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THE INFLUENCE OF *WORK-LIFE BALANCE* AND PHYSICAL WORK ENVIRONMENT ON THE PERFORMANCE OF STATE CIVIL APPARATUS TEACHERS (ASN) OF NSF CIMAHI JUNIOR HIGH SCHOOL

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Abstract

Based on the results of the teacher performance evaluation in 2022 and 2023, there has been a decline in teacher performance, suboptimal physical work environment conditions, and extra workloads that often extend beyond working hours. This study aims to analyze the influence of work-life balance and physical work environment on the performance of Civil Servant Teachers (ASN) at SMP NSF Cimahi. The research uses a quantitative approach with a census method, employing a questionnaire as a data collection tool. The research population includes 36 ASN teachers for the independent variable and 1 principal for the dependent variable. The results of the descriptive analysis show that the work-life balance of ASN teachers falls within the balanced criteria, with the sub-variable of balance being the highest value. The physical work environment falls into the good category, with the sub-variable of workplace safety being the highest value. The overall performance of teachers falls within the good criteria, with the highest sub-variable being social competence. The results of multiple linear regression show that work-life balance and physical work environment simultaneously influence the performance of ASN teachers at SMP NSF Cimahi with a high or strong level of impact. This research proves that a good work-life balance and a conducive physical work environment significantly contribute to the improvement of teacher performance at SMP NSF Cimahi. This research provides important contributions in supporting the development of policies to improve work-life balance and physical work environments to enhance teacher performance, which ultimately contributes to the quality of education.

Keywords: Work life balance, Physical Work Environment, Performance, State Civil Apparatus

Introduction

Education in Indonesia continues to undergo transformation to produce quality and relevant graduates according to the times. One of the important components in education is the performance of teachers, which is the most influential component in the creation of quality educational processes and outcomes (Husen & Coombs, 1986; Rifa'i et al., 2023)

NSF Cimahi Junior High School is one of the educational institutions at the high school level in Cimahi City with a vision of "The Realization of Graduates with Character, Religion, Global Perspective, Independent and Creative Spirit, and Self-Actualization". To be able to realize this vision, human resources are needed who have skills and are able to work in accordance with the mandated objectives, namely in terms of educating students.

According to Hasibuan (2019) performance is the result of work or achievement of a person in carrying out the tasks given to him. Optimal performance is indicated by the achievement of the goals that have been set in accordance with the agreed

performance benchmarks. This is a manifestation of the implementation of duties and responsibilities in every individual in the organization.

Teacher performance is influenced by various factors, including the balance between personal and work life (*work-life balance)* and the condition of the physical work environment (Rifa'i et al., 2023). Schools often find it difficult to increase teacher productivity due to the lack of effective implementation of a performance management system (Romadani & Prabowo, 2024).

Teachers have a very crucial role in shaping students' character and increasing their potential, including their intellectual intelligence (Rifa'i et al., 2023). Teacher performance is the main determining factor in creating an effective learning environment and has an impact on student learning outcomes. Teachers who have good performance directly contribute to improving the quality of education and academic achievement (Masnawati & Kurniawan, 2023).

To find out how much performance a teacher has, it is necessary to conduct periodic assessments as regulated by the Directorate of Teachers and Education Personnel of the Ministry of Education and Culture of the Republic of Indonesia in Regulation of the Director General of Teachers and Education Personnel No.7607/B.B1/HK.03/2023 concerning Technical Guidelines for the Management of Teacher and Principal Performance. The assessment was carried out on teachers who teach within government agencies.

In general, the Teacher Performance Assessment (PKG) on Junior High School State Civil Apparatus (ASN) Teachers is carried out with several instruments to measure the competence of an educator. This assessment includes four main aspects, namely pedagogic, personality, social, and professional, each of which is further elaborated into several sub-aspects which are then assessed through a number of indicators. The results of the PKG are expected to be a benchmark for the success of teachers in carrying out their duties, and can make a positive contribution to improving the quality of education in schools and improving the performance of the teachers concerned.

PKG contains systematic guidelines for evaluating teacher performance based on various competency indicators which include planning, implementation, learning evaluation, and professional development. This assessment is carried out to ensure that teachers meet the expected performance standards in accordance with their duties and responsibilities, with the main goal of improving the quality of education. PKG is carried out through direct observation, document analysis, and interviews, and the results of the assessment are poured into scores that are converted into a certain scale to determine performance predicates, such as Adequate, Good, or Very Good. This guide also serves as a reference in providing constructive feedback for teachers' professional development in an ongoing manner.

The PKG Guidelines were created and issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This guideline was prepared as part of the government's efforts to ensure that the teacher performance assessment process is carried out objectively, systematically, and in accordance with national education standards, in order to support the improvement of the quality of education in Indonesia. In the PKG assessment scale, the minimum score that can be achieved is 14 and the maximum score is 56, which is summed up from the results of the assessment of 14 competencies. Based on the PKG guidelines, the assessment criteria are classified as follows:

Table 1 . Teacher Performance Assessment Criteria

Vulnerable Value	Predicate
≥ 50	Very Good
44-49	Good
38-43	Enough
< 38	Less

Source: Ministry of Education, Culture, Research, and Technology Republic of Indonesia.

To find out the performance of the teacher, it can be seen from the results of the teacher performance assessment with the criteria of very good to less. The following is a table of teacher performance assessment results in accordance with the NSF Cimahi Junior High School archives.

Table 2. Performance Assessment of ASN Junior High School NSF Cimahi Teachers for the 2022 Period

Teacher Performance Assessment	Conversion Of PKG Values To A Scale Of 0-100	Number Of Teachers	%	Predicate
43	76,79	1	2,78	Enough
48	85,71	1	2,78	Good
49	87,50	3	8,33	
50	89,20	24	66,67	Very good
51	91,07	7	19,44	
Total		**36**	**100**	

Source: NSF Cimahi Junior High School Archives in 2022, reprocessed, November 2024

From table 1.1, it can be seen that in the results of the performance assessment of ASN NSF Cimahi Junior High School teachers in the 2022 period, it can be said that it is very good with 31 people getting a vulnerable score of 50-51 and the rest getting a score that is not too low also because the high score is 43 with the number of 1 teacher, the rest are in the range of 48-49.

Table 3 . Performance Assessment of ASN Junior High School NSF Cimahi Teachers for the 2023 Period

Teacher Performance Assessment	Conversion Of PKG Values To A Scale Of 0-100	Number Of Teachers	%	Predicate
43	76,79	1	2,78	Enough
48	85,71	1	2,78	Good
49	87,50	7	19,44	
50	89,20	22	61,11	Very
51	91,07	5	13,89	good
Total		**36**	100	

Source: NSF Cimahi Junior High School Archives in 2023, reprocessed, November 2024

Based on the comparison of Tables 2 and 3, it can be seen that there are several dynamics in teacher performance between 2022 and 2023. One of the trends that is quite striking is the decrease in the number of teachers who have obtained the title of "very good" in 2023. This indicates a slight decline in the overall performance of teachers who previously showed very good performance. However, this decline was offset by an increase in the number of teachers who received the title of "good". This means that some teachers who were previously included in the predicate of "very good" experienced a slight decline in performance but still remained within the good criteria. This

phenomenon indicates that there are challenges in maintaining performance achievements in the previous year. On the other hand, the number of teachers who received the title of "adequate" was recorded to be stable between 2022 and 2023, showing that the proportion of teachers with performance at this level tends to be consistent.

This decline could indicate a challenge in maintaining performance in *level* highest. Factors such as *work life balance*, workload, or physical work environment support can be the main causes that need to be further investigated to improve the results of future performance appraisals.

One of the important factors that affect teacher performance is *work-life balance* . *Work-life balance* is a condition in which a person can manage their time and energy in a balanced manner between the demands of work and personal life, so that the two can run in harmony without interfering with each other (Kresna et al., 2020).

The deputy principal and one of the teachers of NSF Cimahi Junior High School, revealed that teachers face challenges in balancing teaching duties with other responsibilities such as external service which can occur 1-2 times a month, both during working hours and on *weekends.* When external service occurs during working hours, teachers must rely on peers to provide material direction or assignments to students, which has the potential to affect the quality of learning. Meanwhile, outside service on weekends has an impact on rest time and togetherness with family. The external service itself is an activity that involves teachers to carry out duties outside of school, both within the scope of the education unit and outside it. According to the regulations of the Ministry of Education and Culture (Kemendikbud), foreign agencies have an important role in developing teacher professionalism and improving the quality of education. External service can be in the form of training activities, workshops, seminars, conferences, or other special tasks that aim to improve teachers' competence in the pedagogic, professional, and social fields. In addition, foreign agencies can also involve teachers in activities that support government programs in the field of education. However, too frequent external frequencies can be an additional burden for teachers and have the potential to disrupt the quality of learning in the classroom.

Table 4. Data from the External Teacher Service of ASN SMP NSF Cimahi for the January-September 2024 Period

No	Month	Foreign Service (Working Hours)	Foreign Service (Outside Working Hours)	Total
1	January	1	1	2
2	February	10	6	16
3	March	12	7	19
4	April	25	18	43
5	May	40	23	63
6	June	10	7	17
7	July	5	4	9
8	August	20	16	36
9	September	15	14	29
Total		**138**	**96**	**234**

Source: NSF Cimahi Junior High School Archives in 2023, reprocessed, November 2024

Based on Table 4, data from the external service of ASN Teachers of NSF Cimahi Junior High School in the January-September 2024 period shows that most of the external service is carried out during working hours, with a total of 138 activities, while 96 activities are carried out outside working hours. The highest increases occurred in April

and May, which were then followed by declines in June. The imbalance between personal and professional life is one of the causes of teachers' disrupted lifestyles, thus affecting their overall well-being.

The criteria of "External Service" show that there are high demands for duties during or outside teaching hours. Excessive workloads and poorly managed family demands can cause stress and burnout in teachers, thus impacting teachers' performance in the classroom.

Personal problems, especially related to the family, are often a trigger for an imbalance between work demands and personal life (*work-life balance)* for teachers. *Work-life balance* itself refers to a person's ability to meet work and family commitments, as well as other responsibilities other than their work and other activities (Mardiana et al., 2023). When this balance is disturbed, teachers can have difficulty focusing on teaching tasks, which ultimately has an impact on the quality of learning in the classroom. This phenomenon ultimately has an impact on the decline in performance in the teaching and learning process.

Various previous studies have proven that there is a significant relationship between *work-life balance* and teacher performance. Research by Johari et al. (2018) in Malaysia found that *work-life balance* has a significant influence on teacher performance. In the Indonesian context, several studies (Mardiana et al., 2023; Rifa'i et al., 2023; Suharno & Muttaqiyathun, 2021) consistently show a positive and significant influence of *work-life balance* on performance.

Another factor that can affect teacher performance in the series of teaching and learning processes is the creation of a supportive physical work environment. Lack of attention to the physical work environment will make teachers unenthusiastic and uncomfortable in doing their work (Nurhidayanti & Prabowo, 2024). A comfortable and pleasant physical work environment is essential for teachers to boost morale. As stated by Waruwu (2022) a good office is a place that is not boring and can raise enthusiasm. The ideal interior design should consider the needs of work, privacy, communication, hierarchy, and efficiency. In addition, the selection of equipment that is environmentally friendly and easy to disassemble is also important to create a positive work atmosphere.

The physical work environment is any physical aspect of the workplace, such as lighting, temperature, ventilation, cleanliness, and space layout, which affects employee comfort and productivity (Logahan et al., 2012). Based on research conducted by Aruan dan Fakhri (2017) stated that the work environment is the entire work facilities and infrastructure that exist around employees who are doing work and can affect the implementation of work.

The physical work environment is everything in the environment of workers that is able to influence them in carrying out their duties such as temperature, humidity, ventilation, lighting, noise, cleanliness, and the adequacy or inadequacy of work equipment (Adriani & Charli, 2023). Research by Rifa'i et al. (2023) on SMPN 1 Kersamanah teachers shows that the work environment partially has a significant effect on teacher performance.

This is reinforced by data on teachers' tenure varying between 1-30 years, where these different experiences can affect teachers' ability to manage the balance between work and personal life demands. With *work-life balance* and work environment, both have a positive impact and contribute to improving teacher performance, therefore it is important for educational institutions to pay attention to these two aspects in improving

the performance and quality of teachers, as well as optimizing learning outcomes for students (Rifa'i et al., 2023)

This study has a novelty by examining the simultaneous influence of work *life balance* and physical work environment on the performance of ASN teachers at NSF Cimahi Junior High School, which has not been widely discussed in the local context. Most previous studies focused more on individual variables or other sectors, such as research on company employees (Mardiana et al., 2023) or international contexts, such as in Malaysia (Johari et al., 2018) and Saudi Arabia (Al-Alawi et al., 2021). In addition, this study also fills a research gap by emphasizing the measurement of physical aspects of the work environment in more detail, including noise and odors, which have not been the main focus in previous studies. Thus, the results of this study provide a new relevant contribution to the development of policies in improving teacher performance through optimal work-life balance and work environment.

Based on the phenomena that have been described, this study aims to analyze the influence of *work-life balance* and physical work environment on the performance of ASN teachers at NSF Cimahi Junior High School. This study is designed to answer several main questions, namely respondents' responses to *work-life balance* and physical work environment, superiors' perception of teacher performance, and the influence of these two variables on teacher performance, both partially and simultaneously. Thus, this research is expected to provide theoretical benefits, namely enriching literature in the field of human resource management and education, as well as practical benefits, namely providing recommendations for NSF Cimahi Junior High School in improving the welfare and performance of teachers to support the improvement of the quality of education.

Research Methods

This research method uses a quantitative approach, which aims to measure the influence of independent variables of *work-life balance* and physical work environment on dependent variables, namely teacher performance. Data collection was carried out using several techniques, namely interviews with principals and teachers, dissemination of questionnaires to ASN teachers at NSF Cimahi Junior High School, direct observation of physical work environment conditions, and documentation of teacher performance assessment data. The questionnaire was prepared using a semantic differential scale to describe the respondents' perception of each variable.

The study population includes 36 ASN teachers for the independent variable and 1 principal for the dependent variable. The data were analyzed by multiple linear regression methods to test the relationships and influences between variables, supported by validity, reliability, and classical assumption tests (normality, multicollinearity, heteroscedasticity). The results of the analysis were processed using SPSS version 26 to ensure that the research results were valid, reliable, and can be used as a basis for drawing conclusions about the relationship between *work-life balance*, physical work environment, and teacher performance.

The data analysis methods used in this study are descriptive method and associative method. The data analysis used in this study is quantitative data. For more details, please see the following table 5:

Table 5. Data Analysisi Used To Answer Proble Identification

IDENTIFY PROBLEMS	QUANTITATIVE ANALYSIS
Problem 1, (descriptive)	√
Problem 2, (descriptive)	√
Problem 3, (descriptive)	√
Problem 4, (associative)	√

There are two data analysis methods used in this study, namely quantitative descriptive analysis which is used to answer the identification of the 1st, 2nd, and 3rd problems, by calculating the average score of each respondent's answer in accordance with the interval data. To facilitate the analysis of each variable, the researcher determined the respondent attitude criteria for each variable based on table 6 as follows:

Table 6. Respondents' Attitude Criteria Regarding *Work-Life Balance* Variables, Physical Work Environment, and Teacher Performance

Interval	*Work Life Balance*	Physical Work Environment	Teacher Performance
1,00 – 1,80	Very Unbalanced	Very Bad	Very incapable
1,81 – 2,60	Unbalanced	Bad	Unable to afford
2,61 – 3,40	Quite Balanced	Enough	Enough
3,41 – 4,20	Balanced	Good	Good
4,21 – 5,00	Very balanced	Excellent	Excellent

Then use quantitative associative analysis to answer the identification of the 4th problem, by measuring how far the model is capable in explaining the variation of the bound variable. A value that is small or close to zero means that the ability of the free variable to explain the bound variables is very limited. The higher the value, the higher the free variable can explain the variation of the bound variable$R^2 R^2$. The following are guidelines for interpreting the determination coefficient:

Table 7. Guidelines For Providing Interpretation Of Determination Coefficients

INTERVAL COEFICIN	LEVEL INFLUENCE
<4.99%	Very Low Influence
5% - 16,99%	Low But Sure Influence
17% - 49,99%	Significant Influence
50% - 80,99%	High/Strong Influence
>81%	Very High Influence

Source: Fitrianingsih and Budiman (2019)

Results and Discussion

Respondents' Responses to Work-Life Balance in ASN Teachers of NSF Cimahi Junior High School

To find out the *work-life balance* of ASN teachers at NSF Cimahi Junior High School, a questionnaire has been distributed to 36 research respondents who are teachers with ASN status at NSF Cimahi Junior High School.

Table 8. Total Average Respondents' Responses to the Statement Regarding the *Work Life Balance Variable*

Sub Variable	Mean	Criterion
Time Balance	4,19	Capable
Balance of Engagement	4,24	Highly Capable
Balance of Satisfaction	4,06	Satisfied
Total Average Score	**(4.19+4.24+4.06)/3 = 4.16**	
Work Life Balance	**Balanced**	

Based on Table 8, it can be seen that the sub-variable of involvement balance has the highest value with an average total of 4.24 and is included in the very capable criterion. This shows that respondents consider the balance of involvement as a very important aspect in *the work-life balance* of ASN NSF Cimahi junior high school teachers. In addition, the satisfaction balance sub-variable had the lowest score with an average total of 4.06 with satisfaction criteria. Although this value is still high, it needs to be considered so that the balance of satisfaction can be further strengthened. Overall, the average total of each work life balance sub-variable in ASN teachers of NSF Cimahi Junior High School is 4.16 which is included in the balance criteria. This shows that *the work-life balance* in ASN teachers of NSF Cimahi Junior High School is balanced.

Respondents' Responses to the Physical Work Environment in ASN Teachers of NSF Cimahi Junior High School

To find out the Physical Work Environment for ASN teachers at NSF Cimahi Junior High School, a questionnaire has been distributed to 36 research respondents who are teachers with ASN status at NSF Cimahi Junior High School.

Table 9. Total Average Respondents' Responses to Statements Regarding Physical Work Environment Variables

Sub Variable	Mean	Criterion
Description	4,02	Bright
Temperature, Humidity, Air Circulation	3,68	Comfortable
Noise in the workplace	3,81	Calm
Workplace odors	3,42	Fragrant
Workplace Colour Scheme	3,91	Appropriate
Decoration at work	3,90	Appropriate
Safety in the workplace	4,15	Safe
Cleanliness in the workplace	3,91	Clean
Availability of parking spaces	3,78	Adequate
Total Average Score	**(4.02+3.68+3.81+3.42+3.91+3.90+4.15+3.91+3.78)/9 = 3.84**	
Physical Work Environment	**Good**	

Based on Table 9, it can be seen that the safety sub-variable in the workplace has the highest score with an average total of 4.15 and is included in the safety criteria. This shows that respondents consider workplace safety as a very important aspect in the physical work environment for ASN teachers of NSF Cimahi Junior High School. In addition, the sub-variable of odors in the workplace had the lowest value with an average total of 3.42 with the fragrant criterion. Although this value is high, it needs to be considered so that odors around the workplace can be more noticeable. Overall, the average total of each sub-variable of the physical work environment in ASN teachers of NSF Cimahi Junior High School is 3.84 which is included in the good criteria. This shows that the physical work environment felt by ASN NSF Cimahi Junior High School teachers is good.

Respondents' Responses to the Physical Work Environment in ASN Teachers of NSF Cimahi Junior High School

Table 10. Total Average Respondents' Responses to Statements Regarding Performance Variables

Sub Variable	Mean	Criterion
Pedagogic Competence	4,06	Capable
Personality Competencies	4,18	Capable
Social Competence	4,31	Highly Capable
Professional Competencies	4,03	Capable
Total Average Score	**(4.06+4.18+4.31+4.03)/4 = 4.14**	
Performance	**Good**	

Based on Table 10, it can be seen that the social competency sub-variable has the highest score with an average total of 4.31 and is included in the very capable criteria. This shows that respondents consider social competence as a very important aspect in the performance of ASN teachers of NSF Cimahi Junior High School during the teaching and learning process. In addition, the sub-variable of professional competence has the lowest score with an average total of 4.03 with the ability criterion. Although this value is high, it needs to be considered so that professional competence can be paid more attention. Overall, the total average of each sub-variable of teacher performance of ASN SMP NSF Cimahi is 4.14 which is included in the good criteria. This shows that the competence possessed by ASN NSF Cimahi Junior High School teachers is good.

Influence Work life balance and Physical Work Environment on the Performance of ASN Teachers of NSF Cimahi Junior High School

To answer the identification of problem number 4 regarding the influence of *work-life balance* and physical work environment on the performance of ASN Junior High School NSF Cimahi teachers, the researcher conducted a multiple *regression* analysis which aims to show a valid relationship equation or *Best Linear Unibiased Estimor* (*BLUE*) and must meet the classical assumptions of *Ordinary Least Square (OLS)*. The classical assumption test in this study refers to Ghazali (2018), which is carried out by normality test, multicollinearity test, and heteroscedasticity test. The following is a table of the results of the classic assumption test:

Table 11. Results Of The Classic Assumption Test

Types of Classic Assumption Tests	Criteria for Accepting Test Results	Test Results	Interpretation
Normality Test	(Sig) ≥ 0.05	(Sig) = 0.168	Normally Distributed Data
Multicollinearity Test	*Tolerance value* > 0,1 dan VIF < 10	*Tolerance value* = 0.343 or VIF = 2.912	There was no correlation between independent variables
Heteroscedasticity Test	(Sig) ≥ 0.05	(Sig) = 0.103 (Sig) = 0.208	There was no similarity in *variance* from the residual regression model or the absence of heteroscedasticity

1. Normality Test
   Based on the results of the normality test of the data variables *of work life balance* and physical work environment on the performance of ASN Junior High School Teachers

of NSF Cimahi, it can be known that the significance value (sig.) is 0.168 > 0.05 which shows that the data in this study is normally distributed.

2. Multicollinearity Test
   Based on the results of the multicollinearity test, the data of work *life balance* variables and the physical work environment on the performance of ASN Junior High School NSF Cimahi teachers can be found to have a VIF value of 2,912 < 10.00 and a tolerance value of 0.343 > 0.10 which shows that the data in this study is free from the symptoms of multicollinearity which means that there is no correlation between independent variables in the regression model.
3. Heteroscedasticity Test
   Based on the results of the heteroscedasticity test, the data of work *life balance* variables and the physical work environment on the performance of ASN NSF Cimahi Junior High School teachers can be found to be the significance value of *work life balance* of 0.103 > 0.05 and the physical work environment of 0.208 > 0.05 which shows that there are no heteroskepestivity symptoms which means that there is no variance difference from the residual of one observation to another.

Multiple Linear Regression Test

Table 12. Multiple Regression Test Results

Coefficientsa						
		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**T value**	**Mr.**
1	(Constant)	7.850	3.587		2.188	.036
	Work Life Balance	.498	.227	.412	2.193	.035
	Physical Work Environment	.141	.066	.403	2.148	.039
a. Dependent Variable: Kinerja Guru						

Then multiple regression analysis tests were carried out using SPSS version 26 and the following equations could be obtained:

$$\mathbf{Y = 7{,}850 + 0.498\ X1 + 0.141\ X2}$$

The multiple regression equation can be interpreted as follows:

a. The regression coefficient for the *work life balance* variable was partially positive with a value of 0.498 which means that there was an influence of 49.8% on *the work life balance* variable on performance. This can be interpreted that *work-life balance* partially affects performance with **a significant level of influence**.
b. The regression coefficient for the physical work environment variable is partially positive with a value of 0.141, which means that there is an influence of 14.1% on the physical work environment variable on performance. This can be interpreted that work motivation partially affects performance with **a low but definite** level of influence.

Coefficient of Determination

Table 13. Coefficient Of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775a	.601	.577	2.515

a. Predictors: (Constant), Physical Work Environment, Work Life Balance
b. Dependent Variable: Kinerja Guru

Based on the results of the calculation using SPSS version 26, describing the R square (determination coefficient) of R2 of 0.601 in the interpretation guideline, the determination coefficient value (d) of 60.1% can be interpreted as *work-life balance* and the physical work environment simultaneously affects the performance of ASN NSF SF Cimahi teachers with a high or strong level of influence. Meanwhile, 39.9% were influenced by other factors that were not studied.

Hypothesis Test Results

To find out whether or not there is an influence on the variables of *work life balance* and physical work environment on the performance of ASN Junior High School Teachers of NSF Cimahi, it will be known by conducting a hypothesis test that aims to test whether the hypothesis is accepted or rejected. In this study, hypothesis testing is carried out with partial tests (t-test) and simultaneous tests (F-test) as follows:

Partial Test (T-Test)

Table 14. Partial T Test Results

Variable	Calculation	ttable	Sig.	Prob.	Information
X1	2.193	1,692	0.035	0.05	Influential
X2	2.148	1,692	0.039	0.05	Influential

Based on the table of the partial hypothesis test of the influence of organizational culture and work motivation on the performance of the interpretation is as follows:

a. The calculated value of the effect *of work life balance* on the performance of ASN Junior High School NSF Cimahi teachers is 2.193 > 1.692360 (table) and the significance value is 0.035 < 0.05 shows that Ha is accepted and Ho is rejected, which means that *work life balance* has a positive and significant effect on the performance of ASN Junior High School NSF Cimahi teachers.

b. The calculated value of the influence of the physical work environment on the performance of ASN Junior High School NSF Cimahi teachers is 2.148 > 1.692360 (ttable) and the significance value is 0.039 < 0.05 shows that Ha is accepted and Ho is rejected, which means that the physical work environment has a positive and significant effect on the performance of ASN NSF Cimahi State Junior High School Teachers.

Simultaneous Test (Test F)

Table 15. Simultaneous F Test Results

Variable	Fcal	Ftabel	Sig.	Prob.	Information
Workload and Organizational Culture on Performance	24.837	3.285	0.000	0.05	Influential

The simultaneous test (Test F) aims to test the influence of *work-life balance* and physical work environment on the performance of ASN Teachers of NSF Cimahi Junior High School together. Based on the results of the SPSS calculation version 26, it is illustrated that the changes that occur in the performance variables of ASN teachers at NSF Cimahi Junior High School can be explained by the changes that occur in *the work-life balance* and physical work environment. The calculation of the F test gave an Fcal value of 24,837 > 3,285 with a significance value of 0.000 < 0.05 illustrates that Ho is rejected and Ha is accepted, meaning that *the work life balance* and physical work environment simultaneously affect the performance of ASN NSF Cimahi teachers.

Conclusion

Based on the results of research and discussion on the influence of *work-life balance* and physical work environment on the performance of ASN NSF Cimahi Junior High School teachers, it can be concluded as follows: (1) The respondents' response to the *work-life balance* of ASN junior high school teachers in Cimahi was included in the balanced criteria, (2) Respondents' responses to the physical work environment of ASN teachers at NSF Cimahi Junior High School were included in the good criteria, (3) The performance of ASN Junior High School teachers of NSF Cimahi is included in the good criteria, (4) The influence of *work-life balance* and physical work environment on the performance of ASN NSF Cimahi Junior High School teachers both partially and simultaneously.

Based on the results of this study, it is recommended that NSF Cimahi Junior High School focus on increasing collaboration between teachers to balance the workload and create a more positive work environment. In addition, it is necessary to improve the school's physical work environment, such as reducing noise and unpleasant odors. To improve teacher performance, schools can provide ongoing professional development programs. For future researchers, it is recommended to expand the scope of the study by considering additional variables such as leadership style and social support, as well as using a more varied research design to gain a deeper understanding of the relationship between *work-life balance*, physical work environment, and teacher performance.

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