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The Effect Of The Teaching Factory And Work-Life Balance On The Performance Of Teachers At Baso State Vocational School 1

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Abstract

Variations in teacher attendance rates between 2022 and 2025 demonstrate the uneven performance of instructors at SMK Negeri 1 Baso. Performance may have been impacted by the difficulty of putting the teaching factory program into practice. The purpose of this study is to partially and simultaneously examine how the teaching factory and work-life balance affect teachers' performance at SMK Negeri 1 Baso. Fifty-two teachers participated in a quantitative survey. A 1–5 Likert scale questionnaire was used for data collection. SEM-PLS with SmartPLS 3 was used for data analysis. Teacher performance was significantly improved by the teaching factory ($\beta = 0.512$, $t = 3.348$, $p < 0.001$). There was no significant impact from work-life balance ($\beta = 0.314$, $t = 1.785$, $p = 0.037$). When combined, the two factors accounted for 61.2% of the variation in teacher performance ($R2 = 0.612$, $F = 38.64$, $p < 0.001$). The most important factor was the teaching factory ($f2 = 0.285$). The secret to raising teacher performance is to strengthen the teaching factory's implementation. The workload has not yet been adequately balanced by work-life balance. It is recommended that schools give the teaching factory program top priority.

Keywords: Role; Teaching Factory; Work-life balance; Teacher performance; Vocational High School

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INTRODUCTION

Human capital is a key determinant of a country's prosperity because people play an active role in utilizing resources, creating organizations, and driving national development (Tariyah, 2020). Therefore, improving the quality and accessibility of education, both formal and non-formal, is essential for developing human capital and enhancing the quality of human resources (Nasution, 2020). The education sector plays a vital role in providing qualified human resources for the labor market. However, a gap still exists between the competencies produced by educational institutions and those required by industry. Therefore, human resource development must focus on meeting both local and global standards to enhance competitiveness in an increasingly globalized workforce (Perdana, 2019).

Vocational education emphasizes practical skill development through a learning approach that combines practice and theory to prepare graduates for the workforce. One form of vocational education in Indonesia is Vocational Secondary School (SMK), which often collaborates with industry partners to ensure that graduates possess competencies that meet labor market needs and industry demands. (Hartanto et al., 2019). The Teaching Factory (TeFa) is a strategic vocational education approach that integrates learning activities with real industrial practices to enhance students' competencies and work readiness (Falah et al., 2025). Supported by the Indonesian government through Presidential Regulation No. 41 of 2015, Teaching Factory serves as a "factory within a school" that extends vocational education beyond production-based learning toward industry-oriented and market-driven learning. This program aims to improve the quality of secondary education and strengthen national competitiveness (Islami et al., 2021).

Teaching Factory plays an important role in improving skills, fostering an industrial culture, encouraging innovation and entrepreneurship, and providing opportunities for graduates to gain work experience or internships (Suhendra, 2024). In addition, maintaining a good work-life balance enables individuals to effectively manage both work and personal responsibilities, leading to greater well-being, better workplace relationships, and improved job performance (Sari et al., 2024). Teachers play a crucial role in ensuring the quality of educational processes and outcomes. Teacher performance refers to the effectiveness of teachers in fulfilling their duties and responsibilities in accordance with established educational standards and objectives. It is commonly assessed through pedagogical, professional, social, and personal competencies, which guide teachers in carrying out their roles as educators (Indriawati et al., 2022; Zahara et al., 2024). Teacher performance encompasses not only teaching effectiveness but also involvement in innovative learning programs, learning assessment, instructional material development, and contributions to school improvement. The following data illustrates the subpar performance of instructors at SMK Negeri 1 Baso and the shifting teacher attendance rates:

Tabel 1 Teacher Attendance Rates at SMKN 1 Baso (2022–2025)

Year	Number of Teachers	Attendance Rate (%)
2022	48	97,80%
2023	44	97,67%
2024	47	95,15%
2025	52	96,51%

Source: SMKN 1 Baso (2025)

Between 2020 and 2022, teacher attendance rates varied. This suggests that educators have not yet been able to raise the caliber of their work. There were 48 instructors with a 97.80% attendance rate in 2022; 44 teachers with a 97.67% attendance rate in 2023; 47 teachers with a 95.15% attendance rate in 2024; and 52 teachers with a 96.51% attendance rate in 2025. As a result, this study is crucial for examining how work-life balance (X2) and the teaching factory (X1) affect teacher performance (Y). At SMK Negeri 1 Baso, it is also essential to ascertain which factor influences teacher performance more at the same time.

LITERATURE REVIEW

A. Theoretical Framework

1. Teaching Factory

A Teaching Factory is a learning model that integrates education and training with real industrial practices within vocational schools. It aims to bridge the gap between competencies taught in schools and those required by industry while fostering entrepreneurial skills among students(Islami et al., 2021; Wahjusaputri & Bunyamin, 2020). Through the concept of learning by doing, students actively participate in all stages of the production process, from planning and implementation to quality control and evaluation, enabling the development of both student and teacher competencies in line with industry needs (Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan & Badan Penelitian dan Pengembangan, 2019; Widianti, 2025). The following Teaching Factory indicators are used to gauge how closely the Teaching Factory's implementation adheres to the set goals and concepts:

a. Learning based on real-world production or service processes

Teaching Factory Implementation refers to the integration of learning activities with real industrial production or service processes using industry-standard procedures, tools, and workflows. This indicator is reflected in students' active involvement in production activities, collaboration with industry partners, the availability of production resources, and the achievement of industry-oriented learning outcomes through product quality and sustainability evaluation (Direktorat Pembinaan SMK, 2023; Isnantyo et al., 2024; Kautsar et al., 2022).

b. The Role of Teachers as Facilitators and Supervisors

Teacher Readiness and Competence refers to teachers' preparedness to implement the Teaching Factory model through industrial experience, innovation, collaboration skills, and professional commitment. In this model, teachers serve as instructors, facilitators, trainers, and supervisors who connect vocational education with industry needs to achieve Teaching Factory objectives. (Direktorat Pembinaan SMK, 2023; Kautsar et al., 2022).

c. Fostering an Entrepreneurial Spirit Among Students

Entrepreneurship Orientation reflects the Teaching Factory's ability to develop students' entrepreneurial mindset through direct involvement in business activities, including production, marketing, customer service, and cost management. The implementation of this indicator is demonstrated by the variety of skills applied in producing goods or services and by efforts to strengthen students' work ethic and entrepreneurial spirit. (Kautsar et al., 2022).

d. Producing Products or Services with Market Value.

Product Marketing and Market Reach refers to the ability of the Teaching Factory to market industrial-quality products or services with economic value through effective marketing strategies. This indicator is reflected in the use of information and communication technology for promotion, order management, and collaboration with industry partners, as well as the evaluation of target markets, market reach, and promotional effectiveness to

ensure product competitiveness and sustainability (Direktorat Pembinaan SMK, 2023; Diwangkoro & Soenarto, 2020; Kautsar et al., 2022).

e. Standard-Setting and Industrial Culture

Industry-Based Learning Process and Collaboration refers to the implementation of learning activities that follow industry-standard workflows and procedures through the use of worksheets and structured production processes. This indicator is reflected in the alignment of learning activities with workplace standards, continuous evaluation of Teaching Factory implementation, and the development of industry partnerships to support competency achievement, technology transfer, and collaboration opportunities (Direktorat Pembinaan SMK, 2023; Kautsar et al., 2022).

2. Work Life Balance

Work-life balance refers to an individual's ability to balance work responsibilities with personal, family, and social needs without compromising physical or psychological well-being (Hendra & Artha, 2023; Mubarak, 2023). Supported by organizational culture and policies, work-life balance reflects harmony between career commitments, family responsibilities, leisure time, personal satisfaction, and spiritual development (Waworuntu et al., 2022; Zahara et al., 2024). A good work-life balance can improve psychological well-being and performance, whereas imbalance may lead to stress, burnout, and reduced job satisfaction (Laila et al., 2026). The following is a description of work-life balance indicators:

a. Time Balance

The ability of a person to divide their time between their personal and professional lives in a proportionate manner is referred to as work-life balance.

b. Involement Balance

Work-life balance refers to the level of an individual's physical, emotional and psychological engagement in their work and personal life. An individual is said to be in balance if they are able to engage fully in their work without sacrificing their involvement in family or social life.

c. Satisfaction Balance

A person's degree of contentment with both their personal and professional lives is referred to as work-life balance. When a person is content in both their professional and personal lives, they have attained work-life balance. (Greenhaus et al., 2003)

d. Minimal work-life conflict

A low degree of friction between the demands of work and personal life is referred to as work-life balance. When pressure from one role prevents the fulfillment of another, conflict results (Bandara, 2022). Fisher defines Personal Life Enhancement of Work (PLEW) as personal life increasing work performance and Work Enhancement of Personal Life (WEPL) as work having a good effect on personal life (Millatana et al., 2025).

e. Work Flexibility

The capacity to modify one's work schedule, location, or workload to accommodate personal demands is referred to as work flexibility. One

important component of promoting work-life balance is flexibility (Hill et al., 2001). Employees can manage their time between work and personal or family life when working hours are flexible (Angreani et al., 2025).

3. Teacher Performance

Teacher performance refers to the ability and effectiveness of teachers in carrying out their professional duties, particularly during the teaching and learning process, to achieve educational and organizational goals(Indriawati et al., 2022). It reflects teachers' competence in delivering instruction and facilitating student learning, which plays a crucial role in determining students' academic success (Sari et al., 2024; Zahara et al., 2024). Among the metrics used to assess the effectiveness of teachers are:

a. Lesson planning

Lesson planning is a teacher's ability to organise learning activities systematically, which includes preparing teaching materials, managing learning and the classroom, and assessing learning outcomes. This ability is reflected in the preparation of learning tools that align with the curriculum and the needs of students (Ritonga, 2021; Sari et al., 2024)

b. Delivery of teaching

The implementation of learning is the teacher's ability to apply the lesson plan through activities of opening, managing, evaluating, and closing the lesson. In Teaching Factory learning, this ability is reflected in mastery of the material, class and time management, as well as the application of practice-based learning (Ritonga, 2021)

c. Learning assessment

Learning assessment is the teacher's ability to plan, implement, process, and report students' assessment results continuously. This capability also includes the implementation of remedial and enrichment programmes as well as the utilisation of evaluation results to improve the quality of learning (Ritonga, 2021).

d. Discipline And Responsibility

Discipline and responsibility reflect adherence to rules, punctuality, the ability to complete tasks effectively and on time, accompanied by a willingness to accept the consequences of one's actions (Ritonga, 2021; Uno et al., 2014)

d. Innovation and Professionalism in the Workplace

Creativity and professionalism at work are the teacher's ability to develop themselves and improve the quality of learning through the use of innovative methods, media, and technology as well as effective learning management (Ningrum & Sobandi, 2021).

B. Previous Research

Table 2. Previous Research

No	Name/ Year	Research title	Variable	Result

1	Novi Tri Vaizah (2022)	The Effect of Training in Work Discipline and Work-Life Balance on the Performance of Civil Servant Teachers at State Vocational School 1, Kabumen	X1 work-related training X2 work-life balance Y teacher performance	Training has a significant impact on teacher performance Work discipline Work-life balance has no significant impact on teacher performance
2	I.Muttaqiem (2023)	The implementation of the teaching factory in enhancing efforts to improve teacher performance and student learning outcomes in vocational schools	X teaching factory Y efforts to improve teacher performance Y2 student learning outcomes	The implementation of the teaching factory has improved teachers' performance from 'good' to 'very good'
3	Dewi Lestari (2021)	The relationship between work-life balance and job satisfaction and the performance of vocational school teachers	X1 job satisfaction X2 work-life balance Y teacher performance	Work-life balance has a positive impact on vocational school teachers
4	Dyah Ayu Pratiwi (2019)	An analysis of the feasibility of the Teaching Factory approach from the perspective of management functions at SMK Mangelang	Feasibility of Teaching Factory-based learning	Feasibility of managing the Trust Fund (facilities/infrastructure /industry-academia collaboration, funding, learning)
5	Ahmad Rifai, Suci putri Lestari (2024)	The Impact of Work-Life Balance and the Working Environment on Teachers' Performance	X1 working environment X2 work-life balance Y teacher performance	Work-life balance and the working environment have a significant impact on teachers' performance; individually, each variable also has a significant impact
6	Prasetyo	The Integration of the Teaching Factory and Work-Life Balance in the Performance of Vocational School Teachers	X1 teaching factory X2 work-life balance Y teacher performance	Work-life balance mediates the effect of the teaching factory on performance
7	Fauzan (2022)	Pengaru Teaching Factory terhadap kinerja guru melalui motivasi kerja	X1 teaching factory Y kinerja guru Z motivasi kerja	The Teaching Factory has an indirect impact through motivation

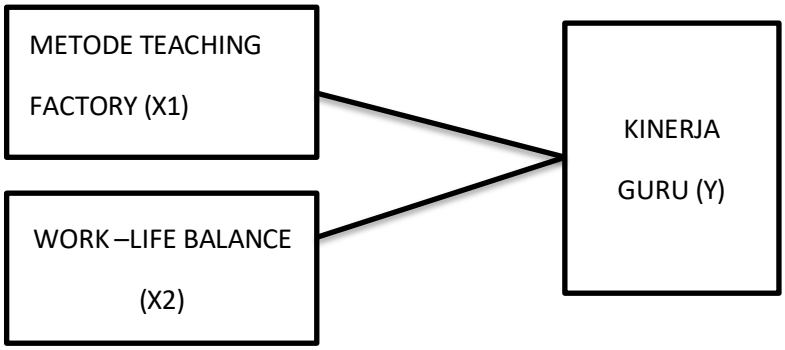
8	Nuraini & Yusuf (2021)	The impact of work-life balance on teachers	X work-life balance Y teachers	Work-life balance has a positive impact on performance
9	Rahman & Sari (2020)	Teaching factories and teacher productivity in the country	X teaching factory Y teacher productivity	Teaching factories improve teachers' effectiveness

Source: Compiled by the author

Previous studies have shown mixed findings regarding the effects of the Teaching Factory model and Work-Life Balance (WLB) on vocational school teachers' performance. While several studies found that Teaching Factory implementation and WLB positively influence teacher performance (Muttaqiem, 2023; Dewi Lestari, 2021; Ahmad Rifai et al., 2024), others reported indirect or insignificant effects (Fauzan, 2022; Novi Tri Vaizah, 2022). Moreover, few studies have examined Teaching Factory as a job demand and WLB as a job resource simultaneously within the Job Demands–Resources (JD-R) Model. Therefore, this study aims to address this gap by analyzing the relative influence of both factors on vocational school teachers' performance.

C. Conceptual Framework

Picture 1. Conceptual Framework



Based on the Job Demands–Resources (JD-R) Model, this study proposes that Teaching Factory implementation and Work-Life Balance simultaneously influence teacher performance. Teaching Factory is positioned as a job demand because it requires teachers to master industry standards, production procedures, and quality control, thereby enhancing their competencies (Bakker & Demerouti, 2018; Direktorat Pembinaan SMK, 2023). Meanwhile, Work-Life Balance functions as a job resource that provides psychological support and, according to Spillover Theory, contributes to greater motivation, focus, and reduced burnout, which ultimately improve performance (Greenhaus et al., 2003)

1. H1: The Teaching Factory (X1) has a positive influence on (Y) the performance of teachers at SMK Negeri 1 Baso
2. H2: The Teaching Factory (X1) and Work-Life Balance (X2) have a combined positive influence on (Y) the performance of teachers at SMK Negeri 1 Baso
3. H4: It is hypothesised that the Teaching Factory (X1) and work-life balance (X2) have a strong relationship in promoting the performance of teachers at SMK Negeri 1 Baso.

4. H4: It is hypothesised that the work-life balance (X2) variable is the most dominant variable.

RESEARCH METHODOLOGY

This study employed a quantitative approach with an associative research design to examine the influence of Teaching Factory and Work-Life Balance on teacher performance at SMK Negeri 1 Baso. The population consisted of 52 teachers, all of whom were selected as respondents using a census sampling technique. Data were collected through a Likert-scale questionnaire (1–5) from November 2025 to March 2026. Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4. The analysis included outer model evaluation (convergent validity and reliability tests) and inner model evaluation (R^2, f^2, and Q^2). Hypothesis testing was performed using the bootstrapping method with a significance level of 5%, where hypotheses were accepted if the t-statistic exceeded 1.96 and the p-value was below 0.05.

RESULTS AND DISCUSSION

A. Result

The collected data were analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method. The analysis consisted of two stages: outer model evaluation to assess the validity and reliability of the measurement instruments, and inner model evaluation to examine the causal relationships among the proposed variables. Data from 52 respondents were processed through measurement and structural model testing, with the results presented systematically in Tables 3–15.

Table 3. Grouping of Respondents

Category	Amount	Percentage
P	32	61.54%
L	20	38.46%

Source: Compiled by the author

52 teachers from SMK 1 Baso participated in this study. Gender-wise, 32 (61.54%) of the respondents were female teachers, while the remaining 20 (38.46%) were male teachers.

Table 4. Respondents' Achievement Levels for the Teaching Factory Variable

Name	Mean	Scale max	TCR	Kategori
X1 (1)	2.755	5	55%	Fairly
X1 (2)	3.17	5	63%	High
X1 (3)	2.962	5	59%	Fairly
X1 (5)	2.679	5	54%	Fairly

Source: Data analysis results

It is evident from the above table that responders to the questionnaire about the "teaching factory" variable gave a generally positive answer. Indicator X1 (2) showed a respondent achievement rate of 63%, which falls into the high group when it comes to respondent achievement levels. In the meantime, respondent achievement rates for indicators X1 (1), X1 (3), and X1 (4) are 55%, 59%, and 54%, respectively, placing them in the "fair" or "moderate" range. This suggests that SMK

Negeri 1 Baso's deployment of the teaching factory has been highly successful. Teachers evaluated how applying industry-based practical learning could enhance students' abilities, learning outcomes, and teacher engagement.

1. Integration of learning and production
2. Industry collaboration
3. Practice-based learning
4. Application of industry standards

Table 5. Respondents' Achievement Levels for the Work-Life Balance Variable (X2)

Name	Mean	Scale max	TCR	Category
X2 (1)	3.208	5	64%	High
X2 (3)	3.17	5	63%	High
X2 (4)	3.226	5	65%	High
X2 (5)	3.226	5	65%	High

Source: Data analysis results

Positive outcomes are shown by the data in the table on respondents' accomplishment levels for the work-life balance variable (X2). With X2 (1) values of 64%, X2 (2) values of 63%, X2 (3) values of 65%, and X2 (4) values of 65%, all indicators for the work-life balance variable had responder achievement levels in the high category. As a result, teachers are able to maintain a healthy work-life balance, which enhances their productivity and comfort level.

1. Work-life balance
2. Work-life balance
3. Job satisfaction
4. Organisational and family support

Table 6. Teacher Performance Variables (Y)

Name	Mean	Scale max	TCR	Category
Y (1)	3.302	5	66%	High
Y (2)	3.113	5	62%	High
Y (3)	3.34	5	67%	High
Y (4)	3.472	5	69%	High

Source: Data analysis results

As indicated in the table above, variable Y—the instructor performance variable—shows good outcomes. Similar to the work-life balance variable, all of the teacher performance variable's indicators fall into the high category. In particular, variable Y(1) has a respondent achievement rate of 66%, variable Y(2) has the lowest rate of 62%, variable Y(3) has a rate of 67%, and indicator Y(4) has the highest rate of 69%. This suggests that educators are capable of performing their teaching responsibilities as effectively as possible in terms of lesson planning, execution, and assessment.

1. Lesson planning
2. Delivery of lessons
3. Assessment
4. Discipline and responsibility

This study evaluates reflective measurement models using average variance extracted (AVE) to assess convergent validity, individual item reliability, and

composite reliability to assess internal consistency. Discriminant validity is another aspect of the reflective measurement model's evaluation. Discriminant validity can be assessed using the Fornell-Larcker criteria, cross-loadings, and specifically the heterotrait-monotrait (HTMT) correlation ratio. (Hair et al., 2017). According to the discriminant validity test, a variable is considered valid if it satisfies the Fornell-Larcker criterion and has the largest cross-loading value inside the construct being measured.

Table 7. Cross-loading distribution

	X1	X2	Y
X1 (2)	0.872	0.625	0.707
X1 (3)	0.793	0.608	0.570
X1 (4)	0.794	0.645	0.574
X1 (5)	0.841	0.611	0.603
X2 (1)	0.602	0.818	0.626
X2 (3)	0.514	0.767	0.484
X2 (4)	0.658	0.851	0.614
X2 (5)	0.680	0.840	0.547
y (1)	0.646	0.533	0.739
y (3)	0.616	0.617	0.870
y (4)	0.587	0.574	0.858
y (5)	0.608	0.571	0.822

Source: Smart PLS 4

Table 8. Distribution of the Fornell-Larcker Criterion

	X1	X2	Y
X1	0.826		
X2	0.752	0.820	
Y	0.747	0.698	0.824

Source: Smart PLS 4

The two tables above show the findings of the discriminant validity tests in this study. The constructs being measured have the greatest values in the cross-loading distribution table. Indicators X1 (1), X1 (2), X1 (3), and X1 (4) have higher values for X1 than for X2 or variable Y. In a similar vein, variable X2 has higher values than indicators X2 (1), X2 (2), X2 (3), and X2 (4). For the Y variable, the same holds true for indicators Y (1), Y (2), Y (3), and Y (4). Additionally, the Fornell-Larcker criterion returns the greatest value for the construct being measured in the distribution table. The top diagonal figure, which has the largest value, makes this clear. These two results show that the indicators for the variables

under investigation satisfy the Fornell-Larcker criterion and the cross-loading criteria, indicating that they have passed the discriminant validity test.

The Composite dependability (CR) and Cronbach's Alpha (CA) values are used to evaluate construct dependability. If both the CR and the CA are higher than 0.70, the construct is deemed reliable.

Table 9. Distribution of Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X1	0.844	0.853	0.896	0.682
X2	0.837	0.845	0.891	0.672
Y	0.840	0.841	0.894	0.679

Source: Smart PLS 4

It is evident from the preceding table of construct reliability and validity distributions that each variable's Cronbach's alpha value is higher than 0.70; in particular, the values for variables X, X2, and Y are 0.844, 0.837, and 0.840, respectively. In the meantime, each variable's composite reliability values also satisfy the reliability criterion, which is greater than 0.70. As a result, the study's constructs are considered trustworthy.

Construct reliability is assessed using the Composite Reliability (CR) and Cronbach's Alpha (CA) values. A construct is considered reliable if CR > 0.70 and CA > 0.70. Based on Table 9 above, it can be seen that the Cronbach's alpha values are each greater than 0.70; specifically, for variable X, the Cronbach's alpha is 0.844, for variable X2 it is 0.837, and for variable Y it is 0.840. Meanwhile, the composite reliability values for each variable also meet the standard for being declared reliable, namely more than 0.70. Therefore, the constructs in this study are declared reliable.

To make sure there were no problems with multicollinearity among the predictor variables, the collinearity evaluation stage was completed. The Variance Inflation Factor (VIF) is used to test for multicollinearity. A model is deemed free of multicollinearity if the VIF score is less than five, according to Hair et al. (2019). The correlations between variables may be skewed if the VIF value is higher than this cutoff, requiring a reevaluation.

Table 10. Distribution of Collinearity Statistics (VIF)

	VIF
X1 (2)	2.281
X1 (3)	1.729
X1 (4)	1.736
X1 (5)	2.141
X2 (1)	1.707
X2 (3)	1.632

X2 (4)	2.078
X2 (5)	2.097
y (1)	1.482
y (3)	2.481
y (4)	2.675
y (5)	1.989

Source: Smart PLS 4

It is evident from the above table of variance inflation factor (VIF) statistics that all of the study's indicators have VIF values below 5. This proves that there is no multicollinearity in the study's indicators, allowing the investigation to continue.

Table 11. R-Square Distribution

	R-square	**R-square adjusted**
Y	0.601	0.585

Source: Smart PLS 4

The R-squared value is 0.601, above the moderate category but below the strong category, according to the distribution of the R-squared values. This shows that variables X1 and X2 describe variable Y reasonably well. A model is deemed to have predictive relevance in the Predictive Relevance (Q^2) test if the Q^2 result is higher than 0, according to Hair (2019). This suggests that the model can correctly anticipate the observed data..

Table 12. Q-Square Distribution

	Q^2predict	**RMSE**	**MAE**
Y	0.539	0.702	0.505

Source: Smart PLS 4

The Q-square value obtained from the preceding Q-square distribution study is 0.539. This is a high evaluation value, meaning that Q-square > zero. This indicates that the model can accurately predict the observed data or has predictive relevance. The contribution of each independent variable to the explanation of the dependent variable is then evaluated using the Effect Size (f^2) test. The following are the f^2 criteria:

1. 0.02 = small effect
2. 0.15 = moderate effect
3. 0.35 = large effect

Table 13. F-Square Distribution

	f-square
X1 -> Y	0.285
X2 -> Y	0.107

Source: Smart PLS 4

The contribution of variable X1 (teaching factory) is 0.285, falling between moderate and high impacts on the dependent variable of teacher performance, according to the F-square distribution table above. With a contribution value of 0.107, variable X2 (work-life balance) falls between small and moderate effects on the dependent variable of teacher performance.

The path coefficient testing phase comes next. The route coefficient indicates the strength and direction of the association between latent variables, whether it is positive or negative. A greater correlation between constructs is indicated by a higher coefficient value. The Hair et al. (2019) recommendations are followed for interpreting the direction and magnitude of the coefficients.

Table 14. Distribution of Path Coefficients

	Path coefficients
X1 -> Y	0.512
X2 -> Y	0.314

Source: Smart PLS 4

The direction of variables X1 and X2 shows a positive link with variable Y based on the path coefficient distribution table, indicating a significant relationship between the constructions of these two variables. After bootstrapping, the path coefficients, t-statistics, and p-values in the structural model (inner model) were used to determine the hypothesis testing results. The following are the conditions for making a decision:

1. The hypothesis is accepted if:
   a. t-statistic > 1,96
   b. p-value < 0,05
2. The hypothesis is rejected i:
   a. t-statistic < 1,96
   b. p-value > 0,0

Table 15. Distribution of T-statistics and P-values

	Original sample (O)	*Sample mean (M)*	*Standard deviation (STDEV)*	*T statistics (|O/STDEV|)*	*P values*
X1 -> Y	0.512	0.525	0.153	3.348	0.000
X2 -> Y	0.314	0.309	0.176	1.785	0.037

Source: Smart PLS 4

It is evident from the above table of t-statistic distributions and p-values that variable X1 (teaching factory) has an impact on variable Y (teacher performance), with a t-statistic value of 3.348 and a p-value of 0. The boot-strapping significance test indicates that the association between variable X1 and Y is statistically significant since the t-statistic value is more than 1.96 and less than 0.05. Additionally, the correlation between variable Y (teacher performance) and variable X2 (work-life balance) has a p-value of 0.037 and a t-statistic value of 1.785. These numbers show that the significance criterion are not met because the t-statistic is less than 1.96. However, based on the p-value in the table, which is 0.037, this number is lesser than

0.05, implying that, based on the p-value, the link between variable X2 (work-life balance) and variable Y (teacher performance) is significant.

Result:

1. H1 : The Teaching Factory (X1) has a positive effect on (Y) the performance of teachers at Baso State Vocational School 1.
2. H2 : Teaching Factory (X1) and Work-Life Balance (X2) have a positive combined effect on (Y) the performance of teachers at SMK Negeri 1 Baso, which is supported by the findings.
3. H3 : The hypothesis that Teaching Factory (X1) and work-life balance (X2) have a strong correlation in driving the performance of teachers at SMK Negeri 1 Baso was rejected.
4. H4 : It is suspected that the work-life balance variable (X2) is the most dominant variable to be rejected.

1. H1 was accepted, indicating that the Teaching Factory has a positive and significant effect on teacher performance at SMK Negeri 1 Baso ($\beta = 0.512$; $t = 3.348$; $p < 0.05$). The effect size is moderate ($f^2 = 0.285$), suggesting that improved implementation of the Teaching Factory contributes to higher teacher performance. These findings support previous studies and confirm that the Teaching Factory is a relevant predictor of teacher performance, with predictive relevance demonstrated by Q^2predict > 0. Practically, the results highlight the importance of strengthening Teaching Factory implementation as a strategy to enhance teacher effectiveness in vocational schools.

2. H2 was accepted, indicating that Teaching Factory and Work-Life Balance jointly have a positive effect on teacher performance at SMK Negeri 1 Baso. The coefficient of determination ($R^2 = 0.601$) shows that both variables explain 60.1% of the variance in teacher performance, while the remaining 39.9% is influenced by other factors. This result indicates moderate to strong explanatory power and supports the Job Demands–Resources (JD-R) Model, which suggests that organizational factors and individual resources together influence performance. The findings also demonstrate the importance of integrating Teaching Factory implementation and Work-Life Balance in efforts to improve vocational school teachers' performance.

3. H3: The idea that work-life balance (X2) and the Teaching Factory (X1) have a significant impact on teachers' performance at SMK Negeri 1 Baso was disproved. With an F-square of 0.107, which is considered a small effect, the path coefficient for work-life balance on teacher performance, at 0.314, shows a positive association. Even though the P-value is 0.037 < 0.05, the T-statistic value of 1.785 < 1.96 shows that this effect is not significant at the 5% level. H4 is rejected because the T-statistic requirement is not satisfied. This indicates that while work-life balance has a favorable impact, it has not yet been able to greatly raise teachers' performance at SMK Negeri 1 Baso. These results support the Job Demands-Resources Model's claim that, in situations with extremely high job demands, work-life balance resources alone are insufficient as a predictor of performance without

being moderated by other factors. They are also in line with the research done by (Vaizah, 2021). The Work-Life Balance construct has poor predictive power in the vocational school ecosystem with an intensive Teaching Factory program, and its function needs to be reexamined as a moderating or mediating variable rather than as a direct antecedent of teacher performance, according to this study. The lack of a discernible impact of work-life balance on teacher performance suggests that, when the Teaching Factory is operating at full capacity, school initiatives centered only on flexible work schedules or lowering administrative burdens are insufficient to improve performance.

4. H5: It is hypothesised that the work-life balance variable (X2) is the most dominant variable. A comparison of the route coefficient values shows that Work-Life Balance has a value of 0.314 and Teaching Factory has a value of 0.512. Teaching Factory is the most important factor affecting teacher performance since 0.512 > 0.314 and the effect of Teaching Factory (f^2) = 0.285 > f^2 of Work-Life Balance = 0.107. As a result, H5, which claims that work-life balance is the most important characteristic, is disproved. This suggests that direct participation in industry-based Teaching Factory programs—which are more prevalent—is a motivating element that drives performance rather than work-life balance. As a result, this study offers empirical evidence that competence- and production-based constructs in the vocational teacher performance model have greater explanatory power than work-life balance constructs. This suggests that substantial-productive job resources should take precedence over compensatory job resources in future developments of vocational teacher performance theory. With $\beta = 0.512$ and $f^2 = 0.285$, Teaching Factory is clearly the most significant variable, which instructs SMK Negeri 1 Baso to update the policy priority scale. Prior to devoting substantial resources to the Work Life Balance program, funds, time, and school administration efforts should be directed at bolstering the Teaching Factory.

CONCLUSION

The results indicate that Teaching Factory has a positive and significant effect on teacher performance at SMK Negeri 1 Baso ($\beta = 0.512$; $t = 3.348$; $p < 0.05$), with a moderate effect size ($f^2 = 0.285$). In contrast, Work-Life Balance shows a positive but statistically insignificant effect on teacher performance ($\beta = 0.314$; $t = 1.785$; $p > 0.05$), despite having a small effect size ($f^2 = 0.107$). Simultaneously, Teaching Factory and Work-Life Balance explain 60.1% of the variance in teacher performance ($R^2 = 0.601$), indicating moderate to strong explanatory power. Among the two variables, Teaching Factory is the most dominant factor influencing teacher performance, as evidenced by its higher path coefficient and effect size.

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