

How Is Teacher Performance in Indonesia Today? Examining the Mediating Role of Work-Life Balance

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Abstract

The quality of teacher performance is very important today because it directly impacts student learning outcomes and the success of overall educational goals. Ensuring teachers receive support and continuous development is key to maintaining high educational standards. Therefore, this study aims to analyze the influence of workload and perceived organizational support (POS) on teacher performance mediated by work-life balance (WLB). To gather data for this study, which employs an explanatory quantitative methodology, 185 elementary and high school teachers in Malang City were given an online questionnaire. Data analysis was processed using the Structural Equation Modelling (SEM) technique with SmartPLS software. The findings revealed that workload did not affect WLB and teacher performance. POS affected WLB and teacher performance, and WLB influenced teacher performance. Meanwhile, workload does not affect teacher performance through WLB, but WLB can mediate the influence of POS on teacher performance. These findings show that to improve teacher performance, schools must focus more on increasing perceived organizational support rather than workload. Perceived organizational support can improve work-life balance and overall performance. Workload should be managed through policies that ensure balanced distribution and institutional support. Schools and policymakers must provide flexible work arrangements and professional development to enhance work-life balance and teacher performance.

Keywords: Work-Life Balance, Workload, Perceived Organizational Support, Teacher Performance.

1. Introduction

Performance results from the work and behavior demonstrated while completing tasks and responsibilities over a specific period within educational institutions, namely teacher performance. Teacher performance is currently a critical issue in the education sector because it directly impacts the quality of the educational process and student outcomes (Ariani & Desi, 2018). The effectiveness of a school heavily relies on the performance of its teachers, and it is essential to realize the importance of teachers in improving student performance and the quality of the education process (Özgenel & Mert, 2019). Excellent performance is linked with significant business growth, despite exhibiting poor performance can hinder a company's progress (Kamawati & Sari, 2024). Studies (Özgenel & Mert, 2019) The results show that teacher performance accounts for 12% of the overall variation in school effectiveness; improving teacher performance can increase school effectiveness by 0.358 units. High teacher performance positively affects school effectiveness and student achievement.



Teachers are the greatest significant consideration when deciding the success of education (Cho et al., 2023). Educators are crucial in shaping and advancing the field of education, and numerous experts assert that enhancing quality is impossible without improvements in teacher performance. However, in Indonesian culture, the work of teachers remains relatively private. Even outstanding educators, including school principals, find it challenging to obtain data and observe teachers' everyday interactions with students. However, it is typical for teachers to strive to demonstrate their best efforts in planning and implementing learning only when visited (Rusdiman AB et al., 2023). Teachers and human resources must be considered because they are the factors that influence educational success. If the teacher performs well or shows improvement, the chances of achieving the set goals will also be high (Hakim et al., 2023). The importance of teacher performance cannot be overstated. It is important to realize that teacher performance is crucial to school effectiveness, and improving teacher performance is essential to achieving better educational outcomes. Many factors affect the performance of teachers themselves, including workload (Hakim et al., 2023; Rusdi et al., 2023), perceived organizational support (Tahir et al., 2019), work-life balance (Murti et al., 2024), compensation, motivation, and others.

The performance of the teachers shown can show positive and negative results. The difference in results is due to the workload or production. The workload can affect teacher performance because it can cause stress and fatigue, which impact the quality of teaching and teacher motivation (Rusdi et al., 2023). Changes in policies and demands from the workplace cause workload. The workload can be adjusted if the worker makes a good adaptation. If a worker can complete and adapt to some tasks, it does not become a workload. Research carried by (Neksen et al., 2021; Nabawi, 2019) revealed that workload significantly affects performance, so good adaptation and management will positively impact performance. However, the research (Olivia et al., 2021; Wiryang et al., 2019) revealed that employee performance is not greatly impacted by workload. Considering the variation in the outcomes of the study, it was found that there was an inconsistency in the research results, so there was a research gap from the workload variable to performance.

In addition to workload, the organization's strong organizational support (POS) impacts performance. The presence of support or interaction between job demands and resources is crucial, as specific resources (which include peer support) may mitigate harmful psychological effects and stress (Kossek et al., 2011). POS increases teacher motivation by valuing and supporting teachers, increasing teaching effectiveness (Ompok & Teo, 2021). Providing more emotional and psychological support will reduce stress at work (Jex, 1998). Organizational support will provide a work balance, which also significantly impacts performance. A study (Sulistiyani, 2023; Yolanda & Said, 2023) found that organizational support has been proven to affect teacher performance positively. This is because teachers whom their organizations support will be more committed to their work and strive to achieve their goals. Meanwhile, other contradictory studies show that POS does not significantly affect performance (Ratnasari et al., 2023). While POS remains an important factor in organizational settings, its direct relationship with teacher performance may require further investigation and consideration of other contextual factors.

It needs organizational support, and teachers' performance also needs a harmonious integration of work and personal life. Work-life balance is a phenomenon in the social dynamics of work-life that involves balancing work, social, and family activities (Limatujuh & Perdhana, 2023). Research indicates that a positive work-life balance significantly enhances job satisfaction among educators, leading to improved performance outcomes in their teaching roles (Agha et al., 2022; Khonsa et al., 2024). The pressures of the educational sector,

characterized by high workloads and the demand for academic and non-academic responsibilities, can disrupt this balance, ultimately affecting teachers' effectiveness and engagement in their work (Mhd Hakri & Wan Pa, 2024). Furthermore, based on research, teachers who successfully handle their work-life balance reported decreased stress and greater job satisfaction, which correlates with better student outcomes and overall educational quality (Ekinici, 2022; Khonsa et al., 2024). Work-life balance has positively affected teacher performance (Rashid et al., 2023). This is because teachers who balance work and private life are likelier to be dedicated and do a good job.

High workloads are often a common complaint among teachers, which impacts the quality of teaching and their well-being. Conversely, adequate organizational support, known as Perceived Organizational Support (POS), may help teachers balance their job and private lives and handle tasks. However, research on Work-Life Balance as a mediating variable in this context has also not been widely explored, showing a gap that needs further research. Urgency arises because effective teacher performance is critical to educational institutions' success, directly impacting student learning outcomes. Thus, this study will focus on how workload and perceived organizational support affect teacher performance, with work-life balance as a mediating variable, to fill the existing research gap.

2. Literature Review

2.1. Performance

Performance is the job results and behavior attained while completing jobs and responsibilities in a certain period. Dessler (2015) Stated that performance is generally defined similarly to work performance, as the comparison between actual work outcomes and established standards emphasizes employee results. Regarding teachers, teacher performance refers to the measurable achievements of educators in carrying out their duties, which can be assessed through predetermined standards (Rosidah et al., 2022). Utomo et al., (2019) emphasized that teacher requirements are linked to the quality of instructors executing their obligations, such as learning preparation and planning, classroom management, the process of learning, and professional accountability. High teacher performance is essential to achieve educational goals and improve student learning outcomes. In conclusion, teacher performance is the achievement of both quality and quantity of work while executing their tasks, which indicates skills, experience, and commitment to the process of instruction and learning (Bastian et al., 2022).

2.2. Workload

Workload describes all activities requiring an employee's time to execute their duties, obligations, and interests at work, whether direct or indirect. Vanchapo (2020) A workload is defined as a set of tasks that must be completed by a specific unit within an organization or an authority figure within a designated timeframe. Workload arises due to several factors that cause suboptimal work in doing their work. The workload includes various activities such as teaching, administrative tasks, and professional development (Rina, 2025). Teaching activities include planning and implementing learning, as well as assessing student learning outcomes (Istiani et al., 2017). Teachers are required to meet a minimum of 24 hours of face-to-face work and a maximum of 40 hours per week (Mendikbudriset, 2024). Therefore, teachers must spend time in school and extra time after work to become more productive and successful in their vocation.

2.3. Work-Life Balance

Work-life balance is defined as an important aspect of social dynamics in the workplace. This emphasizes the need for individuals to effectively manage their job responsibilities in addition to social and family activities (Limatujuh & Perdhana, 2023). This balance has traditionally emphasized the maintenance of balance between the realms of professional and personal life (Sham et al., 2025). The importance of work-life balance has been increasingly recognized in different industries, especially in education, where demands on teachers can lead to stress and burnout if not managed properly (Ayhan & Şenay, 2022). For educators, achieving a harmonious balance is essential not only for their mental and emotional health but also for teaching effectiveness and student learning outcomes (Khonsa et al., 2024). The appropriate WLB will enhance efficiency in meeting the demands of various companies and workers.

2.4. Perceived Organizational Support

The theory of organizational support states that employees usually perceive the amount to which the organization values their efforts and cares concerning their well-being (Kurtessis et al., 2017). POS is referred to as an employee's view of how much the organization values their efforts and care regarding their well-being (Jabagi et al., 2020; Musdalifah et al., 2022). POS is linked to beneficial outcomes like job satisfaction, effort at work, and performance (Jabagi et al., 2020). The company's support gives teachers a feeling of safety and ease because they are respected as essential in the organization. Organizational support allows people to develop work commitment and accomplish the organization's objectives. This type of assistance also contributes to favorable mindsets and job performance and has a helpful consequence for mental wellness (Lu et al., 2017). Perceived organizational support has three components: fairness, superior support, incentives, and a working environment.

2.5. Previous Research and Hypothesis

Increased workload negatively impacts teacher performance and underscores excessive demands can interfere with teacher effectiveness (Arrung & Rahardjo, 2023). A study (Saul et al., 2023) how workload and work motivation affect teacher performance. It was found that excessive workload reduces performance levels. Empirical findings by (Amalia, 2017; Amboyo et al., 2015; Nabawi, 2019; Neksan et al., 2021) found that workload significantly affected performance. Excessive workload can negatively impact teacher performance, leading to burnout, emotional exhaustion, and decreased job satisfaction. In addition to workload, organizational support is needed to improve teacher performance. Social Exchange Theory states that employees appreciate the assistance they get from the organization by being more committed and productive. POS can be seen as a form of support that fosters this mutual relationship (Sulistiyani, 2023). POS significantly affects employee performance (Ahmed et al., 2014; Ompok & Teo, 2021; Sulistiyani, 2023); employees will be more loyal if they feel supported by their organization, performance, and commitment to the organization (Astuty & Udin, 2020).

H1: Workload significantly affects performance.

H2: Perceived organizational support significantly influences performance.

Overwork could hinder individuals' ability to adequately balance their professional and private lives (Natanael et al., 2023). When job demands are strong, the consequence of work-life balance is even less (Rusdi et al., 2023). Workload negatively and significantly affects work-life balance (Mochtar & Susanti, 2023; Permata Sari et al., 2017). Then, not only the workload needs to be considered, but organizational support also needs to be seen as a factor that impacts teacher performance. Studies show that POS, work engagement, and work-life

balance are interconnected in social exchange theory. Employees return to organizational support with greater work engagement and improved work-life balance (Sulistiyani et al., 2023). POS significantly predicts work-life balance (Amazue & Onyishi, 2016; Putri et al., 2021). POS addresses socio-emotional needs and encourages managers to reward employees, improving individual work-life balance (Fitria & Linda, 2019). So, organizational support is important in balancing work and personal life.

H3: Workload has a significant impact on work-life balance

H4: Perceived organizational support has a significant impact on work-life balance

Work-life balance is considered more important. Work and leisure time are two crucial components of a person's existence (Cho et al., 2023). Research demonstrates that work-life balance and family and leadership support are important in improving teacher performance (Anggriansyah et al., 2023). Another study revealed that work-life balance, supervision, and workload support significantly impacted teacher performance (Rashid et al., 2023). Keeping a work-life balance is vital for teachers' performance and well-being. Schools prioritizing this balance will likely improve teacher satisfaction, performance, and student learning outcomes. Research indicates that work-life balance influences performance (Johari et al., 2018; Soomro et al., 2018; Wolor et al., 2020). Teachers who can effectively manage their work and personal lives seem to do better at the workplace due to their better personal lives and psychological well-being (Johari et al., 2018).

Teachers will encounter stress at work, which can result in signs of fatigue like physical or emotional depletion. Participating in leisure activities will allow teachers to manage stress better, escape work demands, and improve work-life balance (Cho et al., 2023). The study emphasizes how crucial work-life balance is to educators' overall health. Burnout is less likely to occur in educators who are capable of managing their own and professional lives, and other negative impacts can affect their performance (Quintana et al., 2019). Studies highlight that workload and work stress negatively impact work-life balance and job performance (Natanael et al., 2023). Workload and work-life balance need serious attention from management because it seriously impacts the development of work-related stress that may impede workers' capacity to provide the best possible service to the company (Surya & Rihayana, 2024).

This work balance allows employees to recharge their energy, resulting in increased focus, creativity, and productivity in the workplace (Suwandi & Suhakim, 2023). When teachers provide strong organizational support, they typically attain a more favorable work-life balance, which can manage their work responsibilities and responsibilities in their own lives (Abdulaziz et al., 2023). The supportive environment provided by the organization contributes to this balance, thereby improving teacher performance, which will reduce stress, increase job satisfaction, and improve overall performance (Çobanoğlu et al., 2023). Teachers who have a healthy work-life balance will be more involved, dedicated, and productive, resulting in better student educational outcomes (Malau, 2023). In short, when teachers find their organization supportive, they are more inclined to improve their performance by striking a better work-life balance.

H5: Work-life balance significantly impacts performance.

H6: Work-life balance serves as a mediator between workload and performance.

H7: Perceived organizational support's impact on performance is mediated by work-life balance

Based on the literature review, this study's conceptual structure is as follows:

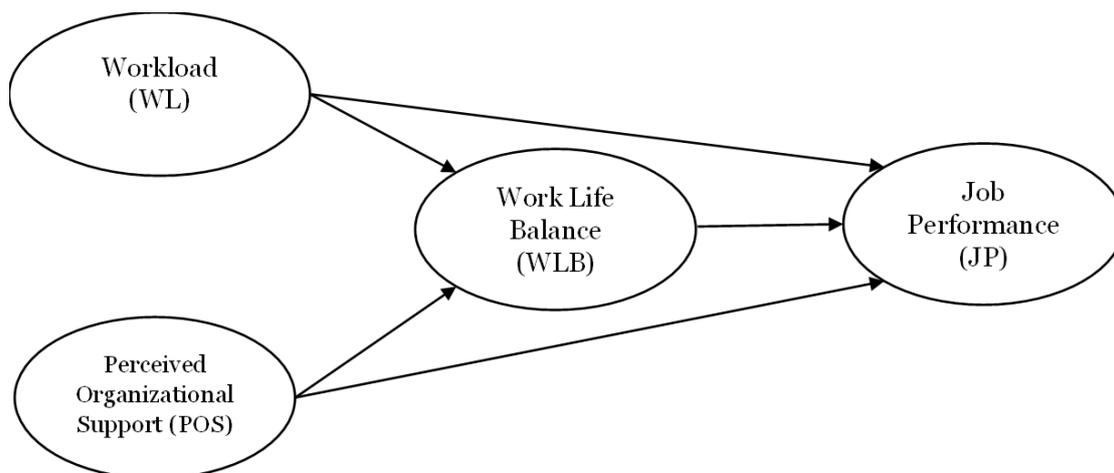


Figure 1. Research Framework

3. Methods

3.1. Research Approach

This study uses a quantitative method. The quantitative approach emphasizes using numbers beginning with data collecting, interpreting the data, and presenting the results, which are data in the manner of statistics or qualitative data (Sugiyono, 2017). This kind of research, explanatory research, attempts to test developed theories.

3.2. Data Collection Technique

Data was obtained by delivering questionnaires (online) using the Likert scale range of 1 to 5. This study selects educators or teachers as the object of research. The research location was held in Malang City, where samples were taken from teachers in Malang. In addition, they surveyed elementary, junior high, and high school teachers who had different difficulty levels so that they could be researched from each aspect.

3.3. Population and Sample

The maximum number of samples is 300 if the construct is ≤ 7 , the minimum commonality level is 0.45, and the indicator or incorrect item is fewer than three in every construct. This research is assumed to contain 300 samples to offer accurate data, bringing the research outcomes closer to reality. This study's sample size is based on the minimal number of samples, defined by the number of variables evaluated. This study uses PLS-SEM, which has higher statistical power in all sample sizes, especially in small samples ($N < 100$) (Hair Jr et al., 2017). When a variable is ≤ 5 , the minimum number of samples required is 100. The sampling method of the study is non-probability sampling, where the number of the population is not known.

3.4. Data Analysis Technique

The analysis of data employed is descriptive analysis, which provides a summary of the data gathered and the outcomes of the respondent's answers. Descriptive analysis aims to provide a clear and concise summary of data, often through visual representations such as tables, charts, and graphs (Cooksey, 2020). Then, SEM-PLS analysis was used to evaluate the outer model by measuring validity and reliability, and the inner model was analyzed by

calculating the Goodness-fit Model and hypothesis testing with the p-value criterion < 0.05. Path analysis with SmartPLS 3.0 software was used to analyze the data.

4. Results and Discussion

4.1. Research Results

4.1.1. Characteristic Respondent

The respondents in this study are teachers (those at the elementary, junior high, and high school education levels). The number of questionnaires provided was 200, but the number of responders that returned and were worthy of analysis was 185, so the response rate was 92.5%. Respondent characteristics based on gender dominated by male teachers amounted to 101 teachers or 55%. The average education of respondents is bachelor (S1), with 150 respondents or as many as 81%. The work status is dominated by non-civil servant teachers, amounting to 104 teachers or 56%. Meanwhile, based on the maximum working period of more than 10 years, there are 72 people or 39%. Based on age, the average respondent was dominated by those aged 36-45 years, with 94 respondents (51%). The results of the respondents' characteristics are shown in the following table 1:

Table 1. Characteristic Respondent

Detail	Item	Frequency	Percentage (%)
Gender	Male	101	55%
	Female	84	45%
Last Education	Bachelor (S1)	150	81%
	Master (S2)	35	19%
Occupational Status	Civil Servant (PNS)	81	44%
	Non Civil Servant (Non-PNS)	104	56%
Duration of Work	<5 years	57	31%
	5-10 years	56	30%
	>10 years	72	39%
Age (year)	23-35	65	35%
	36-45	94	51%
	46-60	26	14%

Source: Primary Data processed, 2024

4.1.2. Validity and Reliability

This study's validity test employs convergent validity, assessed by the outer loading given to every variable. An instrument is considered to meet the convergent validity test if its outer loading is more than 0.7. Nonetheless, the loading scale of 0.5 to 0.6 is still appropriate at the development stage (Ghozali & Latan, 2015). Furthermore, convergent validity is also seen from the AVE value, and a variable is considered valid if it has an average extracted (AVE) value ≥ 0.5 (Ghozali & Latan, 2015). The validity test results can be seen in the table below:

Table 2. Results of convergent validity tests

Indicator	Item	Outer Loading	AVE	Information
Workload (WL)	WL1	0.755	0.585	Valid
	WL2	0.639		Valid
	WL3	0.748		Valid
	WL4	0.895		Valid

Indicator	Item	Outer Loading	AVE	Information
Perceived Organizational Support (POS)	POS1	0.737	0.617	Valid
	POS2	0.847		Valid
	POS3	0.900		Valid
	POS4	0.745		Valid
	POS5	0.679		Valid
Work Load Balance (WLB)	WLB1	0.739	0.507	Valid
	WLB2	0.684		Valid
	WLB3	0.750		Valid
	WLB4	0.747		Valid
	WLB5	0.635		Valid
Job Performance (JP)	JP1	0.778	0.573	Valid
	JP2	0.699		Valid
	JP3	0.795		Valid
	JP4	0.769		Valid
	JP5	0.739		Valid

Source: Primary data processed, 2024

The outputs of the validity tests in the table above demonstrate that each item's outer loading value exceeds 0.6 and the AVE value exceeds 0.5, showing that the instrument used is valid.

Table 3. Results of reliability tests

Variable	Cronbach's Alpha	Rho_A	Composite Reliability	Information
Workload (WL)	0.777	0.957	0.847	Reliable
Perceived Organizational Support (POS)	0.841	0.857	0.888	Reliable
Work-Life Balance (WLB)	0.761	0.762	0.847	Reliable
Job Performance (JP)	0.813	0.814	0.870	Reliable

Source: Primary data processed, 2024

Ferdinand (2013) stated that a data measuring instrument and the data produced are reliable if the equipment consistently gives the same findings each time a measurement is taken. The assessment of the evaluation model includes tests, namely Cronbach's Alpha, r_{ho} A, and Composite Reliability. Regarding the criteria for any designed test to be considered reliable because the values of Cronbach's Alpha, Rho_A, and Composite Reliability are greater than 0.7, the test results are shown in Table 3.

4.1.3. Hypothesis Result

Table 4. Results of Direct Influence Hypothesis Analysis

Hypothesis	Path Coefficient	T Statistics	P-Values	Information
H1. Workload >> Job Performance	0.027	0.296	0.767	Insignificant
H2. POS >> Job Performance	0.464	4.605	0.000	Significant
H3. Workload >> WLB	-0.141	1.234	0.218	Insignificant
H4. POS >> WLB	0.578	7.751	0.000	Significant
H5. WLB >> Job Performance	0.416	3.582	0.000	Significant

Source: Primary data processed, 2024

The outcomes of the direct influence assessment in Table 4 above reveal that the coefficient of the workload influence path on teacher performance is 0.027; having a statistically t-value of 0.296 and a p-value of 0.767, it is concluded that the workload has no

significant impact on teacher performance so hypothesis 1 is rejected. The varied workload does not influence teacher performance. The impact of perceived organizational support on teacher performance has an estimated coefficient of 0.464. The statistical t-value of 4.605 is greater than the calculated t of 1.96 and the p-value of $0.000 \leq 0.05$, so it is concluded that perceived organizational support has a significant effect on teacher performance, so hypothesis 2 is accepted. The existence of organizational support will improve teacher performance.

Furthermore, the workload influence path coefficient on work-life balance is -0.141; the statistics t-value is 1.234, and the p-value is 0.218. This result concluded that workload had no substantial effect on work-life balance, so hypothesis 3 was rejected. High and low workloads do not have an impact on work-life balance. The path coefficient of perceived organizational support on work-life balance has a path coefficient of 0.578; It has a statistical t-value of 7.751 and a p-value of 0.000. This result concluded that perceived organizational support affects the workload balance, so Hypothesis 4 is accepted. The existence of perceived organizational support will improve teachers' work-life balance. Finally, an impact of work-life balance on teacher performance of 0.416 and t computed of 3.582 is more than t calculated 1.96 and p value $0.000 < 0.05$, indicating that work-life balance substantially affects teacher performance, so hypothesis 5 is accepted. Having a work-life balance will increase teacher performance.

Furthermore, table 5 displays the findings of the indirect influence analysis to determine the impact of work-life balance mediation:

Table 5. Mediation test results

Hypothesis	Path Coefficient	T Statistics	P-Values	Information
H6. Workload -> WLB -> Job Performance	-0.059	1.087	0.278	Insignificant
H7. POS -> WLB -> Job Performance	0.241	3.513	0.000	Significant

Source: Primary data processed, 2024

The mediation test results for work-life balance in the relationship between workload and teacher performance show a path coefficient of -0.059, a t-statistic of 1.087, and a p-value of 0.278. These findings indicate that work-life balance does not significantly mediate the effect of workload on teacher performance, so hypothesis 6 is rejected. Meanwhile, the test of work-life balance mediation on the effect of perceived organizational support on teacher performance obtained a path coefficient of 0.241 and t calculated as $3.513 \geq t$ table 1.96 and p-value of $0.000 \leq 0.05$, so it was concluded that work-life balance mediated the effect of perceived organizational support on teacher performance, so hypothesis 7 was accepted. The assistance offered by the organization will improve the work-life balance, and ultimately, teachers' performance will increase.

Meanwhile, the computation of R^2 for teacher performance is 0.611, and R^2 for work-life balance is 0.369, so the results of the calculation of goodness of fit are 0.7545 or 75.45%, which shows that the Gof model in this study is included in the GoF large model. The contribution of workload, work-life balance, and perceived organizational support to teacher performance was 75.45%; the remaining 24.55% is affected by other variables not included in this study.

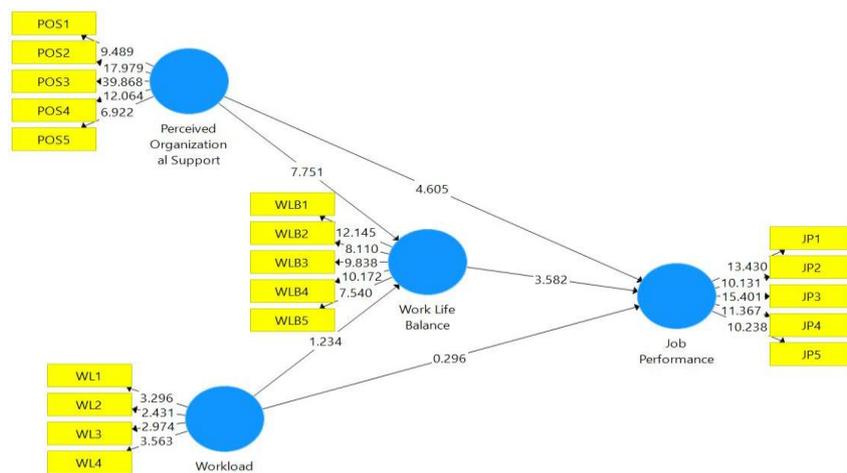


Figure 2. Results of Bootstrapping Hypothesis Test

4.2. Discussion

The findings revealed no significant relationship between workload and performance. This implies that the larger the teacher's workload, the less it will impact improving performance. Neksen et al., (2021) Excessive workload can adversely affect physical and mental weariness and feelings, including headaches, constipation, and irritation. On the other hand, an excessively light workload due to reduced engagement in tasks can lead to boredom and decreased motivation. These results reinforce the findings (Afriliani, 2020; Ahmad et al., 2019; Olivia et al., 2021; Wiryang et al., 2019) that workload does not affect performance. Other studies also show that workload cannot greatly affect teacher performance, even though teachers experience fatigue (Sauqy et al., 2023). Effective workload management is essential for improving teacher efficiency and student achievement in school (Kanwal et al., 2023). The absence of workload influence on performance can be caused by factors such as the teacher's ability to manage the workload effectively or other things that may mitigate the adverse effects of the workload.

Furthermore, the study's results showed an influence of Perceived Organizational Support (POS) on performance. This implies that the stronger and higher the organization's involvement, in this case, the school, the better teacher performance will be. POS improves job performance by increasing teachers' commitment to the institution and willingness to achieve educational goals. This is because teachers are valued and supported, thus motivating them to work better (Hsieh et al., 2022; Yolanda & Said, 2022). Increased organizational support can improve teachers' assignments, relationships, and adaptive performance in higher education settings (Li & Serrano, 2024). The organization's support will provide work balance and play an important role in influencing performance. Educational institutions should implement mentorship programs, provide regular professional development, and establish clear recognition and reward systems to enhance POS and teacher performance. Additionally, schools may create a supportive work atmosphere by encouraging open communication, offering well-being initiatives, and ensuring fair workload distribution. In summary, perceived organizational support is important in improving teacher performance by building a healthy work atmosphere that values and supports teachers' well-being and contributions.

Workload did not have a major impact on work-life balance. This means that the greater workload teachers receive will not impact the implementation of work-life balance. Work-life balance refers to the harmony between work and family. Implementing a healthy work-life balance will help employees feel less stressed at work. The impact of workload on work-life balance might rely on several contextual factors, including the type of employment, the

organization's support system, individual strategies, and personal circumstances. The workload that one person may be able to manage may be overwhelming for another, affecting their work-life balance differently. This study reveals that workload does not impact work-life balance because existing teachers can manage their time well between work and personal life. It is also predicted that other factors, such as work stress, prevent the workload from impacting the teacher's work-life balance. Studies (Natanael et al., 2023) have revealed that excessive workload often increases work stress, negatively affecting employees' capacity to keep a good work-life balance. In summary, while workload may not be the only determining factor, workload is significant when combined with other elements that affect the WLB of teachers and employees.

The test results show that Perceived Organizational Support with Work-life balance has a significant influence. This implies that the higher the assistance received from the organization, the better the work balance for instructors. Organizations provide social support to employees to motivate them to work. In addition, in life outside of work, the organization also provides social support to employees by compensating them for giving them time to gather with family. Studies show that perceived organizational support significantly predicts work-life balance (Amazue & Onyishi, 2016; Maszura & Ferry, 2020; Putri et al., 2021). POS has a direct beneficial impact on WLB, with employees that are encouraged by the organization to have a greater balance between work and personal life (Marumpe et al., 2023). High POS levels increase job satisfaction, positively impacting employees' perception of work-life balance (Siagian et al., 2024). When teacher employees are supported by their organization, they usually manage to maintain their jobs and personal lives without teachers being overwhelmed or stressed (Maszura & Ferry, 2020). POS is important in enhancing work-life balance by creating a supportive environment, increasing employee commitment, reducing work-life conflicts, and improving the well-being of employees and teachers.

The test findings also demonstrated a substantial connection between work-life balance and performance, which suggests that the more effectively teachers implement work-life balance, the higher their performance will be. Achieving the right work-life balance enhances efficiency in addressing the needs of both organizations and employees, benefiting both parties collectively. Work-life balance involves supporting employees in maintaining a healthy and fulfilling lifestyle, positively impacting their performance improvement (Grimm, 2017). Studies consistently prove that work-life balance significantly impacts teacher performance (Puspitasari & Ratnaningsih, 2019; Wolor et al., 2020). Balance between work and family is essential to prevent permanent stressors that can affect performance, and this study emphasizes the significance of having a balanced life at work. Young lecturers or teachers must improve performance (Soomro et al., 2018). The right work-life balance helps reduce stress levels among teachers. Lower stress levels prevent burnout and allow teachers to perform their tasks more efficiently and effectively (Rashid et al., 2022). Work-life balance is important for teachers because it affects their job satisfaction, productivity, and overall performance (Quintana et al., 2019). Additionally, improving work-life balance can reduce the intention to switch among teachers (Cho et al., 2023). Preserving work-life harmony and personal life is essential for teachers to work effectively and care for their well-being.

Finally, in the mediation test of work-life balance, the test findings reveal no mediation function between workload and performance. This result is supported by the insignificant direct influence of workload on performance. Many findings regarding the connection between workload, performance, and work-life balance vary. Studies (Asbath, 2018) Workload can positively affect performance through intrinsic motivation and stress as intervening variables. Paramitadewi, (2017) Revealed that a high workload can be a challenge that

motivates employees to improve their performance. However, other studies have found that a high workload can negatively impact performance due to the physical and mental fatigue it causes (Saina et al., 2016). Existing research shows that workload can positively and negatively impact performance through work-life balance, and this relationship is very complex. While a moderate workload can motivate and improve performance, a high workload can lead to fatigue and decreased performance. Therefore, balancing workload and work-life balance to achieve optimal performance is important. Schools and policymakers should implement structured workload distribution, provide mental health support, and establish flexible work policies to enhance teacher well-being and performance.

These overall findings suggest that to improve teacher performance and work-life balance, educational institutions must implement structured interventions such as mentoring programs, equitable workload distribution, and professional development initiatives. Schools can foster a supportive environment by establishing clear policies on workload management, providing mental health and wellbeing support, and recognizing teachers' contributions through a reward system. Strengthening perceived organizational support through open communication and leadership engagement will improve job satisfaction and overall performance.

5. Conclusion

The research found that workload has not significant effects teacher performance and work-life balance, while perceived organizational support positively influences both. Work-life balance is crucial in improving teacher performance and mediates the effect of perceived organizational support. These results underscore the need for educational organizations to improve organizational support through controlled workload regulations, professional development programs, and well-being initiatives. Schools should also establish a healthy working atmosphere by encouraging open communication, implementing mentorship programs, and ensuring fair workload distribution to optimize teacher performance.

Despite these contributions, this study has limitations, particularly the potential for self-reporting bias in survey responses. Future research should incorporate qualitative methods to explore teachers' subjective experiences with workload and organizational support. Comparative studies across different educational levels, such as kindergarten and vocational schools or regions in Indonesia, could provide deeper insights into institutional and cultural influences on teacher performance. Furthermore, longitudinal research tracking teacher performance over time is also recommended to understand how work-life balance and perceived organizational support evolve and impact long-term outcomes. These approaches can offer more comprehensive strategies for policymakers and school administrators to develop sustainable interventions to support teachers' well-being and effectiveness.

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