



ANALYSIS OF FACTORS AFFECTING TEACHER WELFARE: A CASE STUDY AT SALEH CHILDREN'S ELEMENTARY SCHOOL, MALANG CITY

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Abstract

This study aims to analyze the factors that affect the welfare of teachers in SD Anak Saleh, Malang City. The type of research used is in the form of qualitative research. The data collection methods used in this study were in the form of interviews and non-participant observations. The data analysis methods used in this study are the Miles and Huberman model methods, namely data reduction, data presentation, and verification. Based on factors that affect the welfare of teachers in elementary schools for pious children in the form of professional allowances and professional development in the form of PPG programs. For teachers who have entered the dapodik data, it will be recommended to take part in the PPG program. Meanwhile, the additional workload provided is adjusted to the regulations that have been set by the government. The additional workload in elementary school for pious children is adjusted to the performance of teachers. The impact that occurs after the provision of professional allowances and professional development is that teachers are more motivated in their work, highly committed, and the quality of teaching increases.

Keywords: factor; well-being 2; teacher

1. Introduction

Teachers play the role of facilitators, guides, character builders of students and role models for their students. Qualified teachers must be able to be leaders in every situation, both among students and among other teachers (Wahyudin, 2020). In carrying out their duties, teachers have rights and obligations that need to be considered. The rights that educators have are in the form of the right to receive wages, the right to career advancement, the right to other welfare, and the right to receive protection both when carrying out their duties and obtaining their rights (Hidayat & Hilalludin, 2024). With the achievement of these rights, responsibilities and competencies in personal, professional and social aspects will be easier to achieve optimally. Meanwhile, the teacher's obligation is to provide educational services in schools in the form of teaching, educating and training activities that aim to educate the life of the nation and to be able to prepare the nation's generation to become a superior generation.

Teachers have several duties both related to the service and outside the service, such as teacher service in order to be a humanitarian and community task (Razi, 2022). As a teacher, it is not only tasked with providing knowledge or knowledge to students, but also has other additional workloads. Teachers not only have mandatory duties but also have additional duties that are adjusted to the role of schools or madrasas without reducing teaching time (Sari & Mariyah, 2020). In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018 concerning the fulfillment of the workload of teachers, principals and school supervisors article 3 paragraph 1, namely the workload is carried out for 37.5 (thirty-seven point five) effective working hours in accordance with Article 2 paragraph (2) for teachers to include the main activities: (a) planned learning or guidance; (b) the learning or

guidance carried out; (c) assessment of learning outcomes or guidance; (d) guiding and training students; and (e) the implementation of additional tasks attached to the implementation of the main activities in accordance with the teacher's workload.

Based on the description above, it can be seen that teachers have a workload that must be carried out related to the implementation of their profession as teachers. Sometimes teachers feel less enthusiastic in carrying out their workload due to the lack of compensation and welfare they receive. The problem of educator welfare can be seen in non-permanent teachers who earn income below the standard of reasonable living needs. This gap is exacerbated by the lack of access for non-permanent teachers to the allowances received by educators who have the status of civil servants (Hutasuhut et al., 2025). Teacher welfare is the heart of education services because with fair rewards, it will give rise to teachers' commitment to do their duties optimally and with quality (Oktafiana, 2020). In a broader context, the award should include support from the principal to the teacher, so that they can increase their motivation to work, so that it is expected to improve their performance.

Teachers' welfare has a direct impact on their performance, if the higher the level of teacher welfare, the more optimal their work results will be (As'adi, 2023). With the large workload received by teachers, quality teachers are needed. The quality of teachers is related to the basic abilities that a teacher must possess (Indriyani et al, 2020). The government has made efforts to improve the quality of teachers by holding certifications on teacher performance. Teacher certification is expected to improve teacher welfare but there is still a lack of transparency and open information (Sukamana, 2017).

Optimal teacher performance has a role in improving the quality of quality students and realizing educational goals. Efforts to improve teacher performance can be done by optimizing the provision of welfare. However, the welfare obtained by teachers varies according to the workload owned by teachers. Therefore, the researcher wants to analyze what factors can affect the amount of welfare received by teachers. With prosperous teachers, the education system can easily produce a generation of nations that are superior and ready to compete at the international level.

2. Method

The type of research used in this study is a qualitative type of research. Nasution (2023) states that qualitative research is a type of research used to investigate, discover, describe, and explain specific aspects or characteristics of social influences that are difficult to explain, measure, or describe by quantitative methods. The data collection methods used in this study were in the form of interviews and non-participant observations. Interviews are an effort to collect primary data/information (Kristina, 2024). The data analysis method used in this study is the Miles and Huberman model method which states that there are 3 important activities in the data collection process, namely data reduction, data presentation, and verification. The analysis of the data obtained will then be presented in the form of a description of words. Here is a picture of the Miles and Huberman model process:

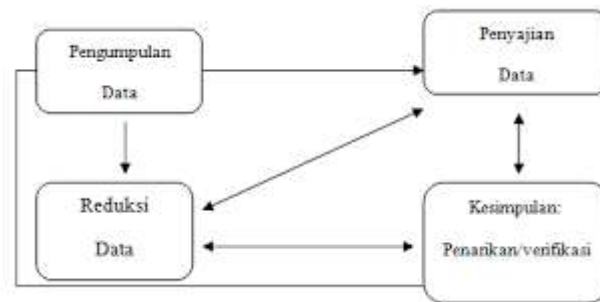


Figure 2. Miles & Huberman Model Analysis

According to Sugiyono (2017), the initial stage of this activity is the collection of data obtained from interviews whose questions are in accordance with the focus of the research. In the next stage, data reduction is carried out, namely the process of choosing the main thing. After the data reduction process, the researcher then presents the data which then allows conclusions to be drawn or verified. In this study, the data collected came from teachers at SD Anak Saleh, Malang City.

3. Results and Discussion

3.1 Result

Based on the results of research conducted at Saleh Children's Elementary School, Malang City, there are three research focuses, namely teacher workload, welfare factors, and the impact of welfare programs. For teachers who have been registered with dapodik, the school will be recommended to take part in PPG. After participating in these activities, teachers will be given additional workload, increased benefits, and performance improvements. If the commitment of the teacher is high, the welfare provided will be in accordance with what has been done. So that this fosters enthusiasm, motivation, and support for all teachers, but for teachers who are still new they will get direction and do not have as much workload as senior teachers.

3.2 Discussion

3.2.1 Workload Teachers Receive

Workload is something that can affect teacher performance so that teachers are not optimal in working because the tasks given are too burdensome (Hasibuan & Munasib, 2020). Workload is a collection of tasks or responsibilities in an organization that must be completed within a predetermined period of time (Rudyanto & Zulkarnain, 2021). One of the reasons why teachers cannot work optimally in their work is because they feel that the workload is too heavy. The workload given to teachers must be balanced with their physical, cognitive capacity and limitations possessed by the teacher (Mubar & Rochmawati, 2017). When the time spent teaching in the classroom is the main task compared to the administrative activities that teachers have to do, there is an imbalance.

According to Afandi and Bahri (2020), workload is defined as a set of tasks or activities that must be completed by an organization within a certain period of time. The workload given to teachers in elementary schools for pious children is adjusted to the length of their work

which shows their loyalty and commitment as teachers. Teachers who have entered the *dapodik* are given additional tasks in order to get the appropriate allowance. Unlike new teachers, because they are still early, they are given the opportunity to learn first, if the longer their performance is good, they will be given additional tasks that can add to the welfare of the teacher. But the workload given to teachers must be adjusted to the regulations that have been set by the government.

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018, the maximum total workload for teachers in a week is 40 hours and a minimum of 24 hours. The main duties of teachers are regulated in article 3, namely preparing a learning plan or guidance, implementing learning or guidance, evaluating learning or guidance outcomes, guiding and training students, and completing additional tasks related to the main activities in accordance with the teacher's workload.

As an educator, sometimes feel that the responsibility that must be borne is too heavy, it will have an impact on the level of discipline at work. Discipline in work also plays a role as a factor that affects the performance of teachers who are not optimal, because it is a measure for them in carrying out each task (Perkasa & Mulyanto, 2023). In elementary school, pious children also need to be considered because it is related to the quality of their teaching. There are separate rules regarding discipline, for teachers who are often late or do not obey the rules, it will have an impact on reducing the allowance provided by the school. If one does not show discipline in terms of time and work, then none of the tasks will be completed well, which will eventually lead to negative judgments from the boss or the principal. The level of work discipline will be in line with the results produced, because if a teacher or staff is disciplined in their duties, they will be able to take advantage of every time and opportunity to achieve the goals of the institution or school.

Teachers have other additional responsibilities as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018 Article 1, namely as the leader of an educational unit that runs at least 6 hours of face-to-face meetings every week, or guides 40 students for those who come from a background of guidance and counseling teachers or counselors. The workload for teachers who serve as deputy heads of education units is a minimum of 12 hours face-to-face in 1 week or guiding 80 students for those who come from guidance and counseling teachers or counselors. Meanwhile, teachers who get additional duties as head of libraries in education units have a minimum teaching load of 12 hours face-to-face every week. For teachers who serve as heads of laboratories, workshops, or production units in educational units, the teaching load is also at least 12 hours face-to-face in 1 week.

In addition to the additional responsibilities above, in their capacity as educators, teachers also carry out roles in extracurricular activities, as well as carry out additional responsibilities as principals, vice principals, homeroom teachers, and carry out various other administrative tasks (Dinia et al, 2023). This is in accordance with the facts that exist in the pious children's elementary school, namely teachers have additional duties such as being homeroom teachers, coordinators, mathematics teachers, science teachers, English teachers and extracurricular teachers. Therefore, it can be concluded that the additional burden faced by teachers is more than their main task, which is to teach students directly in the classroom.

3.2.2 Factors Affecting Teachers' Well-Being

Welfare for teachers and education personnel is a form of *kompensasi* or appreciation given as a form of recognition for their commitment and thinking in supporting school development (Setiawan & Mina, 2021). Teachers' welfare includes a basic salary and various additional benefits. In addition, educators also get official money, such as compensation for meetings, question making, assessment, report preparation, and assignments outside the school environment, including MGMP, training, or other official activities (Hutasushut et al, 2025). The welfare provided by the pious children's elementary school is in the form of professional allowances and other additional allowances. The allowance provided is adjusted to the additional tasks or workload given to the teacher. Teachers who are competent and obtain welfare in accordance with the workload are expected to have high performance and commitment.

Teacher welfare is realized through the provision of allowances to teachers who have obtained certificates that aim to improve the level of professionalism and welfare of teachers (Alami et al., 2024). Currently, the government has taken steps to improve performance while improving the welfare of teachers, one of which is by carrying out certification for their performance (Mansir, 2020). Certification is a step that involves providing education certificates to teachers and lecturers, where the education certificate serves as a formal sign that recognizes teachers and lecturers as professional educators (Saputra, 2022). Based on field facts, teachers who have entered the *dapodik* data are directed to take part in the PPG program organized by the Education Personnel Education Institution (LPTK). As many as 40% of teachers in elementary schools have participated in the PPG program and the other 60% have not followed. Thus, the program that has been held by the government regarding the welfare of teachers has been implemented by the pious children's elementary school.

Competent teachers have a level of work productivity that is in line with their skills. Educators are fostered and improved through training programs organized by the government or private institutions so that they can improve the quality of educational institutions (Massalim, 2019). In elementary school, pious children teachers who have participated in the PPG program will later be given additional tasks that will later receive professional allowances. Meanwhile, teachers who are still new will continue to be fostered and directed to take part in training, if their performance improves, they will be given additional tasks and given allowances in accordance with the workload given.

The welfare of teachers is a crucial aspect for them in carrying out their roles. With a good level of welfare, teachers are expected to be able to improve the quality of the teaching and learning process. In Law Number 20 of 2003 concerning the national education system, teachers are expected to work with full responsibility in order to get their rights in the form of income or welfare guarantees accordingly. Based on the results of the research, teachers who have additional duties such as being homeroom teachers, coordinators, mathematics teachers, science teachers, English teachers and extracurricular teachers will get allowances. Especially if the discipline teacher comes on time, he will get a different full allowance, if the teacher is often late, the allowance obtained will be reduced. So that the allowance given by the school is in accordance with what the teachers do.

3.2.3 Impact of the Welfare Program

The fulfillment of salary or income has the greatest impact on the welfare aspect of teachers. The following supporting things are the fulfillment of rights in awarding, the availability of facilities and infrastructure that support the learning process, and opportunities for self-development (Irawan & Abdullah, 2024). Welfare is a significant factor in improving the quality because if the level of welfare is high, it will increase a person's chances of committing (Hasanah & Zainudin, 2024). Based on findings from research related to the quality of education in a number of countries, it was revealed that countries that focus on salaries and improving the welfare of teachers show higher quality of education (Maulana, 2021). Based on research conducted in elementary schools for pious children after being given professional allowances or other additional allowances, teachers are more enthusiastic to do their additional tasks. The results of the study show that the welfare provided by schools has an impact on higher teacher commitment to the school.

Before the existence of teacher welfare programs in the aspect of job motivation, teachers tended to have a low level of motivation (Kalikula, 2017). This can be seen from their delay in starting work activities. Reports of work results that are not in accordance with the schedule are also a problem coupled with various other things that are considered less than optimal in their work. In elementary school, pious children obtained research results that teachers who have a high level of discipline will be given full allowances, but if there is a delay in completing assignments or arriving late and others, the allowance will be cut. This aims to make teachers highly motivated in their work and increase their commitment to doing assignments.

Currently, the education system in Indonesia faces various complex challenges, one of which is the most significant of which is the low quality of educators (Doni & Janata, 2024). On the other hand, the condition of teachers' welfare is also inadequate, so it becomes an obstacle in the current education system. Certification for teachers is one of the steps to improve the quality of teachers, and is expected to contribute to improving the quality of education in formal education institutions on a sustainable basis (Pardede, 2021). Based on the results of the research of teachers in the Saleh Children's Elementary School that has been included in the dapodik data included in the PPG program, this has an impact on improving the quality of teachers in the Saleh Children's Elementary School. So this is a motivation for other teachers to continue to improve the quality of their teaching and improve their performance.

4. Conclusion

The results of the study showed that factors that affect the welfare of teachers in elementary schools for pious children in the form of professional allowances and professional development in the form of ppg programs. For teachers who have entered the dapodik data, it will be recommended to take part in the PPG program. Meanwhile, the additional workload provided is adjusted to the regulations that have been set by the government. The additional workload in elementary school for pious children is adjusted to the performance of teachers. The impact that occurs after the provision of professional allowances and professional development is that teachers are more motivated in their work, highly committed, and the quality of teaching increases.

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