

The Correlation between Subjective Well-Being and Job Satisfaction among PPPK Teachers

Karen Joe Valensia¹, Doddy Hendro Wibowo²

¹Psychology Department, Faculty of Psychology, Satya Wacana Christian University, ²Satya Wacana Christian University

e-mail: *1802019139@student.uksw.edu, doddy.wibowo@uksw.edu

Abstract. This study explored the relationship between subjective happiness and job satisfaction among PPPK teachers. This research involved 77 PPPK teachers from junior and senior high schools in Pekalongan. A nonprobability sampling method employing saturation sampling was utilized in this study. The Subjective Well-being Scale (25 items, $\alpha=0.902$) was used to measure subjective happiness, while the Job Satisfaction Scale (23 items, $\alpha=0.921$) was used to measure job satisfaction. Data analysis using Pearson's product-moment correlation revealed a significant positive correlation between subjective happiness and job satisfaction among PPPK teachers ($r_{xy}=0.596$; $p=0.000$, $p<0.05$). These findings indicate that higher levels of subjective happiness are associated with higher job satisfaction among PPPK teachers. This discovery holds important implications for PPPK teachers in enhancing their job satisfaction and effectiveness in fulfilling their educational roles.

Keywords: *Subjective well-being, Job Satisfaction, PPPK Teacher*

Abstrak. Tujuan dari penelitian ini adalah untuk mengeksplorasi hubungan antara rasa bahagia pribadi dan kepuasan dalam pekerjaan di antara guru PPPK. Sejumlah 77 guru PPPK dari sekolah menengah pertama dan menengah atas di Pekalongan turut serta dalam penelitian ini. Metode pengambilan sampel nonprobabilitas dengan menggunakan teknik sampling jenuh digunakan dalam penelitian ini. Skala Kesejahteraan Subjektif (25 item, $\alpha=0.902$) digunakan untuk mengukur rasa bahagia subjektif, sedangkan Skala Kepuasan Kerja (23 item, $\alpha=0.921$) digunakan untuk mengukur tingkat kepuasan dalam pekerjaan. Analisis data menggunakan korelasi product-moment Pearson menunjukkan hubungan positif yang signifikan antara rasa bahagia subjektif dan kepuasan dalam pekerjaan di kalangan guru PPPK ($r_{xy}=0.596$; $p=0.000$, $p<0.05$). Hasil temuan ini menunjukkan bahwa semakin tinggi tingkat rasa bahagia subjektif, semakin tinggi juga tingkat kepuasan dalam pekerjaan di kalangan guru PPPK. Temuan ini memiliki implikasi penting bagi guru PPPK dalam meningkatkan kepuasan dalam pekerjaan serta efektivitas mereka dalam menjalankan peran pendidikan.

Kata kunci: *Subjective Well-Being, Kepuasan Kerja, Guru PPPK*

Article history:

Received: 8 December 2023

Received in revised form: 25 March 2024

Accepted: 25 March 2024

Available online: 31 March 2024

Introduction

In addition to the curriculum and the learning process, teachers' role in education is crucial (Eli, 2022). However, a group of honorary teachers feel dissatisfied with their work because their efforts are not appreciated. The workload does not correspond to the salary they receive (Imananda & Hendriani, 2020). To address this issue, the government has enacted Law Number 25 of 2014, which discusses a new form of government employees known as Civil Servants with Employment Agreements (PPPK) (Pratama et al., 2022).

The importance of job satisfaction as something that requires attention has been highlighted by Qadri (2020) and is often overlooked as an essential aspect (Toisuta & Loekmono, 2017). According to Pitasari & Perdhana (2018), teachers with low job satisfaction will experience a decline in discipline and productivity levels. Hasanah (2015) identified several factors hindering teacher job satisfaction, including the school's role in providing satisfaction through socialization, insufficient funds to support program implementation, lack of facilities, inadequate infrastructure, an unfavorable school environment around teachers, and ineffective school management.

According to Luthans (2006), job satisfaction refers to the perception held by employees regarding their work, which is related to how well the job provides positive aspects. Therefore, it is essential to discuss this phenomenon because teachers are fundamentally individuals who work to improve their quality of life.

The researcher conducted pre-research interviews to deepen the understanding of job satisfaction among PPPK teachers. The interviews were conducted on August 1, 2023, with three teachers who had been appointed as PPPK teachers. The conclusion drawn from these interviews is that they still do not feel satisfied with their jobs. This dissatisfaction is attributed to the unsupportive

surrounding environment, such as the lack of teaching facilities, difficulty adapting to the student environment, and some colleagues unwilling to collaborate. However, they express satisfaction with their salaries and allowances, which are sufficient to meet their daily needs.

Happiness is necessary to create job satisfaction (Lestari & Mujiasih, 2020). According to Seligman (2011), subjective well-being is operationalized happiness. Teachers with high subjective well-being will find joy in their work, refrain from complaining, express gratitude, and feel content and satisfied (Qadri, 2020).

According to Lufiana (2017), subjective well-being can impact increasing employee job satisfaction. Similarly, if PPPK teachers feel happy and grateful for their situation, it will lead to job satisfaction (Lufiana, 2017).

The findings of the study conducted by Safitri & Rizal (2020) reveal that as the level of subjective well-being increases, so does job satisfaction. Similarly, research undertaken by Ariati (2010) regarding teaching staff/lecturers discovers a positive association between subjective well-being and job satisfaction, indicating that higher levels of subjective well-being positively affect job satisfaction. A study involving teachers in the Philippines by Calaguas (2017) uncovered a positive correlation between subjective well-being and job satisfaction. Fajriani & Suprihatin (2017) also exhibit a positive relationship between subjective well-being and job satisfaction.

Based on the research findings and interviews presented, the researcher will reexamine the phenomenon of job satisfaction. The researcher identifies the uniqueness in selecting subjects, especially in the context of PPPK teachers. Therefore, there is an interest in exploring the phenomenon of job satisfaction from the perspective of subjective well-being among PPPK teachers.

Method

In this study, the chosen approach is the quantitative method. Sugiyono (2019) explains that the quantitative method refers to the principle of positivism, which is considered a scientific approach because it adheres to concrete, objective, measurable, rational, and systematic scientific principles. The subjects of this research are PPPK teachers from junior high school to senior high school levels in Pekalongan. Data collection is conducted using a nonprobability sampling technique called saturation sampling, where all population members can be used as samples. Data are collected through the direct distribution of questionnaires to the subjects. The gathered data will undergo analysis utilizing the Pearson product-moment correlation statistical technique to test hypotheses.

Result

Table 1.
Descriptive Statistics Variable

No	Variable	Category	Frequency	Percentage
1	<i>Subjective Well-Being</i>	Low	0	0%
		Moderate	10	13%
		High	67	87%
2	<i>Job Satisfaction</i>	Low	1	1,3%
		Moderate	24	31,2%
		High	52	67,5%

Based on the descriptive test results above, we can describe the distribution of data divided into three categories: low, moderate, and high. The grouping was done manually. For the variable of subjective well-being, no respondents were classified in the low category; 10 respondents (13%) were in the moderate category, and 67 respondents (87%) were in the high category. Meanwhile, for job satisfaction, one respondent (1.3%) was in the low category, 24 respondents (31.2%) were in the moderate category, and 52 respondents (67.5%) were in the high category.

Table 2.
Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			77
Normal Parameters	a,b	Mean	,0000000
		Std. Deviation	6,98852624
Most Extreme Differences		Absolute	,080
		Positive	,067
		Negative	-,080
Kolmogorov-Smirnov Z			,703
Asymp. Sig. (2-tailed)			,706

a. Test distribution is Normal.

b. Calculated from data.

Based on the results in the data, the significance value is above 0.05, precisely 0.703. This indicates that the residual data is normally distributed.

Table 3.
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined) Linearity	3839,754	26	147,683	4,155	,000
		Deviation from Linearity	1905,185	1	1905,185	53,600	,000
			1934,569	25	77,383	2,177	,010
	Within Groups		1777,233	50	35,545		
	Total		5616,987	76			

From the data in the table, it is concluded that there is an F difference of 2.177, with a significance value above 0.05, precisely 0.10. This suggests a direct correlation between subjective well-being and job satisfaction.

Table 4.
Hypothesis Test

Correlations

		X	Y
X	Pearson Correlation	1	,596**
	Sig. (2-tailed)		,000
	N	77	77
Y	Pearson Correlation	,596**	1
	Sig. (2-tailed)	,000	
	N	77	77

** . Correlation is significant at the 0.01 level

The table reveals that the hypothesis testing outcome for the product-moment correlation statistic displays a correlation coefficient (r) of 0.596, with a significance value of 0.000 ($p < 0.05$), suggesting a significant positive correlation between subjective well-being and job satisfaction among PPPK teachers. The higher the subjective well-being, the higher the level of job satisfaction.

Discussion

The findings of this study align with the earlier research conducted by Lestari & Mujiasih (2020), which identified a significant positive correlation between subjective well-being and job satisfaction. This discovery emerged from data analysis utilizing the Pearson product-moment correlation method, revealing a correlation coefficient of $r = 0.596$ with $p = 0.000$ ($p < 0.05$). Consequently, it can be concluded that subjective well-being positively impacts job satisfaction.

This research provides empirical evidence on the factors influencing the job satisfaction of PPPK teachers in Pekalongan. Furthermore, this study provides insights and knowledge that can lay the groundwork for future research on job satisfaction. Subjective well-being is viewed as a factor influencing job satisfaction, with its positive and significant impact leading to the discovery of life's meaning and the attainment of fulfilling life goals (Lestari & Mujiasih, 2020). Additionally, subjective well-being can boost work enthusiasm, foster appreciation within the environment, and strengthen teacher bonds (Darwis & Syafiq, 2021).

A teacher's job satisfaction can be achieved when their subjective well-being is also fulfilled. Elevated subjective well-being results in job happiness, fewer complaints, and appreciation for the work (Qadri, 2020). This positive impact illustrates how individuals assess their jobs, and the quality of this assessment hinges on their satisfaction with their work. Job satisfaction is paramount for enhancing teacher performance and optimizing the teacher-student correlation

(Luthans, 2011), intending to foster a comfortable atmosphere in daily interactions (Damayanti, 2023) and mitigating stress levels (Balkis & Masykur, 2016).

The results of this study can provide valuable insights and act as an assessment tool for schools and PPPK teachers to address factors that reduce job satisfaction. Recommendations may involve enhancing school facilities and fostering positive student and colleague correlations. These measures aim to boost teacher job satisfaction and enable them to carry out their duties more effectively.

Conclusion

The findings of this study reveal support for the assumed theory, where subjective well-being demonstrates a significant and positive correlation with job satisfaction among PPPK teachers in Pekalongan. This affirmation is backed by the results of the statistical correlation test, yielding a correlation coefficient of $r = 0.596$ and $p = 0.000$ ($p < 0.05$). The higher the level of subjective well-being, the higher the job satisfaction among PPPK teachers. These findings are consistent with previous research conducted by Lestari & Mujiasih (2020), which found that higher levels of subjective well-being correlate with higher levels of job satisfaction. In contrast, lower levels of subjective well-being correlate with lower levels of job satisfaction.

Suggestion

For future research, it is advisable to include additional variables that could enhance the comprehension of factors affecting job satisfaction. Furthermore, incorporating more schools to expand the sample size is recommended to yield more widely applicable conclusions. Subsequent studies are also encouraged to categorize the duration of PPPK teachers' appointments to investigate potential variations based on their length of service.

Reference

- Ariati, J. (2010). Subjective Well-Being (Kesejahteraan Subjektif) and Job Satisfaction Among Teaching Staff (Lecturers) in the Environment of the Faculty of Psychology, Diponegoro University. *Jurnal Psikologi Undip*, 8(2), 117–123.
- Balkis, A. S., & Masykur, A. M. (2016). Understanding the Subjective Well-Being of Elementary School Honorary Teachers (A Phenomenological Qualitative Study). *Jurnal Empati*, 5(2), 223–228. <https://doi.org/10.12962/j23373520.v7i2.37022>
- Calaguas, G. M. (2017). Satisfied and Happy: Establishing Link between Job Satisfaction and Subjective Well-Being. *Asia Pacific Journal Of Multidisciplinary Research*, 5(1), 104–111.
- Damayanti, A. (2023). Teachers' Perception of Changes in Students' Courtesy Character Post Online Learning. *Satya Widya*, 39(1), 1–10.
- Darwis, D. A., & Syafiq, M. (2021). The Correlation between Job Satisfaction and Subjective Well-Being Among Members of the Mobile Brigade Corps. *Jurnal Penelitian Psikologi*, 8(1), 112–121.
- Eli. (2022). The Implementation of Performance Assessment for PPPK Teachers at State Senior High School 1 in Halongan, Paluta District. *Jurnal Ilmiah Mahasiswa Ilmu Sosial Dan Politik*, 2(1), 1–10.
- Fajriani, L. T., & Suprihatin, T. (2017). *Self-Esteem, Job Satisfaction, and Subjective Well-Being among Madrasah Tsanawiyah Teachers*. 12(1), 67–76. <http://lppm-unissula.com/jurnal.unissula.ac.id/index.php/proyeksi/article/view/2850>
- Hasanah. (2015). Factors Influencing Teacher Job Satisfaction. *Journal Manajer Pendidikan*, 9(1), 86–94.
- Imananda, A. N., & Hendriani, W. (2020). Overview of Job Satisfaction Among Honorary Teachers in Indonesia: A Literature Review. *Psychology Journal of Mental Health*, 2(2), 1–12.
- Lestari, I. N. F., & Mujiasih, E. (2020). The Relationship between Subjective Well-Being and Job Satisfaction of Millennial Generation Employees at PT. Telkom Regional IV Central Java & DIY. *Jurnal Empati*, 9(3), 224–233.
- Lufiana, O. H. (2017). The Correlation between Subjective Well-Being and Job Satisfaction among Honorary Teachers. *Jurnal Psikologi*, 6(10), 1–13.
- Luthans, F. (2006). *Organizational Behavior*. Andi.
- Luthans, F. (2011). *Organizational Behavior : An Evidence Based Approach 12th Ed*. Mc Graw-Hill.

- Pitasari, N. A. A., & Perdhana, M. S. (2018). Employee Job Satisfaction: A Literature Review. *Diponegoro Journal Of Management*, 7(4), 1–11.
- Pratama, D. P., Putera, R. E., & Koeswara, H. (2022). Analysis of the Recruitment of Functional PPPK Civil Servants, Teachers, in Regional Institutions. *Jurnal Ilmiah Ilmu Administrasi*, 5(2), 62–72.
- Qadri, M. (2020). "The Relationship between Job Satisfaction and Subjective Well-being among Honorary Teachers at State Senior High School 1 Monta, Bima." *Unpublished Manuscript*.
- Safitri, R., & Rizal, A. S. S. (2020). Testing the Mediating Role of Subjective Well-Being on the Influence of Locus of Control on Job Satisfaction among Nurses. *Ekonomi Bisnis*, 25(1), 53–65. <https://doi.org/10.17977/um042v25i1p53-65>
- Seligman, M. E. . (2011). *Authentic Happiness*.
- Sugiyono. (2019). *Quantitative and Qualitative Research Methods*. Alfabeta.
- Toisuta, D., & Loekmono, J. . L. (2017). The Correlation between Job Satisfaction, Teacher Stress, and Teacher Happiness in Religious Education at Secondary Schools in Ambon City. *Satya Widya*, 33(1), 11–28.