The Effect of Work-Life Balance, Work Motivation, and Compensation on Teacher Productivity

Khairun Nisa, Saimara A.M. Sebayang, Kholilul Kholik

Abstract

Teachers' productivity is no longer only determined by their ability to complete learning tasks, but also by the ability to maintain a balance in life, encouragement to achieve, and rewards received for their professional contributions. This study aims to analyze the influence of work-life balance, work motivation, and compensation on teacher productivity in junior high schools in Sei Dadap District. This study uses a quantitative method with an explanatory approach. The research population is 82 junior high school teachers in Sei Dadap District, and sampling techniques use saturated samples. Data were collected using questionnaires and analyzed with descriptive statistics, validity and reliability tests, classical assumption tests, multiple linear regression analysis, t-tests, F tests, and determination coefficients with the help of SPSS. The results showed that work-life balance, work motivation, and compensation partially or simultaneously had a positive effect on teacher productivity. Work-life balance is the variable that contributes the most to teacher productivity, which shows the importance of teachers' ability to manage the demands of work and personal life in a balanced manner. In addition, motivation in the form of encouragement to achieve, be responsible, and develop competencies and appropriate compensation in the form of financial and non-financial also support the increase in teacher productivity. The research model was able to explain 68.8% of the variation in teacher productivity, while the rest was influenced by other factors outside the study.

***Keywords**: work-life balance, work motivation, compensation, teacher productivity.*

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Introduction

Human resources (HR) are a strategic factor in determining the success of an organization, both in the private and public sectors. Organizations that have quality human resources will be better able to achieve goals effectively and efficiently (Saragih et al., 2026). Teachers are the main determinants of learning quality at the junior high school level, so their work productivity is a prerequisite for achieving national education goals. Teacher productivity basically describes the ability of teachers to produce optimal work results through the use of time, ability, resources, and professional responsibilities in carrying out educational tasks. Increasing productivity is an important issue because the quality of teachers' work results is related to the effectiveness of education delivery and the achievement of school goals (Kamaruddin et al., 2023). In addition to carrying out learning activities, teachers are required to prepare learning tools, conduct assessments, manage educational administration, participate in competency development, utilize digital technology, and pay attention to the needs of students. The complexity of these tasks can increase work pressure if it is not balanced with the teacher's ability to maintain a balance between work and personal life. (Badriah et al., 2026) said that *work-life balance* has a positive and significant relationship with teacher performance.

Various studies show that increasing productivity does not only depend on organizational systems or structures, but also on the ability, commitment, and active role of human resources as the main implementers of organizational policies (S. A. M. Sebayang et al., 2025; Syarif et al., 2026). Teacher productivity is understood as the ability of teachers to produce effective, efficient, and optimal work execution in carrying out their professional duties as educators. Productivity is not only related to the number of work that can be completed, but also reflects the quality of work results, timeliness, effectiveness of resource use, and the ability to achieve educational goals. Research (Kamaruddin et al., 2023; Perawati et al., 2018) show that teacher productivity can be influenced by organizational factors as well as individual factors, including compensation and work motivation.

One of the factors that is suspected to play a role in shaping teacher productivity is work-life balance. *Work-life balance* is the ability of individuals to balance the demands of work with personal and family life (Nugraha et al., 2026). *Work-life balance* is a condition when individuals are able to achieve a proportionate balance between the demands of work and personal life so that the two aspects can run harmoniously without causing excessive conflict. This balance becomes increasingly important because the demands of work are often not completely completed when the learning hours end, but can continue in the form of preparation of teaching materials, assessments, administration, communication with students, and school activities. Research (Badriah et al., 2026) found that *work-life balance* has a positive and significant relationship with teacher performance. However, the relationship between *work-life balance* and teachers' work outcomes has not shown completely the same consistency. Research (Ramos & Galleto, 2020) found that *work-life balance* does not have a significant effect on teacher performance. These differences in results show that teachers' ability to balance work and personal life does not necessarily result in the same productivity in every organizational condition, so the characteristics of the school environment and individual factors need to be considered.

From the perspective of organizational behavior theory, high motivation will encourage individuals to work more optimally (Pramono et al., 2026). Work motivation also plays a role in encouraging employees to achieve better work results (Mirdhatillah et al., 2025). Work motivation is an internal and external motivation that causes a person to have the willingness, enthusiasm, direction, and perseverance in carrying out their work to achieve certain goals. (Khairani et al., 2026) said that work motivation refers to internal and external motivation that encourages a person to carry out work optimally in order to achieve certain goals. The company's efforts to motivate employees will show how the company views the human resources in it (S. Sebayang et al., 2021). Teachers who have high work motivation tend to

show dedication, responsibility, commitment, and willingness to provide more optimal work results. Research (Perawati et al., 2018) shows that work motivation has a significant influence on teachers' work productivity. (Fatihah et al., 2026) and (Chriestanto et al., 2026) say that teachers' productivity is not only determined by technical abilities and organizational demands, but also by the strength of teachers' psychological motivation in carrying out their professional duties. However, research (Usman & Kusumaningsih, 2022) found that work motivation does not have a significant effect on teacher performance.

The next factor in building teacher productivity is compensation. Compensation is all forms of remuneration that a person receives in return for their contributions and work, both in financial and non-financial form. Compensation can include salaries, allowances, incentives, awards, or other forms of appreciation given by schools or the government in accordance with applicable regulations. A fair and theoretically decent compensation system can provide a sense of appreciation to teachers and encourage increased motivation and work productivity. Although the government has made efforts to improve teacher welfare through various allowance and certification programs, in practice there is still a gap in the level of welfare between permanent teachers, honorary teachers, and non-permanent teachers (Khairani et al., 2026). Research (Perawati et al., 2018) found that compensation had a significant partial effect on teacher work productivity. The results of the study (Kamaruddin et al., 2023) also specifically placed direct compensation and work motivation as important factors in explaining the productivity of educators. However, the results of the study (Novitasari et al., 2021) and (Yuan et al., 2013) found that compensation did not have a significant direct effect on teacher performance.

The inconsistency in the direction and strength of the influence of work-life balance, work motivation, and compensation on teacher productivity in different contexts, school levels, and regions shows that the relationship between the three is still contextual and not necessarily universal (Lukmawati & Fadli, 2024; Ramos & Galleto, 2020; Sasmi & Liana, 2025). This gap is even more relevant when it is related to the condition of teachers in the Sumatra region, including North Sumatra, which is known to still be highly dependent on honorary personnel, with an average of more than four honorary teachers in each public school, while dozens of local governments even state that they cannot afford to finance the salaries of part-time PPPK teachers (Susanto, 2026). The national survey also noted that the majority of honorary teachers earn far below the standard of living, even though their workload and responsibilities are equivalent to teachers with the status of State Civil Apparatus. The inequality between the workload and compensation received was also highlighted by the House of Representatives of the Republic of Indonesia as a form of structural injustice in the national education system that needs to be addressed immediately. In fact, constitutionally, teachers as professional workers have the right to fair and decent remuneration and treatment in employment relationships as guaranteed by Article 28D paragraph (2) of the Constitution of the Republic of Indonesia in 1945, and the right to income above the minimum living needs and social welfare guarantees is explicitly regulated in Law Number 14 of 2005 concerning Teachers and Lecturers (Law No. 14/2005). The aspect of balancing teachers' working time also intersects with the regulation of working hours in Law Number 13 of 2003 concerning Manpower, which is a general reference for regulating the working hours of non-ASN educators in educational units (Law No. 13/2003). Junior High Schools in Sei Dadap District, Asahan Regency, as part of an area with semi-rural socio-economic characteristics, are suspected to be inseparable from this pattern of problems, so that the limitations of the regional budget, the proportion of honorary teachers, distance to school, and the dual role of teachers as educators as well as family economic support have the potential to suppress work-life balance, motivation, and the adequacy of teachers' compensation, which ultimately affects their productivity in the classroom (Susanto, 2026). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators with the main task of educating, teaching,

guiding, directing, training, assessing, and evaluating students. Therefore, increasing teacher productivity is an important part of supporting the implementation of these professional duties and improving the quality of education.

Literature Review

2.1 Teacher Productivity

Teacher productivity is the ability of teachers to produce and complete work optimally through the effective and efficient use of time, skills, energy, and resources in carrying out their professional duties. Teacher productivity is not only seen from the number of jobs that can be completed, but also from the quality of learning implementation and the ability of teachers to carry out their professional responsibilities optimally. Research (Perawati et al., 2018) places teacher work productivity as a result of work that can be improved through organizational and individual factors, including compensation and work motivation, while (Kamaruddin et al., 2023) emphasizes that teacher productivity is related to the ability of teachers to make optimal work contributions in the school environment.

2.2 Work-Life Balance

Work-life balance is a condition of balance that describes the ability of individuals to carry out work and personal life roles in harmony according to their values and life needs. (Greenhaus & Allen, 2010) defines *work-life balance* as an individual's evaluation of the extent of effectiveness and satisfaction in work and family roles in accordance with their life values at a certain time. Work-life balance is important because teachers must carry out the demands of learning and professional tasks while fulfilling personal and family responsibilities, so a good balance has the potential to support the sustainability of the quality of teachers' work. Employees who feel they have enough time for family, rest, and personal activities tend to be more productive and loyal to the company (Surbakti et al., 2026).

2.3 Work Motivation

Motivation is the energy that makes employees enthusiastic about completing tasks according to the set targets (Asnita et al., 2026). Work motivation is an impulse that comes from within and outside an individual that generates willpower, energy, direction, and perseverance in carrying out work to achieve certain goals. According to (Hasibuan, 2019) in (Wardhani & Sebayang, 2024) motivation is something that causes, channels, and supports human behavior so that they want to work hard and enthusiastically achieve optimal results. Work motivation encourages teachers to carry out professional duties with enthusiasm, responsibility, seriousness, and a desire to achieve optimal work results. Teacher motivation as a distal energizing resource from teacher self-efficacy as a competency belief that is closer to the performance of tasks (Liu & Xu, 2026). Motivation in the workplace is a process that shows how committed, focused, and persistent a person is in achieving organizational goals (Aditya et al., 2024).

2.4 Compensation

Compensation is all forms of remuneration that organizations give to individuals as an appreciation for the contributions, energy, time, and work that have been given, both in financial and non-financial forms. (Dessler, 2020) in (Dewa et al., 2026) states that compensation is all forms of remuneration, both in the form of payments and awards, that employees receive as a consequence of the work they do. Compensation that is not proportional to the workload and responsibilities of teachers can trigger job dissatisfaction, decrease loyalty, and ultimately have a negative impact on performance (Hasibuan, 2019; Reniyanti et al., 2026). Proper and fair compensation has an important role in human resource management because it can increase the sense of appreciation and encourage teachers to contribute more optimally. When financial compensation is considered fair and competitive, employees will be more motivated, enthusiastic in carrying out their duties, and have higher loyalty to the company. On the other

hand, low or inappropriate compensation can cause dissatisfaction, reduce work motivation, hinder productivity, and even encourage employees to look for other jobs (Surbakti et al., 2026).

2.5 Conceptual Framework

Based on theoretical studies and previous research results, teacher productivity is suspected to be influenced by factors related to individual conditions and work rewards. Work-life balance describes the teacher's ability to balance the demands of work and personal life, work motivation reflects the teacher's motivation to carry out tasks optimally, while compensation is a form of financial and non-financial reward for teachers' contributions. These three variables are considered to have a relationship with teacher productivity, so in this study work-life balance (X1), work motivation (X2), and compensation (X3) are placed as independent variables that are partially or simultaneously suspected to affect teacher productivity (Y) in junior high schools in Sei Dadap District.

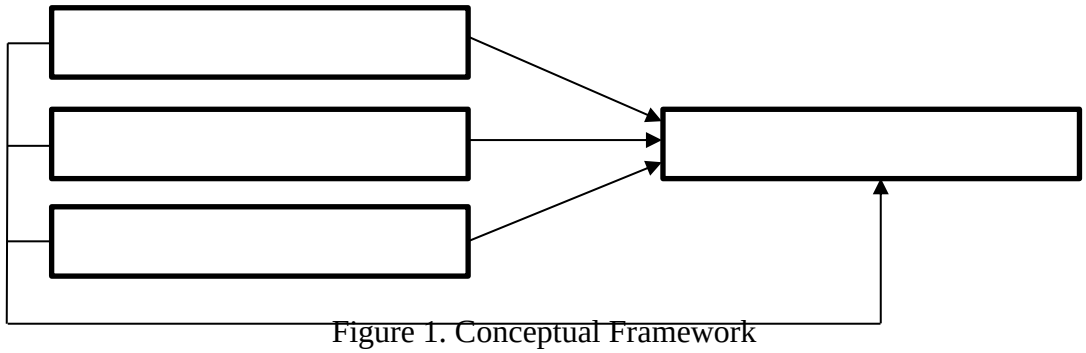


Figure 1. Conceptual Framework

Based on the conceptual framework and previous research studies, the hypotheses in this study are formulated as follows:

H1: Work-life balance has a positive and significant effect on teacher productivity in junior high schools in Sei Dadap District.

H2: Work motivation has a positive and significant effect on teacher productivity in junior high schools in Sei Dadap District.

H3: Compensation has a positive and significant effect on teacher productivity in junior high schools in Sei Dadap District.

H4: Work-life balance, work motivation, and compensation simultaneously have a positive and significant effect on teacher productivity in junior high schools in Sei Dadap District.

Research Methodology

This study uses a type of quantitative research with *an explanatory research* approach to analyze the influence *of work-life balance*, work motivation, and compensation on teacher productivity in junior high schools in Sei Dadap District. The research population is all public and private junior high school teachers in Sei Dadap District totaling 82 people, consisting of 39 public junior high school teachers and 43 private junior high school teachers, based on Dapodik data for the even semester of the 2024/2025 school year published in Sei Dadap District. Given the relatively small population, the sampling technique uses saturated sampling (total sampling), so that all population members of 82 teachers are designated as research samples. Data were collected through questionnaires using the Likert scale and analyzed with the help of SPSS through validity and reliability tests, classical assumption tests, multiple linear regression analysis, t-test, F test, and determination coefficient (R^2) to determine the influence *of work-life balance*, work motivation, and compensation on teacher productivity both partially and simultaneously.

Results

4.1 Statistical Descriptive Analysis

Statistical Descriptive Analysis was used to provide an overview of the characteristics of the data and the tendency of respondents' responses to the variables of work-life balance, work motivation, compensation, and teacher productivity.

Table 1. Descriptive Analysis of Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Productivity	82	24	48	37.33	6.064
Work Life Balance	82	16	29	22.61	4.057
Motivation	82	12	24	18.88	3.750
Compensation	82	16	32	24.45	4.957
Valid N (listwise)	82				

Based on Table 1, the results of statistical descriptive analysis showed that all data came from 82 respondents, with an average Work-Life Balance of 22.61 and a standard deviation of 4.057, motivation of 18.88 with a standard deviation of 3.750, compensation of 24.45 with a standard deviation of 4.957, and productivity of 37.33 with a standard deviation of 6.064; In general, the average score obtained showed that respondents had a relatively good tendency to assess Work-Life Balance, work motivation, compensation, and productivity.

4.2 Test Instruments

Instrument Test is used to ensure that the research instrument or questionnaire used has met the criteria of validity and reliability in measuring each research variable.

Table 2. Validity Test

Variables	Indicators	r-count	r-table	Desc.
Work Life Balance (X1)	X1.1	.629***	.2172	Valid
	X1.2	.724***	.2172	Valid
	X1.3	.563***	.2172	Valid
	X1.4	.822***	.2172	Valid
	X1.5	.758***	.2172	Valid
	X1.6	.770***	.2172	Valid
	X1.7	.775***	.2172	Valid
	X1.8	.801***	.2172	Valid
Motivation (X2)	X2.1	.791***	.2172	Valid
	X2.2	.810***	.2172	Valid
	X2.3	.875***	.2172	Valid
	X2.4	.862***	.2172	Valid
	X2.5	.851***	.2172	Valid
	X2.6	.777***	.2172	Valid
Compensation (X3)	X3.1	.598***	.2172	Valid
	X3.2	.693***	.2172	Valid
	X3.3	.827***	.2172	Valid
	X3.4	.860***	.2172	Valid
	X3.5	.850***	.2172	Valid
	X3.6	.830***	.2172	Valid
	X3.7	.726***	.2172	Valid

	X3.8	.714***	.2172	Valid
Productivity (Y)	Y1	.707***	.2172	Valid
	Y2	.731***	.2172	Valid
	Y3	.776***	.2172	Valid
	Y4	.791***	.2172	Valid
	Y5	.485***	.2172	Valid
	Y6	.825***	.2172	Valid
	Y7	.749***	.2172	Valid
	Y8	.674***	.2172	Valid
	Y9	.784***	.2172	Valid
	Y10	.350**	.2172	Valid
	Y11	.383***	.2172	Valid
	Y12	.751***	.2172	Valid

Based on Table 2, all indicators in the Work-Life Balance, motivation, compensation, and productivity variables have a greater r-count value than the r-table (0.2172), so that all statement items are declared valid and suitable for use as instruments in the study.

Table 3. Reliability Test

Indicators	Cronbach's Alpha	N of Items	Desc.
Work Life Balance	.875	8	Reliable
Motivation	.908	6	Reliable
Compensation	.897	8	Reliable
Productivity	.887	12	Reliable

Based on Table 3, all variables have a Cronbach's Alpha value greater than 0.70, so all research instruments are declared reliable and consistent for use in the study.

4.3 Classic Assumption Test

The Classical Assumption Test is used to ensure that the research data has met the requirements of multiple linear regression analysis through normality, multicollinearity, and heteroscedasticity tests.

Tabel 4. Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			82
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.32452643
Most Extreme Differences	Absolute		.077
	Positive		.077
	Negative		-.077
Test Statistic			.077
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.261
	99% Confidence Interval	Lower Bound	.249
		Upper Bound	.272

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on Table 4, the results of the Kolmogorov-Smirnov normality test show an Asymp value. Sig. of 0.200 > 0.05, so it can be concluded that the residual data is normally distributed and meets the normality assumption in the regression analysis.

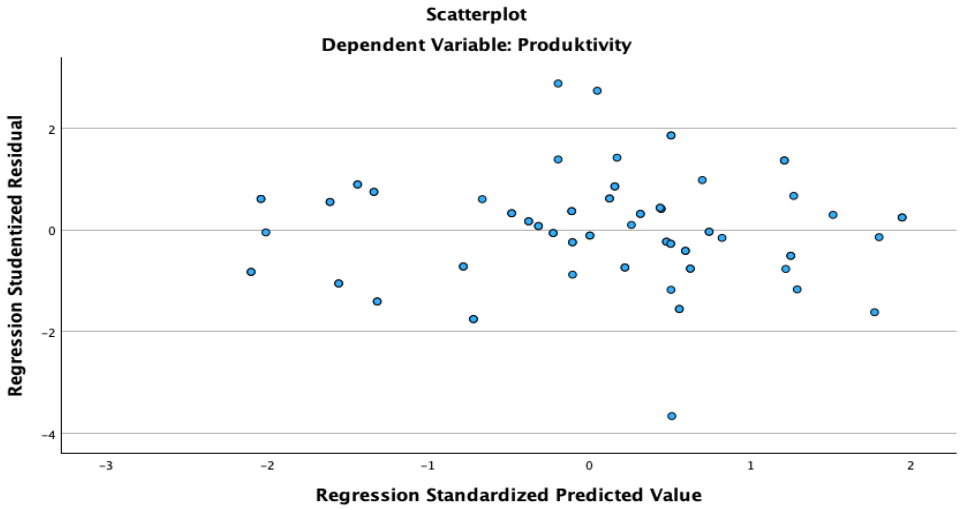
Table 5. Multicollinearity Test

Coefficients[a]

5 Model		Collinearity Statistics	
		Tolerance	VIF
1	Work Life Balance	.898	1.113
	Motivation	.682	1.465
	Compensation	.699	1.430

a. Dependent Variable: Productivity

Based on Table 5, all independent variables had a Tolerance value greater than 0.10 and a VIF value less than 10, so it can be concluded that the regression model did not experience symptoms of multicollinearity.



Gambar 2. Scatterplot

Based on Figure 2, the dots on the scatterplot appear to be randomly spread above and below the zero line and do not form a specific pattern, so it can be concluded that the regression model does not experience symptoms of heteroscedasticity.

4.4 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis was used to analyze the influence of work-life balance, work motivation, and compensation on teacher productivity.

Table 6. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.084	3.040		-.685	.495

	Work Life Balance	.725	.098	.485	7.408	.001
	Motivation	.619	.122	.383	5.092	.001
	Compensation	.464	.091	.379	5.106	.001

a. Dependent Variable: Productivity

Based on the results of multiple linear regression analysis in Table 6, the following regression equations are obtained: Y=−2.084+0.725X1+0.619X2+0.464X3

The constant value of =−2.084 indicates the value of teacher productivity if Work-Life Balance, work motivation, and compensation are considered to be zero. Furthermore, the Work-Life Balance regression coefficient of 0.725 indicates that every one unit increase in Work-Life Balance, assuming work motivation and fixed compensation, will increase teacher productivity by 0.725 units. The work motivation regression coefficient of 0.619 indicates that each increase in one unit of work motivation will increase teacher productivity by 0.619 units, assuming the other variables are fixed. Meanwhile, a compensation regression coefficient of 0.464 indicates that every one unit increase in compensation will increase teacher productivity by 0.464 units, assuming constant Work-Life Balance and work motivation.

2.5 Uji Hypothesis

The Hypothesis Test was used to test the correctness of the research's allegations regarding the influence of independent variables on teacher productivity partially or simultaneously.

Table 7. T-test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.084	3.040		-.685	.495
	Work Life Balance	.725	.098	.485	7.408	.001
	Motivation	.619	.122	.383	5.092	.001
	Compensation	.464	.091	.379	5.106	.001

a. Dependent Variable: Productivity

Based on Table 7, the hypothesis test was partially carried out by comparing the t-calculated value with the t-table at a significance level of 5% ($\alpha = 0.05$). With a sample of 82 respondents and a number of independent variables of 3, the degree of freedom ($df = n - k - 1$) $= 82 - 3 - 1 = 78$, resulting in a t-table value of 1.991.

The test results showed that Work-Life Balance had a t-count of 7.408 > t-table of 1.991 with a significance value of 0.001 < 0.05, so that H_1 was accepted, which means that Work-Life Balance had a positive and significant effect on teacher productivity. Furthermore, work motivation had a t-count of 5.092 > t-table of 1.991 with a significance value of 0.001 < 0.05, so that H_2 was accepted, which means that work motivation had a positive and significant effect on teacher productivity. Meanwhile, compensation has a t-count of 5.106 > t-table of 1.991 with a significance value of 0.001 < 0.05, so that H_3 is accepted, which means that compensation has a positive and significant effect on teacher productivity.

Table 8. Test F (Simultaneous)

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	2082.859	3	694.286	60.491	<.001[b]
	Residual	895.251	78	11.478		
	Total	2978.110	81			

a. Dependent Variable: Productivity
b. Predictors: (Constant), Compensation, Work Life Balance, Motivation

Based on Table 8, the F-test results showed that the F-calculation value was 60.491, while the F-table value was at a significance level of 5% with $df_1 = 3$ and $df_2 = 78$ was 2.72, so that the F-calculation > F-table (60.491 > 2.72) with a significance value of < 0.001 < 0.05. Thus, H_4 was accepted, which means that Work-Life Balance, work motivation, and compensation simultaneously had a positive and significant effect on teacher productivity in junior high schools in Sei Dadap District.

4.6 Coefficient of Determination (R2)

The Coefficient of Determination (R^2) is used to determine the magnitude of the ability of the variables work-life balance, work motivation, and compensation in explaining the variation in teacher productivity.

Table 9. Coefficient of Determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836[a]	.699	.688	3.388

a. Predictors: (Constant), Compensation, Work Life Balance, Motivation
b. Dependent Variable: Productivity

Based on Table 9, the Adjusted R Square value of 0.688 shows that Work-Life Balance, work motivation, and compensation together explain 68.8% of the variation in teacher productivity, while the remaining 31.2% is explained by other factors outside the research model.

Discussion

The results of the study show that work-life balance, work motivation, and compensation together are important factors in increasing teacher productivity in junior high schools in Sei Dadap District. In particular, work-life balance is related to the ability of teachers to divide their time, involvement, and satisfaction between work and personal life, so that teachers do not experience excessive pressure due to learning demands, digital administration, preparation of teaching tools, assessments, and various school activities. This condition is increasingly relevant to the current development of education because teachers are required to remain productive while being able to maintain their physical and psychological well-being. These results are in line with research (Badriah et al., 2026) which states that work-life balance has a positive and significant relationship with teacher performance, so the balance between rights, responsibilities, workload, and personal life needs to be considered to support improving the quality of teachers' work. Meanwhile, the work motivation referred to in this study is not just the desire to work, but the teacher's encouragement to achieve achievements, carry out tasks with full responsibility, improve competence, take initiative in learning, and have the spirit to provide the best work results. Motivation like this becomes increasingly important when teachers face changes in educational technology and increasingly diverse student needs; These findings are in line with research (Liu & Xu, 2026) which shows that teacher motivation is positively related to teacher's perceived performance through strengthening self-efficacy, as

well as research (Reniyanti et al., 2026) which found that work motivation has a positive effect on teacher performance.

In addition, compensation that is relevant in increasing teacher productivity is not only in the form of salaries, allowances, incentives, or financial income, but also includes awards, recognition of achievements, career development opportunities, a supportive work environment, positive working relationships, and other forms of well-being. This is important because the increase in teachers' professional demands needs to be balanced with a fair reward system and in accordance with the contributions given, so that teachers feel valued and encouraged to maintain the quality of their work. The results of this study are in line with (Khairani et al., 2026) which shows that compensation and work motivation play a role in teacher performance, and (Lubis et al., 2026) which places compensation and motivation as important factors in improving teacher performance. Thus, increasing teacher productivity in junior high schools in Sei Dadap District is not enough to be done only through increasing work demands, but needs to be supported through more balanced management of workloads and working hours, strengthening motivation to excel and self-development, and providing financial and non-financial compensation that is fair, decent, and in accordance with teachers' contributions.

Conclusion

This study concludes that work-life balance, work motivation, and compensation each have a positive and significant effect on the productivity of junior high school teachers in Sei Dadap District, and all three simultaneously have a significant effect on teacher productivity. Work-life balance is the factor with the greatest influence, so that increasing productivity is not enough only through work encouragement and compensation, but also needs to ensure that teachers are able to manage the demands of work and personal life in a balanced manner. The research model was able to explain 68.8% of the variation in teacher productivity, while the other 31.2% was influenced by factors outside the model. The limitations of the study lie in the use of questionnaires as the main source of data and the scope of respondents which only involved 82 junior high school teachers in Sei Dadap District, so that the results could not describe the condition of teachers in the wider area or level of education.

Based on these findings, schools can implement more measurable workload sharing, non-stacked task scheduling, and more flexible work time management to help teachers maintain work-life balance. To increase motivation, principals can implement clear work targets, regular feedback, and direct rewards for teachers' achievements, while compensation aspects can be strengthened through the provision of incentives or rewards that are transparent and associated with additional tasks and work achievements. For future research, it is recommended to add other variables that have not been covered in the model, combine questionnaires with interviews or observations, and expand the number and characteristics of respondents.

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