



## EFFECT OF WORK-LIFE BALANCE, COMPENSATION, AND ENGAGEMENT ON TEACHER PERFORMANCE IN SOUTH TANGERANG

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### ABSTRACT

*This study aims to analyze the effect of work-life balance, Compensation, and engagement on the performance of high school teachers in the South Tangerang area. The Collected data by sending questionnaires to 113 high school teachers in the South Tangerang area. This research uses quantitative methods and SmartPLS 3.0 software to evaluate the outer and inner models. This study leads to the conclusion that work-life balance improves teacher performance. Teacher performance improves as a result of Compensation. Teacher performance improves when employees are engaged.*

**Keywords:** Work-Life Balance, Compensation, Engagement, Teacher Performance.

### INTRODUCTION

It is necessary to have good performance from employees in an organization to achieve good organizational performance. However, performance in an organization is influenced not only by the human resources in it but also by other resources such as funds, materials, equipment, technology, and work mechanisms within the organization. A person's performance can certainly be influenced by various factors that make a person's performance bad and even impact organizational performance (Widyastuti and Rahardja, 2018).

Work-Life Balance needs to be strived for so that employees can work optimally. If their personal and work lives are not balanced, stress and pressure will be created within employees, resulting in decreased work productivity (Aslam, 2015). With the implementation of an excellent work-life balance for each employee, it is expected that there will be a significant increase in performance which has an impact on increasing company profits (Robbins & Judge, 2015).

Providing reasonable Compensation can shape employee performance for the better in the company. Compensation must be done fairly and appropriately so that employees can feel job satisfaction and produce good performance (Saman, 2020). Proper planning of the compensation package can optimize employee contributions because they want a proper combination of financial and non-financial remuneration (Siddiqi and Tangem, 2018). To cope with the extraordinary challenges, business organizations need to provide a competitive compensation mix to maintain institutional performance. In recruiting and keeping top talent, employers from various industries are designing compensation and incentive packages (Siramiati et al., 2015).

Employee engagement is a matter of concern for leaders in organizations worldwide. They recognize it as an essential element that affects organizational effectiveness, innovation, and competitiveness (Widyastuti and Rahardja, 2018). Handoyo and Setiawan (2017) define employee engagement as a form of commitment or motivation that leads to a psychological state in which

employees feel they are interested in the company's success and perform tasks with high standards beyond the assigned requirements. An employee who has a high desire to do his job well and adapt to the environment will undoubtedly have good work performance (Prihutami, 2015).

The research gap that this study tries to fill is the difference shown by several previous studies related to Work-Life Balance, Compensation, engagement with teacher performance. Ischevell et al. (2016) found that work-life balance positively and significantly affects performance. Still, different findings were put forward by Asima and Nilawati (2016), who did not find a significant effect of work-life balance on performance. A significant effect of Compensation on employee performance is found in research conducted by Njoroge & Kwasira (2015) and Nurcahyati et al. (2016). However, these results contradict the research results by Rismawati (2016) and Suharyanto and Permana (2014), which found no significant effect of Compensation on employee performance. A significant effect of employee engagement on employee performance is found in research conducted by Ramadhan and Sembiring (2014) and Yudi et al. (2017). However, these results contradict the results of research by Joushan et al. (2015), which found no significant effect of employee engagement on the performance of their employees. To fill up the blanks left by the preceding statement, this study aims to find and examine the impact of work-life balance, Compensation, and employee engagement on teacher performance, especially in South Tangerang.

## **LITERATURE REVIEW**

### **Work-Life Balance**

Work-Life Balance is the extent to which a person is satisfied with carrying out all roles in life outside and inside his work (Pangemanan et al., 2017). Work-Life Balance is a condition in which a person experiences a balanced attachment and satisfaction in his role as a worker and his family (Saifullah, 2020). According to Saina, Pio, and Rumawas (2016), Work-life balance is the extent to which individuals are involved and equally satisfied in terms of time and psychological involvement with their roles in work life and personal life (e.g., with partners, parents, family, friends, and community members) and the absence of conflict between the two roles. According to Foanto et al. (2020), work-life balance is an interaction between work and other activities, including family, community, leisure, and personal development. Work-life balance is about family, such as taking care of children and working fewer hours. Still, it is about working "smartly," where employees must provide what is needed in terms of work and family without endangering or sacrificing each other.

### **Compensation**

According to Wibowo (2016), Compensation is the number of packages an organization offers to workers in return for the use of their workforce. Meanwhile, according to Marwansyah (2016),

Compensation is an award or reward directly or indirectly, financial or non-financial, fair and appropriate to employees, as a reward or contribution/service to achieving company goals. While Priansah (2016) states that Compensation is a service fee or remuneration provided by the organization to the workforce because the workforce has contributed energy and thoughts for the organization's progress to achieve the goals that have been set. Establishing an effective compensation system is essential for human resource management because it helps attract and retain talented jobs. In addition, the company's compensation system impacts strategic performance (Hasibuan, 2017).

### **Engagement**

Employee engagement is an employee's emotional commitment to the organization and its goals. This emotional commitment means employees genuinely care about their job and their company. They do not work only for salary or promotion but work on behalf of organizational goals (Muliawan, Perizade & Cahyadi, 2017). Employee engagement is a positive attitude that employees have with whole meaning, high energy or motivation, and a desire to try; besides that, employees do not easily give up in facing challenges at work for the sake of organizational values and goals (Rachmatullah, Susanty, and Partono, 2015). According to Mustika and Rahardjo (2017), employee engagement is a strong relationship between employees and their work and the people they work for. Employees can find personal meaning in their work, take pride in what they do, and believe that the organization will appreciate what they do to support the organization's success.

### **Teacher Performance**

Performance results from a process that refers to and is measured over a certain period based on pre-determined provisions or agreements (Edison et al., 2016). The term performance from the word work performance or actual achievement is the result of work in quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him (Setyowati & Haryani, 2016). Performance is the result of an employee's work in terms of quality, quantity, working time, and cooperation to achieve the goals set by the organization (Sutrisno, 2017). Kasmir (2016) says that performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given within a certain period. Increasing individual performance will most likely improve company performance because the two have a close relationship.

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

Saina et al. (2016) suggested that work-life balance is a balance of life at work. From each individual. This balance in work is an essential factor that can increase work performance on a job. Work-life balance is a concept of balance involving ambition or career with happiness, leisure, family, and spiritual development. The work-life balance program implemented in a company is expected to

increase the level of work performance of employees so that it can create morale for employees in carrying out their duties and obligations to the company (Pangemanan, 2017). Research conducted by Sarikit (2017) shows a positive and significant effect of work-life balance on employee performance. Research by Foanto, Tunarso, and Kartika (2020) shows a positive and significant effect of work-life balance on employee performance.

### **The Effect of Compensation on Teacher Performance**

According to Wibowo (2016), Compensation is one of the crucial factors where the company must appropriately consider workers' Compensation. Compensation can trigger employees to have better performance from day to day. Compensation is an employee's goal to work because one of the compensations is salary, used to meet daily needs. Hasibuan (2017) states that compensation policies, both in size, structure, and timing of payments, can encourage employee enthusiasm and desire to achieve optimal performance to help realize company goals. Based on the research results conducted by Saina, Pio, and Rumawas (2016), Compensation has a significant positive effect on employee performance. Saman's research (2020) shows that Compensation has a significant positive effect on employee performance. As well as research by Siddiqi and Tangem (2018) shows that Compensation has a significant positive effect on employee performance.

### **The Effect of Employee Engagement on Teacher Performance**

Employee engagement is an emotional commitment that employees have to achieve organizational goals. Employees at work do not only focus on salaries or promotions but work to achieve organizational goals. Employees who have good relations or are tied to the company are one of the company's success factors (Robbins & Judge, 2015). Based on the research results conducted by Sarikit (2017), work engagement has a significant positive effect on employee performance. As well as research by Muliawan, Perizade & Cahyadi (2017), work engagement has a significant positive effect on employee performance.

## **RESEARCH METHODS**

This study used a Google form questionnaire to investigate the effects of work-life balance, pay, and employee engagement on teacher performance. Adopted a method of purposive sampling. The qualified teachers who could participate and fill out the questionnaire form were those between the ages of 19 to 41 years or still considered millennials and worked in the South Tangerang area. Data collection came from respondents between October 2021 and November 2021. In terms of measurement, The dimensions of work-life balance have been altered based on the indicators developed by McDonald and Bradley (2017), consisting of Time balance, Engagement balance, and Satisfaction Balance. The

compensation dimension has been altered based on the indicators developed by Rivai (2015), consisting of financial Compensation and non-financial Compensation. The dimensions of employee engagement have been altered based on the indicators developed by Riyanto, Ariyanto, and Sihombing (2019), consisting of Vigor, Dedication, and Absorption. Meanwhile, The dimensions of teacher performance have been altered based on indicators developed by Mangkunegara (2017), consisting of work quality, work quantity, responsibility, cooperation, and initiative.

The software SmartPLS was utilized to analyze the research data. Investigated convergence and discrimination validity. With a minimum score of 0.70 for convergent validity results and the Fornell – Larcker criteria were used as a tool to check whether discriminant validity met the minimum requirements. The recommended AVE score for exploratory research needs to be higher than 0.5 (Ghozali and Latan, 2017). Composite reliability must have a minimum score of 0.6 to meet the requirements. The hypothesis is tested using probability values , t-test, and determinant coefficients to see the effect of each variable in this study. This result is done to find out the difference in the data means or whether there is an effect of exogenous variables on endogenous variables (Sugiyono, 2016). The outer loading score needs to reach 0.70, with a minimum score of 0.6 still considered acceptable. The rule of thumb composite reliability ranges between 0.6 to 0.7 for explanatory research and above 0.7 for confirmatory research and multicollinearity testing. This result is done by calculating the variance inflation factor (VIF), and the score must be lower than 5 for the data to pass the test (Ghozali and Latan, 2017).

## FINDINGS AND DISCUSSIONS

The test results show that the indicators WLB9, WLB10, KOMP4, KOMP5, KK6, KK10, KP5, and KP7 have a loading factor of <0.5, meaning that these indicators are dropped. The final framework of Structural Equation Modeling using SmartPLS is shown below, with item loading less than 0.5 removed from the calculation.

**Table 1. Convergent Validity test results**

Variable	Indicator	Loading Factor	AVE	Information
<i>Work-Life Balance</i>	WLB1	0.809	0.700	Valid
	WLB2	0.903		Valid
	WLB3	0.851		Valid
	WLB4	0.867		Valid
	WLB5	0.823		Valid
	WLB6	0.845		Valid
	WLB7	0.838		Valid
	WLB8	0.749		Valid
Compensation	KOM1	0.899	0.850	Valid

Variable	Indicator	Loading Factor	AVE	Information
Employee Engagement	KOM2	0.942	0.807	Valid
	KOM3	0.929		Valid
	KOM6	0.927		Valid
	KOM7	0.945		Valid
	KOM8	0.890		Valid
	KK1	0.876		Valid
	KK2	0.882		Valid
	KK3	0.902		Valid
	KK4	0.922		Valid
	KK5	0.937		Valid
	KK7	0.933		Valid
	KK8	0.861		Valid
	KK9	0.868		Valid
	KP1	0.897		Valid
Teacher Performance	KP10	0.973	0.890	Valid
	KP2	0.956		Valid
	KP3	0.932		Valid
	KP4	0.909		Valid
	KP6	0.943		Valid
	KP8	0.958		Valid
	KP9	0.977		Valid

Source: Research Data

Convergent validity test using outer loading needs to have a minimum value of 0.5 for each indicator (Ghozali and Latan, 2017). The results of the concurrent validity test in Table 1 above can be seen that all indicators have met the convergent validity because they have a loading factor value above 0.50.

The discriminant validity values for these variables are considered acceptable, and therefore the research data was being preceded to the next step.

**Table 2. Discriminant Validity Test Results (Fornell Lacker Criterium)**

	Employee Engagement	Teacher Performance	Compensation	Work-Life Balance
Employee Engagement	0.898			
Teacher Performance	0.771	0.944		
Compensation	0.841	0.811	0.922	

Work-Life Balance	0.648	0.705	0.719	0.837
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Source: Research Data

From Table 2, the square root of the average variance extracted for each construct is greater than the correlation between one construct and the other constructs in the model. Based on the table above, the AVE value can conclude that the construct in the estimated model meets the discriminant validity criteria.

**Table 3. Composite Reliability Result**

No	Variable	Composite Reliability	Reliability
1	Work-Life Balance	0.949	Good
2	Compensation	0.971	Good
3	Employee Engagement	0.971	Good
4	Teacher Performance	0.985	Good

Source: Research Data

The results for composite reliability in this research indicated good results shown from all the value scores above 0.7.

**Table 4. Coefficient Determination Result**

Construct	R Square	R Square Adjusted
Teacher Performance	0.709	0.701

Source: Research Data

The results of R square or the determinant coefficient show that the independent variable explains the construct of teacher performance with a score of 70.9%, and the rest can be explained by other variables not included in this research model.

The result of path analysis is provided as follows:

**Table 5. Path Analysis**

Path	Original Sample (O)	T Statistics	P Values	Information
Work-Life Balance -> Teacher Performance	0.228	3.493	0.001	Significant Positive
Compensation -> Teacher Performance	0.418	5.187	0.000	Significant Positive
Employee Engagement -> Teacher Performance	0.272	3.493	0.001	Significant Positive

Source: Research Data

Work-Life Balance has a Tstatistic value of  $3.493 > 1.96$  and a P-Value of  $0.001 < 0.05$ , so it can conclude that work-life balance has a positive and significant effect on teacher performance. This research means that the better the work-life balance felt by the teacher, the teacher's performance will increase, and vice versa, the work-life balance decreases, the teacher's performance will decrease. Compensation has a Tstatistic value of  $5.187 > 1.96$  and P Values  $0.000 < 0.05$ , so we can conclude that Compensation has a positive and significant effect on teacher performance. This research means that if the Compensation received by the teacher increases, the teacher's performance will increase, and vice versa if the compensation decreases, the teacher's performance will decrease. Employee engagement has a Tstatistic value of  $3.493 > 1.96$  and P Values  $0.001 < 0.05$ , so we can conclude that employee engagement has a positive and significant effect on teacher performance. This research means that when teacher engagement increases, teacher performance will increase, and vice versa, teacher engagement decreases, teacher performance will decrease.

## **DISCUSSION**

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

Work-life balance has a positive and significant effect on teacher performance. This study indicates that if the teacher can align his time and involvement directly between work and personal life (family, hobbies, and culture), the teacher will be enthusiastic, focus on work, be more effective, and improve the quality of his work. Meanwhile, suppose the teacher cannot balance his work and personal life. In that case, the teacher will feel tired and create an unfavorable work environment that can harm himself and the school, requiring energy, effort, and potential. The results of this study are in line with Sarikit's research (2017), which shows that there is a positive and significant effect of work-life balance on employee performance. Then the research of Foanto, Tunarso, and Kartika (2020), also stated that there was a positive and significant effect of work-life balance on employee performance.

### **The Effect of Compensation on Teacher Performance**

Compensation has a positive and significant effect on teacher performance. This study indicates that compensation and teacher performance are mutually influential and closely related because Compensation is a benchmark for teachers to feel satisfied at work. Giving appropriate Compensation to teachers who excel (honest, responsible, disciplined, and achieve targets) will make the teacher more enthusiastic and trigger him to work even better. Meanwhile, suppose teachers have maximized their duties and met school targets but received unfair Compensation. In that case, it will result in a decline in teacher performance, and teachers no longer have a sense of belonging to the school; even the school can potentially lose the teacher. The results of this study are in line with the research of Saina, Pio, and Rumawas (2016), where the compensation variable has a significant positive effect on employee performance. Saman's research (2020) shows that Compensation has a significant positive effect on



employee performance. As well as research by Siddiqi and Tangem (2018) shows that Compensation has a significant positive effect on employee performance.

### **The Effect of Employee Engagement on Teacher Performance**

Employee engagement has a positive and significant effect on teacher performance. This study indicates that the performance of an organization will be said to be of high quality if the human resources who carry out the work have a high physical, cognitive, and emotional attachment to the work and organization. Teachers who have a high attachment to work and school will come to work regularly, have a sense of belonging, and have high motivation and individual performance. The results of this study are in line with Sarikit's research (2017), work engagement has a significant positive effect on employee performance. As well as research by Muliawan, Perizade, and Cahyadi (2017) states that work engagement has a significant positive effect on employee performance. Research conducted by Rustono and Akbary (2015) on employees of the Telkom Bandung Pension Fund also found a positive influence between employee engagement and employee performance.

### **CONCLUSION AND SUGGESTIONS**

Based on the results and discussion, The following conclusions are possible: Work-life balance has a positive and significant effect on the performance of high school teachers in the South Tangerang area. The results of this study can be interpreted that the better the work-life balance experienced by the teacher, the higher the level of teacher performance. Compensation has a positive and significant effect on the performance of high school teachers in the South Tangerang area. The results of this study can be interpreted that the higher the Compensation received by the teacher, the higher the level of teacher performance. Employee engagement has a positive and significant effect on the performance of high school teachers in the South Tangerang area. The results of this study can be interpreted that the higher the employee's attachment to the school, the higher the level of teacher performance.

Therefore, for future recommendations, it is suggested that further research on these variables is needed to develop the literature further and test the suitability of the concept in different settings and regions. Increasing teacher compensation that helps maintain and support work-life balance and teacher engagement requires careful planning and a long-term process involving every aspect of school management. Schools need to make proper plans to make their workers willing to become active members and voluntarily contribute to the school.

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