The Influence of Work-Life Balance, Digital Competence, and Emotional Intelligence on Teacher Performance
(A Study on Teachers of SMK Kartika X-2 Jakarta, Pesanggrahan, South Jakarta)

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Article Info	ABSTRACT
	This study investigates the impact of work-life balance, digital competence, and emotional intelligence on teacher performance in vocational schools in Indonesia. The research emphasizes how the ability to balance personal and professional responsibilities, mastery of digital skills, and the capacity to manage emotions contribute to the effectiveness and productivity of teachers. A quantitative approach was employed, and data were collected through structured questionnaires distributed to teaching staff. The analysis used multiple regression techniques to test the proposed relationships among variables. The findings reveal that work-life balance, digital competence, and emotional intelligence positively and significantly influence teacher performance. These results highlight the importance of supporting teachers in achieving harmony between work and personal life, enhancing digital literacy, and strengthening emotional regulation. The study provides both theoretical contributions to human resource management in education and practical implications for improving the quality of vocational school performance in Indonesia.
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INTRODUCTION

Education is the most essential element in life, serving as the foundation for developing individual potential and enhancing the quality of human resources. In Indonesia, teacher performance is a key factor that strongly influences the quality of education across various levels. Although many teachers demonstrate high dedication and potential, significant variations in performance are often observed in practice. This is caused by several factors, including disparities in access to training, available resources, and institutional support. According to data from the Ministry of Education, Culture, Research, and Technology, more than half of teachers in Indonesia remain uncertified, which has a considerable impact on the quality of teaching they deliver (Pahlevi, 2024).

The quality of human resources in education encompasses both academic and pedagogical abilities, which are critical to achieving institutional goals. Educator competence

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maximizes available facilities, although performance is often hampered by workload burdens and weak leadership. Zulkipli (2022) emphasizes that the success of an institution is determined by the quality of its human resources. Therefore, it is important to conduct in-depth research on teacher performance and its influencing factors, particularly in SMK X-2 Pesanggrahan, South Jakarta.

In general, performance can be defined as the behavior and work outcomes of individuals in carrying out assigned tasks, measured against standards, goals, or organizational criteria. Performance reflects the extent to which individuals fulfill their responsibilities and contribute, positively or negatively, to organizational objectives within a certain period (Pala'langan, 2021). Grahandika and Wijayati (2021) argue that performance represents the results of employee tasks, assessed through quality, quantity, attendance, and collaboration ability.

Initial observations at SMK Kartika X-2 in South Jakarta revealed that graduates were not fully prepared to enter the workforce due to insufficient skills. Issues were also seen among teachers who failed to maintain discipline by arriving late to classes despite existing school regulations. As a private vocational high school in South Jakarta, SMK Kartika X-2 has achieved various accomplishments. However, maximizing teacher performance continues to face numerous challenges. Many factors are believed to influence teacher performance in this institution.

Teacher achievement is an important indicator of the success of the education system, especially in vocational schools, where teachers are required not only to master theory but also to apply relevant vocational practices aligned with industry demands. In recent years, several teachers at SMK Kartika X-2 have received awards at both city and national levels, succeeded in innovation competitions, and contributed to improved student outcomes. These achievements demonstrate the role of teacher performance in strengthening school reputation and student competencies.

One important factor influencing teacher performance is work-life balance, defined as an individual's ability to manage and divide responsibilities between professional duties and personal life. An imbalance between work and personal domains can cause stress that disrupts effectiveness, while harmony between them increases motivation, satisfaction, and ultimately performance (Goeltom, 2021; Talukder et al., 2018). Several studies have confirmed that work-life balance has a significant effect on teacher performance (Lukmiati, 2020; Badrianto & Ekhsan, 2021), although some research has shown no significant relationship (Rahmawati et al., 2021).

Another factor is digital competence, which refers to ICT skills such as using computers to retrieve, evaluate, store, create, present, and share information, as well as communicate and collaborate in online networks (Ilomaki et al., cited in Marguna & Sangiasseri, 2020). Previous studies have reported mixed results: some found that digital competence positively affects teacher performance (Irfina et al., 2021; Mangiri et al., 2019; Najmuddin & Santosa, 2022; Suratman et al., 2020), while others stated it has no significant effect (Najmuddin & Santosa, 2022).

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Emotional intelligence is also a determining factor. It involves the ability to motivate oneself, manage impulses, regulate emotions, and remain resilient under pressure. In teaching practice, emotional intelligence helps teachers face challenges not only through rationality but also through emotional regulation (Ramanda et al., 2020). According to Goleman, intellectual intelligence contributes only partially to success, while emotional intelligence plays a far more dominant role (Nilamartini et al., 2021). Hence, it is crucial to examine how teachers' emotional intelligence contributes to their overall performance.

Teacher performance is also regulated through government policies. Government Regulation No. 74 of 2008 stipulates that teachers must fulfill academic qualifications, competencies, educator certification, and physical and mental health requirements. Certification is expected to enhance teacher performance, but administrative requirements often burden teachers, reducing their focus on classroom teaching. Certification demands create additional responsibilities, such as preparing documents every three months, which can distract from pedagogical tasks.

Technological development in the era of Society 5.0 has expanded opportunities for teachers to access digital learning materials anytime and anywhere. Mastery of digital competence has thus become essential for educators to remain relevant. Motivation also plays a role, as highly motivated teachers are more likely to dedicate effort to delivering optimal instruction (Maryani, 2022).

Curriculum development in Indonesia has undergone several reforms, from the early national curriculum to the current independent curriculum. As outlined in Law No. 20 of 2003, the curriculum serves as the foundation for achieving educational objectives. For teachers, digital competence includes the ability to guide students in using technology productively and responsibly, ensuring that education remains aligned with contemporary demands.

METHODS

This study employed a quantitative research design with an explanatory approach to examine the influence of work-life balance, digital competence, and emotional intelligence on teacher performance (Sugiyono, 2019;. The explanatory design was chosen to clarify causal relationships among variables, with independent variables tested against the dependent variable using standardized statistical procedures in SPSS (Ghozali, 2018; Priyatno, 2018).

The population comprised all teachers of SMK Kartika X-2 South Jakarta; given the relatively small size, the study used saturated (census) sampling so that the entire population was included as respondents (Sugiyono, 2019). This approach improves representation of the research setting and minimizes sampling error in limited populations. Data were collected through a structured questionnaire divided into four sections—work-life balance, digital competence, emotional intelligence, and teacher performance—measured on a five-point Likert scale from strongly disagree to strongly agree (Fisher et al., 2017; Sugiyono, 2019). Before the main survey, the instrument was pre-tested. Validity was examined using item-total correlations and the r-count vs r-table criterion; items exceeding the threshold were

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retained (common in SPSS output) Reliability was assessed with Cronbach's Alpha, keeping items that contributed to acceptable internal consistency (Ghozali, 2018).

For hypothesis testing, the study used multiple linear regression with the aid of IBM SPSS; this allows simultaneous estimation of the effects of several independent variables on a single dependent variable (Ghozali, 2018; Santoso, 2019). Prior to regression, classical assumption tests were performed: normality (Kolmogorov–Smirnov; data are normal if Sig. > 0.05), multicollinearity (Tolerance > 0.10 and VIF < 10), and heteroskedasticity checks (regressing |residuals| on predictors) to ensure model adequacy (Ghozali, 2018; Santoso, 2019).

The research procedure followed standard steps for quantitative field studies, preparing instruments and permissions, distributing questionnaires, checking completeness, coding, and data entry/processing in SPSS, consistent with established methodology texts (Sugiyono, 2019). Ethical considerations were observed by informing respondents of the study's purpose, ensuring confidentiality, voluntary participation, and presenting data in aggregate, aligned with widely used research-ethics guidance (Notoatmodjo, 2018).

RESULTS AND DISCUSSION

Respondent Characteristics

This study involved 43 respondents consisting of teachers from SMK Kartika X-2, Pesanggrahan, South Jakarta, with data collected through questionnaires. Respondents were categorized by gender, age, education level, and teaching experience. The results show that female teachers dominate the sample (53.5%), compared to male teachers (41.9%). In terms of age, most respondents were between 25–35 years old (41.9%), followed by 35–45 years (23.3%), 45–50 years (16.3%), and smaller proportions in older age groups up to 60 years. This indicates that the school is largely staffed by relatively mature educators, which contributes to teaching experience, emotional maturity, and adaptability in facing complex educational challenges.

The educational background shows that 79.1% of teachers hold a bachelor's degree (S1), while 16.3% have a master's degree (S2), reflecting varying competencies in classroom delivery, curriculum development, and academic supervision. Regarding teaching experience, 39.5% of teachers have taught for 1–5 years, 20.9% for 10–15 years, and 18.6% for 15–20 years, suggesting that the school has both new and experienced educators. These findings highlight that SMK Kartika X-2 maintains teacher stability with structured career development and professional growth opportunities. The composition of respondents indicates that the majority of teachers are well-positioned to contribute effectively to student learning, curriculum implementation, and the school's long-term academic performance.

Validity Test

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Table 1. Validity Test Table for Work Life Balance (X1)

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	21.42	16.583	.867	.924
X1.2	21.09	17.848	.816	.932
X1.3	21.49	16.065	.831	.929
X1.4	21.26	17.243	.815	.931
X1.5	21.28	16.111	.906	.919
X1.6	21.72	16.111	.744	.942

Source: Processed primary data. 2025

Based on the results presented in Table 1 above, the Corrected Item-Total Correlation values for X1_1 through X1_6 or r-calculated > r-table of 0.3008 indicate validity. Thus, it can be concluded that the items representing the Work-Life Balance variable are valid.

Table 2. Validity Test Table for Digital Competence (X2)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	20.88	9.962	.877	.887
X2.2	20.84	11.140	.741	.906
X2.3	21.00	10.905	.807	.897
X2.4	21.00	10.952	.796	.899
X2.5	20.79	11.503	.721	.909
X2.6	20.95	11.045	.673	.917

Source: Processed primary data

Based on the results presented in Table 2 above, the Corrected Item-Total Correlation values for X2_1 through X2_6 or r-calculated > r-table of 0.3008 indicate validity. Thus, it can be concluded that the items representing the Digital Competence variable are valid.

Table 3. Validity Test Table for Emotional Intelligence (X3)

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X3.1	20.74	8.385	.638	.802
X3.2	20.79	9.265	.384	.860
X3.3	21.07	8.876	.684	.795
X3.4	21.05	8.617	.533	.827
X3.5	20.74	8.623	.823	.773
X3.6	20.60	8.911	.734	.788

Source: Processed primary data

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Based on the results presented in Table 3 above, the Corrected Item-Total Correlation values for X3_1 through X3_6 or r-calculated > r-table of 0.3008 indicate validity. Thus, it can be concluded that the items representing the Emotional Intelligence variable are valid

Table 4. Validity Test Table for Teacher Performance (Y)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y.1	21.26	10.766	.847	.890
Y.2	21.40	11.769	.684	.912
Y.3	21.42	10.916	.681	.917
Y.4	21.30	11.406	.802	.897
Y.5	21.28	11.254	.745	.904
Y.6	21.14	11.123	.864	.889

Source: Processed primary data

Based on the results presented in Table 4. above, the Corrected Item-Total Correlation values for Y_1 through Y_6 or r-calculated > r-table of 0.3008 indicate validity. Thus, it can be concluded that the items representing the Teacher Performance variable are valid.

Reliability Test

Table 5. Reliability Test Results for Variables X1

Cronbach's Alpha	N of Items
.941	6

Based on Table 5, the Reliability Statistics show that Cronbach's Alpha is 0.941 > 0.6. It can therefore be concluded that the statements in the Work-Life Balance variable are reliable.

Table 6. Reliability Test Results for Variables X1

Cronbach's Alpha	N of Items
.918	6

Based on Table 6, the Reliability Statistics show that Cronbach's Alpha is 0.918 > 0.6. It can therefore be concluded that the statements in the Digital Competence variable are reliable.

Table 7. Reliability Test Results for Variables X1

Cronbach's Alpha	N of Items
.835	6

Based on Table 7, the Reliability Statistics show that Cronbach's Alpha is 0.835 > 0.6. It can therefore be concluded that the statements in the Emotional Intelligence variable are reliable.

Table 8. Reliability Test Results for Variables X1

Cronbach's Alpha	N of Items
.917	6

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Based on Table 8, the Reliability Statistics show that Cronbach's Alpha is 0.917 > 0.6. It can therefore be concluded that the statements in the Teacher Performance variable are reliable.

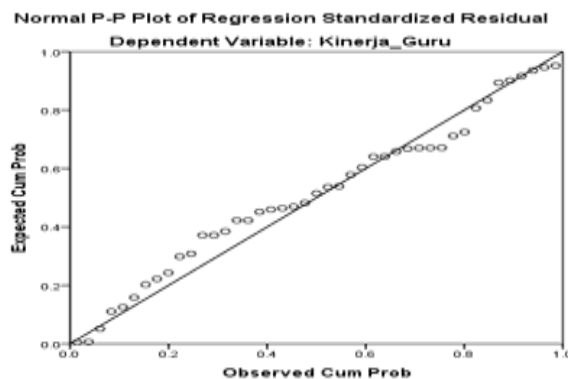## Classical Assumption Test
Normality Test

Figure 1 Normal P-P Plot Graph

In Figure 1 above, the results of the SPSS output for the P-P Plot scatterplot show that the distribution of data points is spread around the diagonal line and follows the same direction as the diagonal line. However, in the Normal P-P Plot graph, the data points do not completely align with the diagonal line; therefore, this result is further supported by the subsequent test using the One-Sample Kolmogorov-Smirnov Test.

Table 9. Kolmogorov-Smirnov Normality Test

		Unstandardized Residual
N		43
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	155.182.401
Most Extreme Differences	Absolute	.111
	Positive	.090
	Negative	-.111
Test Statistic		.111
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on Table 9, it can be seen that the significance value (Asymp. Sig. 2-tailed) of 0.200 indicates significance because it is greater than 0.05 (0.200 > 0.05). Therefore, it can be concluded that the data are normally distributed.

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Multicollinearity Test

Table 10. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	Work_Life_Balance	.502	1.993
	Kompetensi_Digital	.427	2.343
	Kecerdasan_Emosional	.400	2.503

Based on the results of the multicollinearity test in Table 10 above, it can be observed: Work-Life Balance (X1) Tolerance: 0.502 > 0.10, VIF: 1.993 < 10. Digital Competence (X2): Tolerance: 0.427 > 0.10VIF: 2.343 < 10. Emotional Intelligence (X3): Tolerance: 0.400 > 0.10, VIF: 2.503 < 10.
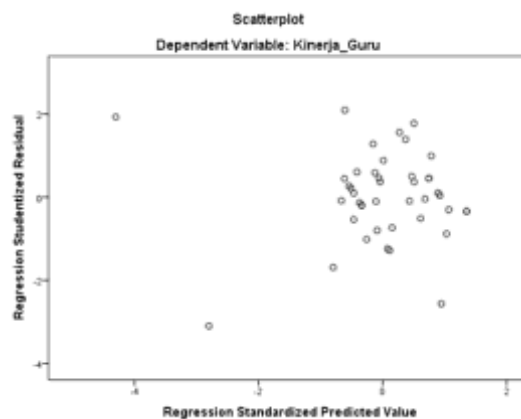
Heteroscedasticity Test

Figure 2. Heteroscedasticity Test

Based on Figure 2 above, the distribution of the data points can be described as follows: The data points are scattered randomly and do not form a curved or systematic pattern. The data points are fairly evenly distributed (not widening or narrowing systematically on one side). The data points do not show any repetitive or regular patterns in their distribution. There are several points located far from the horizontal zero line, particularly below -4 and above 2, indicating the presence of outliers or extreme observations.

Multiple Linear Regression Test Results

Table 11. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.536	1.843		-.291	.773		
	JMLH_X1	.276	.072	.337	3.830	.000	.502	1.993
	JMLH_X2	.296	.097	.293	3.066	.004	.427	2.343

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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
JMLH_X3	.463	.112	.407	4.120	.000	.400	2.503

a. Dependent Variable: JMLH_Y

Based on the table above, the multiple linear regression equation is:

$$Y= -0{,}536 + 0{,}276\ BK + 0{,}296\ KE + 0{,}463\ KOM$$

The constant value of -0.536 means that if Work-Life Balance, Digital Competence, and Emotional Intelligence are valued at zero, Teacher Performance will decrease by -0.536. The regression coefficient ($\beta 1$) for Work-Life Balance is 0.276, which means that an increase of one unit in Work-Life Balance will result in an increase in Teacher Performance by 0.276. The regression coefficient ($\beta 2$) for Digital Competence is 0.296, which means that an increase of one unit in Digital Competence will result in an increase in Teacher Performance by 0.296. The regression coefficient ($\beta 3$) for Emotional Intelligence is 0.463, which means that an increase of one unit in Emotional Intelligence will result in an increase in Teacher Performance by 0.463.

Coefficient of Determination Analysis (Adjusted R²)

Table 12. F-Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.921[a]	.848	.837	161.040	1.898

a. Predictors: (Constant), Emotional Intelligence, Work-Life Balance, Digital Competence
b. Dependent Variable: Teacher Performance
Source: Processed primary data

From Table 12, it can be seen that the R Square value is 0.848. This figure indicates a strong influence between Work-Life Balance, Digital Competence, and Emotional Intelligence, as reflected by the value of 0.848. However, since the independent variables in this study are more than two, the value used is the Adjusted R Square, which is 0.837. Thus, the Adjusted R Square or the Coefficient of Determination (KD) in the above calculation is 0.837, or equal to 83.7 percent. This means that the influence of Work-Life Balance, Digital Competence, and Emotional Intelligence on Teacher Performance is 83.7 percent, while the remaining 16.3 percent (100 percent – 83.7 percent) is influenced by other factors outside of this regression model.

T-Test

Table 13. Coefficient of Determination Test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

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		B	Std. Error	Beta		
	(Constant)	-.536	1.843		-.291	.773
	Work_Life_Balance	.276	.072	.337	3.830	.000
1	Digital Competence	.296	.097	.293	3.066	.004
	Emotional Intelligence	.463	.112	.407	4.120	.000

a. Predictors: (Constant) Dependent Variable: Teacher Performance

Source: Processed primary data

Based on Table 13 above, the calculated t-values are 3.830 for Work-Life Balance, 3.066 for Digital Competence, and 4.120 for Emotional Intelligence. To determine the t-table value at $\alpha = 5\%$ with df = $n - k - 1$, where n is the number of data and k is the number of independent variables, the degrees of freedom are $43 - 3 - 1 = 39$. Thus, the t-table value is 1.685. t-test (Partial Test) for Work-Life Balance: The calculated t-value for the Work-Life Balance coefficient is 3.830, which is greater than the t-table value of 1.685, with a significance value of $0.000 < 0.05$. Therefore, Work-Life Balance has a positive and significant effect on Teacher Performance. t-test (Partial Test) for Digital Competence: The calculated t-value for the Digital Competence coefficient is 3.066, which is greater than the t-table value of 1.685, with a significance value of $0.004 < 0.05$. Therefore, Digital Competence has a positive and significant effect on Teacher Performance. t-test (Partial Test) for Emotional Intelligence: The calculated t-value for the Emotional Intelligence coefficient is 4.120, which is greater than the t-table value of 1.685, with a significance value of $0.000 < 0.05$. Therefore, Emotional Intelligence has a significant effect on Teacher Performance.

Discussion
Discussion The Influence of Work-Life Balance on Teacher Performance

The test of the first hypothesis confirms that Work–Life Balance (WLB) has a positive and significant effect on Teacher Performance in SMK Kartika X-2, Pesanggrahan—evidenced by a t-value exceeding the critical value and $p < 0.05$. Substantively, this means teachers who experience better alignment between work and personal domains deliver more consistent planning, delivery, and evaluation in their teaching duties, translating statistical significance into meaningful performance gains at the classroom level.

Practically, WLB manifests as harmony between job demands and personal-life needs—covering fair workload allocation, flexible scheduling where possible, and visible institutional attention to well-being. Such conditions curb strain, preserve teachers' attentional resources, and enable sustained focus on core pedagogical tasks (Delecta, 2011; Susi & Jawaharrani, 2011). When burden is balanced and recovery opportunities exist, teachers are more likely to prepare lessons thoroughly, communicate clearly, and respond adaptively to student needs.

School-level policies matter. Supportive arrangements, like reasonable timetable design, protected rest periods, accessible leave, and allowances for family responsibilities,

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reduce work–personal conflict and reinforce a culture of trust (Sumantri & Mujiati, 2023; Obi, 2023). In this study's setting, fair distribution of teaching and administrative duties helps teachers feel valued rather than overloaded, which, in turn, encourages diligence, creativity in instructional methods, and steady follow-through on assessment and feedback.

The literature framing used here clarifies what to balance. WLB consists of four core dimensions, WIPL, PLIW, PLEW, WEPL, capturing both conflict and enrichment in both directions between work and personal life (Fisher et al., 2009). When enrichment (PLEW/WEPL) is fostered and interference (WIPL/PLIW) is minimized, teachers report more energy, patience, and emotional availability for students, which directly supports higher-quality instruction and smoother classroom management.

In measurement terms, WLB indicators, time balance, involvement balance, and satisfaction balance, offer actionable levers (Rondonuwu et al., 2018). For example, time balance can be supported by compact scheduling and realistic deadlines; involvement balance by clarifying role expectations and reducing unnecessary meetings; satisfaction balance by ensuring recognition, collegial support, and access to well-being programs. Progress on these indicators typically shows up in performance rubrics through better lesson structuring, richer interactions, and more consistent evaluation practices.

Lastly, these findings carry managerial implications. Leaders should institutionalize workload reviews each term, codify flexible practices, and monitor WLB indicators alongside performance dashboards to prevent silent overload. At the same time, future research could test mediators (e.g., job satisfaction, burnout) and moderators (e.g., social support, tenure) to map how and for whom WLB yields the largest performance gains—building on the present evidence that balanced teachers are, predictably, better-performing teachers (Delecta, 2011; Susi & Jawaharrani, 2011; Sumantri & Mujiati, 2023; Obi, 2023; Fisher et al., 2009; Rondonuwu et al., 2018).

Discussion The Influence of Digital Competence on Teacher Performance

Digital competence in education refers to teachers' knowledge, skills, and attitudes to use digital technology ethically, effectively, and productively to support teaching and learning, beyond mere technical operation to include critical thinking, selecting accurate information, and awareness of social impacts (Cahen & Borini, 2020). This aligns with your manuscript's definition that emphasizes wise, responsible use of digital tools to integrate technology into classroom practice and guide students toward responsible digital behavior. Consistent with the logic of your findings, digital competence is positively related to teacher performance: when teachers can locate, evaluate, create, and communicate information using appropriate technologies, they deliver instruction more confidently and productively, strengthening pedagogical outcomes. Your literature section explicitly notes that (teacher) pedagogical competence, underpinned by digital ability, tends to move in the same direction as performance.

To operationalize digital competence, your sources list practical indicators that can be measured in a survey: access (search/find information across devices), use (store/record data

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with digital tools), create application (build simple apps as an expression of ICT knowledge), create (produce digital reports), and communicate (share effectively through digital platforms) (Elisnawati et al., 2022). These indicators map cleanly onto classroom needs (materials preparation, LMS usage, assessment, and feedback workflows). On the outcome side, teacher performance in your manuscript follows the Ministry of Education and Culture's framework, planning, implementation, and evaluation, with detailed indicators adapted from Ananda (2019). Thus, any improvement in teachers' digital competence should translate into better lesson planning (materials/design/media choices), more effective classroom implementation (strategy/media use, student engagement), and stronger evaluation (instrument design, analysis, and follow-up).

The practical implication is organizational: your document recommends routine, structured training to raise teachers' digital competence, covering LMS use, interactive learning apps, digital content creation, and domain-relevant software. Such targeted capacity building turns abstract competence into daily practice, reinforcing performance improvements tracked by the planning–implementation–evaluation dimensions. Finally, the literature you compiled highlights antecedents of digital competence, e.g., adaptive learning styles and effective learning strategies that elevate individuals' digital skills (Jiménez-Cortés et al., 2017). Embedding these supports (study strategies, peer learning, mentoring) alongside technical training can accelerate competence gains and, by extension, the performance metrics used in your study.

Discussion The Influence of Emotional Intelligence on Teacher Performance

Based on the conducted tests, it can be concluded that emotional intelligence has a positive and significant effect on teacher performance (H2 is significantly supported). Thus, it can be stated that emotional intelligence serves as a driver in improving teacher performance. This positive influence indicates that the relationship between emotional intelligence and teacher performance moves in the same direction. In other words, the higher the emotional intelligence of teachers, the better their performance will be. Conversely, when emotional intelligence is low, teacher performance tends to decline.

Emotional intelligence contributes to enhancing teacher performance because teachers with high emotional intelligence are generally more capable of managing emotions, understanding students' psychological conditions, and building strong interpersonal relationships within the school environment. This is reflected in teachers' ability to control stress, maintain professionalism when facing challenging situations, and provide empathetic and constructive responses to both students and colleagues. Teachers who are able to manage their emotions effectively are also more adaptable, self-motivated, and responsible in accomplishing their tasks.

CONCLUSION

This study concludes that teacher performance is significantly influenced by work-life balance, digital competence, and emotional intelligence. A well-managed balance between

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personal life and professional responsibilities enables teachers to carry out their duties more effectively, demonstrating the importance of organizational support in creating a fair workload distribution, flexible scheduling, and emotional well-being. Teachers who are able to maintain harmony between their personal and professional lives are more motivated, engaged, and capable of contributing optimally to the learning process. Digital competence also plays a crucial role in shaping teacher performance. Teachers who possess adequate skills in utilizing digital tools, platforms, and resources are better equipped to plan lessons, deliver instruction, and evaluate student outcomes effectively. The integration of digital competence not only improves teaching efficiency but also fosters innovation and adaptability in the classroom. Emotional intelligence further strengthens teacher performance by equipping teachers with the ability to manage emotions, handle stress, and build constructive relationships with students and colleagues. Teachers with high emotional intelligence are more empathetic, resilient, and capable of creating a supportive learning environment. Overall, the findings emphasize that these three factors are interrelated and collectively essential for improving the quality and sustainability of education.

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