

Work-Life Balance and Work Engagement on Teacher Performance with Psychological Capital as a Moderating Variable: A Study on Civil Servant Teachers at Public Junior High Schools in Sekayu District

M. Romanda Akbar¹, Zunaidah², Afriyadi Cahyadi³, Muhammad Ichsan Hadjri⁴, Shelfi Malinda⁵

^{1,2,3,4,5} Master of Management Science, Faculty of Economics, Universitas Sriwijaya, Palembang, Indonesia.

ABSTRACT: This study aims to analyze the influence of Work-life Balance and Work Engagement on the performance of civil servant teachers of public junior high schools in Sekayu District, and to examine the role of Psychological Capital as a moderating variable. The study used a quantitative approach with a survey method, where all civil servant teachers of public junior high schools in Sekayu District were sampled through a census technique. Data were collected using a questionnaire compiled and explained using Structural Equation Modeling. The results showed that Work-life Balance had a positive and significant effect on teacher performance. Work Engagement was also proven to have a positive and significant effect in improving performance. However, Psychological Capital did not have a significant effect in moderating the relationship between Work-life Balance and teacher performance. Conversely, Psychological Capital had a significant effect by strengthening the relationship between Work Engagement and performance. These findings highlight the importance of role balance, Work Engagement, and Psychological Capital in supporting teacher performance achievement.

KEYWORDS: Goal Setting Theory, Performance, Psychological Capital, Work Engagement, Work-life Balance

I. INTRODUCTION

Technological developments in the era of the Industrial Revolution 4.0 have brought significant changes in organizational dynamics, including in the education sector. Progress such as *Artificial Intelligence*, the Internet of Things, and automation demand organizations to improve the quality of human resources in order to be able to adapt quickly and effectively [1], [2]. In the context of schools, teachers are strategic actors who determine the success of the educational process. Teacher performance is not only related to the ability to deliver material, but also includes professionalism, consistency, punctuality, and the ability to carry out various roles in learning and administrative activities [3]. In accordance with Goal Setting Theory, Locke & Latham (1990) stated that the achievement of optimal performance is highly dependent on clarity of objectives, the right challenges, commitment, and adequate feedback. However, teachers' performance achievements are often influenced by personal factors, work environment, psychological well-being, and organizational demands.

Phenomena in the field show that the performance of State Junior High School civil servant teachers in Sekayu District has fluctuated during the 2022–2024 period. Employee Performance Target (SKP) data shows a decrease in the number of teachers performing Very Good from 61 teachers in 2022 to 57 teachers in 2024, while the Good and Sufficient categories also do not show stability. This instability is contrary to the demands of PermenPAN-RB No. 8 of 2021 which emphasizes the importance of consistency in performance achievements as an indicator of ASN professionalism. In addition, the difference in the work system between schools that implement five working days and six working days also affects the work-life balance. Of the total 13 State Junior High Schools in Sekayu District, as many as 10 schools implement full day schools with an average return time of 14.00, which has the potential to affect personal time, energy recovery, and the psychological condition of teachers. A pre-survey conducted on 23 teachers also showed that 17.4% to 34.8% of teachers still had difficulty maintaining a work-life balance. Not only *Work-Life Balance*, but the level of Work engagement is also uneven. Although the majority of teachers show high enthusiasm and dedication, there are still 17.4% to 34.8% of teachers who are not enthusiastic, lack focus, or lack full dedication in carrying out their duties. Teachers' psychological capital also showed significant variations, especially related to self-efficacy, optimism,

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and the ability to rise from pressure. These facts indicate the existence of psychosocial challenges that can have an impact on the instability of teacher performance.

Previous research provides a theoretical basis for how *Work-Life Balance*, Work engagement, and Psychological Capital contribute to performance improvement. *Work-Life Balance* proven to be able to improve performance and quality of work through the fulfillment of personal and professional needs in a balanced manner [5]–[7]. However, other studies have shown different results, where *Work-Life Balance* has no significant effect on performance [8]–[10], in fact, some studies have found a negative influence [11]. Research results on work engagement also vary, many studies support that work engagement has a positive effect on performance because individuals who are full of energy, dedicated, and absorbed in work tend to be more productive [12]–[15]. However, there are also findings that show that work engagement is not always a strong predictor of performance and can be negative or insignificant in certain contexts [16], [17]. Meanwhile, Psychological Capital has been widely researched as a psychological resource that encourages individual motivation, optimism, and resilience so that it has an effect on improving performance [18]–[20]. In fact, a number of studies have found the role of Psychological Capital moderation in strengthening or weakening the relationship between variables, depending on certain conditions, including the possibility of an inverted U-curve relationship pattern [19].

Although research on these three variables is growing rapidly, studies that integrate *Work-Life Balance*, Work engagement, performance, and Psychological Capital as moderators in the context of junior high school civil servant teachers are still very limited. Most of the research was conducted on the industrial, corporate, and financial services sectors, while the characteristics of teachers' jobs, especially in areas such as Sekayu District, have different dynamics. This creates a scientific gap that includes an empirical gap due to inconsistencies in previous findings, a contextual gap due to the lack of research on junior high school civil servant teachers in non-metropolitan areas, a conceptual gap due to the lack of integration of the four variables in one comprehensive model, and a theoretical gap due to the role of Psychological Capital in the framework of Goal Setting Theory has not been widely tested in the context of education.

Based on the empirical phenomena and research gaps, this study seeks to analyze the influence of *Work-Life Balance* and Work engagement on the performance of State Junior High School civil servant teachers in Sekayu District, with Psychological Capital as the moderation variable. In particular, this study aims to answer questions about how *Work-Life Balance* affects teacher performance, how work engagement affects teacher performance, and how Psychological Capital plays a role in strengthening or weakening the relationship between these two variables and performance. Thus, this research not only contributes to the development of human resource management theory in the context of educational organizations, but also provides practical implications for policymakers to improve psychological well-being and teacher performance in a sustainable manner.

II. LITERATURE REVIEW

A. Goal Setting Theory

Goal setting theory asserts that performance increases when individuals have clear, challenging goals, accompanied by commitment and feedback, because goals serve to direct attention, mobilize efforts, increase perseverance, and become an evaluation benchmark [4]. The five principles of effective goals of clarity, challenge, commitment, feedback, and complexity work simultaneously in shaping motivation and work strategies. In the context of teachers, this theory is very relevant because the learning process requires specific targets, targeted teaching strategies, and responses to feedback from students and school leaders [21]. Internal factors such as Work-Life Balance, Work Engagement, and Psychological Capital also strengthen teachers' consistency and psychological resilience in achieving goals [22]. With these mechanisms, this theory provides a strong framework for understanding how psychological goals and resources play a role in improving teacher performance.

B. Psychological Capital Theory

The Psychological Capital Theory emphasizes the four positive psychological resources of hope, optimism, self-efficacy, and resilience—which form an individual's internal strength to cope with work pressure, maintain motivation, and produce better performance [18]. In the context of teachers, this psychological capital explains how the relationship between Work-Life Balance and Work Engagement to performance can be strengthened because teachers who have high Psychological Capital tend to be more adaptive, diligent, and stable in carrying out their duties [19]. This role of moderation arises through its four-dimensional ability to maintain focus, manage stress, and adjust work strategies, although too low a level can make teachers vulnerable, while too high a level can cause overconfidence, reducing caution [19], [23]. Within the framework of Goal Setting Theory, Psychological Capital functions as an internal support that allows teachers to set, maintain, and achieve goals consistently, thus becoming a key element that bridges psychological and structural factors in performance formation.

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C. Work-Life Balance

Work-Life Balance is understood as the ability of individuals to balance the demands of work and personal life so that both can be carried out without adverse conflicts, with a sense of satisfaction and fulfillment of roles as its main characteristics [24], [25]. The development of this concept emphasizes the importance of managing time, energy, and commitment so that individuals are able to meet the demands of their roles in a balanced manner and avoid role conflicts [26], [27]. In a broader perspective, WLB is seen as a multidimensional construct influenced by health, communication, job security, and organizational practices that can facilitate or hinder the achievement of balance [28], including the effectiveness of individuals in managing work and personal activities on an ongoing basis [29]. Greenhaus et al. (2013) then affirmed the three main dimensions of WLB of time balance, engagement, and satisfaction that together describe the extent to which individuals divide the proportion of time, attention, energy, and satisfaction in harmony between work roles and personal lives.

D. Work Commitment

Work engagement is understood as a positive and satisfying psychological state that arises when individuals work with high energy, strong emotional engagement, and full concentration, as characterized by the three main dimensions of vigor, dedication, and absorption [30]. This definition is in line with a view that emphasizes psychological attachment, enthusiasm, and the belief that the role performed contributes significantly to the organization [31], [32]. Recent research also highlights the protective function of work engagement as it is positively associated with resilience and negatively with stress and burnout [33]. Hakanen et al. (2024) reinforce this understanding by asserting that engagement arises from a harmonious interaction between job demands and available resources, resulting in optimal motivation and performance. Thus, work engagement can be concluded as a mental state characterized by energy, dedication, and deep focus that together encourage enthusiasm, perseverance, and an individual's belief in the meaning of their work [34].

E. Psychological Capital

Psychological Capital is understood as a condition of positive psychological development consisting of four main components of hope, self-efficacy, resilience, and optimism that together form internal strength to face challenges, maintain motivation, and improve performance [35]. This perspective is reinforced by findings that show that psychological capital not only improves performance, but also decreases work fatigue and encourages personal growth because individuals with high levels of Psychological Capital are more adaptive, proactive in learning, and able to utilize resources effectively [19], [36]. The four dimensions have specific functions, namely self-efficacy reflects confidence in facing difficult tasks, hope guides goal setting and strategy, optimism strengthens a positive outlook on the future, and resilience allows individuals to rise from failure. Overall, Psychological Capital acts as a psychological foundation that supports motivation and the achievement of work goals.

F. Performance

Performance is understood as the result of the work of individuals or groups in carrying out tasks according to set standards, with assessments that consider aspects of efficiency, effectiveness, and quality of task implementation [37], [38]. This concept emphasizes the achievement of organizational goals and individual goals, so that performance is an important indicator of organizational success [39], [40]. In general, performance includes the quality of work results, punctuality, effectiveness of resource use, and the ability to perform tasks independently [27]. In the context of the teaching profession, this study uses four main dimensions of work quality, punctuality, effectiveness, and independence because these dimensions best reflect pedagogical demands that emphasize rigor, discipline, efficiency, and autonomy in the learning process, while the quantity dimension is not used because the teacher's workload has been standardized so that it is less relevant as a measure of performance change.

G. Conceptual Framework and Hypothesis

This conceptual framework aims to visually and systematically describe the relationship between the variables studied, which are as follows:

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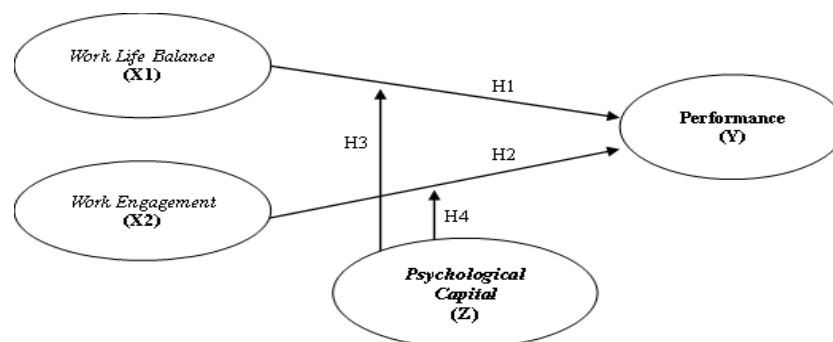


Image 1. Conceptual Framework

Based on the theoretical foundation, empirical studies, and frameworks of thought that have been described in the previous section, this study considers it important to formulate a hypothesis as a temporary answer to the problem proposed. This hypothesis becomes a guideline in empirical testing to prove the influence between the variables studied. The research hypotheses proposed are as follows:

H1 : *Work-Life Balance* has a positive and significant effect on teacher performance

H2 : Work engagement has a positive and significant effect on teacher performance

H3 : Psychological Capital moderates the relationship between *Work-Life Balance* and teacher performance

H4: Psychological Capital moderates the relationship between Work engagement and teacher performance

III. METHODS

This study uses a quantitative approach with a survey method. According to Sekaran & Bougie (2016), the quantitative approach is a method to test theory by measuring research variables using instruments so that the results can be analyzed statistically. This approach was chosen because it is able to provide an objective and systematic picture of the relationship between variables, namely *Work-Life Balance* and Work engagement as an independent variable, Psychological Capital as a moderation variable, and teacher performance as a dependent variable. The survey method is used because it allows for the efficient collection of data from large numbers of respondents [42] and precise for hypothesis testing in pre-formulated structural models [42].

Data collection was carried out through a structured questionnaire based on Google Form which was distributed to all civil servant teachers of State Junior High Schools in Sekayu District. The questionnaire consists of two parts: the respondents' biodata and the main section that contains statement items for each research variable. All items use a five-point Likert scale (1 = Strongly Agree to 5 = Strongly Agree), referring to Roselidyawaty & Rokeman (2024). The researcher provided an explanation of the purpose and procedure of filling out to the respondents and ensured the confidentiality of the answers. To reach all teachers, the researcher coordinated with the principal of each school to distribute the form link through official communication channels.

The population of this study is all civil servant teachers of State Junior High School in Sekayu District which totals 140 people. The sampling technique used is saturated sampling, as suggested Hair et al. (2019) when the population is small and all members can be included. However, as many as 23 teachers who had taken part in the pre-survey were excluded to prevent answer bias, so that the number of final samples amounted to 117 people.

The research instrument is prepared based on the operational definition of variables by adapting statements from validated sources, where *Work-Life Balance* refers to three dimensions according to Greenhaus et al. (2013) and operationalized into 9 indicators, Work Engagement follows three dimensions Hakanen et al. (2024) with a total of 9 indicators, Psychological Capital refers to four components Luthans (2011) developed into 8 indicators, while teacher performance refers to Robbins & Judge (2019) with four dimensions outlined into 12 indicators. All of these indicators are used to comprehensively assess how teachers manage work-life balance, work involvement, positive psychological capacity, and work performance which are then objectively assessed by the principal or vice principal.

Data analysis is carried out through two stages, namely descriptive analysis and inferential analysis. The descriptive analysis used SPSS version 30 to describe the distribution and tendencies of respondents' answers. The score of each item is converted into a percentage with a rating category based on an interval of 20%–100% which is divided into five classes according to the research provisions. Since the data comes from the ordinal scale, it is transformed to an interval scale using the Successive Interval Method (MSI) to meet the requirements of advanced statistical analysis [45], [46].

Inferential analysis was conducted using Structural Equation Modeling–Partial Least Square (SEM-PLS) through SmartPLS version 4. SEM-PLS was chosen because it is suitable for complex models with latent variables and limited sample sizes. The model

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evaluation starts from the outer model to test the convergent validity (loading > 0.70 ; AVE ≥ 0.50) and discriminant validity using the Fornell-Larcker criteria. The reliability of the construct is tested through Composite Reliability with a minimum value of 0.70 [47]. Before testing the inner model, an outlier check was carried out using Mahalanobis Distance and collinearity using VIF < 5 [44].

The structural model was then evaluated using R-Square values, effect size (f-square), Predictive Relevance (Q-Square), and Goodness of Fit (GOF). The hypothesis was tested using the path coefficient, with the relationship considered significant if the p-value was < 0.05 and the t-statistic > 1.96 [47]. The analysis of the role of Psychological Capital moderation was carried out using the Moderating Regression Analysis (MRA) approach to determine whether PsyCap strengthens or weakens the influence *Work-Life Balance* and Work engagement to teacher performance.

IV. RESULTS AND DISCUSSION

A. Results

1) Respondent Profile

The respondent profiles are presented to provide an overview of the characteristics of civil servant teachers of State Junior High Schools in Sekayu District, including gender, age, last education, length of employment, and marital status.

Table 1. Respondent Profile

No.	Variable	Categories	Number (people)	Percentage (%)
1.	Gender	Male	25	21,4
		Women	92	78,6
2.	Age	24–29 years old	14	12,0
		30–35 years old	8	6,8
		>41 years old	95	81,2
3.	Final Education	S1	113	96,6
		S2	4	3,4
4.	Tenure	1–5 years	44	37,6
		6–10 years	7	6,0
		11–15 years	7	6,0
		>15 years old	59	50,4
5.	Marital Status	Unmarried	9	7,7
		Married	103	88,0
		Ever married	5	4,3

Source: Primary Data Processed by SPSS Program, Year 2025

The respondent profile shows that the majority of civil servant teachers of State Junior High School in Sekayu District are women, in the age group above 41 years old, and almost all of them have a S1 education. Most have a working period of more than 15 years and are dominated by married respondents. This composition illustrates that the characteristics of respondents generally come from a group of experienced teachers with relatively uniform educational backgrounds.

2) Outlier Data Screening and Collinearity

The results of the Mahalanobis Distance test showed a minimum value of 0.152 and a maximum of 12.456, all of which were below the Chi-Square value of table 14.860 ($\alpha = 0.05$), so there were no multivariate outliers and all data were worth retaining. The collinearity test also showed that the VIF value ranged from 1.906 to 4.759, entirely below threshold 5, which signified the absence of intervariable collinearity problems. Thus, all indicators meet statistical criteria and can be used together in advanced analysis without compromising the reliability of the model's estimation.

3) Measurement Model Analysis (Outer Model)

The results of the measurement model (*outer model*) can be seen in figure 1, which are as follows:

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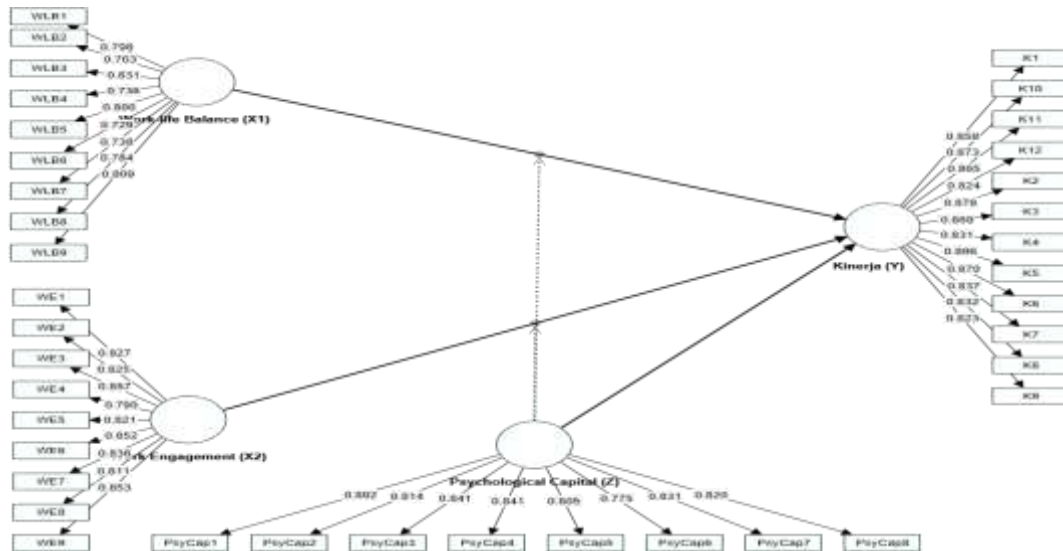


Figure 1. Outer Model

Source: Primary Data Processed by SmartPLS Program, Year 2025

Based on the entire series of tests carried out at the evaluation stage of the measurement model, the results of the analysis show that the construct has met the required criteria. All indicators were declared valid and reliable based on the results of convergent validity, discriminant validity, and construct reliability. A summary of the results of the external evaluation of the model is presented in Table 2.

Table 2. Summary of Measurement Model Results (Outer Model)

Variable	Indicator	Outer Loadings	AVE	Cronbach's alpha	Composite reliability (rho_a)	Ket.
Performance (Y)	K1	0,858	0,731	0,966	0,967	Valid
	K10	0,873				
	K11	0,865				
	K12	0,824				
	K2	0,878				
	K3	0,869				
	K4	0,831				
	K5	0,896				
	K6	0,870				
	K7	0,837				
Psychological Capital (Z)	PsyCap1	0,892	0,686	0,934	0,940	Valid
	PsyCap2	0,814				
	PsyCap3	0,841				
	PsyCap4	0,841				
	PsyCap5	0,805				
	PsyCap6	0,775				
	PsyCap7	0,831				
Work Commitment (X2)	WE1	0,827	0,690	0,944	0,949	Valid
	WE2	0,825				
	WE3	0,857				
	WE4	0,790				

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Variable	Indicator	Outer Loadings	AVE	Cronbach's alpha	Composite reliability (rho_a)	Ket.
Work-life Balance (X1)	WE5	0,821	0,604	0,918	0,928	Valid
	WE6	0,852				
	WE7	0,836				
	WE8	0,811				
	WE9	0,853				
	WLB1	0,798				
	WLB2	0,763				
	WLB3	0,831				
	WLB4	0,736				
	WLB5	0,800				
	WLB6	0,729				
	WLB7	0,738				
	WLB8	0,784				
	WLB9	0,809				

Source: Primary Data Processed by SmartPLS Program, Year 2025

The results of the summary evaluation of the measurement model show that all constructs of Performance, Psychological Capital, Work Engagement, and Work-life Balance have met the feasibility criteria statistically. Each indicator has an outer loadings value above the minimum limit, while the AVE value for all variables is above 0.5 which confirms the fulfillment of convergent validity. In addition, Cronbach's alpha and composite reliability values are in the very good category, which means that the internal consistency of the construct is very strong. Overall, these findings confirm that all variables in the model are suitable for further analysis.

4) Structural Model Analysis (Inner Model)

After evaluating the measurement model (*outer model*), the next stage is the structural analysis of the model (*inner model*) which aims to determine the relationship between latent variables in this study, namely the effect of *Work-life Balance* and *Work Engagement* on teacher performance with *Psychological Capital* as a moderation variable. The inner model analysis in this study includes testing the *Coefficient of Determination (R-Square)*, *effect size (f-square)*, *Predictive Relevance (Q-Square)*, and *Goodness of Fit (GoF)*, which is then followed by hypothesis testing and *Moderating Regression Analysis (MRA)*.

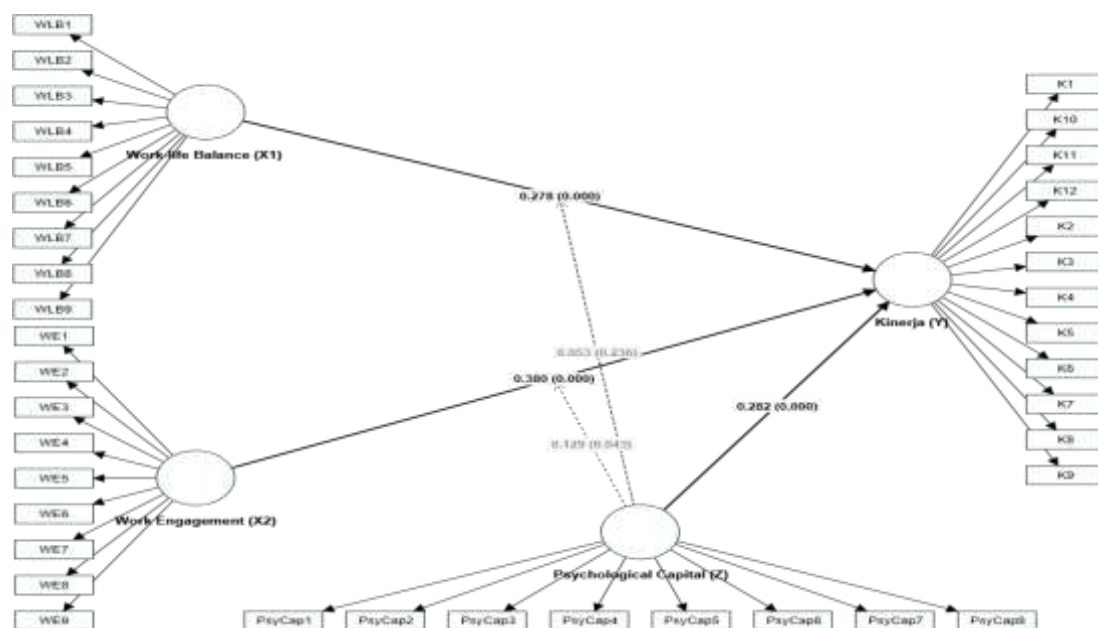


Figure 2. Inner Model

Source: Primary Data Processed by SmartPLS Program, Year 2025

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Table 3. Summary of Structural Results of the Model (Inner Model)

Analysis	Variable / Indicator	Value	Remarks
R-Square (R^2)	Performance (Y)	0,350	Moderate
Effect Size (F^2)	Psychological Capital (Z)	0,125	Small
	Work Commitment (X2)	0,226	Medium
	Work-life Balance (X1)	0,117	Small
Predictive Relevance (Q^2)	Performance (Y)	0,307	Moderate
Goodness of Fit (GoF)	GoF Model	0,514	Height

Source: Primary Data Processed by SmartPLS Program, Year 2025

The results of the structural model evaluation showed a good contribution of all variables, with R-Square 0.350 and Q-Square 0.307 reflecting moderate predictive ability. Effect size indicates that Work Engagement has a moderate influence as the biggest predictor, while Psychological Capital and Work-Life Balance have a small effect. A GoF value of 0.514 confirms that the model has high feasibility and is able to explain the relationship between variables strongly.

5) Hypothesis Test

After all hypotheses are tested through *path coefficient analysis* and *Moderating Regression Analysis* (MRA). The recapitulation of the results of the hypothesis test is presented in table 4.

Table 4. Recapitulation of Hypothetical Results

	Variable	Original sample (O)	T statistics	P values	Ket.
H1	Work Engagement (X2) -> Performance (Y)	0,380	5,252	0,000	Accepted
H2	Work-life Balance (X1) -> Performance (Y)	0,278	4,381	0,000	Accepted
H3	Psychological Capital (Z) -> Performance (Y)	0,282	4,106	0,000	Accepted
H4	Psychological Capital (Z) x Work-life Balance (X1) -> Performance (Y)	0,053	0,720	0,236	Rejected
H5	Psychological Capital (Z) x Work Engagement (X2) -> Performance (Y)	0,129	1,718	0,043	Accepted

Source: Primary Data Processed by SmartPLS Program, Year 2025

Hypothesis testing with path coefficient analysis showed that the two main variables, namely Work-life Balance and Work Engagement, had a positive and significant influence on Teacher Performance. The coefficient values were 0.278 and 0.380 respectively with a T-statistic that exceeded the significance limit and a P-value below 0.05, so that both hypotheses were accepted. These results confirm that improving work-life balance and work involvement directly contributes to improving teacher performance in the context of this study.

Analysis of moderation through MRA showed that Psychological Capital did not strengthen the relationship between Work-life Balance and Teacher Performance because the interaction value was not significant. However, Psychological Capital was shown to strengthen the relationship between Work Engagement and Teacher Performance, demonstrated by the positive and significant interaction coefficient on the one-way test. Thus, Psychological Capital plays the role of a predictor moderator in the first relationship and as a quasi-moderator in the second relationship, which means that this variable has a direct influence on performance while being able to strengthen the influence of Work Engagement in improving teacher performance.

Based on the recapitulation of the results of the hypothesis testing in Table 4, it can be concluded that Hypothesis 1 (*Work Engagement* to Performance), Hypothesis 2 (*Work-life Balance* to Performance), and Hypothesis 3 (*Psychological Capital* to Performance). Furthermore, Hypothesis 4 which states that *Psychological Capital* moderates the relationship between *Work-life Balance* and Performance is rejected. Meanwhile, Hypothesis 5 which states that *Psychological Capital* moderates the relationship between *Work Engagement* and Performance is accepted.

B. Discussion

Based on the results of the analysis and various tests that have been carried out, a discussion is then carried out on the results of data processing in this study to provide a clearer picture of the influence between variables, both the direct relationship between *Work-life Balance* and *Work Engagement* on Teacher Performance, as well as the relationship involving the role of *Psychological Capital* as a moderation variable in strengthening the relationship between these variables.

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1) The Effect of Work-Life Balance on Performance

The results of the hypothesis test show that *Work-life Balance* has a positive and significant effect on the performance of civil servant teachers of State Junior High School in Sekayu District, with a P-Value of 0.000 (sig. < 0.05). Based on the effect size test, the *Work-life Balance* (X1) contributed 11.7% to improving teacher performance (Y), while the remaining 88.3% was influenced by other factors outside of this study, such as work commitments [8], work fatigue [48], leadership style [49], job satisfaction [50], Work Discipline [51], Loyalty [52]. These findings indicate that although *Work-life Balance* Not the only determining factor, this variable has a significant contribution to the quality of teacher performance.

Teachers' ability to maintain harmony between work demands and personal life has direct implications for strengthening performance. When teachers are able to manage their time proportionally (as reflected in the WLB3 indicator) and focus their attention in a balanced way between work and personal life (the WLB4 indicator), they are in a more stable physical and psychological state. This stability allows teachers to maintain a higher level of focus, minimize the risk of fatigue, and increase consistency in carrying out learning tasks. Conversely, the imbalance between the demands of work and personal life can trigger stress, lower motivation, and hinder work effectiveness, which ultimately has an impact on the decline in the quality of educational services. Therefore, *Work-life Balance* not only plays a role in maintaining the allocation of time and energy, but also in creating psychological conditions that support the achievement of optimal performance.

The results of this study are in line with *Goal Setting Theory* submitted by Locke & Latham (1990), especially related to the mechanisms by which individual psychological conditions affect the effectiveness of goal setting. This theory asserts that performance will improve when individuals have clarity of purpose (*Goal Clarity*), commitment, focus on tasks, and be in a stable psychological state. The findings are reinforced by Gkizani & Galanakis (2022) that the success of goal setting in an organizational context is greatly influenced by the regulation of emotions, mental readiness, and the ability of individuals to maintain the direction of attention on the set goals. They emphasize that these psychological factors are a prerequisite for employees to internalize organizational goals and mobilize efforts consistently.

Work-life Balance Good allows teachers to be in a more stable emotional state and not be burdened by role conflicts, so that their capacity to set work goals becomes clearer, realistic, and measurable. This condition is in accordance with the explanation *Goal Setting Theory*, that effective goals require cognitive and emotional readiness for individuals to be able to direct efforts and maintain perseverance (*Persistence*) in achieving the target [54].

This relationship is even stronger when it is associated with the empirical finding that most teachers are able to manage time and attention effectively, even though they do not fully feel happiness in personal achievement. This shows that *Work-life Balance* functions not only structurally as a time setting, but also psychologically, i.e. creating *mental readiness* to set and execute goals. *Goal Setting Theory* emphasizes that the quality of goals is greatly influenced by an individual's emotional state, focus, and cognitive readiness, so *Work-life Balance* provides the conditions that allow the mechanism to work optimally.

Therefore, *Work-life Balance* in this study plays a supporting role that allows teachers to maintain focus, increase adaptability, and maintain business consistency when facing job demands. This strengthens the mechanism of achieving goals described in *Goal Setting Theory*, where psychological stability is the foundation for the achievement of effective and sustainable performance.

The descriptive analysis in this study also strengthens the findings regarding the role of *Work-life Balance* in shaping the psychological condition of teachers. On the time balance dimension, the WLB3 indicator (I have enough time for myself, family, and work) shows that most teachers can manage their time proportionally. Furthermore, on the dimension of engagement balance, the WLB4 indicator (I can focus on work without neglecting personal affairs) also shows a positive trend, where the majority of respondents are able to focus attention in a relatively balanced way between work demands and personal life. These findings show that structurally, teachers have been able to manage time and attention quite well.

However, problems arise in the dimension of satisfaction balance, especially the WLB9 indicator (I feel happy with my achievements at work and personal life). A total of 40 respondents stated that they did not agree with the indicator. These findings indicate a gap between teachers' ability to manage time and roles (seen in WLB3 and WLB4) and the emotional experiences they feel. In other words, *Work-life balance* appears to be structurally achieved, but the quality of teachers' subjective well-being is not optimal. This condition supports the view that time balance is not always directly proportional to the balance of satisfaction, so *Work-life Balance interventions* need to pay attention to affective aspects, especially related to individual satisfaction and happiness in carrying out dual roles in a sustainable manner.

These empirical findings support the research Zahara et al. (2024), Aisyah et al. (2023), Malik (2023), Affandi & Sutaningsih (2023), Saxena & Dixit (2023), Asari (2022), Susanto et al. (2022), and Wind & Wind (2021) which consistently shows that *Work-life Balance* has a positive effect on performance. The relevance of these findings is even stronger when it is associated with the context of civil servant teachers in Sekayu District who face variations in the five- and six-day work system, as well as a fairly high

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administrative burden. Teachers who are able to manage these demands while maintaining a balance in their personal lives are proven to be able to show more stable and productive performance.

On the other hand, the results of this study are not in line with some previous studies that found that *Work-life Balance* has no significant effect on performance, as research has shown Foanto et al. (2020), Alfranssyah et al. (2023), Soepardi et al. (2025), and Fernanda et al. (2025). These differences in results are suspected to be influenced by variations in respondent characteristics, organizational culture, workload, and different institutional policies. The context of female civil servant teachers who dominated the respondents in this study (92 people out of the total respondents) can also be a differentiating factor. Socially and culturally, women have a dual role as professional workers as well as household managers, so they face more complex challenges in maintaining work-life balance [62]. Despite this, their ability to maintain *Work-life Balance* in these conditions, it makes an important contribution to the achievement of optimal performance. This shows that the dynamics of *Work-life Balance* is strongly influenced by the social context, the demands of the role, and the individual's capacity for adaptation.

2) The Effect of Work Engagement on Performance

The results of the hypothesis test show that *Work Commitment* has a positive and significant effect on the performance of State Junior High School civil servant teachers in Sekayu District with a score of *P-Value* by 0.000 (sig. < 0.05). Based on test results *effect size*, variable *Work Commitment* (X2) contributed 22.6% to teacher performance (Y), while the remaining 77.4% was influenced by other variables outside of this study, such as work commitment [8], work fatigue [48], leadership style [49], job satisfaction [50], Work Discipline [51], Loyalty [52]. The magnitude of the contribution shows that *Work Commitment* is one of the important factors that shape teacher performance.

Work Engagement describes an individual's psychological involvement characterized by *vigor*, *dedication*, and *absorption*. Teachers who have high *engagement* will show strong work energy, enthusiasm in carrying out tasks, and the ability to concentrate fully on work. This condition has a direct impact on the quality of task implementation, work consistency, and the accuracy of achieving performance targets. Therefore, the higher the level of work engagement, the more likely teachers are to produce optimal performance.

These results are in line with *Goal Setting Theory* according to Locke & Latham (1990), explains that achieving optimal performance requires clarity of goals, strong commitment, and sustained efforts. *Work Commitment* become a psychological condition that facilitates the fulfillment of these elements. Teachers who have *dedication* will demonstrate a strong commitment to work goals, while teachers who have *Vigor* able to allocate energy optimally in pursuit of performance targets. On the other hand, *Absorption* Help teachers to enter in a state of deep focus (*Deep engagement*), thus allowing for a better understanding of work objectives and more consistent execution of strategies. Thus, *Work Commitment* serves as a reinforcement of the goal-setting mechanism, where *Commitment* mobilize efforts, strengthen focus, and maintain persistence in facing job demands.

In addition, *Work Commitment* play a role in increasing the effectiveness of teachers' work strategies. Teachers with *dedication* will be more proactive in completing tasks and maintaining the quality of work, while the *Absorption* allows teachers to work with high focus without being easily distracted by administrative burdens or external pressures. This condition is in line with the explanation in *Goal Setting Theory* which states that the involvement of individuals in the goals will encourage the individual to develop and implement more effective work strategies to achieve the set targets [4], [63].

Descriptive findings on the *Work Engagement* variable showed that the level of teachers' work attachment was in the sufficient category (57.97%). The indicators with the highest scores were found in WE5 (I can fully focus while working without being easily distracted) with a percentage of 60.51%, and in WE2 (I feel enthusiastic and excited at work) with a value of 60.00%. This shows that most teachers are able to maintain focus and show a stable work ethic, two important components in forming *engagement*.

However, the WE1 indicator (I have high energy and motivation in completing work) actually obtained the lowest score, which was 52.48%. These findings indicate that although teachers are able to maintain focus and enthusiasm, energy availability and work motivation are not fully optimal. In addition, the high proportion of respondents who chose the neutral category (N) in almost all indicators shows that the dynamics of work involvement are still fluctuating, which may be influenced by administrative workloads, job demands, and role pressures faced by teachers simultaneously.

The results of this study support the research by Siddique et al. (2022), Rahmayani & Wikaningrum (2022), Anwar & Ekhsan (2024), and Zahroh & Khasanah (2024) which states that *Work Commitment* has a positive effect on performance. In the context of civil servant teachers in Sekayu District, the high level of attendance, work morale, and commitment to duty reflects the existence of *Commitment* which is quite good, although not completely optimal. This shows that the increase in *Work Commitment* It still needs to be the attention of school management, especially through interventions that strengthen the psychological aspects of teachers such as energy, motivation, and organizational social support.

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However, the results of this study are not in line with some previous studies, such as Fachrurazi et al. (2022), Natakusumah et al. (2022), Setiawan & Kasmari (2024), and Herdiana & Astuti (2024), which found that *Work Commitment* does not have a significant effect on performance. These differences in results are likely due to variations in respondent characteristics, organizational contexts, differences in work systems, and the level of workload faced. In this study, the characteristics of civil servant teachers who have complex administrative demands and social roles can be a factor that drives the importance of *Work Commitment* in shaping performance.

3) The Effect of Work-Life Balance on Performance Moderated by Psychological Capital

The test results showed that *Psychological Capital* had no effect in moderating the relationship between *Work-life Balance* and the performance of State Junior High School civil servant teachers in Sekayu District, with a *P-Value* of 0.236 (sig. > 0.05). These findings indicate that the influence of *Work-life Balance* on teacher performance occurs directly and is not influenced by the high and low psychological capital of teachers. Thus, the balance between work and personal life still has an impact on performance, both in teachers with *high and low* levels of Psychological Capital.

In the framework *Psychological Capital Theory*, psychological capital consisting of self-efficacy, optimism, hope, and resilience should serve as an internal resource that reinforces the influence of external factors on work behavior and performance. Psychological capital is seen as an individual's ability to cope with stress, maintain motivation, and manage job demands adaptively. However, the results of this study show that this function does not run in a moderate manner in the relationship between *Work-life Balance* and teacher performance. These findings indicate that even if teachers have a positive psychological state, this does not necessarily strengthen or weaken their influence *Work-life Balance* to the achievement of its performance. Most likely, the influence *Work-life Balance* more dominantly determined by structural factors such as workload, teaching schedule system, administrative demands, and performance regulations that are uniform for all teachers [67].

In the perspective of *Goal Setting Theory*, performance achievement is influenced by the clarity of goals, commitment to goals, and consistency in efforts to achieve them. *Work-life balance* provides the physical and psychological stability that supports the process, but these findings suggest that *Psychological Capital* does not function as a reinforcer in the mechanism of achieving these goals. This means that even if teachers have good self-efficacy, optimism, hope, and resilience, this psychological capital does not automatically increase the impact of *Work-life Balance* on performance. This condition indicates that the achievement of teachers' work goals is more influenced by their ability to manage work roles and personal lives directly, rather than by internal psychological conditions as an additional leverage factor.

Descriptive analysis also supports this finding, the *Psychological Capital* of State Junior High School civil servant teachers in Sekayu District is in the "adequate" category (56.77%), which shows that teachers have basic capital in the form of self-confidence, resilience, hope, and optimism, even though they have not reached a really strong and stable level. The aspect of optimism showed the highest score, namely on the PC7 indicator (I am optimistic about the future of my work) with a percentage of 72.99%, reflecting the positive view of teachers on their job prospects.

However, on the PC3 indicator (I am able to plan ways to achieve my work goals) it only reached 59.32%, while the PC8 indicator (I have a clear picture of the future of my career) was at 58.97%. The low level of these two indicators shows that teachers' optimism has not been fully accompanied by strategic ability to plan concrete steps or have clarity in the direction of career development. Thus, the *Psychological Capital component* has not been optimally integrated so that it has not been able to have a significant influence on work behavior or strengthen the relationship between *Work-life Balance* and performance.

Based on *Psychological Capital Theory*, the moderation effect will appear significantly if the moderator variable is at a high and stable level. In this finding, although teachers have a fairly good level of optimism and resilience, the weak planning aspect and clarity of goals cause *Psychological Capital* to not be able to play a role as a factor that moderates the influence of *Work-life Balance* on performance. Therefore, the insignificance of the role of moderation does not indicate that *Psychological Capital* is not important, but rather because the level of *Psychological Capital* possessed by teachers is not yet at optimal conditions to produce the effect of moderation.

The results of this study support the findings Yao et al. (2022), Jancenelle (2023), and Huang (2021), which indicates that *Psychological Capital* does not always function effectively as a moderator, especially when the influence of the main variables is more predominantly determined by organizational and work system factors. Some studies have even found that moderated relationships *Psychological Capital* can be inverted U-shaped, which means that to a certain extent, psychological capital no longer strengthens the relationship or can even weaken it [19].

On the contrary, other studies such as Astuti & Amalia (2021), Aldiansyah & Lukito (2021), Shah et al. (2021), Muhammad & Muchlis (2023), Hafid & Edy (2023), Toprak et al. (2024), and Paraswati & Praise (2024) found that *Psychological Capital* can amplify the influence of various factors on performance. These differences in results suggest that the effectiveness of the role of

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moderation *Psychological Capital* It depends on the context of the work, the characteristics of the respondents, and the stability and level of psychological capital possessed.

According to *Psychological Capital Theory*, although *Psychological Capital* is an important psychological resource, psychological capital that is not yet at a high and stable level is not able to function as an effective moderator variable. Therefore, improving teacher performance through *Work-life Balance* is more effectively achieved through improving work policies, managing workloads, and managing time more proportionately, rather than just relying on strengthening individual psychological aspects. These findings confirm that in the context of civil servant teachers, structural factors have a more dominant role than psychological capital in strengthening the relationship between *Work-life Balance* and performance.

4) The Effect of Work Engagement on Performance Moderated by Psychological Capital

The test results showed that *Psychological Capital* moderated the influence of *Work Engagement* on the performance of State Junior High School civil servant teachers in Sekayu District, which was evidenced by a *P-Value* of 0.043 (sig. < 0.05). These findings show that *Psychological Capital* serves as a variable that strengthens the relationship between *Work Engagement* and performance. In other words, the level of teacher work involvement characterized by *vigor*, *dedication*, and *absorption* will be more effective in producing optimal performance if supported by high psychological capital, in the form of self-efficacy, optimism, hope, and resilience.

The results of this study are in line with *Psychological Capital Theory*, Luthans & Morgan (2013) explains that *Psychological Capital* is a positive psychological resource that acts as an internal driving force (*Internal Motivational Resource*) that improve individual performance. Self-efficacy provides confidence that teachers are able to complete challenging teaching tasks; optimism encourages positive expectations of work results; hope to facilitate teachers to set goals and design various paths of achievement; Meanwhile, resilience makes teachers able to rise from pressure, obstacles, or failures. These four components form psychological energy that functions to complement the behavioral energy that arises from *Work Commitment*. Therefore, when teachers have *Commitment* high and at the same time have *Psychological Capital* Strong, such involvement is not only an emotional drive, but is transformed into a work motivation that is stress-resistant and performance-oriented.

Psychological Capital also functions as an enhancer, which is a reinforcement of the conversion of engagement energy into real performance. Teachers who have high engagement but *low Psychological Capital* are at risk of experiencing emotional exhaustion or loss of motivation when facing complex work demands. On the other hand, teachers who *are engaged* and have strong psychological capital are able to maintain focus, manage stress, maintain perseverance, and execute more effective work strategies. Thus, *Psychological Capital* ensures that the energy, passion, and dedication that teachers have can be converted into productive and sustainable performance.

Descriptive findings also support the results of the moderation. The average *Psychological Capital* of teachers is in the "adequate" category (56.77%), which shows that teachers have an adequate psychological capital base even though they have not reached a very strong level. The highest rated indicator is PC7 (I am sure that good things will happen in my work) of 72.99%, reflecting high optimism. In addition, the indicators of confidence in completing difficult tasks (64.79%), determination to face obstacles (64.27%), and resilience in facing pressure (64.10%) are in the category of quite high and reflect relatively strong components of self-efficacy, hope, and resilience. This condition illustrates that most teachers have relevant psychological capital to support work involvement, so that *Psychological Capital* is empirically able to play a role in strengthening the influence of *Work Engagement* on performance.

A good enough psychological capital is an important factor that ensures that *Work Commitment* It is not only emotional or situational, but develops into a pattern of productive work behavior. Teachers who have strong optimism, confidence, and resilience will be better able to maintain enthusiasm, focus, and perseverance in facing administrative burdens, class dynamics, and learning targets. Thus, when *Work Commitment* Powered by *Psychological Capital* adequate, teacher work involvement is more effective in encouraging performance improvement, as explained by [72].

Empirically, the results of this study support the findings of the research Astuti & Amalia (2021), Aldiansyah & Lukito (2021), Shah et al. (2021), Yao et al. (2022), Biswal et al. (2023), which indicates that *Psychological Capital* plays a role in strengthening the relationship between various performance triggering factors and performance results. The findings confirm that psychological capital such as optimism, self-efficacy, hope, and resilience are able to increase the effectiveness of variables that affect performance.

Variations in the level of *Psychological Capital* cause differences in the extent to which *Work Engagement* can translate into optimal performance. Teachers with optimism, self-confidence, and high resilience show a stronger ability to utilize work involvement to improve the quality of learning and the implementation of professional tasks. Therefore, based on *Psychological Capital Theory*, it can be concluded that the success of *Work Engagement* in improving performance is greatly influenced by the

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strength of the psychological capital possessed by teachers. *Psychological Capital* serves as an internal foundation that allows the energy, enthusiasm, and focus that arise from *Work Engagement* to be consistently converted into superior and sustainable performance.

CONCLUSIONS

The results of the study showed that Work-life Balance and Work Engagement were proven to have a positive and significant effect on teacher performance, while Psychological Capital did not moderate the relationship between Work-life Balance and performance, but played a role in strengthening the influence of Work Engagement on teacher performance. In the final part, this study is recognized as having limitations, such as the limited scope of civil servant teachers of State Junior High School in Sekayu District, the use of survey methods that only reflect respondents' perceptions, and cross-sectional designs that have not been able to capture long-term dynamics; Therefore, further research is suggested to expand the context, use a qualitative approach, and add other variables such as work commitment, work fatigue, job satisfaction, discipline, or leadership style to gain a more comprehensive understanding.

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