**THE EFFECT OF FAMILY SUPPORT, LEADER SUPPORT, WORK LIFE BALANCE ON TEACHER PERFORMANCE IN PRINGSEWU REGENCY**

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**ABSTRACT**

**Objectives:** This study aims to determine the effect of family support, leader support, and work life balance on teacher performance.

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

**Finding:** The results showed that family support had 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.

**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 (Nurcahyani & 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 District, there are 38 elementary schools, 10 junior high schools. The quality of education is still low because teachers in carrying out the learning process have not fully shown their seriousness in their performance. Teachers are always required to improve their abilities and competencies. Some teachers have not worked optimally during lessons in class teachers often leave students and give assignments to students, in practical lessons many teachers do not accompany their students, lack of innovation in learning, class atmosphere seems boring because during classhours students are not enthusiastic when accept the 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 to improve teacher performance and reduce conflicts between personal life and work life in the form of a new program or organizational culture (Lazar et al., 2010). Teachers who experience low conflict between work and family have a good work-life balance. Matters related to work-life balance include roles and responsibilities in the world of work and non-work (Wong et al., 2017). Balance can be achieved when there is harmony between work and life (Semlali & Hassi, 2016).

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).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).

Previous research conducted by (Ahmad & Omar, 2012) showed that the family's informal support for work has a direct effect on job performance. (Muhammed & Zaim, 2020) explained that the results of their research show that the level of employee involvement in knowledge sharing behavior with their colleagues and the support of their manager leaders has a positive impact on the success of organizational management which can positively affect performance on organizational innovation and organizational financial performance. (Garg & Yazurvedi, 2016) in their research show that the practice of work-life balance has a direct influence on a person and also improves organizational performance.

This study aims to determine the effect of family support, leader support, and work life balance on 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 a behavior, which focuses on the welfare of employees and has a deep concern for the needs, preferences and satisfaction of employees (Khalid et al., 2012). If the leader supports and 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.** (Greenhaus & Allen, 2011) 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. (Schermerhorn, 2016) work-life balance is how a person is able to balance the demands of work with his personal and family needs.

**Teacher Performance.** (Manullang, 2018) states that 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. In the research, (Kusumaningtyas & Setyawati, 2015) explained that 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.

**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). Based on the literature review and previous studies, the research hypotheses are:

**H1: family support affects teacher performance**

**Effect of Family Support on Work-Life Balance**

The findings of (Russo & Shteigman, 2015) explain the importance of support from work and non-work sources to pursue employees to achieve work-life balance. (Padma & Reddy, 2013) explains that the support of family members affects the work-life balance of employees. Based on the literature review and previous studies, the research hypotheses are:

**H2: family support affects work-life balance**

**The Effect of Leader Support on Work-Life Balance**

The results of research by (Wong et al., 2017) show that there is a positive relationship between work-life balance with supervisor support, co-worker support and flexible work arrangements. The results of research by (Mukanzi et al., 2014) show that perceived managerial support is always useful to reduce the adverse effects of fatigue, stress, and absenteeism on employee commitment. Based on the literature review and previous studies, the research hypotheses are:

**H3: leader support affects work-life balance**

**The Effect of Leader Support on Teacher Performance**

(Saleem & Amin, 2017) explained that increasing supervisory support had an impact on improving and improving teacher performance. To improve employee performance, organizational support for career development is an essential part. It expands a person's morale, which further increases their productivity and output. The results of research (Mumkin, 2016) show that supportive leadership has a direct positive effect on performance. Based on the literature review and previous studies, the research hypotheses are:

**H4: leader support affects teacher performance**

**The Effect of Work-Life Balance on Teacher Performance**

(Osorio et al., 2014) explain that 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. The results of (Soomro et al., 2017) research show that work-life balance has a positive effect on employee performance.. Based on the literature review and previous studies, the research hypotheses are:

**H5: work-life balance affects teacher performance**

**The relationship of variables in this study can be described as follows:**

H5

H4

H1

H2

H3

Figure 1 Research Model

**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 Likehood 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 is using non-probability sampling technique and the sampling technique taken is purposive sampling. 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 questions related to family support measured by 5 question items adopted from , the third part questions related to leader support measured by 5 question items adopted from (Shirazi et al., 2014), the fourth part of the question related to work-life balance was measured by 5 question items adopted from (Shukla & Srivastava, 2016) and the fifth part of the question related to teacher performance was measured by 5 question items that adopted from (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 Realibility (CR) is 0.7 (Imam Ghozali, 2018).

Table 2 Instrument Quality Test

|  |  |
| --- | --- |
| Variables/Indicators | *Standardized factor loading* |
| **Support Family** (CR: 0,914 ≥ 0,7; VE: 0,780 ≥ 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 ≥ 0,7; VE: 0,827 ≥ 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 ≥ 0,7; VE: 0,667 ≥ 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 ≥ 0,7; VE: 0,794 ≥ 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 Realibility (CR) is 0, 7 so that it can be said to be reliable. (Imam Ghozali, 2017) explain that 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.

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 ≤ α: 0,05), family support has a significant effect on work life balance (p: 0,021 ≤ α: 0,05), leader support has a significant effect on balance work life (p: 0,000 ≤ α: 0,05), leader support has a significant effect on teacher performance (p: 0,006 ≤ α: 0,05) and work-life balance has no significant effect on teacher performance (p: 0,631 ≥ α: 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).

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 plays an important role in balancing personal and professional life (Padma & Reddy, 2013).

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, 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 life. (Mahesh et al., 2016).

Based on the results of testing on hypothesis 4, it was found that leader support had a significant effect on teacher performance. Leaders inspire and support developing people to become the best members of the organization by demonstrating supportive behavior. (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).

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 very important influence 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).

**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 indicates that the work-life balance of teachers who can balance their work and life may not necessarily improve performance. it in the organization.

In an effort to improve teacher performance, teachers must be more active and responsible in carrying out their duties as educators, because this affects the success of teaching and learning activities in schools. As a reference for the education and culture office in conducting further monitoring and evaluation of teachers in Sukoharjo District and in order to maximize performance. Further researchers are expected to use a large sample in order to obtain optimal results, conduct mediation analysis between the variables in the study and enrich the respondents so that it will greatly help provide variety and accurate data.

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