

THE INFLUENCE OF INCOME ADEQUACY, WORK-LIFE BALANCE, PERCEIVED ORGANIZATIONAL SUPPORT, AND PSYCHOLOGICAL WELL-BEING ON THE PERFORMANCE OF MADRASAH IBTIDAIYAH TEACHERS IN JEPARA REGENCY

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Abstract

Human resource management emphasizes the importance of employees' psychological conditions and organizational support in improving individual performance. In the workplace, employee performance is influenced not only by financial factors but also by work-life balance, perceived organizational support, and psychological well-being. Teachers, as human resources within educational organizations, are expected to maintain high levels of performance while managing work demands and personal responsibilities. Therefore, understanding the factors that influence teachers' psychological well-being and performance is essential from a human resource management perspective. This study aims to examine the effects of income adequacy, work-life balance, and perceived organizational support on psychological well-being and teacher performance among Madrasah Ibtidaiyah teachers in Jepara Regency. The sampling technique employed was purposive sampling based on predetermined criteria: (1) active teachers at Madrasah Ibtidaiyah in Jepara Regency; (2) having at least one year of teaching experience; and (3) willingness to participate by completing the questionnaire. A total of 184 respondents were selected from a population of 340 teachers. Data were analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) with SmartPLS version 3.29. The findings reveal that income adequacy has no significant effect on either psychological well-being or teacher performance. In contrast, work-life balance and perceived organizational support have positive and significant effects on both psychological well-being and teacher performance. Furthermore, psychological well-being has a positive and significant effect on teacher performance. These findings suggest that, from a human resource management perspective, organizational support and employees' ability to maintain work-life balance are more influential in enhancing psychological well-being and performance than income adequacy alone. The study highlights the importance of organizational policies that foster supportive work environments and employee well-being to achieve sustainable performance.

Keywords: Income Adequacy, Work-Life Balance, Perceived Organizational Support, Psychological Well-Being, Teacher Performance

1. INTRODUCTION

Human resources are strategic assets that determine an organization's success in achieving its objectives. Organizational competitiveness is not only influenced by the availability of physical resources and technology but also by the quality of human resources capable of delivering optimal and sustainable performance (Kusumaningrum et al., 2025). Therefore, organizations need to pay close attention to various factors that influence work behavior, psychological well-being, and employee performance as part of their human resource management strategy. In this context, teachers are regarded as valuable human resources who play a crucial role in supporting the effectiveness of educational organizations. Consequently,

teacher management should adopt a human resource management approach that emphasizes the enhancement of both well-being and performance (Nada et al., 2025).

Among the various components of the educational system, teachers occupy a central position. They are not merely curriculum implementers but also agents of change who interact directly with students throughout the learning process (Yasin et al., 2024). At the Madrasah Ibtidaiyah (MI) level (Islamic elementary schools), the role of teachers is even more critical because this stage represents the foundation for children's academic, social, emotional, and moral development. MI teachers are responsible not only for teaching basic literacy and numeracy skills but also for instilling discipline, responsibility, cooperation, and positive attitudes toward learning (Wibowo & Damanhuri, 2025).

Fulfilling the role of an MI teacher requires adequate pedagogical, professional, social, and personal competencies (Santoso & Trisnani, 2024). These demands extend beyond classroom instruction to include the ability to adapt to curriculum changes, integrate educational technology into teaching practices, and establish effective communication with students, colleagues, and parents. The complexity of these responsibilities makes the teaching profession one that requires strong commitment, dedication, and psychological readiness (Agustina, 2024). Therefore, teacher performance is a critical aspect that must be continuously improved to enhance the quality of education.

Teacher performance can be defined as the level of achievement attained by teachers in carrying out their duties and responsibilities in accordance with established standards. This performance is reflected in lesson planning, the implementation of teaching and learning activities, the evaluation of student learning outcomes, and participation in professional development activities (Kamal et al., 2025). Teachers who demonstrate high performance are better able to create a conducive, innovative, and engaging learning environment, thereby contributing positively to students' academic achievement and overall development (Winola & Raharja, 2023). However, the performance of Madrasah Ibtidaiyah teachers in Jepara Regency remains less than optimal, as indicated by declining achievements across several key performance indicators in recent years. The results of academic supervision and internal school evaluations reveal that some teachers have not consistently prepared comprehensive and timely instructional materials, such as lesson plans and teaching modules tailored to students' characteristics. Furthermore, classroom instruction continues to rely predominantly on conventional teaching methods, with limited variation in instructional strategies and learning media, resulting in less active and participatory learning experiences (Observasi di Madrasah Ibtidaiyah, 2026).

Another important factor supporting teacher performance is work-life balance, which refers to the balance between work responsibilities and personal life. The teaching profession often requires considerable time and energy, including preparing instructional materials, assessing students' work, and participating in various school activities (Zheng et al., 2023). When work demands become excessive and reduce the time available for family and personal interests, teachers may experience both physical and emotional exhaustion (Mulyaningtyas & Soliha, 2023).

Another equally important factor is perceived organizational support, which refers to employees' perceptions of the extent to which their organization values their contributions and cares about their well-being (Akbar et al., 2026). When work demands become excessive and reduce the time available for family and personal interests, teachers may experience both physical and emotional exhaustion (Permana & Suharto, 2025).

Another equally important factor is perceived organizational support, which refers to employees' perceptions of the extent to which their organization values their contributions and

cares about their well-being (Fatmawati & Azizah, 2022). Perceived organizational support may be reflected through fair organizational policies, support from school principals, harmonious working relationships, and the provision of adequate facilities and professional development opportunities (Chaerunisa & Khalid, 2024). When teachers feel supported and appreciated by their organization, they are more likely to demonstrate greater loyalty, organizational commitment, and enthusiasm in their work.

Income adequacy, work-life balance, and perceived organizational support not only have the potential to directly influence teacher performance but may also affect teachers' psychological condition, particularly their psychological well-being. Psychological well-being refers to an individual's state of psychological health, characterized by feelings of happiness, life satisfaction, a sense of purpose, the ability to manage one's environment, and the capacity to maintain positive relationships with others (Anri et al., 2026). Teachers with high levels of psychological well-being are generally better equipped to cope with work-related pressures, adapt to changes, and maintain healthy interpersonal relationships within the school environment (Li et al., 2025).

Good psychological well-being is believed to have a close relationship with teacher performance. Teachers who experience psychological well-being tend to possess stronger intrinsic motivation, greater creativity in teaching, and a better ability to establish positive relationships with students. These conditions ultimately contribute to improvements in both the quality of teaching and student learning outcomes (Alegre & Labajo, 2023).

Previous studies have reported inconsistent findings regarding the factors influencing teacher performance, providing the rationale for the present study. Mulyaningtyas & Soliha (2023) found that income adequacy had a positive and significant effect on teacher performance. In contrast, Rifa'i et al. (2021) reported that income adequacy had no significant effect on teacher performance. Similarly, Permana & Suharto (2025) found that work-life balance positively and significantly influenced teacher performance, whereas Nurindriani & Apriadi (2025) found no significant relationship between work-life balance and teacher performance.

Inconsistent findings have also been reported regarding perceived organizational support. Winola & Raharja (2023) found that perceived organizational support had a positive and significant effect on teacher performance. However, Rosid et al. (2023) found that perceived organizational support did not significantly influence teacher performance. Likewise, Kamal et al. (2025) reported that psychological well-being positively and significantly affected teacher performance, whereas Pratama & Endratno (2022) found no significant effect of psychological well-being on teacher performance. These inconsistent findings indicate that there is still a lack of consensus in the literature, highlighting the need for further investigation.

Given these research gaps, further studies are needed to provide a more comprehensive understanding of the factors influencing teachers' psychological well-being and performance. This study is expected to contribute theoretically to the development of human resource management research in the field of education and practically to assist schools and policymakers in formulating effective strategies to enhance teachers' well-being and performance.

2. RESEARCH METHODS

This study employed a quantitative research approach using a survey method to examine the effects of income adequacy, work-life balance, and perceived organizational support on psychological well-being and teacher performance. The quantitative approach was selected because the study aimed to test hypotheses and objectively analyze the relationships among variables through numerical measurements and statistical analysis (Sugiyono, 2022). The survey method was used to collect primary data directly from respondents through the distribution of structured questionnaires (Ghozali, 2017).

The population of this study consisted of 340 permanent teachers of Madrasah Ibtidaiyah (MI) in Jepara Regency (BPS Jepara Regency, 2025). This population included foundation-employed permanent teachers as well as teachers who possessed a National Teacher and Education Personnel Identification Number. The sampling technique employed was purposive sampling, a method in which participants are selected based on specific criteria relevant to the research objectives (Ali, 2023). The sampling criteria were as follows:

- a. Permanent foundation-employed teachers working in Bangsri District.
- b. Teachers who possess a National Teacher and Education Personnel Identification Number.

According to Hair et al. (2022) the sample size in PLS-SEM should ideally be determined using statistical power analysis, although many empirical studies commonly use sample sizes ranging from 100 to 200 respondents. In this study, the sample size was determined using the Slovin formula with a 5% significance level. Based on the Slovin formula, the required sample size was 184 Madrasah Ibtidaiyah teachers in Bangsri District, Jepara Regency. The data were analyzed using Structural Equation Modeling (SEM) based on the Partial Least Squares (PLS) approach, implemented with SmartPLS version 3.29 (Munna et al., 2025). The SEM-PLS method was selected because it is capable of simultaneously analyzing causal relationships among latent variables and is particularly suitable for studies with relatively small sample sizes and complex research models.

Table 1. Operational Definition of Variables

Variable	Definition	Indicators	Sources
Income Adequacy	Income adequacy refers to an individual's perception of whether the income received is sufficient to meet basic living needs adequately (Zheng et al., 2023).	1. Satisfaction with family savings. 2. Satisfaction with household income balance. 3. Satisfaction with the balance between income and expenditures. 4. Fixed allowances. 5. Incentives. 6. Professional allowances.	Zheng et al. (2023), Zendrato et al. (2025) dan Sum et al. (2024)
Work-Life Balance	Work-life balance refers to the equilibrium between an individual's work role and personal life. This concept emphasizes the importance of allocating time, energy, and attention proportionally between professional responsibilities	1. Effective management of working time. 2. Balance between work and family time. 3. Distribution of work and family responsibilities. 4. Responsibility toward work. 5. Availability of family time outside work. 6. Balance of satisfaction. 7. Involvement.	Hardiani et al. (2022), Permana & Suharto (2025) dan Akbar et al. (2026)

Variable	Definition	Indicators	Sources
	and family and social life (Akbar et al., 2026).		
Perceived Organizational Support	Perceived organizational support refers to an individual's perception of the extent to which the organization values their contributions and cares about their well-being (Albalawi et al., 2019).	1. Fulfillment of personal needs through work. 2. Organizational benefits and allowances. 3. Supervisor responsibility for subordinates' mistakes. 4. Organizational career support. 5. Support from colleagues. 6. Availability of adequate work facilities. 7. Recognition of employee contributions. 8. Recognition of employee achievements. 9. Organizational assistance.	Sumardjo & Supriadi (2023), Li et al. (2025) dan Winola & Raharja (2023)
Psychological Well-Being	Psychological well-being refers to an individual's state of psychological wellness that reflects positive and optimal psychological functioning (Anri et al., 2026).	1. Self-acceptance. 2. Positive relations with others. 3. Autonomy. 4. Environmental mastery. 5. Personal growth. 6. Purpose in life. 7. Openness to experience. 8. Mindfulness.	Kamal et al. (2025), Devi & Kurnianingsih (2025) dan Halim et al. (2025)
Teacher Performance	Teacher performance refers to the work outcomes achieved by teachers in carrying out their professional duties and responsibilities in accordance with established standards (Afandi et al., 2023).	1. Punctuality in teaching. 2. Communication skills. 3. Application of appropriate instructional methods. 4. Alignment of assessment with learning objectives. 5. Utilization of diverse learning resources. 6. Preparation of lesson plans before teaching. 7. Collection of instructional references. 8. Development of simple instructional media. 9. Openness to colleagues' feedback. 10. Creativity.	Susanti & Abidin (2023), Permana & Suharto (2025) dan Winola & Raharja (2023)

Variable	Definition	Indicators	Sources
11. Professional standards.			

3. RESULTS AND DISCUSSION

Respondent Descriptive Analysis

The following table presents the respondents' characteristics based on frequency and percentage distributions:

Table 2. Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Age	< 25 years	49	26.6%
	25–35 years	77	41.8%
	36–45 years	36	19.6%
	> 45 years	22	12.0%
	Total	184	100%
Gender	Male	108	58.7%
	Female	76	41.3%
	Total	184	100%
Highest Educational Attainment	Diploma (D3)	2	1.1%
	Bachelor's Degree (S1)	177	96.2%
	Master's Degree (S2)	5	2.7%
	Total	184	100%
Years of Service	1–5 years	66	35.9%
	6–10 years	57	31.0%
	11–15 years	35	19.0%
	>15 years	26	14.1%
	Total	184	100%
Employment Status	Permanent Foundation Teacher	98	53.3%
	Contract/Honorary Teacher	63	34.2%
	Civil Servant (PNS)	23	12.5%
	Total	184	100%

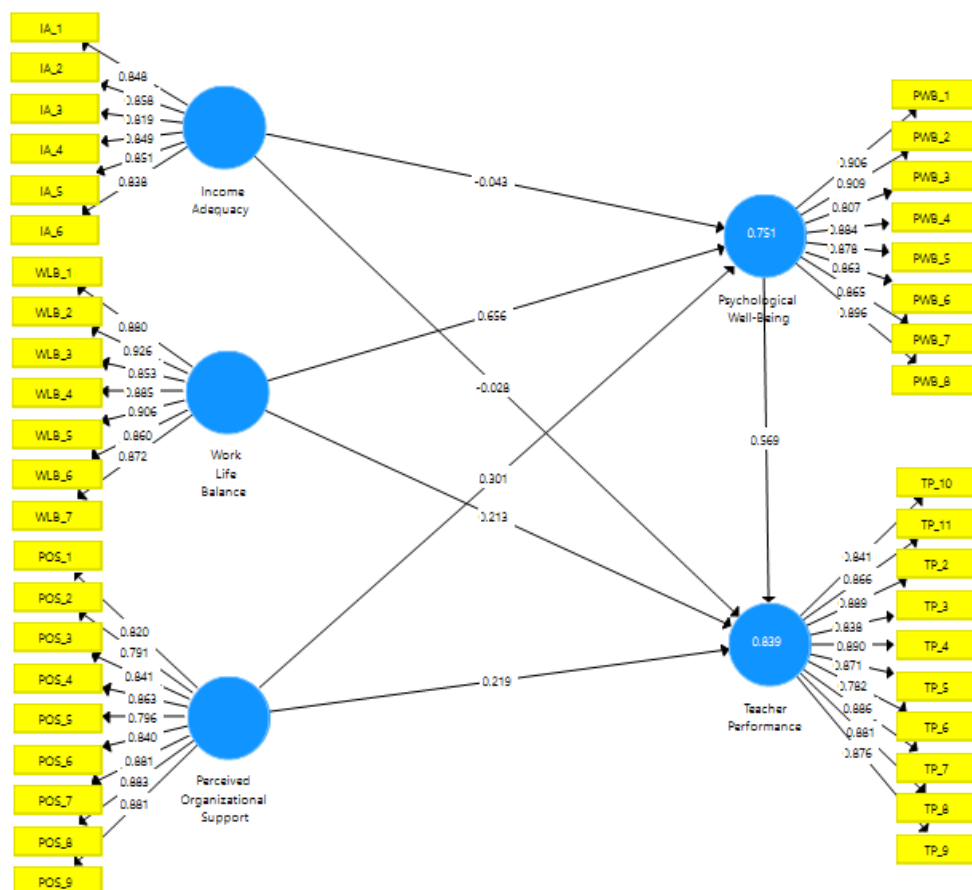
Source: Processed Research Data (2026)

Based on the respondent characteristics presented in Table 2, of the total 184 Madrasah Ibtidaiyah teachers in Jepara Regency, the majority of respondents were in the productive age group of 25–35 years (41.8%), were predominantly male (58.7%), and held a bachelor's degree (96.2%), indicating an adequate level of academic qualification. In terms of work experience, most respondents had between 1 and 5 years of teaching experience (35.9%), followed by those with 6–10 years of experience (31.0%), suggesting that the majority of teachers were at the early to middle stages of their professional careers. Regarding employment status, most respondents were permanent foundation teachers (53.3%) and contract/honorary teachers (34.2%), while only 12.5% were civil servants (PNS). These findings indicate that the respondents in this study were predominantly productive-age teachers with bachelor's degrees, relatively limited teaching experience, and non-civil servant employment status.

Outer Model Assessment

Convergent Validity

Convergent validity was evaluated by examining indicator reliability, as reflected by the outer loading values. According to Riyoko (2022) an indicator is considered valid when its outer loading value exceeds 0.70. Based on the results of the data analysis, several indicators exhibited outer loading values below the recommended threshold of 0.70. Specifically, indicator TP_1 did not meet the validity criterion and was therefore removed from the measurement model. The revised measurement model following the elimination of the invalid indicator is presented in Figure 2:



Source: SmartPLS Processed Data (2026)

Figure 2. Outer Model

Based on Figure 2, the revised measurement model is presented after eliminating the indicator with an outer loading value below the recommended threshold of 0.70, namely TP_1. The detailed outer loading values after the elimination process are presented in Table 3.

Table 3. Outer Loadings

	Income_Adequacy	Perceived _Organizational Support	Psychologica l_Well- Being	Teacher_ Performance	Work_Life _Balance
IA_1	0.848				
IA_2	0.858				
IA_3	0.819				
IA_4	0.849				

	Income_Adequacy	Perceived _Organizational _Support	Psychological _Well-Being	Teacher_ Performance	Work_Life _Balance
IA_5	0.851				
IA_6	0.838				
POS_1		0.82			
POS_2		0.791			
POS_3		0.841			
POS_4		0.863			
POS_5		0.796			
POS_6		0.84			
POS_7		0.881			
POS_8		0.883			
POS_9		0.881			
PWB_1			0.906		
PWB_2			0.909		
PWB_3			0.807		
PWB_4			0.884		
PWB_5			0.878		
PWB_6			0.863		
PWB_7			0.865		
PWB_8			0.896		
TP_10				0.841	
TP_11				0.866	
TP_2				0.889	
TP_3				0.838	
TP_4				0.89	
TP_5				0.871	
TP_6				0.782	
TP_7				0.886	
TP_8				0.881	
TP_9				0.876	
WLB_1					0.88
WLB_2					0.926
WLB_3					0.853
WLB_4					0.885
WLB_5					0.906
WLB_6					0.86
WLB_7					0.872

Source: SmartPLS Processed Data (2026)

As shown in Table 3, all measurement indicators exhibit outer loading values greater than 0.70. Therefore, all indicators are considered valid and are appropriate for use in the subsequent stages of the analysis.

Reliability Assessment

To satisfy the reliability criteria, the values of Composite Reliability and Cronbach's Alpha should exceed 0.70. The reliability test results are presented in Table 4.

Table 1
Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Income_Adequacy	0.92	0.925	0.937	0.712
Perceived _Organizational _Support	0.95	0.953	0.957	0.714
Psychological _Well-Being	0.957	0.958	0.964	0.768
Teacher_Performance	0.962	0.963	0.967	0.744
Work_Life_Balance	0.953	0.954	0.961	0.781

Source: SmartPLS Processed Data (2026)

Based on the results presented in Table 4, all constructs have composite reliability values greater than 0.70. These findings indicate that each construct satisfies the composite reliability criterion. Therefore, all research variables demonstrate good internal consistency and are considered reliable for further analysis.

Inner Model Assessment

Hypothesis Testing

Hypothesis testing was conducted to examine the relationships among the research variables. The significance of each structural relationship was evaluated using the t-statistic and p-value, as presented in Table 5.

Table 2
Results of the t-Statistic and p-Value Tests

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Income_Adequacy -> Psychological _ Well-Being	-0.043	-0.041	0.05	0.878	0.380
Work_Life_Balance -> Psychological _ Well-Being	0.656	0.639	0.094	6.982	0.000
Perceived _Organizational _Support -> Psychological _Well-Being	0.301	0.314	0.097	3.099	0.002
Income_Adequacy -> Teacher_Performance	-0.028	-0.027	0.044	0.63	0.529
Work_Life_Balance -> Teacher_Performance	0.213	0.213	0.077	2.775	0.006
Perceived _Organizational _Support -> Teacher_Performance	0.219	0.223	0.071	3.061	0.002
Psychological _Well-Being -> Teacher Performance	0.569	0.563	0.077	7.421	0.000

Source: SmartPLS Processed Data (2026)

Based on the hypothesis testing results presented in Table 5, income adequacy was found to

have no significant effect on psychological well-being, as indicated by a t-statistic of $0.878 < 1.96$ and a p-value of $0.380 > 0.05$; therefore, H1 was rejected. The negative original sample coefficient indicates a negative relationship between the two variables. In contrast, work-life balance had a positive and significant effect on psychological well-being, with a t-statistic of $6.982 > 1.96$ and a p-value of $0.000 < 0.05$; thus, H2 was supported. Similarly, perceived organizational support exerted a positive and significant effect on psychological well-being, with a t-statistic of $3.099 > 1.96$ and a p-value of $0.002 < 0.05$. The positive original sample coefficient indicates that higher levels of perceived organizational support are associated with higher levels of teachers' psychological well-being; therefore, H3 was supported.

The subsequent hypothesis testing results showed that income adequacy had no significant effect on teacher performance, as evidenced by a t-statistic of $0.630 < 1.96$ and a p-value of $0.529 > 0.05$; therefore, H4 was rejected. Meanwhile, work-life balance had a positive and significant effect on teacher performance, with a t-statistic of $2.775 > 1.96$ and a p-value of $0.006 < 0.05$; thus, H5 was supported. Perceived organizational support also had a positive and significant effect on teacher performance, as indicated by a t-statistic of $3.061 > 1.96$ and a p-value of $0.002 < 0.05$; therefore, H6 was supported. Furthermore, psychological well-being was found to have a positive and significant effect on teacher performance, with a t-statistic of $7.421 > 1.96$ and a p-value of $0.000 < 0.05$. The positive original sample coefficient indicates that improvements in teachers' psychological well-being are associated with higher levels of teacher performance; therefore, H7 was supported.

Table 3
Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Income_Adequacy -> Pyshological Well Being -> Teacher_Performance	-0.025	-0.022	0.028	0.898	0.370
Work_Life_Balance -> Pyshological Well Being -> Teacher_Performance	0.373	0.36	0.073	5.103	0.000
Perceived _Organizational _Support -> Pyshological Well Being -> Teacher_Performance	0.171	0.176	0.058	2.952	0.003

Source: SmartPLS Processed Data (2026)

Based on the mediation analysis results presented in Table 6, psychological well-being was found not to mediate the relationship between income adequacy and teacher performance. This is evidenced by a p-value of $0.370 > 0.05$ and a t-statistic of $0.898 < 1.96$, indicating that the indirect effect was not statistically significant. Therefore, H8 was rejected. These findings suggest that increases or decreases in teachers' perceptions of income adequacy are not sufficient to improve teacher performance through psychological well-being.

Based on the mediation analysis results presented in Table 6, psychological well-being was found to mediate the relationship between work-life balance and teacher performance. This is indicated by a p-value of $0.000 < 0.05$ and a t-statistic of $5.103 > 1.96$, demonstrating that the

indirect effect was statistically significant. Therefore, H9 was supported. These findings indicate that the better the teachers' work-life balance, the higher their psychological well-being, which in turn contributes to improved teacher performance.

Based on the mediation analysis results presented in Table 6, psychological well-being was also found to mediate the relationship between perceived organizational support and teacher performance. This is evidenced by a p-value of $0.003 < 0.05$ and a t-statistic of $2.952 > 1.96$, indicating that the indirect effect was statistically significant. Therefore, H10 was supported. These findings suggest that the higher the level of perceived organizational support experienced by teachers, the greater their psychological well-being, which ultimately leads to enhanced teacher performance.

Discussion

The Effect of Income Adequacy on the Psychological Well-Being of Madrasah Ibtidaiyah Teachers in Jepara Regency

Based on the hypothesis testing results, income adequacy does not have a significant effect on the psychological well-being of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding indicates that most teachers are employed as non-civil servants, including permanent foundation teachers and contract teachers, whose income is relatively limited and tends to remain stable over time. Consequently, teachers have become accustomed to and adapted to their level of income, making income adequacy no longer the primary determinant of their psychological well-being (Gemiartha et al., 2024). In practice, Madrasah Ibtidaiyah teachers in Jepara tend to perceive their profession as a form of service and religious devotion. As a result, intrinsic satisfaction, religious values, social relationships within the school community, and a strong sense of responsibility toward students play more prominent roles in shaping their psychological well-being than financial factors. These findings are consistent with the study conducted by Kraft & Kraft (2023), which reported that income adequacy has no significant effect on psychological well-being.

The Effect of Work-Life Balance on the Psychological Well-Being of Madrasah Ibtidaiyah Teachers in Jepara Regency

The hypothesis testing results indicate that work-life balance has a positive and significant effect on the psychological well-being of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding suggests that a better balance between teachers' professional and personal lives contributes to higher levels of psychological well-being. Empirically, this finding reflects the reality that Madrasah Ibtidaiyah teachers in Jepara are responsible not only for teaching but also for fulfilling important roles within their families and communities. When teachers are able to manage their time, energy, and responsibilities effectively for example, by allocating sufficient time for family, rest, and socio-religious activities their work-related stress decreases, leading to greater feelings of calmness, life satisfaction, and meaningfulness in their profession. These findings are consistent with the study by Rejeki et al. (2021) which found that work-life balance has a positive and significant effect on psychological well-being. They also support the findings of Septina & Soeharto (2023) who likewise reported a positive and significant relationship between work-life balance and psychological well-being.

The Effect of Perceived Organizational Support on the Psychological Well-Being of Madrasah Ibtidaiyah Teachers in Jepara Regency

The hypothesis testing results demonstrate that perceived organizational support has a positive and significant effect on the psychological well-being of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding indicates that the higher teachers perceive the support provided by their school or organization such as attention from the school principal, a supportive work

environment, recognition of their performance, and assistance when facing work-related challenges the higher their psychological well-being will be. Madrasah Ibtidaiyah teachers in Jepara rely heavily on institutional support because the majority are employed as non-civil servants. Consequently, the attention and concern demonstrated by the school administration become important factors in fostering feelings of security and appreciation. When teachers perceive organizational support, they are more likely to be motivated, emotionally stable, and satisfied with their work. This finding is consistent with the concept of Perceived Organizational Support, which emphasizes that organizational support enhances employees' well-being. Therefore, greater perceived organizational support leads to higher levels of psychological well-being among teachers. These findings are consistent with those of Khoirunnisa & Rosiana (2023) who found that perceived organizational support has a positive and significant effect on psychological well-being. Similarly, Lasamahu & Huwae (2022) reported that perceived organizational support positively and significantly influences psychological well-being.

The Effect of Income Adequacy on the Teacher Performance of Madrasah Ibtidaiyah Teachers in Jepara Regency

The hypothesis testing results indicate that income adequacy does not have a significant effect on the performance of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding suggests that, empirically, the adequacy of teachers' income does not directly determine the level of their job performance. In practice, most Madrasah Ibtidaiyah teachers in Jepara, particularly permanent foundation teachers and contract teachers, have adapted to relatively limited levels of income and therefore do not regard financial compensation as the primary motivation for performing their duties. Instead, they continue to carry out their professional responsibilities conscientiously due to their moral obligation, commitment to students, and strong dedication to the teaching profession. Moreover, intrinsic factors such as dedication, loyalty, and personal satisfaction derived from teaching appear to play a more dominant role in influencing teacher performance than financial considerations.

These findings are consistent with the study by Rifa'i et al. (2021) which found that income adequacy does not significantly affect teacher performance. However, they differ from the findings of Mulyaningtyas & Soliha (2023) who reported that income adequacy has a significant positive effect on teacher performance.

The Effect of Work-Life Balance on the Teacher Performance of Madrasah Ibtidaiyah Teachers in Jepara Regency

Based on the hypothesis testing results, work-life balance has a positive and significant effect on the teacher performance of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding indicates that the better the balance between teachers' work and personal lives, the higher their performance in carrying out teaching and learning responsibilities. Empirically, this condition is evident among MI teachers in Jepara who are able to effectively manage their time between teaching responsibilities, administrative duties, and their roles within their families and communities. When this balance is achieved, teachers tend to experience better physical and mental well-being, maintain greater focus while teaching, and prepare instructional materials more effectively.

These findings are consistent with the study conducted by Permana & Suharto (2025) which demonstrated that work-life balance has a positive and significant effect on teacher performance. This result is also supported by the findings of Rifa'i et al. (2023) who likewise found that work-life balance positively and significantly influences teacher performance.

The Effect of Perceived Organizational Support on the Teacher Performance of Madrasah Ibtidaiyah Teachers in Jepara Regency

Based on the hypothesis testing results, perceived organizational support has a positive and

significant effect on the teacher performance of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding indicates that the higher teachers perceive the support provided by the organization or school, the better their performance in carrying out instructional duties. Empirically, this condition is reflected in MI teachers in Jepara who perceive support from school principals, colleagues, a conducive working environment, and recognition for their work performance. Such support enhances teachers' work motivation, sense of belonging to the school, and responsibility in performing their duties optimally. Furthermore, when teachers feel supported, they tend to be more enthusiastic in preparing lessons, more disciplined, and more proactive in improving the quality of their teaching. This finding is consistent with the concept of Perceived Organizational Support, which emphasizes that organizational support can enhance individual performance.

The findings of this study are consistent with those of Winola & Raharja (2023) who found that perceived organizational support has a positive and significant effect on teacher performance. These results are also supported by Anas (2026) whose study likewise demonstrated that perceived organizational support positively and significantly influences teacher performance.

The Effect of Psychological Well-Being on the Teacher Performance of Madrasah Ibtidaiyah Teachers in Jepara Regency

Based on the hypothesis testing results, psychological well-being has a positive and significant effect on the teacher performance of Madrasah Ibtidaiyah teachers in Jepara Regency. This finding indicates that the higher the level of teachers' psychological well-being, the better their performance in carrying out teaching and learning activities. Empirically, this is evident among MI teachers in Jepara who possess positive emotions, are able to regulate their emotions effectively, and find meaning and purpose in their work. Consequently, they tend to be more focused, creative, and responsible in their teaching practices. Teachers with high psychological well-being are also better able to cope with work-related pressures, maintain harmonious relationships with students and colleagues, and demonstrate strong commitment to their profession. This finding aligns with the concept of Psychological Well-Being, which emphasizes the importance of individuals' psychological condition in supporting optimal functioning at work.

The findings of this study are consistent with those of Kamal et al. (2025) who found that psychological well-being has a positive and significant effect on teacher performance. These results are also in line with the findings of Roselawaty & Yustini (2025) who likewise reported that psychological well-being positively and significantly influences teacher performance.

4. CONCLUSION

Based on the findings of this study conducted among Madrasah Ibtidaiyah teachers in Jepara Regency, it can be concluded that income adequacy has no effect on teachers' psychological well-being, nor does it influence teacher performance. Meanwhile, work-life balance has been proven to have a positive and significant effect on both psychological well-being and teacher performance. In addition, perceived organizational support also has a positive and significant effect on psychological well-being as well as teacher performance. Furthermore, psychological well-being has been found to positively and significantly affect teacher performance. Therefore, the variables that significantly influence the outcomes in this study are work-life balance, perceived organizational support, and psychological well-being, whereas income adequacy does not have a significant effect on either of the dependent variables.

Based on these findings, it is recommended that Madrasah Ibtidaiyah teachers in Jepara Regency pay greater attention to maintaining a balance between their work and personal lives in order to preserve their psychological well-being and improve their teaching performance.

Schools are also encouraged to strengthen organizational support by providing greater attention, recognition, and a conducive working environment so that teachers feel valued, secure, and motivated in their work. In addition, schools should prioritize teachers' psychological well-being as an important factor in enhancing their performance. Future researchers are encouraged to extend this study by incorporating additional variables such as work motivation, job satisfaction, or leadership style, as well as expanding the research setting to obtain more diverse findings that can be generalized more broadly.

This study also contributes to the development of Goal Setting Theory by demonstrating that teacher performance is influenced not only by work goals but also by work-life balance, perceived organizational support, and positive psychological well-being. These findings reinforce the theory by suggesting that a supportive work environment enables teachers to remain more focused, motivated, and effective in achieving their goals and improving their performance.

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