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The Effect of Family Support, Leader Support, and Work-Life Balance on Teacher Performance in Pringsewu Regency

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ABSTRACT

Objectives: The purpose of this study was to determine the effect of family support, leader support, and work-life balance on teacher performance.

Methodology: The sampling technique used is non-probability sampling and uses a purposive sampling technique. This study used a sample of 150 teachers in Sukoharjo District, Pringsewu Regency, Lampung. The analysis of this research used SEM with AMOS 24.0 software.

Finding: The results showed that family support has a significant effect on teacher performance. Family support has a significant effect on the work-life balance of teachers. Leader support has a significant effect on the work life balance of teachers. Leader support has a significant effect on teacher performance. Work life balance has no significant effect on teacher performance.

Conclusion: The conclusion of this study is that family support and leader support have a significant effect on teacher performance, family support and leader support have a significant effect on work-life balance, and work-life balance has no significant effect on teacher performance. In the process of achieving a balance between the "work" and "non-work" domains, various conflicts and problems will arise that must be faced by individuals with families. The application of work-life balance in each employee cannot improve the employee's performance in the organization. Employees who can balance their work with their lives may not necessarily improve the employee's performance

Keywords: Family Support; Leader Support; Work-Life Balance; Teacher Performance.

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INTRODUCTION

In an increasingly competitive era, the main problem in Human Resource Management (HRM) is the low employee performance (Hadi Senen et al., 2016). The success of a company in achieving its goals is strongly influenced by the performance of the human resources contained in the company (Nurchayani & Adnyani, 2016). Quality performance will describe the professional quality of a teacher, and performance below work standards can describe the failure of teachers in their profession (Barnawi & Arifin, 2012).

The results of the 2015-2019 strategic plan explain that there are problems in education in Indonesia related to the role of teachers in the form of the role of education development actors not being optimal, the implementation of 12-year compulsory education quality is not maximized, improving the quality of learning is not maximized, the number and distribution of teachers is still low needs to be better organized, the quality, competence and professionalism of teachers still needs to be improved (Kemendikbud, 2020).

Based on the results of a preliminary study in Sukoharjo Regency, there are 38 elementary schools and 10 junior high schools. In preliminary observations in Sukoharjo district there are teacher problems including the quality of education is still low because teachers in carrying out the learning process have not fully demonstrated the sincerity of their performance, teachers are always required to improve their abilities and competencies, some teachers do not work optimally during class learning, teachers often leave students and giving assignments to students, many teachers do not accompany their students during practicum, lack of innovation in learning, class atmosphere seems boring because during the classroom session students are not enthusiastic when receiving lessons taught.

The performance of a teacher is the controller of operations in education, so that if the teacher's performance is good, the educational performance will be good too (Usman, 2011). Teacher performance is said to be successful if it is able to influence the development of students' abilities in a psychological and physical context, which is positive for what they learn both in terms of goals and benefits (Kuswana, 2008).

The practice of work-life balance is a change in the organization that is intentionally carried out by organizational leaders in the form of a new program or organizational culture to improve teacher performance and reduce conflicts between personal life and work life (Lazar et al., 2010). Teachers who experience low work and family conflict can be said to have a good work-life balance. Matters related to work-life balance include roles and responsibilities both in the world of work and non-work (Wong et al., 2017). Balance is achieved when there is harmony between work and life (Semlali & Hassi, 2016).

Family support plays an important role in greater individual balance (Russo & Shteigman, 2015). Family support can increase an individual's ability to achieve greater balance because family members offer real support for work and life roles (Ferguson et al., 2012). Family support can enable employees to increase effort and concentration leading to better performance, help reduce tension, stress, anxiety, and increase emotional strength (Schnackenberg & Tomlinson, 2014).

Leaders who are aware of their duties and responsibilities and are able to encourage their subordinates are considered supportive leaders. Supportive leaders create a work environment

conducive to cultivating respect, trust, cooperation, and emotional support (Khalid et al., 2012). Support from leaders motivates employees, improves their performance, and increases their level of concentration (Oluseyi & Hammed, 2009). Workplace support, superior support, and work-life balance policies affect the achievement of better work-life balance (Uddin et al., 2020).

Informal family support for work has a direct effect on job performance (Ahmad & Omar, 2012). The level of employee involvement in knowledge sharing behavior with co-workers and support from their managers have a positive impact on the success of organizational management which can positively affect organizational innovation performance and organizational financial performance (Muhammed & Zaim, 2020). The practice of work-life balance has a direct influence on a person and also improves organizational performance (Garg & Yazurvedi, 2016).

The researchers wanted to see how family support, leader support and work life balance affect teacher performance.

LITERATURE REVIEW

Family support. Family support is an interpersonal relationship consisting of attitudes, actions and acceptance of family members, so that family members feel that someone is paying attention. A supportive environment will make a person have a better condition because family support is considered to reduce the mental health effects of individuals (Friedman, 2013). Family support is all the help that one family member receives from other family members in the form of emotional, instrumental, informative, and assessment support (Ayuningtyas, 2014).

Leader Support. Supportive leadership is defined as behavior that prioritizes employee well-being and is concerned about the requirements, preferences, and satisfaction of employees (Khalid et al., 2012). If the leader supports, pays attention, and stimulates understanding and motivation, it will be very helpful in completing tasks by employees efficiently and effectively (Shin et al., 2016).

Work Life Balance. Work-life balance is generally seen as the absence of conflict but if it is linked and incorporated into the notion of work-life balance, the balance here comes from effectiveness (functioning well, productively, successfully) and positive impact (satisfactory, happy) both for work and family roles (Greenhaus & Allen, 2011). Work-life balance is how a person is able to balance the demands of work with his personal and family needs (Schermerhorn, 2016).

Teacher Performance. Teacher performance is the ability shown by the teacher in carrying out his duties and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards (Manullang, 2018). Teacher performance is determined by the expertise and ability of the teacher concerned. This achievement factor has a very strong correlation and is very critical of competence, compensation, and job satisfaction which can be an obstacle in improving teacher performance (Kusumaningtyas & Setyawati, 2015).

Relationship between Concepts

The Effect of Family Support on Teacher Performance

Social support from the family makes a high contribution to the psychological well-being of individuals so that individuals feel that their families love and accept themselves as they are and can understand the strengths and weaknesses of their abilities (Desiningrum, 2010). Psychological well-being and psychological security affect job performance. When the psychological well-being and psychological security of employees are not satisfactory, job performance will decline (Obrenovic et al., 2020). The research hypothesis is:

H1: Family support affects teacher performance

Effect of Family Support on Work Life Balance

The importance of support from work and non-work sources to pursue employees to achieve work-life balance (Russo & Shteigman, 2015). Support of family members affects the work-life balance of employees (Padma & Reddy, 2013). The research hypothesis is:

H2: Family support affects work-life balance

The Effect of Leader Support on Work-Life Balance

There is a positive relationship between work-life balance with supervisor support, co-worker support and flexible work arrangements (Wong et al., 2017). Perceived managerial support is always useful to reduce the adverse effects of fatigue, stress, and absenteeism on employee commitment (Mukanzi et al., 2014). The research hypothesis is:

H3: Leader support affects work-life balance

The Effect of Leader Support on Teacher Performance

Increasing supervisory support had an impact on improving teacher performance. Improved employee performance and organizational support is an important part of career development, it expands one's morale, which further increases their productivity and output (Saleem & Amin, 2017). Supportive leadership has a direct positive effect on performance (Mumkin, 2016). The research hypothesis is:

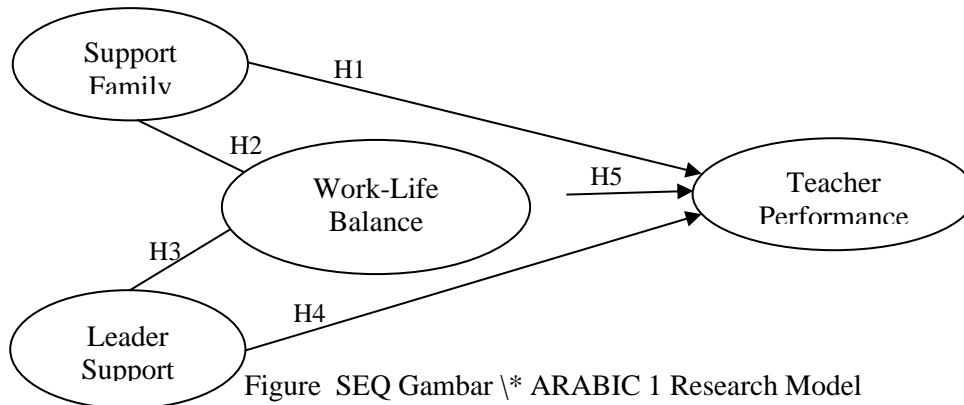
H4: Leader support affects teacher performance

The Effect of Work-Life Balance on Teacher Performance

Introducing work-life balance practices benefits companies with respect to talent retention and higher employee engagement, as well as achieving positive impacts on productivity, costs, and business results (Osorio et al., 2014). Work-life balance has a positive effect on employee performance (Soomro et al., 2017). The research hypothesis is:

H5: Work-life balance affects teacher performance

Relationship variables in this study can be described as follows:



METHOD

The type of research used is quantitative research. The number of samples in this study using the analytical method, namely the Structural Equation Model (SEM) with the Maximum Likelihood Estimation (MLE) technique and the number of good samples in the study with a minimum of 100 samples to 200 samples (Hair et al., 2017). The sample in this study amounted to 150 samples of teachers in Sukoharjo District, Pringsewu Regency, Lampung. The sampling method in this research used non-probability sampling with purposive sampling technique. The criteria used for sampling are as follows: teachers work at least 2 years, permanent teachers and married teachers. Primary data was collected through a questionnaire-based survey which was distributed directly by the researcher. The research questionnaire was divided into 5 parts. The first part measures the demographic profile of the respondents (gender, age, last education, class, and years of service), the second part of questions related to family support is measured based on 5 question items (Lysaght et al., 2012), the third part questions related to leader support is measured on 5 question items (Shirazi et al., 2014), the fourth part of the question related to work-life balance was measured on 5 question items (Shukla & Srivastava, 2016) and the fifth part of the question related to teacher performance was measured on 5 question items (Amin et al., 2013). Variables were measured using a Likert scale with a score range of 1 to 7. The analysis in this study used the Confirmatory Factor Analysis (CFA) test method with AMOS 24.0 software.

RESULTS AND DISCUSSION

Results

The characteristics of the research sample in this study were 5 respondents' criteria consisting of gender, age, last education group and years of service. In this step, we use cross tabulation analysis (crosstab) between criteria so that we can know the distribution of the characteristics of respondents in the study.

Table 1 Respondent Profile

Attribute	Description	Frequency	Percentage
Gender	Male	59	39,3%
	Female	91	60,7%
Age	20-30 Years Old	31	20,7%
	30-40 Years Old	35	23,3%

	40-50 Years Old	11	7,3%
	50-60 Years Old	71	47,3%
	> 60 Years Old	2	1,3%
Last Education	Senior High School	7	4,9%
	Bachelor	141	93,7%
	Magister	2	1,4%
Category	Honorary	42	28%
	II	4	2,7%
	III	42	28%
	IV	4	2,7%
Years of Service	< 20 Years	52	34,7%
	20-30 Years	46	30,7%
	> 30 Years	52	34,7%

Source: Primary Data 2021

Testing the validity of the instrument in this study used the Confirmatory Factor Analysis (CFA) test method with AMOS 24.0 software. The indicator of a variable can be said to be valid if the value of the Loading Factor or Standardized Loading Estimate $> 0.50-0.60$ (I Ghozali, 2014). An indicator of a variable can be said to be reliable if the value of Variance Extracted (VE) is 0.6 and the value of Construct Reliability (CR) is 0.7 (Imam Ghozali, 2018).

Table 2 Instrument Quality Test

Variables/Indicators	Standardized factor loading
Support Family (CR: 0,914 \geq 0,7; VE: 0,780 \geq 0,6)	
Family care	0.715
Talking about personal matters	0.806
Supportive family behavior	0.751
Talking about work problems	0.715
Leader Support (CR: 0,934 \geq 0,7; VE: 0,827 \geq 0,6)	
Manage learning optimally	0.715
Creating a sense of comfort	0.762
Support developing skills	0.830
Leaders accept suggestions	0.661
Work Life Balance (CR: 0,845 \geq 0,7; VE: 0,667 \geq 0,6)	
Time balance	0.638
Work and activity balance	0.738
Personal life activities support work	0.678
Balanced work	0.673
Teacher Performance (CR: 0,932 \geq 0,7; VE: 0,794 \geq 0,6)	
Teaching preparation	0.725
Responsible	0.777
Arrive on time	0.817
Completing assignments on time	0.756
Collaborate with colleagues	0.600

Source: Primary Data 2021

Based on table 2 shows that the value of the Loading Factor or Standardized Loading Estimate > 0.6 so it can be said to be valid and, in the reliability, test the value of Variance Extracted (VE) is 0.6 and the value of Construct Reliability (CR) is 0.7 so that it can be said to be reliable.

Hypothesis testing in this study was carried out by observing whether the path coefficients contained in the model were significantly related. The criteria for the significance of the path coefficient is if the C.R (Critical Ratio) value 1.967 and the P value = 0.05 (Imam Ghozali, 2017)

Table 3 Hypothesis Test

Hypothesis	Regression Weight	Estimate	S.E.	C.R.	P	Description
H1	Support Family □ Teacher Performance	0,405	0,110	3,682	0,000	Significant
H2	Support Family □ Work Life Balance	0,207	0,090	2,308	0,021	Significant
H3	Leader Support □ Work Life Balance	0,741	0,138	5,355	0,000	Significant
H4	Leader Support □ Teacher Performance	0,497	0,182	2,734	0,006	Significant
H5	Work Life Balance □ Teacher Performance	0,081	0,169	0,481	0,631	Not Significant

Source: Primary Data 2021

Based on table 9 shows that family support has a significant effect on teacher performance ($p: 0,000 \leq \alpha: 0,05$), family support has a significant effect on work-life balance ($p: 0,021 \leq \alpha: 0,05$), leader support has a significant effect on balance work life ($p: 0,000 \leq \alpha: 0,05$), leader support has a significant effect on teacher performance ($p: 0,006 \leq \alpha: 0,05$) and work-life balance has no significant effect on teacher performance ($p: 0,631 \geq \alpha: 0,05$).

Discussion

Based on the results of testing on hypothesis 1, it is found that family support has a significant effect on teacher performance. Social support from the family makes a high contribution to the psychological well-being of individuals so that individuals feel that their families love and accept themselves as they are and can understand the strengths and weaknesses of their abilities (Desiningrum, 2010). Psychological well-being and psychological security affect job performance. When the psychological well-being and psychological security of employees are not satisfactory, job performance will decline (Obrenovic et al., 2020). Family support is effective in preventing the negative impact of personal problems on performance (Welsh et al., 2014). The above results seem to support a situation where family support affects psychological well-being and psychological security so as to improve performance.

Based on the results of testing on hypothesis 2, it is found that family support has a significant effect on the work-life balance of teachers. Work is important for people to live a happy and comfortable life, but the main group of every employee is his family members. If she gets the needed support from her partner and parents, then it becomes easy for anyone to maintain balance in their life. Low balance can result in downsizing, high absenteeism, and sometimes can lead to health problems. It is very important to have maximum family support to ensure an excellent work-life balance (Indra, 2014). Support from family members will play an important role in balancing personal and professional life (Padma & Reddy, 2013). The above results seem to support a situation where support from family members can play a role in balancing work and personal life.

Based on the results of testing on hypothesis 3, it is found that leader support has a significant effect on the work-life balance of teachers. Supportive leaders provide positive feedback and make individual team members feel good about themselves, their work environment and their lives in general (Surji, 2015). Leader support is also a key informal practice of work-life balance which refers to the extent to which leaders support and understand their subordinates with regard to their personal and family life issues. Leader support is critical

to driving concrete action and securing successful implementation (Oludayo et al., 2018). Organizations cannot work optimally unless there is total participation and commitment from all employees, which comes from a good balance between work and live (Mahesh et al., 2016). The above results are supportive of situations where the presence of support from the leader can affect balance in the workplace as well as in personal life.

Based on the results of testing on hypothesis 4, it was found that leader support had a significant effect on teacher performance. By displaying supportive behavior in a genuine and authentic way, leaders inspire and support people to develop into the best members of the organization (Surji, 2015). Leaders must be fully aware that their support is important for employees working in the organization and only with the support of leaders can employees cope with stress and perform better. At the same time, the work environment must support employees because employees can work well if their leaders are supportive and considerate. When employees working in any organization receive support from their leaders, stress levels are reduced and performance is improved. Employees always want to have leaders who care about them, understand their problems and help solve problems (Khalid et al., 2012). The above results support situations where support from the leader can create better performance.

Based on the results of testing on hypothesis 5, it is found that work-life balance does not significantly affect teacher performance. Work-life balance is a very important issue in the field of human resource management which has a vital impact on employee productivity and performance (Wolor et al., 2020). In the process of achieving a balance between the "work" and "non-work" domains, various conflicts and problems will arise that must be faced by individuals with families (Roboth, 2015). The application of work-life balance in each employee cannot improve the employee's performance in the organization. Employees who can balance their work with their lives may not necessarily improve the employee's performance (Herlambang & Murniningsih, 2019). The high and low levels of teacher work-life balance have no impact on teacher performance, because there are different methods of improving work performance. because the method used in the teacher's performance to improve is the target. It can be interpreted that the teacher's performance does not depend on the balance of his life. Whether there is a balance of life with work or not, teachers will still try to work well, because they have targets that must be met (Chiekezie et al., 2014). So, the high and low work-life balance of employees has no effect on teacher performance because basically teachers have targets that must be achieved to make government programs successful.

CONCLUSION

The family support variable has a significant effect on teacher performance. This shows that the higher the support from the family, the higher the teacher's performance. The family support variable has a significant effect on work-life balance. This shows that the higher the support from the family, the higher the work-life balance. The leader's support variable has a significant effect on work-life balance. This shows that the higher the support from the leader, the higher the work-life balance. The leader's support variable has a significant effect on teacher performance. This shows that the higher the support from the leader, the higher the performance. The work-life balance variable has no effect on teacher performance, this shows that a teacher's work-life balance that can balance work and life does not necessarily improve performance in the organization.

The theoretical implication of this research is enriching the concept of family support, leader support and work-life balance on teacher performance. The practical implication of this

research is the need to conduct teacher evaluations in order to improve themselves in relation to what has been done in an effort to improve teacher performance. The limitation of this study is that the study was conducted in districts where there were only elementary and junior high schools, so the results of the study could not be generalized to different areas. Suggestions for further research are to use a large sample in order to obtain optimal results, conduct mediation analysis between variables in research and enrich respondents so that it will greatly help provide diverse and accurate data that affects work-life balance and teacher performance.

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