

The Effect of Work-Life Balance, Work Discipline, and Work Environment on Job Satisfaction with Teacher Performance as an Intervening Variable

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ABSTRACT

Objectives: Based on the previous statement, this study aims to examine and analyze the effect of work-life balance, work discipline, and work environment on teacher job satisfaction and teacher performance. The population of this study were elementary school teachers in Tegowanu District. The number of samples in total is 69 respondents. **Methodology:** The sampling technique used is simple random sampling. The data analysis technique used is PLS-SEM (Partial Least Square-Structural Equation Model) analysis. Research data processing using Smartpls 3.0 tools was conducted.

Findings: In accordance with the results above, it shows the results of the direct influence test where the majority have a P-Values value of less than (0.05) meaning that it has the influence of endogenous variables on exogenous variables. However, some are not affected because they have a P-Values value greater than (0.05).

Conclusion: Based on the results of the study, it was found that work-life balance had an effect on teacher performance with a P-Value of (0.03). Work discipline has no effect on teacher performance with a P-Value of (0.090). The work environment has an effect on teacher performance with a P-Values of (0.41). Teacher performance has an effect on job satisfaction with P-Values (0.000). Work-life balance has an effect on job satisfaction which is mediated by teacher performance with a P-Value of (0.014). Work discipline has no effect on job satisfaction which is mediated by teacher performance with a P-Value of (0.098).

Keywords: Work-Life Balance; Work Discipline; Work Environmen;, Teacher Job Satisfaction; Teacher Performance

Submitted:

2022-08-22

Revised:

2022-10-14

Accepted:

2023-02-14

Article Doi:

http://dx.doi.org/10.22441/jurnal_mix.2023.v13i1.012

INTRODUCTION

Teachers as educators must be able to improve the quality of human resources (HR), especially students. Teachers equip students with knowledge and skills to create competitive talents. One way teachers can participate in achieving educational success is to improve their performance as teachers (Handayani: 2009). Teachers are the most important pioneers in education because they have a significant influence on the education and development of students in achieving their expected goals (Madjid, 2016). Therefore, to improve the quality of education for better teachers, it is necessary to have professionalism as a teacher and perform well in the educational process.

Several efforts need to be made to improve the quality of education, such as teacher training in the provision of materials and professional teacher training. Quality teachers who meet government standards can print the next generation of a good country. Where a good generation can contribute to this country with their achievements.

During the Covid-19 pandemic, school activities in Indonesia changed both internally and externally. The outbreak of the pandemic that hit Indonesia changed the face-to-face learning process, turning it into learning at home according to government policies. This directive is intended as the first step taken by the government to prevent the spread of the coronavirus or Covid-19. Government policies that implement a home education system require teachers to be able to innovate the learning process even during the Covid-19 pandemic by continuing to carry out the learning process according to the standards set by the Ministry of Education and Culture. Educators or teachers must be able to carry out this activity smoothly and comfortably, even though it is done online.

LITERATURE REVIEW

Work-Life Balance

Kalliath and Brough (2008) stated work-life balance is an individual's perception that activities in work and non-work life can go hand in hand and encourage personal growth accordingly to individual life priorities. Based on the explanation above, professional life is an individual who has two roles: personal life (family, friends, partner) and work life. Work and family life can be balanced when you can divide your time well for both. A school is a place where personal and professional life is expected to be balanced to achieve the school's goals of growing, developing, and competing. Soletan et al (2021) stated work life balance is described by time, behavior, strain, and energy.

Work Discipline

Work discipline is a form of communication used by school leaders and teachers to follow the rules and norms that exist in schools. Regulations issued by schools must be obeyed by all teachers, students, and school staff. For this reason, it is necessary to apply teacher work discipline in order to achieve the goals of an orderly school against school rules and give birth to a generation with the best achievements. Work discipline is one of the most important human resource management efforts. Because if someone has good work discipline, it is easy to achieve work performance. Work discipline has many benefits in achieving the mission and vision of teachers and schools. Work discipline can also foster the spirit of teachers to work at

school and home. Andayani (2013) revealed The above disciplinary objectives must be applied gradually, namely by taking various steps, from the lightest to the heaviest, for example with: a verbal warning; a written statement of dissatisfaction by the immediate supervisor; periodic salary delays; postponement of promotion; liberation from a position; temporary suspension; dismissal at his request; honorable dismissal not at his request; and a dishonorable discharge.

Work Environment

According to Indriyo (2014) work environment is said to be able to build devoted working relationships among the people in the environment. Therefore, a good work environment is an environment where teachers feel comfortable teaching and are ready to fulfill their obligations with efforts to create a good work environment. Utama (2013) stated that the work environment is divided into three, namely the physical work environment, the non-physical work environment, and the managerial environment. Alif (2015) provided a view of the work environment which is a condition of the work environment that is said to be good or appropriate if humans can carry out activities optimally, healthy, safely, and comfortably. The suitability of work environment consequences can be seen in the long term.

According to Nitisemito (1992), work environment is everything that is around workers and can affect workers in their work including lighting arrangements, noise control, work safety management and arrangements, and others. The work environment is divided into 2, among others: Physical work environment and non-physical work environment. The physical work environment includes all the physical conditions around the workplace that can directly or indirectly affect employees. The non-physical work environment is all forms of circumstances that arise in terms of a work relationship, both in the relationship between leaders or subordinates and even colleagues or subordinates.

Job satisfaction

Job satisfaction is a sense of accomplishment and success at work. Job satisfaction is a measure of the positive and pleasant emotional value of those who have work experience. In other words, job satisfaction is an individual's assessment of the work and positive experiences of employees. Robbins dan Judge (2013) stated that experience is not about hope for the future but about employee satisfaction and dissatisfaction with current and past jobs. Job satisfaction is a positive feeling towards the job resulting from the assessment of job characteristics.

Nasution (2017) provides a view of job satisfaction, namely someone with a high level of job satisfaction has positive feelings about the job, while someone dissatisfied has negative feelings about the job. Job satisfaction is important for the organization at achieving its goal as an organization. As employees become more satisfied with their jobs, so do the profits of the company. Employee dissatisfaction at work also has a negative impact on organizational efficiency and company effectiveness. In this case, organizational leaders build good relationships with employees who show job satisfaction among employees, build attitudes and responsibilities for assigned tasks, and the organization is satisfied with the work of employees.

Teacher Performance

Uno (2014) stated teacher performance is the result or achievement of teacher work which is reflected in the planning, implementation, and evaluation of the teaching and learning process,

which is based on a high work ethic and professional work discipline in the learning process. Rivai (2015) stated, "Performance is the achievement of results in the implementation of certain tasks". While Mangkunegara (2013) stated, "Performance is the result of the quality and quantity of work achieved by the teacher in carrying out his duties in accordance with the responsibilities given". From the statement above, it can be concluded that teacher performance is the result of the teacher's work to achieve goals based on size and time that are in accordance with standardization or the nature of work, according to established norms and ethics. Teacher performance is the ability of teachers to carry out the learning process in schools.

Hypotheses Development

Hypothesis development is built based on a review of existing theories, the following section is the development of hypotheses, among others;

Effect of work-life balance on teacher performance during the COVID-19 pandemic

Work-life balance is the balance of everyone at work. Where balance in the world of work is a very important factor that can encourage someone to improve their performance. During the Covid-19 pandemic, teacher performance is certainly slightly affected so maintaining performance requires balanced skills in the world of work. This is supported by research by Noviani (2021) which states that work-life balance affects performance. But research by Anggriansyah et al (2022) states Work life balance has no significant effect on teacher performance

H1: It is proposed that work-life balance affects teacher performance during the COVID-19 pandemic.

Effect of work discipline on teacher performance during the COVID-19 pandemic

Work discipline is one of the prerequisites to improving employee performance. The main goal of work discipline is to be as efficient as possible by avoiding wasting time and effort. Teachers need to be trained to complete work and perform well during the Covid-19 pandemic. This is supported by research by Noviani (2021) which states that work discipline has an effect on performance.

H2: It is proposed that work discipline affects teacher performance during the COVID-19 pandemic.

Effect of the work environment on teacher performance during the COVID-19 pandemic

In general, the work environment is a condition and atmosphere in which these employees carry out their duties and work to the fullest. A good work environment can be carried out optimally, healthily, safely, and comfortably for employees. Therefore, a good work environment determines the performance results achieved by a person. This is supported by research by Josephine and Harjanti (2017) which states that the work environment affects performance.

H3: It is proposed that the work environment affects teacher performance during the COVID-19 pandemic.

Effect of teacher performance on job satisfaction during the COVID-19 pandemic

Performance itself can be interpreted as the result of work done by someone in a certain amount of time. Performance is a measure that can be used to determine the comparison of the responsibilities assigned by an organization over a certain period of time as a result of carrying out tasks which can be relatively used to measure performance. This is supported by research by Yanoto (2018) which states that performance has an effect on job satisfaction.

H4: It is proposed that teacher performance affects job satisfaction during the COVID-19 pandemic

Effect of work-life balance on job satisfaction mediated by teacher performance during the COVID-19 pandemic

Work-life balance is finding the right work-life balance and getting used to sharing time with family. A well-managed work-life balance can improve individual work-life balance and increase job satisfaction. This is supported by research by Aliya and Saragih (2020) which states that work-life balance affects job satisfaction

H5: It is proposed that work-life balance affects job satisfaction which is mediated by teacher performance during the COVID-19 pandemic.

Effect of work discipline on job satisfaction mediated by teacher performance during the COVID-19 pandemic

Work discipline is a series of attitude processes that show regularity based on the reference of individual moral values to achieve behavior change, including changes in thinking, responsibility, and behavior according to existing standards. If work discipline can be applied properly, it will certainly provide greater job satisfaction. This is supported by research by Sari (2018) which states that work discipline has an effect on job satisfaction.

H6: It is proposed that work discipline affects job satisfaction which is mediated by teacher performance during the COVID-19 pandemic

Effect of the work environment on job satisfaction mediated by teacher performance during the COVID-19 pandemic

The work environment is something that can affect continuity, existence, and others from inside and outside the organization. Discomfort at work can be caused by an unsupportive work environment that reduces job satisfaction because they cannot work comfortably. Therefore, organizations need to seriously consider employee job satisfaction. This is supported by research by Sari (2018) which states that the work environment has a positive effect on job satisfaction.

H7: It is proposed that the work environment has an influence on job satisfaction which is mediated by teacher performance during the COVID-19 pandemic.

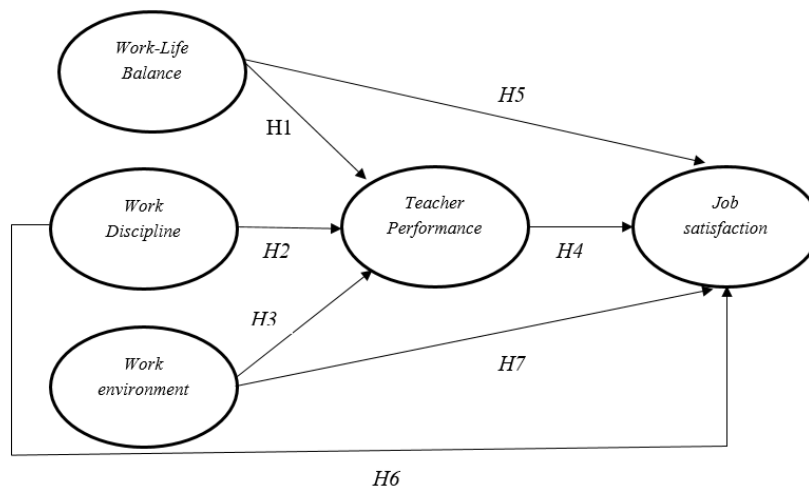


Figure 1. Conceptual Framework

METHOD

In this research, researchers used a quantitative survey using a survey method with a questionnaire. The collection method used by researchers is to obtain data from certain locations where data collection is processed, such as through the distribution of questionnaires, tests, and structured interviews.

The population used in this study were elementary school teachers (both ASN and Honorary) in Tegowanu District. Based on Dapokdikdasme data for the even semester of 2021/2022, there are 216 elementary school teachers in Tegowanu District spread over 30 elementary schools and after calculating with the slovin formula, a sample of 69 respondents was obtained. The sampling method used in this research is simple random sampling. The sampling technique was carried out randomly on teachers in various elementary schools in Tegowanu District.

In this study, data analysis used a Partial Least Squares Structural Equation Model (PLS-SEM). PLS-SEM is a strategic analysis tool used to prove and describe the complex bonds of each variable. PLS-SEM analysis is a study technique that is often known as "soft modeling" because it eliminates assumptions for ordinary least squares regression (OLS), such as data that needs to be normally distributed and does not have multicollinearity problems between exogenous variables.

RESULTS AND DISCUSSION

Results

A. Evaluation of the Measurement Model (Outer Model)

The measurement model requires checking the instrument using validity and reliability testing which is useful in knowing the feasibility of each indicator of the research variable.

Validity test

The validity test in the PLS-SEM analysis can be seen in the Outer Loading value and the Average Variance Extracted (AVE) value. The outer loading value can be said to be valid on

an indicator if it meets the outer loading value (> 0.7) and the Average Variance Extracted (AVE) value can be said to be valid if the AVE value (> 0.5).

Table 1. Outer Loading

Variable	Indicator	Outer Loading
Work-life Balance	Ability to divide work and family time	0.759
	Have a sense of responsibility between work and family	0.918
	Division of work and family	0.761
	Satisfied with work and family roles	0.769
	Contribute to work and family roles	0.816
Work Discipline	Leader's Example	0.887
	Reply	0.768
	Justice	0.896
Work Environment	Spatial planning	0.801
	Lighting level	0.876
	Cleanliness	0.727
	Relationships with colleagues, superiors, and subordinates	0.827
Job Satisfaction	Family atmosphere at work	0.873
	The work itself	0.840
	Boss	0.839
	Coworkers	0.894
	Promotion	0.796
Teacher Performance	Salary	0.842
	Pedagogic competence	0.912
	Professional competence	0.912
	Social competence	0.869
	Personality competence	0.888

According to the results above, the majority of indicators for each research variable have an outer loading value greater than (0.7) and have met the requirements in validity testing which can continue to further data processing.

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Work discipline	0.727
Job Satisfaction	0.710
Teacher Performance	0.802
Work Environment	0.677
Work-Life Balance	0.651

According to the results above, all indicators on all variables have an Average Variance Extracted value greater than (0.5). Where shows that the data has met the standards of validity testing.

Reliability Test

In testing the reliability can be seen through the value of Cronbach's alpha and the value of composite reliability. Cronbach's alpha value can be declared reliable if it has a value (> 0.7) and composite reliability can be declared reliable if it has a value (> 0.7).

Table 3. Cronbach's Alpha

Variable	Cronbach's Alpha
Work discipline	0.809
Job Satisfaction	0.898
Teacher Performance	0.918
Work Environment	0.882
Work-Life Balance	0.871

According to the results above, all indicators have a Cronbach's alpha value of more than (0.7). Where it can be declared to meet the criteria for reliable testing. Reliability testing can also be seen through the composite reliability value. The following are the results of composite reliability, including:

Table 4. Composite Reliability

Variable	Composite Reliability
Work discipline	0.888
Job Satisfaction	0.924
Teacher Performance	0.942
Work Environment	0.913
Work-Life Balance	0.903

According to the results above, all indicators have a composite reliability value of more than (0.7). Where it can be declared to have met the criteria for reliability testing.

B. Structural Model Evaluation (Inner Model)

After testing the outer model that has been met, the next step is the evaluation of the structural model (inner model). The inner model can be seen from the R-Square value for each endogenous latent variable as the predictive power of the structural profile model.

Table 5. R-Square

Variable	R Square	Adjusted R Square
Job Satisfaction	0.790	0.777
Teacher Performance	0.495	0.471

Based on the results above, the R-Square value on teacher performance (0.495) and job satisfaction variable (0.790), which means the two research variables are included in the strong category.

Table 6. Path Coefficients

Variable	P Values
Work Discipline → Job Satisfaction	0.187
Work Discipline → Teacher Performance	0.081
Teacher Performance → Job Satisfaction	0.000
Work Environment → Job Satisfaction	0.009
Work Environment → Teacher Performance	0.021
Work-Life Balance → Job Satisfaction	0.948
Work-Life Balance → Teacher Performance	0.003

In accordance with the results above, it shows the results of the direct influence test where the majority have a P-Values value of less than (0.05) meaning that it has the influence of endogenous variables on exogenous variables. However, some are not affected because they have a P-Values value greater than (0.05).

Table 7. Specific Indirect Effects

Variable	P Values
Work-Life Balance → Teacher Performance → Job Satisfaction	0.018
Work Environment → Teacher Performance → Job Satisfaction	0.027
Work Discipline → Teacher Performance → Job Satisfaction	0.079

According to the results above, it shows the results of indirect testing where there is 1 relationship that has a P-Values value greater than (0.05) namely (Work Discipline > Teacher Performance > Job Satisfaction) which means that the relationship does not influence While the other two relationships influence because it has a P-Values value of less than (0.05).

Discussion

1. Work-life balance and teacher performance

Based on the research that has been done, the results in this study state that the work-life balance variable has a positive effect on teacher performance during the Covid-19 pandemic. In this case, a teacher's work-life balance by dividing his time and sense of responsibility towards work and family can influence and shape the teacher's ability to manage learning and be able to master learning material so that it can have a good impact on teacher performance. So, a work-life balance that can be implemented properly will also have a good impact on working properly and can produce a good performance which is not much different from before the Covid-19 pandemic. The results showed that the P-Values was (0.003).

2. Work discipline and teacher performance

Based on the research that has been done, the results of this study state that work discipline has no effect on teacher performance during the Covid-19 pandemic. During the Covid-19 pandemic, the implementation of the elementary school learning system was carried out online where the online learning system made a lot of leeway in terms of the teacher's working time and teaching and learning tasks by a teacher who was not too fixated on existing school regulations compared to when the learning system is offline. Because of changes in the learning

and work system, the rules that exist in schools cannot be applied optimally when implemented at home so it has an impact on the performance of the teachers produced.

3. Work environment and teacher performance

Based on the research that has been done, the results in this study state that the work environment has a positive effect on teacher performance during the Covid-19 pandemic. In this case, a work environment that has a neat workplace, a family atmosphere, and good relations between colleagues and leaders can influence and shape the ability of teachers to organize and understand the concept of learning for students and the formation of good communication with students, co-workers, and leaders. Thus, having a good impact on teacher performance. Because with a work environment that is very supportive and comfortable, even though it is carried out at home, it is necessary to regulate the work environment so that it is not disturbed by other activities at home so that the performance of the resulting teacher is not disturbed. The results showed that the P-Values was (0.041).

4. Teacher performance and job satisfaction

Based on the research that has been done, the results of this study state that teacher performance has a positive effect on job satisfaction during the Covid-19 pandemic. In this case, the teacher's performance by being able to manage learning, mastering learning materials, and establishing good relationships with co-workers and leaders can influence and form a sense of satisfaction with the work undertaken and feel satisfied with the relationship between co-workers, and the attitude given by the leadership in treating each teacher with respect. Therefore, it can have a good impact on job satisfaction. This is because a teacher can provide the results of the performance of each job well, it certainly has an impact on his sense of satisfaction at work. The results showed that the P-Values value of (0,

5. Work-life balance, teacher performance, and job satisfaction

Based on the research that has been done, the results of this study state that work-life balance has a positive effect on job satisfaction mediated by teacher performance during the Covid-19 pandemic. In this case, the work-life balance of every teacher who is able to share activities, time, and responsibilities as well as contribute to work and family will be able to form a personality that can be imitated by his students and make teachers able to manage and master the learning structure for students so that it will have an impact on the sense of satisfaction in carrying out their work and feel satisfied with the good relationship between co-workers. Because a work-life balance can be carried out as desired, can help in managing work and provide good performance which will be followed by increased satisfaction. The results showed that the P-Values value was (0.014). The results of this study are in line with the research of Khasanah (2021) which states that work-life balance has an effect on satisfaction.

6. Work discipline, teacher performance, and job satisfaction

Based on the research that has been done, the results of this study state that work discipline does not affect job satisfaction which is mediated by teacher performance during the Covid-19 pandemic. With a fairly good teacher performance, it is not possible to ensure that a teacher gets satisfaction at work. Maybe because a teacher can feel more satisfied when teaching directly and more satisfied when meeting face to face and freely with students so that when there is direct interaction the teacher can feel whether the students can understand the lessons

given, can evaluate and advise students directly so students' attention can be directly advised during the lessons given, With the online system, teachers can only communicate via cellphone, which is very limited. Therefore it can cause dissatisfaction because they cannot communicate directly and know the results of the learning process given to students. The results of the study show a P-Values value of (0.098). Because of regulations that cannot be carried out properly by each teacher, their performance results are disrupted which also has an impact on a less than optimal sense of satisfaction. The results of this study are different from the research of Afianto and Utama (2017) which states that work discipline has an effect on job satisfaction, this is different from the findings of Heryadi and Kumalana (2020) and Hasanah and Harisantoso (2020) which state that work discipline can increase teacher satisfaction.

7. Work environment, teacher performance, and job satisfaction

Based on the research that has been done, the results of this study state that the work environment has a positive effect on job satisfaction which is mediated by teacher performance during the Covid-19 pandemic. In this case, a work environment where the place is always clean, regular spatial arrangement, the level of lighting in the workplace support work relationships, and a family atmosphere that exists between colleagues and leaders will be able to form the ability to manage and create learning concepts for students and the formation of good communication and relationship with students, co-workers, and leaders so that it can have an impact on a teacher's sense of satisfaction with the good relationships that exist and the attitude of the leadership in treating all teachers fairly that give impact to teacher satisfaction with the work he does. The results showed that the P-Values value was (0.045). Because by being able to manage a well and supportive work environment, also makes every job run well and provides increased job satisfaction. The effect of the work environment on job satisfaction is according to the results of research from Alam and Wanialisa (2021) which states that the work environment has a significant influence on job satisfaction. However, according to Hamdi et al (2021), the satisfaction felt by teachers during the Covid-19 pandemic was different from before the pandemic

CONCLUSION

Based on the previous discussion, conclusions can be drawn, among others:

1. Work-life balance impact on teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.003) smaller than (0.05).
2. Work discipline has no effect on teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.090) greater than (0.05).
3. The work environment affects teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.041) which is smaller than (0.05).
4. Teacher performance affects job satisfaction during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.000) smaller than (0.05).
5. Work-life balance influence on job satisfaction mediated by teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.014) which is smaller than (0.05).

6. Work discipline has no effect on job satisfaction mediated by teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.098) which is greater than (0.05).
7. The work environment affects job satisfaction which is mediated by teacher performance during the Covid-19 pandemic. This is shown in the results of the study through the P-Values value of (0.045) which is smaller than (0.05).

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