

Work-Life Balance and Work Engagement on Performance: The Mediating Role of Job Satisfaction

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Rafi Raihan, Suyoto*, Herni Justiana Astuti and Meydy Fauziridwan
Universitas Muhammadiyah Purwokerto, Banyumas, Indonesia

Abstract

Purpose— This study examines the effects of Work-Life Balance and Work Engagement on teacher Performance, with Job Satisfaction as a mediating variable, among public junior high school teachers in Purbalingga District.

Research Methodology— A quantitative explanatory design was employed. The population comprised 187 teachers, from which 132 respondents were selected using the Slovin formula and purposive sampling. Data were collected via an online questionnaire administered through Google Forms and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 4.

Results— Work-Life Balance and Work Engagement have positive and significant effects on both Performance and Job Satisfaction. Job Satisfaction also positively and significantly affects Performance and partially mediates the effects of Work-Life Balance and Work Engagement on Performance.

Research limitations/Implications— The findings support Conservation of Resources (COR) and Job Demands–Resources (JD-R) theories. Practically, schools should develop policies that promote work-life balance, engagement, and job satisfaction to enhance teacher performance. Future studies may examine broader educational settings and additional organizational factors.

Originality— This study integrates COR and JD-R perspectives to explain how Work-Life Balance and Work Engagement influence teacher Performance both directly and indirectly through Job Satisfaction in the public-school context.

Keywords: Work-Life Balance; Work Engagement; Job Satisfaction; Performance.

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1. Introduction

Changes in the education sector resulting from the digitization of learning, the implementation of the Merdeka Curriculum, and advancements in educational technology have presented new challenges for teachers. Teachers are not only responsible for delivering instructional content but also for designing and evaluating the learning process, managing instructional administration, developing innovative teaching strategies and methods, and adapting to advancements in digital technology in education. In addition, teachers are required to continuously improve their professional competencies to meet dynamic learning needs and support students' achievement of learning outcomes (Johler et al., 2022; Fernández-Sánchez et al., 2022; Merikko & Kivimäki, 2022). These changes have made the teaching profession increasingly complex, making teacher performance a critical factor in the success of educational programs. Teachers are expected to conduct the learning process effectively, fulfill their professional responsibilities, and contribute to improving the quality of education. Consequently, teacher performance is a key determinant of a school's success in achieving learning objectives and enhancing student learning outcomes (Parveen et al., 2022). These increasing job demands can affect teachers' psychological well-being and work behavior. According to a report from the Organization for Economic Co-operation and Development (OECD) based on the Teaching and Learning International Survey (TALIS), a teacher's job today is not limited to teaching; it also involves additional tasks



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Page | 1529

such as administration, lesson planning, and assessment. These conditions indicate that teachers need the ability to manage job demands to continue performing at their best.

In Purbalingga Regency, according to data from the Purbalingga Regency Central Statistics Agency, the number of public-school teachers at all educational levels in Purbalingga Regency for the 2025/2026 school year totaled 6,188 teachers, including elementary, junior high, senior high, and vocational high schools. Of this total, 1,223 were junior high school teachers. The number of public junior high school teachers in Purbalingga Subdistrict was 187. There were 5 public junior high schools in Purbalingga Subdistrict. One factor related to teachers' ability to cope with job demands is work-life balance. Work-life balance describes an individual's ability to maintain a balance between work responsibilities and personal life. When individuals are able to maintain this balance, they tend to be better able to reduce conflicts between work and personal life, maintain psychological well-being, and perform their jobs more effectively, which has a positive impact on job satisfaction and performance (Susanto et al., 2022; Ahmaddien, 2023; Sutanto et al., 2024). Conversely, an imbalance between work and personal life can increase stress, role conflict, and work-related fatigue, which in turn lead to a decline in individual performance. Research (Susanto et al., 2022; Ahmaddien., 2023; Sutanto et al., 2024; Bataineh, 2019) indicates that work-life balance has a positive effect on individual performance. However, other studies suggest that work-life balance does not have a significant effect on performance, such as the study by Garrido-Hernansaiz (2022).

In addition to work-life balance, another factor that improves performance is work engagement. Work engagement refers to an individual's level of psychological involvement in their work, as demonstrated by enthusiasm, dedication, and focus on completing tasks. Teachers with high levels of work engagement tend to have positive energy on the job, are more enthusiastic about the learning process, and demonstrate a stronger commitment to their work. These conditions can support better teacher performance (Anggraheni et al., 2025; Ma, 2023; Mulyani & Kartadiharja, 2023).

In the relationship between work-related factors and performance, job satisfaction refers to how people evaluate and perceive their work. Teachers with high levels of job satisfaction tend to exhibit more positive work behaviors, feel more motivated to carry out their duties, and achieve better performance. According to Wartenberg et al. (2023), job satisfaction is related to various aspects of work behavior and teachers' effectiveness in carrying out their profession. Research conducted by Ahiri et al. (2023) indicates that job satisfaction positively and significantly influences the performance of elementary school teachers. Similar findings were reported by Du et al. (2023), who found that increased teacher job satisfaction can improve learning performance.

Although the relationship among work-life balance, work engagement, job satisfaction, and performance has been extensively studied, prior findings remain inconsistent. Some studies indicate that work-life balance and work engagement can directly improve performance, while others suggest that this effect may occur through psychological mechanisms such as job satisfaction. These differing results indicate that the relationships among these variables require further testing, particularly in the context of the teaching profession. In addition to these variations in research findings, most prior studies have been conducted in the corporate sector or within business organizations. In fact, the teaching profession has distinct job characteristics because it involves emotional responsibilities, high levels of social interaction, and professional demands directly related to students' development. Therefore, research findings from other sectors may not fully capture the conditions teachers face. Furthermore, studies examining the mediating role of job satisfaction in the relationships among work-life balance, work engagement, and performance in educational contexts remain relatively limited. Most studies on this mediation model still focus on the business sector or non-educational organizations, such as Imawan et al. (2024), which examined employees at Pelindo Multi Terminal, and Sutanto et al. (2024), which examined employees in Indonesia. However, the characteristics of a teacher's job differ from those in the business sector; therefore, the mechanisms through which work-life balance and work engagement influence

performance via job satisfaction require further examination in the context of public junior high school teachers. This study is a replication of the research (Imawan et al., 2024) titled “Work-Life Balance, Work Engagement, and Employee Performance: An Examination of the Mediating Role of Job Satisfaction,” which was conducted at the Belawan Branch/Sub-Branch of Pelindo Multi Terminal, whereas this study was conducted among junior high school teachers in Purbalingga District.

This study examined the influence of work-life balance and work engagement on performance, with job satisfaction as a mediating variable, among public junior high school teachers in Purbalingga District. It is hoped that this study will contribute to the development of human resource management research, particularly regarding psychological factors that can support improved performance among educators.

The remainder of this paper is organized as follows. Section 2 provides a literature review and hypothesis development. Section 3 presents the research method and design. Section 4 provides the results and discussion. Section 5 presents Concluding Remarks and Recommendations.

2. Review of Literature

2.1 Theory of Resource Conservation

The Conservation of Resources theory was developed by Hobfoll et al. (2018) to explain how individuals strive to acquire, maintain, protect, and develop the resources they possess. According to this theory, resources are anything that individuals consider valuable because they help them achieve goals, meet life’s demands, and maintain psychological well-being. If these resources diminish or are lost, individuals will experience stress; conversely, if resources increase or are successfully maintained, individuals will experience a more positive psychological state (Hobfoll et al., 2018). Hobfoll et al. (2018) argue that resources are not limited to physical assets but also include psychological states, personal characteristics, social support, time, energy, opportunities for growth, and various other factors that help individuals cope with the demands of work and personal life. The COR Theory explains that individuals naturally strive to avoid resource loss, conserve resources they already possess, and acquire new resources. Resource loss is viewed as the primary cause of stress, whereas success in acquiring new resources enhances an individual’s psychological well-being and motivation.

The development of COR Theory is further explained by Hobfoll et al. (2018), who state that resources play a crucial role in organizational contexts because they provide the foundation for individuals to cope with various work demands. Individuals with adequate resources tend to be better able to cope with work-related pressure, maintain psychological well-being, increase work engagement, achieve job satisfaction, and perform better. Conversely, individuals who experience continuous resource loss are more vulnerable to work-related exhaustion, stress, and decreased performance. In educational settings, teachers face various job demands, including preparing instructional materials, conducting teaching and learning activities, assessing student learning outcomes, performing additional school duties, and adapting to changes in educational policy. All these activities require resources such as time, energy, skills, organizational support, and good psychological well-being. According to COR Theory, a teacher’s ability to maintain and manage these resources is a critical factor determining their success in fulfilling their professional duties.

One crucial aspect of resource management for teachers is maintaining a balance between work and personal life (work-life balance). Teachers who can manage their time, energy, and responsibilities in a balanced manner tend to have better psychological resources, which helps reduce work-related stress and improve well-being. This enables teachers to experience higher job satisfaction, demonstrate stronger work engagement, and maintain high-quality teaching performance. In addition to explaining the importance of work-life balance, Conservation of Resources (COR) Theory also explains how work engagement and job satisfaction are formed through resource management mechanisms. When teachers have adequate resources—such as support from the

principal, a conducive work environment, opportunities to develop competencies, and a balance between work and personal life—they will have greater energy and motivation to engage in their work. This engagement creates a positive work experience, thereby increasing job satisfaction and ultimately improving performance.

Based on this description, the Conservation of Resources Theory serves as the grand theory in this study because it effectively explains the relationships among work-life balance, work engagement, job satisfaction, and performance from a resource management perspective. This theory posits that an individual's ability to acquire, maintain, and develop resources enhances psychological well-being, work engagement, job satisfaction, and performance. Therefore, the COR Theory serves as the primary conceptual foundation for explaining the mechanisms of the relationships among the variables tested in this study.

2.2 Job Demands–Resources (JD-R) Theory

The Job Demands–Resources Theory (JD-R Theory) was developed by Bakker & Demerouti (2007) to explain how job characteristics influence an individual's psychological well-being, motivation, and performance. Unlike work stress models, which focus solely on the negative impacts of job demands, the JD-R Theory explains that every job has two main characteristics: job demands and job resources. These two components collectively influence an individual's psychological state and determine the quality of work outcomes (Bakker & Demerouti, 2017). According to Bakker & Demerouti (2017), job demands are various aspects of work that require continuous physical or psychological effort, such as workload, time pressure, emotional demands, and role conflict. If these demands persist over the long term without adequate resources, individuals will experience burnout, work-related stress, and a decline in performance. Conversely, job resources are various aspects of work that help individuals achieve their work goals, mitigate the negative effects of job demands, and foster learning, self-development, and work motivation. Examples of job resources include organizational and managerial support, autonomy at work, opportunities for training, feedback, and positive interpersonal relationships.

The JD-R Theory describes two main mechanisms: the health impairment process and the motivational process. The health impairment process illustrates that high job demands deplete an individual's energy, thereby increasing the risk of work-related exhaustion and reducing performance. Meanwhile, the motivational process explains that the presence of job resources can increase an individual's intrinsic motivation, thereby fostering work engagement, enhancing job satisfaction and organizational commitment, and leading to better performance (Bakker & Demerouti, 2017). In developing this theory, Bakker & Demerouti (2017) explain that work engagement is a primary outcome of job resources. Individuals who receive organizational support, have autonomy in their work, are given opportunities to develop their competencies, and receive positive feedback will demonstrate higher levels of vigor, dedication, and absorption. These three dimensions reflect positive psychological states that make individuals more enthusiastic, more dedicated, and more fully engaged in their work. These conditions, in turn, enhance job satisfaction while fostering optimal performance.

In the context of education, teaching is a profession with complex job demands, ranging from the learning process, administrative tasks, assessment of learning outcomes, to the performance of additional duties at school. These various demands can become job demands that may cause burnout if not balanced by adequate job resources. Conversely, if teachers receive support from the principal, colleagues, a conducive school environment, opportunities to participate in training, and autonomy in the learning process, they will find it easier to build work engagement. This high level of work engagement will increase job satisfaction, thereby motivating teachers to perform at their best in carrying out their professional duties. Based on this description, the Job Demands–Resources (JD-R) Theory is used as the supporting theory in this study because it effectively explains the mechanism of the relationship between Work Engagement, Job

Satisfaction, and Performance. This theory asserts that job resources serve as motivational factors that enhance work engagement, which in turn fosters job satisfaction, ultimately leading to improved teacher performance.

2.3 Work-Life Balance

Work-life balance is a state in which an individual manages the demands of work and personal life in a balanced manner, allowing both aspects to coexist harmoniously without interfering with one another. This balance reflects an individual's ability to allocate time, energy, and attention between work responsibilities and life outside of work, thereby minimizing role conflict and enhancing individual well-being (Ariani Wulansari et al., 2022; Susanto et al., 2022b). From a human resource management perspective, work-life balance is a key factor because high work demands can affect an individual's psychological well-being and work behavior. When individuals can balance work and personal life, they tend to experience lower stress levels, higher job satisfaction, and better performance quality. This is because a balance between work and personal life can reduce role conflict, enhance psychological well-being, and encourage individuals to contribute more effectively to their work (Susanto et al., 2022; Kerksieck et al., 2022; Wong et al., 2020)

Susanto et al. (2022) explain that work-life balance is related to job satisfaction and performance. Individuals with a good work-life balance tend to manage work-related stress more effectively, resulting in more positive work behavior. For teachers, work-life balance is important because they not only carry out teaching duties but also face administrative demands and other professional responsibilities. Based on this discussion, work-life balance can be understood as a teacher's ability to maintain a balance between work roles and personal life, which can influence job satisfaction and performance.

2.4 Work Engagement

Work engagement is a positive psychological state that reflects an individual's level of involvement in their work. Individuals with high levels of work engagement do not merely perform their jobs as formal obligations but also demonstrate high levels of energy, dedication, and emotional involvement in completing their tasks (Bakker & Albrecht, 2018; Merino-Soto et al., 2022). Work engagement consists of three main dimensions: vigor, dedication, and absorption. Vigor describes an individual's level of energy and resilience at work; dedication reflects enthusiasm, pride, and a sense of meaning in one's work; while absorption describes a state in which an individual is able to concentrate fully, feeling fully immersed in their work (Bakker & Albrecht, 2018; Merino-Soto et al., 2022)

From a human resource management perspective, individuals with high levels of work engagement tend to exhibit more positive work behaviors because they possess strong intrinsic motivation, a high level of commitment to the organization, and a desire to deliver their best work (Bakker & Albrecht, 2018; Ma, 2023). In the context of education, teachers with high work engagement will be more active in the learning process, possess a high enthusiasm for teaching, and be motivated to continuously improve the quality of learning, thereby positively impacting teacher performance (Mulyani & Kartadiharja, 2023; Anggraheni et al., 2025). Therefore, work engagement is a key factor in this study because the level of a teacher's engagement with their work is believed to influence the quality of task execution and the resulting performance.

2.5 Job Satisfaction

Job satisfaction is an emotional state that describes the extent to which an individual feels satisfied with their job. Job satisfaction arises when an individual perceives that their work meets their expectations, needs, and personal values, thereby generating positive feelings toward the job (Wartenberg et al., 2023; Susanto et al., 2022). Job satisfaction is influenced by various factors, such as the work environment, relationships with coworkers, organizational support, workload, and career development opportunities. Individuals with high levels of job satisfaction tend to demonstrate better work

motivation, stronger organizational commitment, and more positive work behavior (Susanto et al., 2022; Sutanto et al., 2024). In the context of education, job satisfaction is a critical factor because the teaching profession involves job characteristics such as emotional demands, high levels of social interaction, and responsibility for students' development. (Wartenberg et al., 2023) explain that teachers' job satisfaction is related to various aspects of professional practice, such as work engagement, psychological well-being, and effectiveness in performing duties. Additionally, research by Cahyani & Ubaidillah (2024) indicates that job satisfaction has a positive and significant impact on teacher performance. Thus, job satisfaction is viewed as a factor contributing to improved teacher performance.

2.6 Performance

Performance refers to work outcomes that demonstrate a teacher's ability to carry out duties and responsibilities in accordance with the school's organizational goals. Teacher performance is measured not only by the final results of their work but also by the process of task execution, work behavior, and a teacher's ability to adapt to changes in the work environment and professional demands. Good performance reflects a teacher's ability to deliver effective instruction, fulfill professional responsibilities, and contribute to the achievement of educational goals (Parveen et al. 2022; Bangun et al. 2021). According to the Individual Work Performance (IWP) concept, individual performance consists of three main aspects: Task Performance, Contextual Performance, and Adaptive Performance. Task Performance relates to an individual's ability to carry out the primary tasks of their job effectively and efficiently. In the context of teachers, this aspect is reflected in their ability to develop instructional materials, conduct the teaching-learning process, and evaluate student learning. Contextual Performance refers to behaviors that support the work environment, such as collaboration, communication, assisting colleagues, and contributing to a conducive school climate. Meanwhile, Adaptive Performance describes an individual's ability to adapt to changing work conditions, including changes in the curriculum, advancements in educational technology, and evolving teaching methods (Xu & Zhang, 2022). In the context of education, a teacher's ability to maintain high performance is influenced not only by professional competence but also by their ability to adapt to change and their engagement within the school environment. Teachers who can adapt to technological developments, educational policies, and student needs tend to demonstrate higher quality of instruction and greater work effectiveness compared to teachers who are less able to adapt to change (Hardy et al., 2022)

2.7 The Effect of Work-Life Balance on Performance

Based on the Conservation of Resources (COR) Theory, individuals strive to acquire, maintain, and develop resources such as time, energy, and psychological well-being to optimally cope with work demands. Individuals who can maintain these resources will be better prepared to perform their jobs, thereby producing better performance (Hobfoll, 1989; Hobfoll et al., 2018). Work-life balance is a state in which individuals are able to maintain a balance between the demands of work and their personal lives so that resources such as time, energy, and psychological well-being remain preserved (Greenhaus et al., 2003). According to the Conservation of Resources (COR) theory, the preservation of these resources helps individuals reduce work-related stress and maintain a positive psychological state (Hobfoll, 1989; Hobfoll et al., 2018). For teachers, the ability to maintain this balance enables them to perform their professional duties more effectively, thereby contributing to increased job satisfaction and performance (Susanto et al., 2022; Sutanto et al., 2024).

Research by Susanto et al. (2022) shows that work-life balance positively affects job performance by reducing role conflict and increasing job satisfaction. These findings align with research by Ahmaddien (2023), which demonstrates that work-life balance has a positive and significant effect on employee performance. Furthermore, Sutanto et al.

(2024) found that individuals who maintain a balance between their work and personal lives tend to perform better because they sustain work engagement and job satisfaction. Based on these research findings, it can be concluded that the better a teacher's work-life balance, the higher their performance.

H1. Work-life balance has a positive and significant effect on performance.

2.8 The Effect of Work Engagement on Performance

According to the Job Demands–Resources Theory (JD-R Theory), job resources—such as organizational support, opportunities for competency development, feedback, and work autonomy—serve as motivational factors that can enhance an individual's work engagement. Individuals with high levels of work engagement exhibit vigor, dedication, and full absorption in their work, thereby enabling them to achieve optimal performance (Bakker & Demerouti, 2007; Bakker & Demerouti, 2017). Therefore, the JD-R Theory posits that the higher an individual's engagement with their work, the greater their likelihood of delivering better performance.

Work Engagement describes an individual's level of involvement in their work, characterized by vigor, dedication, and absorption in the tasks at hand. Individuals with high levels of Work Engagement tend to have greater intrinsic motivation to give their best effort in their work. In the context of teachers, Work Engagement can be observed through enthusiasm for teaching, diligence in fulfilling responsibilities, and a commitment to providing quality instruction for students.

Research by Sutanto et al. (2024) shows that employee engagement has a positive and significant effect on employee performance. Similar findings were also reported by Ma (2023), who explained that teachers with high levels of work engagement tend to demonstrate better performance because they possess greater intrinsic motivation and commitment to their work. Furthermore, Anggraheni et al., (2025) found that work engagement positively contributes to improved teacher performance through an increase in meaningful work and the utilization of individual strengths.

H2. Work engagement has a positive and significant effect on performance.

2.9 The Effect of Work-Life Balance on Job Satisfaction

According to the Conservation of Resources (COR) theory, individuals constantly strive to acquire, maintain, and protect their resources—such as time, energy, and psychological well-being—in order to optimally cope with job demands (Hobfoll, 1989; Hobfoll et al., 2018). When individuals are able to preserve these resources, work-related stress can be minimized, thereby fostering a more positive psychological state. Conversely, resource loss stemming from an imbalance between work and personal life can lead to stress, burnout, and reduced job satisfaction. Therefore, the COR theory explains that work-life balance is a key factor in enhancing job satisfaction.

Work-Life Balance is not only related to performance but is also closely linked to job satisfaction. When individuals can manage the demands of work and personal life in a balanced manner, they are better able to enjoy their work, reduce conflicts between work and personal life, and have a more positive perception of the work environment. Teachers who have a good work-life balance tend to experience lower levels of work-related stress, which, in turn, can increase their satisfaction with their work.

The findings of Susanto et al. (2022) indicate that work-life balance positively affects job satisfaction and job performance among SME employees. Although this study was conducted in a sector outside education, the mechanism linking work-life balance and job satisfaction is expected to apply to the teaching profession as well, where a good work-life balance can enhance job satisfaction and lead to improved performance. These findings align with the research by Sutanto et al. (2024), which demonstrated that work-life balance has a positive and significant effect on job satisfaction and employee performance. Additionally, a study by Ahmaddien (2023) showed that individuals who maintain a balance between work and personal life tend to have higher levels of job

satisfaction, which in turn contributes to improved performance. Based on these research findings, the better a teacher's work-life balance, the higher their level of job satisfaction.

H3. Work-Life Balance has a positive and significant effect on job satisfaction.

2.10 The Effect of Work Engagement on Job Satisfaction

According to the Job Demands–Resources (JD-R) theory, job resources are various aspects of work that help individuals achieve their work goals, reduce job demands, and promote personal growth and development. The availability of these job resources enhances intrinsic motivation, thereby fostering work engagement—a positive psychological state characterized by vigor, dedication, and full absorption in work (Bakker & Demerouti, 2007; Bakker & Demerouti, 2017). Individuals with high levels of work engagement tend to view their work as meaningful and enjoyable, leading to higher levels of job satisfaction.

High work engagement makes individuals feel more connected to their work. This engagement can create a more positive work experience because individuals feel a sense of meaning, purpose, and enthusiasm in performing their duties. Teachers with high levels of work engagement tend to be more enthusiastic about the learning process, demonstrate high dedication to their profession, and experience greater job satisfaction. Research by Imawan et al. (2024) indicates that work engagement positively affects job satisfaction. This finding is supported by Sutanto et al. (2024), who found that employee engagement has a positive and significant effect on job satisfaction. Furthermore, Raralio, (2023) also demonstrated a positive relationship between work engagement, job satisfaction, and performance among teachers. Based on these findings, the higher a teacher's level of work engagement, the higher their job satisfaction.

H4. Work engagement has a positive and significant effect on job satisfaction.

2.11 The Effect of Job Satisfaction on Performance

According to the Conservation of Resources (COR) theory, individuals with adequate psychological resources tend to maintain motivation, commitment, and well-being at work. One form of these psychological resources is job satisfaction, which is the condition where an individual has a positive evaluation of their work. According to COR theory, individuals who are satisfied with their work tend to maintain and develop their existing resources, thereby motivating them to perform at their best in carrying out their duties (Hobfoll, 1989; Hobfoll et al., 2018).

Job satisfaction refers to an individual's level of satisfaction with various aspects of their job, such as the work environment, relationships with coworkers, organizational support, and recognition. Individuals with high job satisfaction tend to exhibit greater motivation, commitment, and enthusiasm in carrying out their duties. In the context of teachers, job satisfaction can foster improved learning quality, professional responsibility, and more effective task completion.

A meta-analysis by Wartenberg et al. (2023) indicates that teachers' job satisfaction is positively associated with various indicators of professional performance, including the quality of teacher-student interactions, instructional effectiveness, and student learning outcomes. These findings are supported by research by Susanto et al. (2022), which shows that job satisfaction positively affects job performance; thus, individuals who are satisfied with their work tend to perform better. Additionally, research by Imawan et al. (2024) also demonstrates that job satisfaction has a positive and significant effect on employee performance. Based on these previous studies, it can be concluded that the higher a teacher's job satisfaction, the better their performance.

H5. Job satisfaction has a positive and significant effect on performance.

2.12 The Mediating Role of Job Satisfaction in the Relationship Between Work-Life Balance and Work Engagement on Performance

Based on the Conservation of Resources (COR) theory, individuals will strive to acquire, maintain, and develop their resources to cope with various job demands (Hobfoll, 1989;

Hobfoll et al., 2018). An individual's ability to maintain a balance between work and personal life (Work-Life Balance) helps preserve psychological resources, thereby reducing stress and enhancing well-being. On the other hand, the Job Demands–Resources (JD-R) theory explains that the availability of job resources can increase work engagement—a positive psychological state characterized by enthusiasm, dedication, and full involvement in one's work (Bakker & Demerouti, 2007; Bakker & Demerouti, 2017). Both theories explain that when individuals are able to maintain a work-life balance while also exhibiting high work engagement, they are more likely to have positive work experiences, thereby increasing job satisfaction. Furthermore, this job satisfaction motivates individuals to perform at their best.

For teachers, the ability to balance teaching responsibilities with personal life supports good physical and psychological well-being. Additionally, teachers with high levels of work engagement tend to be more enthusiastic and dedicated, and to enjoy their work more. These conditions foster higher job satisfaction, giving teachers greater motivation to facilitate learning, complete administrative tasks, and provide optimal educational services. Thus, job satisfaction is expected to serve as the mechanism explaining how work-life balance and work engagement can enhance performance.

This mediating relationship has been supported by various previous studies. Research by Sutanto et al. (2024) showed that job satisfaction mediates the relationship between work-life balance and employee engagement on employee performance; thus, the influence of these two variables on performance occurs not only directly but also through increased job satisfaction. These results are consistent with a study by Imawan et al. (2024), which found that job satisfaction acts as a mediating variable in the relationship between work-life balance and work engagement on employee performance. These findings suggest that individuals who maintain a work-life balance and have high work engagement tend to experience greater job satisfaction, which ultimately drives improved performance.

H6. Job Satisfaction mediates the effect of Work-Life Balance on performance.

H7. Job Satisfaction mediates the effect of Work Engagement on performance.

3. Research Methodology

3.1 Research Design

This study employs a quantitative approach with an explanatory research design. The explanatory research design was chosen because this study aims to explain the causal relationships among variables. This study is a replication of Imawan et al. (2024), which analyzed the effects of work-life balance and work engagement on employee performance, with job satisfaction as a mediating variable, among employees at the Belawan Sub-Terminal Branch of Pelindo. Unlike that study, this research was conducted among public junior high school teachers in Purbalingga District, with the objective of testing whether the model of relationships among these variables also applies to the education sector.

A quantitative approach was chosen because this study aims to examine relationships among variables through hypothesis testing using numerical data. This study aims to analyze the effects of work-life balance and work engagement on performance, with job satisfaction as a mediating variable, among public junior high school teachers in Purbalingga District.

3.2 Population and Sample

The population in this study consisted of all public junior high school teachers in Purbalingga Subdistrict, totaling 187 individuals. The sampling technique used was purposive sampling, as this study required respondents with specific characteristics aligned with the research objectives. The study's respondents were permanent teachers at public junior high schools in Purbalingga Subdistrict. The sample size was determined using the Slovin formula with a 5% (0.05) margin of error, resulting in a minimum sample size of 128 respondents.

3.3 Instruments and measurements

Data collection was conducted online via Google Forms, which were distributed to respondents meeting the study criteria. The results of the questionnaire distribution showed that 132 respondents completed the questionnaire; thus, the number of respondents obtained met—and even exceeded—the required minimum sample size. The research instruments used in this study were adapted from instruments widely used in previous research, namely the Work–Family Balance concept (Greenhaus et al., 2003) to measure Work-Life Balance through the dimensions of Time Balance, Involvement Balance, and Satisfaction Balance; the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006) to measure work engagement through the dimensions of Vigor, Dedication, and Absorption; the original Job Satisfaction Survey (JSS) developed by Spector (1985) consists of nine dimensions. However, this study did not use all the original items; instead, it adapted the indicators most relevant to the context of public junior high school teachers, namely Nature of Work, Pay, Promotion, Coworkers, and Supervision; as well as the Individual Work Performance Questionnaire (IWPQ) by (Koopmans et al., 2012) to measure performance through the dimensions of Task Performance and Adaptive Performance. All statement items have been adapted to the characteristics of public junior high school teachers without altering the conceptual meaning of each construct, and they have met validity and reliability criteria.

The research instrument used a structured questionnaire with a 5-point Likert scale. The scoring scale used was as follows: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5

4. Results and Discussion

4.1 Research Result

Table 1. Respondent characteristics provide a general description of the research sample profile and are used to illustrate the profiles of respondents who participated in the study. Information on respondent characteristics is necessary to support the interpretation of the research results and to demonstrate that the sample used is representative of the research population. In this study, respondent characteristics include gender, age, marital status, length of service, and educational level.

Table 1. Respondent Demographics

No	Characteristics	Description	Frequency	Percentage (%)
1.	Gender	Male	36	27.27
		Female	96	72.73
2.	Age	< 25 years old	6	4.55
		25 – 30 years old	25	18.94
		31 – 34 years old	13	9.85
		35 - 40 years old	18	13.64
		>40 years old	70	53.03
3.	Marital status	Married	116	87.88
		Not Married Yet	16	12.12
4.	Years of Service	< 5 years	23	17.42
		5 - 10 years	26	19.70
		11 - 15 years	10	7.58
		16 – 20 years	18	13.64
		> 20 years	55	41.67
5.	Education	Bachelor's Degree	125	94.70
		Master's Degree	7	5.30

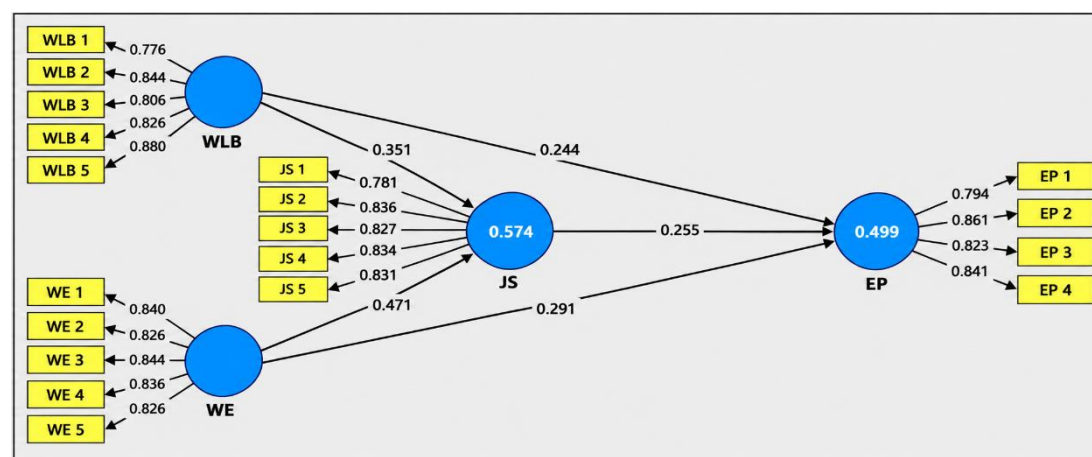
Source(s): Primary Data (2026)

Based on **Table 1**, the respondents' characteristics show that the majority of respondents were female, totaling 96 (72.73%), while male respondents numbered 36 (27.27%). This indicates that the composition of public junior high school teachers in Purbalingga Subdistrict is indeed predominantly female; consequently, the research findings primarily reflect female teachers' perceptions regarding work-life balance, work

engagement, job satisfaction, and performance. By age, the majority of respondents were over 40, totaling 70 individuals (53.03%). Furthermore, there were 25 respondents (18.94%) aged 25–30, 18 (13.64%) aged 35–40, 13 (9.85%) aged 31–34, and 6 (4.55%) under 25. This indicates that the majority of respondents are of a mature age and are therefore presumed to possess experience, adaptability, and a good understanding of their work. Consequently, their assessments of the research variables tend to be based on considerable work experience. By marital status, the majority of respondents were married (116; 87.88%), while 16 (12.12%) were unmarried. This characteristic is relevant to the Work-Life Balance variable because married teachers generally have family responsibilities in addition to their jobs. Therefore, the balance between work and personal life is a more pressing issue for most respondents. Based on years of service, the majority of respondents have been working for more than 20 years, totaling 55 people (41.67%). Furthermore, there were 26 respondents (19.70%) with 5–10 years of service, 23 respondents (17.42%) with less than 5 years of service, 18 respondents (13.64%) with 16–20 years of service, and 10 respondents (7.58%) with 11–15 years of service. This indicates that the majority of respondents are experienced teachers who understand the demands of the job and the school's organizational culture and are thus able to provide more objective assessments of job satisfaction and performance. By educational level, the majority of respondents held a bachelor's degree (S1), totaling 125 (94.70%), while 7 (5.30%) held a master's degree (S2). This indicates that most teachers have met the minimum academic qualifications required for teachers in Indonesia; consequently, the respondents were deemed to possess sufficient competence to understand and complete the research instruments.

Partial Least Squares Structural Equation Modeling (PLS-SEM) was used with SmartPLS 4 to evaluate the research hypotheses. The results are illustrated in Figure 2.

Figure 2. Reliability Test Results



Source(s): Output SmartPLS 4 (2026)

Figure 2. Shows the reliability coefficients. If a reflective indicator's coefficient is higher than 0.5, that item is a good measure of the latent construct (Hulland, 1999). Thus, all indicator coefficients exceed 0.5.

Based on **Table A1** (Appendix), the results of the outer loading model test indicate that all indicators for each variable met the criteria for convergent validity. This is evidenced by the outer loading values of all indicators being above 0.70, with a range of 0.776–0.880. According to Hair (2022), an indicator is considered valid if it has an outer loading value greater than 0.70. Thus, all indicators for the variables Work-Life Balance, Work Engagement, Job Satisfaction, and Performance are suitable for measuring the research constructs. Furthermore, the Average Variance Extracted (AVE) test shows that all variables have AVE values above the minimum threshold of 0.50. The Work-Life Balance

variable obtained an AVE value of 0.684, Work Engagement of 0.696, Job Satisfaction of 0.676, and Performance of 0.689. These results indicate that each construct explains more than 50% of the variance in its indicators, thereby meeting the requirements for convergent validity.

Based on the reliability test, all variables had Cronbach's Alpha values above 0.70: Work-Life Balance at 0.884, Work Engagement at 0.891, Job Satisfaction at 0.880, and Performance at 0.849. In addition, the Composite Reliability values for each variable were also above 0.70, specifically 0.915, 0.920, 0.912, and 0.898. According to Hair (2022), Cronbach's Alpha and Composite Reliability values exceeding 0.70 indicate that the research instrument has a good level of internal consistency and reliably measures the research constructs. Thus, it can be concluded that all indicators in this study have met the criteria for convergent validity and reliability, so the research instrument is deemed suitable for use in the structural equation modeling (SEM) analysis phase.

According to Fornell et al. (1981), a construct is said to meet discriminant validity if the root mean square of the Average Variance Extracted ($\sqrt{\text{AVE}}$) on the principal diagonal is greater than the correlation coefficients between other constructs. The results of the test using the Fornell-Larcker criteria are presented in **Table 2**.

Table 2. Discriminant Validity

	Performance	Job Satisfaction	Work Engagement	Work-Life Balance
Performance	0.830			
Job Satisfaction	0.628	0.822		
Work Engagement	0.643	0.714	0.834	
Work-Life Balance	0.619	0.677	0.692	0.827

Source(s): Output SmartPLS 4 (2026)

Based on **Table 2**, all square root of AVE values located on the main diagonal are greater than the inter-construct correlation values in the same rows and columns. The $\sqrt{\text{AVE}}$ values for the variables Performance, Job Satisfaction, Work Engagement, and Work-Life Balance are 0.830, 0.822, 0.834, and 0.827, respectively. All of these values are higher than the correlations between the other variables. These results indicate that each construct is better able to explain its own indicators than other constructs. Thus, all variables in this study have met the criteria for discriminant validity based on the Fornell-Larcker method (Fornell et al., 1981).

The results of the direct effect hypothesis test can be seen in the table below, with the path coefficients:

Table 3. Hypothesis Test Results

Hypotesis	Path	T Statistics	P-Values	Decision
H1	WLB → P	2.890	0.004	Accepted
H2	WE → P	3.456	0.001	Accepted
H3	WLB → JS	3.941	0.000	Accepted
H4	WE → JS	5.929	0.000	Accepted
H5	JS → P	2.644	0.008	Accepted

Source(s): Output SmartPLS 4 (2026)

Based on the results of hypothesis testing using the bootstrapping method in SmartPLS 4, all relationships among the variables in the research model were found to be positive and significant.

Hypothesis testing for indirect effects was conducted to determine the mediating role of Job Satisfaction in the relationship between Work-Life Balance and Work Engagement on performance. The test was conducted using the bootstrapping procedure in SmartPLS 4. A mediating effect is considered significant if it has a t-statistic value > 1.96 and a p-value < 0.05 . The results of the indirect effect test are presented in **Table 4**.

Table 4. The Mediating Effect

			Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work-Life Balance	→	Performance	0.090	0.090	0.041	2.192	0.028
Work Engagement	→	Performance	0.120	0.126	0.053	2.262	0.024

Source(s): Output SmartPLS 4 (2026)

Based on the results of the indirect effect test, Job Satisfaction mediates the effect of Work-Life Balance on Performance, with a t-statistic of 2.192 and a p-value of 0.028 (<0.05); therefore, H6 is accepted. These results indicate that Work-Life Balance not only directly affects performance but also influences it through increased job satisfaction. Teachers who maintain a balance between work and personal life tend to have higher levels of job satisfaction, which, in turn, motivates them to perform better in carrying out their professional duties. This finding is consistent with the study by Susanto et al. (2022), which showed that work-life balance positively affects job satisfaction and performance. Furthermore, Ahmaddien (2023) also found that job satisfaction mediates the effect of work-life balance on performance. The results of this study are also consistent with the research by Imawan et al. (2024), which demonstrated that job satisfaction acts as a mediating variable in the relationship between work-life balance and performance. Since both the direct effect of work-life balance on performance (H1) and the indirect effect via job satisfaction (H6) are significant, job satisfaction acts as a partial mediator. This indicates that improvements in teacher performance are influenced not only directly by the ability to maintain a balance between work and personal life but also by teachers' increased job satisfaction.

The results of the indirect effect test indicate that Job Satisfaction mediates the effect of Work Engagement on Performance, with a t-statistic of 2.262 and a p-value of 0.024 (<0.05); thus, H7 is accepted. These results suggest that high work engagement can increase teachers' job satisfaction, which in turn contributes to improved performance. Teachers who exhibit vigor, dedication, and absorption in their work tend to have more positive work experiences, leading to higher job satisfaction and optimal performance. These findings align with those of Imawan et al. (2024), who demonstrated that job satisfaction mediates the effect of work engagement on employee performance. These results are also supported by Ma (2023), who explains that teachers with high levels of work engagement tend to have more positive psychological states, thereby increasing their job satisfaction. Additionally, Sutanto et al. (2024) found that employee engagement positively affects job satisfaction and employee performance, making work engagement a crucial factor in enhancing performance through job satisfaction. Since both the direct effect of work engagement on performance (H2) and the indirect effect via job satisfaction (H7) are significant, job satisfaction partially mediates the relationship between work engagement and performance.

A test of the coefficient of determination (R-squared) was conducted to determine the extent to which exogenous variables explain the variation in endogenous variables within the research model. According to Hair et al. (2022), an R-Square value of 0.75 indicates a strong (substantial) model, 0.50 indicates a moderate model, and 0.25 indicates a weak model.

Based on **Table 5**, the R-Square value for the Performance variable is 0.499, with an Adjusted R-Square value of 0.487. These results indicate that 49.9% of the variation in Performance is explained by the variables Work-Life Balance, Work Engagement, and Job Satisfaction, while the remaining 50.1% is attributable to other variables outside the research model. Based on the criteria established by Hair et al. (2022), these values fall into the "moderate" category, indicating that the model has reasonably good explanatory power.

Table 5. R-Square Test Results

	R Square	R Square Adjusted
Performance	0.499	0.487
Job Satisfaction	0.574	0.567

Source(s): Output SmartPLS 4 (2026)

Furthermore, the R-Square value for the Job Satisfaction variable is 0.574, with an Adjusted R-Square value of 0.567. This indicates that 57.4% of the variation in Job Satisfaction is explained by the Work-Life Balance and Work Engagement variables, while the remaining 42.6% is attributable to other factors not included in this study. Based on the criteria established by Hair et al. (2022), this value also falls into the “moderate” category, indicating that the model has a reasonably good ability to explain the variation in Job Satisfaction. State all relevant findings including those that contradict the hypothesis you proposed. Present your findings briefly but each provides sufficient detail to justify the tone conclusions. This allows the reader to understand precisely what you are doing in analyzing the data and why.

4.2 Discussion

The results of the hypothesis testing indicate that work-life balance has a positive and significant effect on performance; thus, H1 is accepted. This suggests that the better a teacher is at balancing the demands of work and personal life, the better their performance will be. Teachers who manage their time, energy, and responsibilities in a balanced manner tend to have better psychological well-being, reduce conflicts between work and personal life, and carry out their professional duties more effectively.

These findings align with those of Ahmaddien (2023), who found that work-life balance positively affects employee performance by fostering a more balanced work environment. Similar findings were reported by Susanto et al. (2022a), who demonstrated that a balance between work and personal life improves job performance by increasing job satisfaction. Furthermore, Sutanto et al. (2024) demonstrated that work-life balance has a positive and significant effect on employee performance; thus, individuals who maintain a balance between work and personal life tend to perform optimally. The findings of this study indicate that this mechanism also applies to the teaching profession, where the ability to maintain a work-life balance can support improved performance.

The test results show that work engagement has a positive and significant effect on performance; thus, H2 is accepted. These results indicate that teachers with high levels of work engagement tend to exhibit vigor, dedication, and absorption in carrying out their duties. High work engagement encourages teachers to be more enthusiastic in carrying out the learning process, to be committed to their professional responsibilities, and to strive to produce optimal work outcomes.

These findings align with those of Anggraheni et al. (2025), who demonstrated that work engagement positively affects teachers’ job performance; thus, teachers with high work engagement tend to perform better. These results are also supported by Ma (2023), who explained that teachers with high levels of work engagement possess a more positive psychological state and are better able to carry out their professional duties effectively. Furthermore, Sutanto et al. (2024) found that employee engagement positively affects employee performance. Although that study was conducted in a sector outside of education and used the term “employee engagement,” the findings reinforce that an individual’s engagement in their work is a key factor in improving performance. Thus, the results of this study indicate that this mechanism also applies to the teaching profession, where high work engagement contributes to improved performance.

The results of the hypothesis testing indicate that work-life balance has a positive and significant effect on job satisfaction; therefore, H3 is accepted. These results suggest that a good work-life balance can enhance teachers’ job satisfaction. When teachers can

perform their jobs without neglecting their personal lives, work-related stress becomes more manageable, creating a more positive work experience. This situation enables teachers to fulfill their professional responsibilities optimally without sacrificing their personal well-being.

The findings of this study align with research (Susanto et al., 2022a), which found that work-life balance positively affects job satisfaction; individuals who achieve a balance between work and personal life tend to have higher levels of job satisfaction. These results are also supported by a study (Yusnita et al., 2022), which shows that work-life balance is an important predictor of job satisfaction; thus, a balance between work and personal life can enhance an individual's positive attitude toward their job. Furthermore, a study (Imawan et al., 2024) demonstrates that work-life balance positively affects job satisfaction, which in turn improves employee performance. Thus, the findings of this study indicate that teachers' ability to maintain a balance between work and personal life is a key factor in enhancing job satisfaction.

The results of the hypothesis testing indicate that Work Engagement has a positive and significant effect on Job Satisfaction; therefore, H4 is accepted. These findings are consistent with those of Imawan et al. (2024), who demonstrated that Work Engagement has a positive and significant effect on Job Satisfaction. These results are also supported by Sutanto et al. (2024), who showed that Employee Engagement has a positive effect on Job Satisfaction; thus, the higher an individual's engagement in their work, the higher their perceived job satisfaction. Furthermore, Zang & Feng (2023) indicate that job satisfaction and work engagement are closely related in the teaching profession. Although that study examined a different direction of the relationship, its findings reinforce the link between these two variables in fostering a positive work experience. Thus, the results of this study indicate that the higher a teacher's work engagement, the higher their job satisfaction.

The results of the hypothesis testing indicate that job satisfaction has a positive and significant effect on performance; therefore, H5 is accepted. These results suggest that teachers with high levels of job satisfaction tend to demonstrate better performance. Satisfaction with one's job, work environment, relationships with colleagues, and organizational support can enhance teachers' motivation to fulfill their professional responsibilities, thereby enabling them to deliver higher-quality instruction. The findings of this study are consistent with those of Wartenberg et al. (2023). Their meta-analysis found that teachers' job satisfaction is positively associated with various indicators of professional performance, including teaching effectiveness, the quality of interactions with students, and work behaviors that support successful learning. These results are also supported by Susanto et al. (2022a), who demonstrated that job satisfaction positively affects performance; thus, individuals who are satisfied with their jobs tend to perform better. Furthermore, Imawan et al. (2024) also demonstrated that job satisfaction has a positive and significant effect on employee performance. Thus, the results of this study indicate that increasing job satisfaction is a key factor in improving performance.

5. Concluding Remarks and Recommendation

This study aims to analyze the effects of work-life balance and work engagement on performance, with job satisfaction as a mediating variable, among public junior high school teachers in Purbalingga District. The results indicate that all hypotheses were accepted. Work-Life Balance and Work Engagement have a positive and significant effect on both Performance and Job Satisfaction. In addition, Job Satisfaction also has a positive and significant effect on Performance and was found to partially mediate the effects of Work-Life Balance and Work Engagement on Performance. These findings indicate that improvements in teacher performance can be achieved by enhancing work-life balance, work engagement, and job satisfaction.

Theoretically, this study reinforces the Conservation of Resources (COR) Theory and the Job Demands–Resources (JD-R) Theory in explaining the relationship between work-life balance, work engagement, job satisfaction, and performance. Practically, the results of this study can serve as input for schools to create a work environment that supports work-life balance, enhances teacher engagement, and addresses factors that can improve job satisfaction, thereby promoting improved teacher performance.

This study was conducted exclusively among public junior high school teachers in Purbalingga District and employed a quantitative, questionnaire-based approach; therefore, the findings cannot yet be broadly generalized. Furthermore, the research model still leaves room for variations influenced by factors outside the model. Therefore, future research is recommended to expand the scope of the study, include additional variables such as organizational support, leadership style, organizational commitment, organizational culture, or burnout, and employ a mixed-methods or longitudinal approach to gain a more comprehensive understanding.

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CONFLICTS OF INTEREST

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

DECLARATION OF GENERATIVE AI STATEMENT

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

AUTHOR CONTRIBUTION

Rafi Raihan: conceptualization, methodology, software, validation, formal analysis, investigation, data curation, visualization, writing – original draft, writing – review and editing. **Suyoto:** corresponding author, validation, writing – review and editing, supervision. **Herni Justiana Astuti & Meydy Fauziridwan:** conceptualization, methodology, validation, writing – review and editing, supervision, project administration.

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Corresponding Author

Suyoto can be contacted at: suyoto@ump.ac.id

APPENDIX

Tabel A1. Factor score; alpha, average variance extracted dan composite reliability

Indicator & Variable	Statement	Outer Loadings	Cronbach's Alpha	(AVE)	Composite Reliability
X1	Work Life Balance		0.884	0.684	0.915
Time Balance WLB.1	I can strike a balance between my work as a teacher and my personal life.	0.776			
Involvement Balance WLB.2	I can fulfill my responsibilities as a teacher without compromising the quality of my personal life.	0.844			
Time Balance WLB.3	I still have enough time for my family even though I have a lot of responsibilities as a teacher.	0.806			
Involvement Balance WLB.4	My personal life rarely interferes with my duties as a teacher.	0.826			
Satisfaction Balance WLB.5 (Greenhaus et al., 2003)	Overall, I feel I have a good work-life balance.	0.880			
X2	Work Engagement		0.891	0.696	0.920
Vigor WE.1	I feel enthusiastic when carrying out my duties as a teacher.	0.840			
Vigor WE.2	I have enough energy to get my work as a teacher done every day.	0.826			
Dedication WE.3	I feel that my work as a teacher is very meaningful.	0.844			
Dedication WE.4	I am enthusiastic about fulfilling my responsibilities as a teacher.	0.836			
Absorption WE.5 (Schaufeli et al., 2006)	I am very focused when I am teaching.	0.826			
M	Job satisfaction		0.880	0.676	0.912
Nature of Work JS.1	I find the work I do interesting and challenging	0.781			
Pay JS.2	I feel that the compensation I receive is commensurate with my responsibilities as a teacher.	0.836			
Promotion JS.3	I have a good opportunity to advance my career or get a promotion within the school.	0.827			
Coworkers JS.4	My relationship with my coworkers is very good, and we treat each other with respect	0.834			
Supervision JS.5 (Spector, 1985)	I feel that the principal provides me with the guidance and support I need to do my job.	0.831			
Y	Performance		0.849	0.689	0.898
Task Performance P.1	I always strive to complete my work to a high standard.	0.794			
Task Performance P.2	I can complete the work assigned to me within the specified time frame.	0.861			
Adaptive Performance P.3	I can carry out my duties as a teacher without always needing guidance from the principal.	0.823			
Task Performance P.4 (Koopmans et al., 2012)	I can complete tasks as efficiently as possible.	0.841			