



Determining the Factors that Influence the Performance of Mts Teachers in Cirebon City

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ARTICLE INFO

Keywords: Work Life Balance, Work Environment, Teacher Competence, Teacher Performance

Received : 20, April

Revised : 15, May

Accepted: 09, June

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ABSTRACT

This research attempts to examine the impact of work-life balance, work environment, and teacher competence on the performance of MTs teachers in Cirebon City. The main focus of this research is for comprehension how work-life balance, work environment conditions, and the level of teacher competence can affect the quality of their performance. In the face of the ever-evolving dynamics of the world of education, understanding these factors is crucial for institutions to improve teaching effectiveness and support teacher professionalism in madrasah tsanawiyah. The approach taken in the investigation is a quantitative method through a causality approach, with data collected through questionnaires from respondents who are MTs teachers in Cirebon City. The results reveal that although work-life balance and work environment individually have no significant effect on teacher performance because they are used to adapting to the challenges of the profession, teacher competence remains a key factor in determining teaching effectiveness.

This study confirms that improving the competence of MTs teachers in Cirebon City is a major factor in raising their performance. It is advised that future studies investigate extra variables that affect teacher performance to raising the standard of the educational system in MTs in Cirebon City.

INTRODUCTION

In the midst of globalization and the development of an increasingly advanced in the field of schooling, the function of teachers is very important in improving the quality of learning. Changes in information and communication technology have had a major affect on teaching and learning, requiring teachers to be more flexible and innovative. According to (Inan & Lowther, 2010), the application of technology during the educational activities demands an increase in digital skills among teachers, which directly impacts individual academic achievement and the standard of education outcomes. Therefore, the quality of a teacher determines the success of education, and work-life balance is essential to maximize their performance.

In Indonesia, various policies have been implemented to raise the standard of instruction, including the Merdeka Belajar program and training and certification for teachers. However, there are still many challenges faced, especially in maintaining a balance between teaching duties and personal life. Data from the Central Statistics Agency (BPS) shows that teachers' high workload can have an impact on their teaching effectiveness and welfare. Other factors such as a less supportive work environment, limited facilities, and considerable administrative burden also affect teacher performance. According to (Misrina et al., 2022), the success of a school does not only depend on the role of teachers, but is also impacted by additional elements, including the leadership of the principal, the readiness of educators, the accessibility of facilities and equipment, as well as the drive of educators to perform their responsibilities. In addition, support from parents also has a significant part in creating higher quality education.

Previous research has discussed various factors that influence teacher performance. (Inan & Lowther, 2010) emphasized the importance of applying technology in learning, which demands an increase in digital skills among teachers. (Misrina et al., 2022) stated that the success of education depends not only on the role of teachers, but also on leadership factors, the readiness of educators, the availability of facilities and infrastructure, and teacher motivation. (Ridwan et al., 2022) highlighted that work-life balance is an essential component in maintaining teacher motivation and productivity.

Although there have been many studies that discuss teacher performance, there is still a gap in research that specifically examines the relationship between work-life balance, work environment, and teacher competence on teacher performance in Madrasah Tsanawiyah in Cirebon City. Previous research tends to focus on the factors separately and has not comprehensively examined how these three variables interact in the context of madrasah Tsanawiyah in Cirebon City.

Based on the identified research gaps, this study examines three main variables that affect teacher performance in Madrasah Tsanawiyah in Cirebon City, namely work-life balance, work environment, and teacher competence. Work-life balance pertains to the ability of teachers to manage the balance between work and private live and its impact on their productivity and well-

being. The work environment includes physical and non-physical factors that can affect teachers' work comfort and motivation. Meanwhile, teacher competencies include professional, pedagogical and technological skills that play a role in learning effectiveness.

By understanding these factors more deeply, This investigation is intended to aid in madrasah managers, the government, and other stakeholders in formulating policies that better support teachers' welfare and professionalism. In addition, The outcomes of this investigation will also prove to come out a reference in improving the quality of the work environment, developing competency development programs, and creating more effective managerial strategies to support the performance of educators and improve the overall quality of education.

LITERATURE REVIEW

Work Life Balance

According to (Ahmad Rifa et al., 2023) Work-life Balance pertains to people's capacity to manage the responsibilities they have both at work and in non-work aspects. Work-life balance is a balanced management of time between professional activities and personal life (Rustika & Nuvriasari, n.d.). Meanwhile, according to (Fisher et al., 2009) states this aspect is achieved to what extent the private life of an individual may contribute to a their success in the workplace. Consequently, it could possibly be said that work-life balance is people's capacity to manage responsibilities in order to balancing both professional and personal lives.

Work Environment

The work environment is any element, whether tangible and intangible, which may have an impact on comfort, motivation, and productivity at work (Nitisemito, 2010). According to (Ahmad Rifa et al., 2023) The environment is everything that has an impact on individuals. These factors can come from within the individual and from the external environment, both in the form of individuals and institutions. Meanwhile, according to (Raden Yohanes Luhur, 2014) the aspek is related to every facet of physical, emotional, and regulatory labor that may impact both job well-being and efficiency. Considering multiple viewpoints on researchers, thus, it could have been implied that the work environment is an important factor affecting the performance and well-being of individuals, including teachers in the educational environment.

Teacher Competence

According to (Kaspullah et al., 2020) Teacher competence is the skill and expertise possessed by an educator in conveying knowledge to students. Teacher competence is mastery of material, understanding of the characteristics of students, application of educational learning methods, and self-development and professionalism in the world of education (Kulla, 2017). Meanwhile, according to (A. Hasan Saragih & Unimed, 2008) Teacher competence refers to a collection of abilities, dispositions, and information that needs to be owned, understood, and held by an educator when performing his tasks. In conclusion, teacher

competence includes skills, expertise, and mastery of the material needed in the learning process. In addition, these competencies also include understanding the characteristics of students, applying effective learning methods, as well as self-development and professionalism in the world of education.

Teacher Performance

According to (Mulyasa & Nita Nur Muliawati, 2013), performance is able to be understood as an individual's performance shown in appearance, actions, and work achievements as an accumulation of information, abilities, principles, and dispositions that have been owned. In the context of education, teacher performance includes the capacity to control studying, comprehension of learners, developing and carrying out educational, assessing the results of learning, and maximizing the learning capacity of pupils. According to (Supardi, 2016) states that this aspect is related to the capacity of an educator to implement educational activities and be in charge of the pupils beneath the direction of by improving student performance. Meanwhile, according to (Terence R. Mitchell, 2010) this aspect is related to the duties that an educator accomplishes at school in keeping with his obligations in order to fulfill his pedagogic objectives.

RESEARCH HYPOTHESIS AND FRAMEWORK

The Effect of Work Life Balance on Teacher Performance

When work-life balance is achieved, teachers are capable of time management between work and personal life, which in turn improves their performance. Conversely, an imbalance between work and personal life can lead to excessive stress, reduced motivation, and decreased productivity in teaching. As explained by Khonsa et al. (2025) stated that this variable has a partially significant effect on teacher performance. Firdaus (2022) proves that simultaneously this variable produces a significant affect on teacher performance. According to Ahmad et al. (2023) and Yusron et al. (2023), this variable has a positive and significant influence on teacher productivity and performance. However, Rinjani & Rinaldi (2024) stated that this variable produces a negative and insignificant affect on teacher performance, especially for married female teachers, due to the double burden of work and household (Agustian et al., 2025). Thus, the hypothesis that can be formulated in this research is as follows:

H1: Work life balance affects teacher performance

The Effect of Work Environment on Teacher Performance

The work environment plays a significant part in determining teacher performance. A pleasant workplace might increase motivation, comfort, and effectiveness in teaching, while an unsupportive work environment can hinder performance and reduce teacher productivity. As explained by (Manik & Syafrina, 2018), which indicates that this variable has a positive and significant impacts on teacher performance. (Imroatun & Sukirman, 2016) also show that this variable affects teacher performance. However, in opposition to the outcomes from investigations done by (Rahmawati et al., 2022), which states that

this variable has no significant affect on teacher performance. Thus, the hypothesis that can be formulated in this research is as follows:

H2: Work environment affects teacher performance

The Effect of Teacher Competence on Teacher Performance

Teacher competence reflects the quality of teaching and contributes to teacher performance. states that this variable has a significant effect partially on teacher performance. (Pianda, 2018) proves that simultaneously teacher competence produces a significant effect on performance. According to (Heru Mei Giantoro & Haryadi, 2019), teacher competence has a positive and significant effect on teacher performance. However, (Rahmawati et al., 2022) state that this variable produces a negative and insignificant effect on teacher performance. Thus, the hypothesis that can be formulated in this research is as follows:

H3: Teacher Competence affects teacher performance

The Effect of Work Life Balance, Work Environment and Teacher Competence on Teacher Performance

The results of previous research and the findings of (Fauziyah Retnaning Dyah Dharmayanti1 et al., 2024), state that work-life balance, work environment, and teacher competence have a significant influence on teacher performance. Therefore, schools need to pay attention to teachers' work-life balance, create a comfortable work environment, and improve teachers' competencies through training and professional development to improve their performance in educating students. Thus, the hypothesis that can be formulated in this research is as follows:

H4: Work Life Balance, Work Environment, and Teacher Competence affect teacher performance

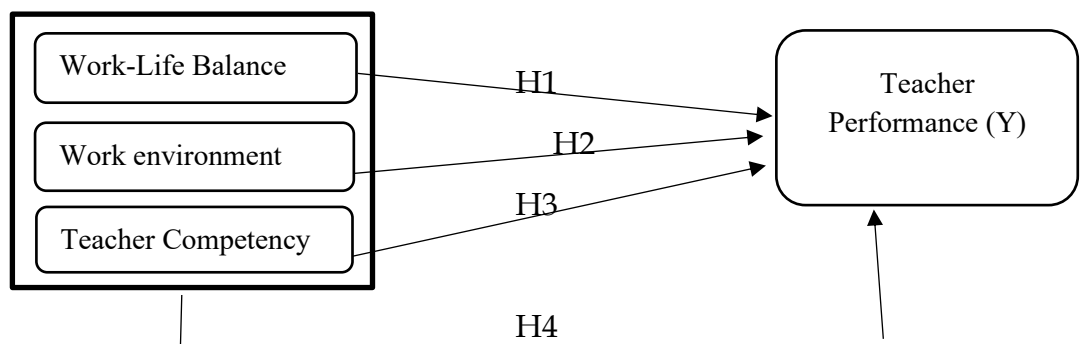


Figure 1 Framework

METHOD

This research is a quantitative study with a causality research design. The research was conducted using cluster sampling / area sampling technique, this is a method of collecting in which the population is divided into several groups (clusters), then several clusters are randomly selected to be the research sample. The population is MTs schools in Cirebon City, there are 10 public and private MTs schools in Cirebon City, so each school is considered as one cluster. Then the sample taken to conduct research was 6 MTs from 10 existing MTs. The other 4 schools could not be studied because they did not obtain a research permit. Data were obtained through distributing questionnaires to MTs teachers in Cirebon City. The data collection technique was executed by distributing questionnaires with a five-point Likert scale.

RESULTS AND DISCUSSION

Results

Validity Test

Tabel 1. Validity Test Outcomes

Work Life Balance		Work Environment		Teacher Competence		Teacher Performance	
No	Sig	No	Sig	No	Sig	No	Sig
1	.000	1	.000	1	.000	1	.000
	.000	2	.000	2	.000	2	.000
3	.000	3	.000	3	.000	3	.000
4	.000	4	.000	4	.000	4	.000
5	.000	5	.000	5	.000	5	.000
6	.000	6	.000	6	.000	6	.000
7	.000	7	.000	7	.000	7	.000
8	.000	8	.000	8	.000	8	.000
9	.000	9	.000	9	.000	9	.000
10	.000			10	.000	10	.000
11	.000			11	.000	11	.000
12	.000			12	.000	12	.000
				13	.000	13	.000
				14	.000	14	.000
				15	.000	15	.000
				16	.000	16	.000
						17	.000
						18	.000
						19	.000

Source: SPSS Calculation Outcomes version 22, 2023

Table 1 shows the outcomes of the validity test aimed at ensuring that the questionnaire's items are all able to accurately measure the variables of Work-Life Balance, Work Environment, Teacher Competence, and Teacher

Performance. Considering the outcomes of the analysis, all items on the four variables show a significance value of 0.000, it is less than 0.05 so that they meet the validity criteria.

The number of items declared valid in this study were 10 items for the Work-Life Balance variable, 9 items for the Work Environment, 16 items for Teacher Competence, and 19 items for Teacher Performance. Thus, all research instruments are declared valid and can be used for further analysis, because they are able to reflect the actual conditions according to the respondents' perceptions.

Reliability Test

Tabel 2. Reliability Test Outcomes

Variabel	Cronbach's Alpha
Work Life Balance	.727
Lingkungan Kerja	.760
Kompetensi Guru	.762
Kinerja Guru	.762

Source: SPSS Calculation Outcomes version 22, 2023

Table 2 indicates the outcomes of the test that each variable has a Cronbach's Alpha value above 0.60, it indicates good internal consistency. Thus, this research instrument is declared reliable and can produce consistent and reliable data for further analysis.

Regression Test

Tabel 3. coefficient of determination

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 ^a	.785	.780	4.060

a. Predictors: (Constant), X3, X2, X1

Source: SPSS Calculation Outcomes version 22, 2023

Considering table 3, the coefficient of determination of work life balance variables, work environment, teacher competence on teacher performance is 0.780, consequently, this implies that the effect of these variables on teacher performance is 78%.

Tabel 4. F Test Outcomes ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7223.677	3	2407.892	146.061	.000 ^b
Residual	1978.258	120	16.485		
Total	9201.935	123			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Source: SPSS Calculation Outcomes version 22, 2023

Considering Table 4 F test above, subsequently is acknowledged that the sig value is $0.00 < 0.05$, so thus, it could have been implied that simultaneously there is a significant influence between work life balance, work environment, teacher competence on teacher performance.

Tabel 5. T Test Outcomes Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	5.591		
	X1	-.013	.091	-.007	-.148	.883
	X2	-.109	.094	-.055	-1.159	.249
	X3	1.150	.064	.911	.911	.000

Dependent Variable: Y

Source: SPSS Calculation Outcomes version 22, 2023

Considering table 5 of the coefficient above, subsequently is acknowledged that the sig value of the work life balance is $0.883 > 0.05$, consequently, this implies that there is no significant influence between work life balance on teacher performance, then subsequently is acknowledged that the sig value of the Work Environment is $0.249 > 0.05$, consequently, this implies that there is no significant influence between the Work Environment on teacher performance, then subsequently is acknowledged that the sig value of the teacher competency is $0.000 > 0.05$, consequently, this implies that there is a significant influence between work life balance on teacher performance.

DISCUSSION

The Effect of Work Life Balance on the Performance of MTs Teachers in Cirebon City

Considering the outcomes of the T test research, subsequently is acknowledged that this variable has a negative and insignificant effect on the performance of MTs teachers in Cirebon City, consequently, this implies that work-life balance does not have a real influence on raising teacher performance. The outcomes of the investigation confirm that work-life balance does not have a significant impact and has a negative impact on the performance of MTs teachers in Cirebon City because many teachers are accustomed to high job demands and are able to develop strategies to manage stress, social support from colleagues has more influence on their performance, varied individual experiences make some teachers more focused on their professional commitments, and different school conditions, especially those with limited resources, encourage teachers to prioritize professional responsibilities over work-life balance.

The Effect of Work Environment on the Performance of MTs Teachers in Cirebon City

Considering the outcomes of the study, subsequently is acknowledged that this variable has a negative and insignificant effect on the performance of MTs teachers in Cirebon City. The outcomes of the investigation confirm that the work environment does not have a significant impact or even a negative impact on the performance of MTs teachers in Cirebon City because many teachers are able to adapt to less than ideal conditions, rely on support from colleagues, and utilize their teaching skills to continue to provide good quality education despite facing challenges in the work environment. Therefore, the ability of teachers to adapt and collaborate is a key factor in maintaining the standard of learning, regardless of external conditions.

The Effect of Teacher Competence on the Performance of MTs Teachers in Cirebon City

Considering the outcomes of the study, subsequently is acknowledged that this variable has a positive and significant influence on teacher performance. However, the findings in this study confirm that teacher competence is a key factor in determining the quality of teacher performance, so improving competence can be an effective strategy in raising the standard of learning.

CONCLUSION

The outcomes of the investigation indicate that work-life balance and work environment have no direct influence on teacher performance in MTs in Cirebon City, possibly because teachers are accustomed to high workloads and are able to adjust to various conditions. However, teacher competence is proven to have a major role in improving their performance, where the higher the teaching skills and understanding, the better the teaching results. Although individually work-life balance and work environment did not have a significant effect, when these three factors were considered together, they contributed to teacher performance, suggesting that life balance, working conditions and skills still play a role in creating a better learning environment.

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