 of 2025, teachers are required to fulfill a professional workload of 37 hours and 30 minutes per week through various professional activities. Excessive workload may reduce effectiveness due to fatigue and psychological pressure. Studies by Aldi Zibran (2023), Mulyanto et al. (2023), Mezaluna (2024), and Md. Shah et al. (2024) found that workload affects performance, although Handariani (2023) and Weni et al. (2023) reported inconsistent results, indicating the possibility of other influencing factors.

One factor that may explain this relationship is compensation. Milkovich, Newman, and Gerhart (2017) define compensation as financial and non-financial rewards, including salaries, incentives, benefits, allowances, and recognition provided in return for employee contributions. Fair compensation can increase motivation, satisfaction, organizational loyalty, and commitment. Previous studies by Hendrasti, Syahrul, and Fahmy (2022), Gunawan and Churiyah (2024), Azizah (2025), and Reddy (2020) show that compensation positively influences employee performance by strengthening motivation and job satisfaction.



The relationship among these variables is explained through the Job Demands–Resources (JD–R) Model proposed by Bakker and Demerouti. This model states that performance is influenced by the balance between job demands and job resources. Workload represents a job demand that may reduce psychological resources, while work–life balance and compensation function as resources that enhance motivation, engagement, and well-being. Therefore, work–life balance is expected to improve teacher performance, excessive workload may decrease performance, and compensation may strengthen the positive effect of work–life balance and reduce the negative impact of workload. Based on the theoretical framework and previous empirical findings, the hypotheses proposed are: H1: Work–life balance has a positive and significant effect on teacher performance; H2: Workload has a negative and significant effect on teacher performance; H3: Compensation has a positive and significant effect on teacher performance.; H4: Compensation mediates the relationship between work–life balance and teacher performance.;

H5: Compensation mediates the relationship between workload and teacher performance.

RESEARCH METHOD

This study employed a quantitative approach using an associative research design to examine the effects of work–life balance and workload on teacher performance through compensation as a mediating variable. The research was conducted at SMKN 1 Batu, Batu City, East Java, Indonesia, during the 2025/2026 academic year.

The study population consisted of 63 teachers, including civil servant teachers (ASN), government contract teachers (PPPK), and non-permanent teachers (GTT). The research sample comprised 52 ASN and PPPK teachers, selected using a saturated sampling technique within the accessible population. These respondents were chosen because ASN and PPPK teachers are subject to a standardized workload and performance evaluation system established by government regulations, making them appropriate for achieving the objectives of this study.

The study utilized both primary and secondary data. Primary data were collected through a structured questionnaire using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument was developed based on the work–life balance indicators proposed by Sirgy and Lee (2023), workload indicators derived from the Regulation of the Ministry of Primary and Secondary Education (Permendikdasmen) No. 11 of 2025, compensation indicators adapted from Milkovich, Newman, and Gerhart (2017), and teacher performance indicators proposed by Ashlan and Akmaluddin (2021). Secondary data were obtained from school documents, personnel records, and relevant scholarly literature.

Prior to data analysis, the research instrument was evaluated for validity and



reliability to ensure that each indicator accurately and consistently measured its respective construct. Data analysis was subsequently performed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.

The analysis consisted of two stages. The first stage involved evaluating the measurement model (outer model) through assessments of convergent validity, discriminant validity, and construct reliability. The second stage involved evaluating the structural model (inner model) by examining the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and hypothesis testing using the bootstrapping procedure. The research hypotheses were considered statistically supported when the t -statistic exceeded 1.96 and the p -value was less than 0.05, indicating significance at the 5% significance level.

RESULTS AND DISCUSSION

General Description of the Study

This study was conducted at SMKN 1 Batu, Batu City, East Java, Indonesia, a public vocational high school under the Ministry of Primary and Secondary Education of the Republic of Indonesia. The school focuses on preparing students for employment through vocational programs in hospitality, culinary arts, fashion design and production, and beauty therapy. Therefore, SMKN 1 Batu provides an appropriate context for examining factors influencing teacher performance.

During the 2025/2026 academic year, SMKN 1 Batu had 1,092 students in 33 classes, supported by qualified teachers, administrative staff, and educational facilities. The research sample consisted of 52 ASN and PPPK teachers.

Table 1.
Profile of SMKN 1 Batu

Description	Information
Number of Students	1,092
Number of Classes	33
Study Programs	Hospitality, Culinary Arts, Fashion Design and Production, Beauty Therapy
School Status	Public Vocational High School
Location	Batu City, East Java, Indonesia

Source: Ministry of Education Basic Education Data (Dapodik), 2025

These characteristics demonstrate that SMKN 1 Batu is a suitable setting for analyzing the relationship among work–life balance, workload, compensation, and teacher performance.



Respondent Characteristics

Respondent characteristics were analyzed based on gender, age, employment status, teaching experience, and educational background.

Table 2.
Gender and Employment Status

Gender	Frequency	Percentage (%)	Employment Status	Frequency	Percentage (%)
Male	13	25.0	Civil Servant (ASN)	39	75.0
Female	39	75.0	Government Contract Teacher (PPPK)	13	25.0

Source: Processed primary data (2025)

Table 3.
Age and Teaching Experience

Age	Frequency	Percentage (%)	Teaching Experience	Frequency	Percentage (%)
25–30 years	14	26.92	1–5 years	17	32.69
31–40 years	13	25.00	6–10 years	15	28.85
41–50 years	12	23.08	11–15 years	11	21.15
51–60 years	13	25.00	More than 15 years	9	17.31

Source: Processed primary data (2025)

Table 4.
Educational Background

Educational Level	Frequency	Percentage (%)
Bachelor's Degree	47	90.38
Master's Degree	4	7.69
Doctoral Degree	1	1.92

Source: Processed primary data (2025)



The respondents were predominantly female teachers (75%), while most were ASN teachers (75%). The age distribution was relatively balanced, with the largest group aged 25–30 years (26.92%). Most teachers had 1–5 years of teaching experience (32.69%) and held bachelor's degrees (90.38%). These characteristics indicate that respondents had adequate qualifications to provide reliable research data.

Descriptive Analysis of the Research Variables

Descriptive analysis was conducted to identify respondents' perceptions of the research variables.

Table 5.
Descriptive Statistics of the Research Variables

Variable	Mean	Category
Work–Life Balance	3.79	Good
Workload	2.85	Moderate
Compensation	4.00	Good
Teacher Performance	3.77	Good

Source: Processed primary data (2025)

Compensation obtained the highest mean score (4.00), followed by work–life balance (3.79) and teacher performance (3.77), all categorized as good. Meanwhile, workload obtained the lowest score (2.85), indicating that teachers still experienced considerable demands related to teaching responsibilities, administration, and additional assignments. This finding highlights workload management as an important factor affecting teacher performance.

Tabel 6.
Construct Validity and Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	AVE	Description
Work-Life Balance	0.880	0.909	0.625	Valid and Reliable
Workload	0.946	0.955	0.727	Valid and Reliable



Variable	Cronbach's Alpha	Composite Reliability	AVE	Description
Compensation	0.894	0.917	0.611	Valid and Reliable
Teacher Performance	0.955	0.962	0.715	Valid and Reliable

Source: Data processed using SmartPLS 4.2.9 (2025).

The results confirm that all constructs fulfilled validity and reliability criteria, indicating that the measurement model was appropriate for further structural analysis.

Structural Model Evaluation (Inner Model)

The structural model was evaluated using R^2 , Q^2 , f^2 , and hypothesis testing.

Tabel 7.
Coefficient of Determination (R^2) Values

Endogenous Variable	R^2	Category
Compensation	0.395	Moderate
Teacher Performance	0.830	Strong

Source: Data processed using SmartPLS 4.2.9 (2025).

The R^2 value indicates that work–life balance, workload, and compensation explain 83% of teacher performance variation, while work–life balance and workload explain 39.5% of compensation variation. The Q^2 values (0.312 for compensation and 0.677 for teacher performance) indicate good predictive relevance. The f^2 analysis shows that work–life balance (0.645), workload (0.192), and compensation (0.726) have meaningful effects on teacher performance.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure. A hypothesis is accepted if the t-statistic value is >1.96 and the p-value is <0.05 .



Tabel 8.
Hypothesis Testing Results

Relationship Between Variables	Path Coefficient	t-statistic	p-value	Decision
Work-Life Balance → Teacher Performance	0.411	5.419	0.000	Accepted
Workload → Teacher Performance	-0.226	3.736	0.000	Accepted
Compensation → Teacher Performance	0.452	5.518	0.000	Accepted
Work-Life Balance → Compensation → Teacher Performance	0.160	2.320	0.020	Accepted
Workload → Compensation → Teacher Performance	-0.168	2.227	0.023	Accepted

Source: Data processed using SmartPLS 4.2.9 (2025).

The results indicate that work–life balance has a positive and significant effect on teacher performance ($\beta = 0.411$; $p < 0.001$), while workload has a negative and significant effect ($\beta = -0.226$; $p < 0.001$). Compensation also positively affects teacher performance ($\beta = 0.452$; $p < 0.001$). Furthermore, compensation significantly mediates the relationship between work–life balance and teacher performance ($\beta = 0.160$; $p = 0.020$) and between workload and teacher performance ($\beta = -0.168$; $p = 0.023$). Thus, all hypotheses (H1–H5) are accepted.

The Effect of Compensation on Teacher Performance

The hypothesis testing results indicate that compensation has a positive and significant effect on teacher performance at SMK Negeri 1 Batu. The SmartPLS analysis shows a path coefficient of 0.452, t-statistic of 5.518, and p-value of 0.000 (<0.05), confirming that H3 is accepted. This finding indicates that better compensation contributes to higher teacher performance.

The coefficient value demonstrates that compensation is an important factor in improving teacher performance. Appropriate financial and non-financial rewards can increase motivation, organizational commitment, responsibility, and professionalism. The descriptive analysis supports this result, with compensation obtaining an average score of 4.00 (good category). The highest indicators were supporting work facilities and a supportive work environment (4.13), while performance-based incentives obtained the lowest score (3.83), indicating opportunities to improve achievement-based reward systems.

These findings are consistent with Milkovich, Newman, and Gerhart's compensation theory, which explains that compensation includes salaries, incentives, benefits, facilities, and non-financial rewards that influence employee motivation and satisfaction. The findings also support Vroom's Expectancy Theory, which states that



individuals are motivated when they believe their efforts will lead to performance and valuable rewards.

In the context of SMK Negeri 1 Batu, most respondents are ASN and PPPK teachers who receive compensation mainly through salaries, professional allowances, and work facilities regulated by government policies. In addition, a supportive work environment and collaborative culture are perceived as important forms of non-financial compensation. However, limited school flexibility in providing performance-based incentives remains a challenge. Overall, compensation is an important strategic factor in improving teacher performance. Therefore, schools need to strengthen non-financial rewards, recognition systems, professional development opportunities, and performance-based appreciation mechanisms aligned with applicable regulations.

The Effect of Work-Life Balance on Teacher Performance through Compensation

The hypothesis testing results show that compensation significantly mediates the relationship between work-life balance and teacher performance. The SmartPLS analysis obtained an indirect effect coefficient of 0.160, t-statistic of 2.320, and p-value of 0.020 (<0.05), indicating that H4 is accepted.

These results demonstrate that work-life balance has a stronger effect on teacher performance when supported by an adequate compensation system. Teachers who are able to balance professional and personal responsibilities tend to experience lower stress, better psychological conditions, and higher motivation. When this condition is supported by fair compensation, including salaries, allowances, facilities, and recognition, teacher performance can improve further.

The descriptive analysis shows that work-life balance (3.79), compensation (4.00), and teacher performance (3.77) are all categorized as good. These findings indicate that teachers at SMK Negeri 1 Batu generally have a good balance between work and personal life, receive adequate compensation, and demonstrate positive performance.

The findings are consistent with Blau's Social Exchange Theory, which emphasizes reciprocity between employees and organizations. Organizational support through fair compensation encourages stronger commitment and performance. Furthermore, Hobfoll's Conservation of Resources Theory explains that work-life balance serves as a psychological resource, while compensation functions as an organizational resource that enhances security, well-being, and motivation.

In SMK Negeri 1 Batu, compensation strengthens the positive influence of work-life balance because teachers receive salary, professional allowances, work facilities, and organizational support. However, compensation does not replace the role of work-life balance; rather, it functions as a mechanism that strengthens its impact on performance. Therefore, improving teacher performance requires an integrated approach through work-life balance policies, fair compensation systems, recognition of achievements, professional development, and supportive working conditions.



CONCLUSION

This study examined the effects of work–life balance and workload on teacher performance with compensation as a mediating variable among teachers at SMKN 1 Batu. Based on the PLS-SEM analysis, several conclusions were obtained.

First, work–life balance has a positive and significant effect on teacher performance, indicating that teachers with a better balance between professional and personal responsibilities tend to demonstrate higher performance through improved psychological well-being, motivation, and instructional effectiveness. Second, workload has a negative and significant effect on teacher performance. Excessive workload arising from teaching responsibilities, administrative tasks, and additional assignments may reduce teachers' effectiveness; therefore, proportional workload management is essential to maintain performance.

Third, compensation has a positive and significant effect on teacher performance. Fair compensation, including financial and non-financial rewards, strengthens teachers' motivation, job satisfaction, and organizational commitment. Furthermore, compensation significantly mediates the relationships between work–life balance and performance as well as workload and performance, indicating that adequate compensation strengthens positive factors and reduces the negative effects of excessive work demands.

Based on these findings, schools should strengthen human resource management policies by implementing balanced workload distribution, reducing unnecessary administrative burdens, creating supportive work environments, and developing fair compensation and recognition systems. Compensation should not be limited to financial rewards but also include professional development opportunities, adequate facilities, and transparent recognition of teachers' contributions.

The findings also highlight important policy implications. Improving teacher performance requires not only professional competency development but also organizational policies that support teachers' well-being. School leaders and education authorities are expected to strengthen workload management, teacher welfare programs, continuous professional development, mental health support, and transparent performance-based reward systems.

Theoretically, this study contributes to Human Resource Management literature by providing empirical evidence on the relationships among work–life balance, workload, compensation, and teacher performance. The findings support Work–Life Balance Theory, the Job Demands–Resources (JD–R) Model, and Compensation Theory by demonstrating that psychological and economic resources jointly contribute to performance improvement. This study also enriches educational management literature by confirming the mediating role of compensation.

Practically, the findings provide insights for school administrators in developing teacher-centered human resource policies. Future research is recommended to



incorporate additional variables, such as job satisfaction, work motivation, job stress, organizational commitment, organizational culture, and leadership style, to provide a more comprehensive understanding of teacher performance determinants.

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