



Determinant Spiritual School Well-Being Factors of Happiness and Job Satisfaction for Teachers in Central Kalimantan

Fransiskus Janu Hamu^{1*}, Donatus Wea², Honorata Ratnawati Dwi Putranti³

^{1*}STIPAS Tahasak Danum Pambelum Keuskupan Palangkaraya, ²Sekolah Tinggi Katolik St. Yakobus Merauke, ³Universitas 17 Agustus Semarang

*Corresponding Author. Email: fransiskusjanu@gmail.com

Abstract: This study aims to analyze the value of happiness and job satisfaction of teachers in Central Kalimantan. Besides that, this study will examine the effect of work for happiness, job satisfaction, the meaning of work, and work engagement on job satisfaction and happiness. The quantitative approach used AMOS software to test the hypothesis by taking a sample of 156 teachers in Central Kalimantan. The research instrument used a measurement scale questionnaire in this study. This study's results indicated that reading and writing literacy could develop prophetic character education for elementary school students. When teachers feel satisfied and happy in their jobs, they tend to pay more attention to the quality of their work and are more committed to students and the institution and have higher retention rates, generally being more productive. The meaning of all this is that teachers have strategic value by improving the quality of work and being more committed to educational institutions.

Article History

Received: 15-09-2022
Revised: 27-10-2022
Accepted: 14-11-2022
Published: 16-12-2022

Key Words:

Happiness;
Work Satisfaction;
Work Meaning;
School Well-Being;
Work Engagement;
Teacher.

How to Cite: Hamu, F., Wea, D., & Putranti, H. (2022). Determinant Spiritual School Well-Being Factors of Happiness and Job Satisfaction for Teachers in Central Kalimantan. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(4), 1087-1099. doi:<https://doi.org/10.33394/jk.v8i4.6195>



<https://doi.org/10.33394/jk.v8i4.6195>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Education is an effort to prepare the younger generation with several values so they can adapt, compete and act more wisely. Regarding education's position, the educational process should be carried out to increase endurance, competitiveness, and interest, but its participation in the context of national development and competition with global-scale education, particularly in teacher-based learning. Based on the Law of the Republic of Indonesia Number 14 of 2015 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. It is essential to see how much the teacher's job satisfaction is in carrying out their duties.

The Indonesian nation's current shortage has caused many teachers to be assigned to fulfill school needs. This causes teachers to not wholeheartedly carry out their profession as unmotivated, because the motivation to become a teacher is embodied in them such as sincerity, compassion, and idealism to educate students (Warsono, 2017). Research conducted in California shows that teachers are not fully prepared for their duties as teachers (O'Shea, 2021). The unequal comparison of teachers and students causes teachers to face often high job demands, such as excessive workload, time pressure (Tadic, Bakker, and Oerlemans, 2013). High work demands are a risk factor for teacher well-being due to fatigue, stress, cynical attitudes, and low job satisfaction (Eckhaus, 2021). According to (Alegre *et al.*, 2016) a high level of satisfaction will minimize the rate of employee turnover. Quitting or leaving a job has significant economic consequences, most likely related to job

dissatisfaction.. According to (Ivancevich and Matteson, 2002), job satisfaction is an individual's affective reaction or cognitive attitude towards work to the extent that individuals like or dislike work. Satisfaction with oneself, family, co-workers, health, finances, work and free time brings peace and happiness (Atikasari & Kurniati, 2019). The higher the individual's expectations and needs, the more that can be achieved; then, happiness arises because of positive emotions and high motivation when having happiness. Happiness, peace, and prosperity in work are not only limited to the workplace but also in life.

Teachers as educators need to realize that the meaning of human work is sacred. In every toil there is gain." (The Book of Proverbs, 14). Every work is a blessing, not a source of boredom; it is an honor, not a drudgery; it is meaningful work, not uninteresting work. Various previous studies of relationships between psychological well-being and job satisfaction have been carried out, as research (Karabati *et al.*, 2019) shows that there is a positive relationship between psychological well-being and job satisfaction. Furthermore (Eckhaus, 2021) concludes that psychological well-being and employee job satisfaction are insignificant. This means no relationship between psychological well-being and job satisfaction. The results of previous studies showed that there were studies pro and contra to the relationship between psychological well-being and job satisfaction. happy people tend to make more money, indicating task performance superior, and more often help colleagues their counterparts (Tadic, Bakker and Oerlemans, 2013).

Job satisfaction provides daily experiences that make teachers feel that the work done has meaning (Lavy, 2022). Previous studies have shown a positive relationship between happiness and various indicators of success at work. In the school environment, this model can be framed as how the teacher gives values so that it is a belief and awareness of the truth that is manifested in attitudes and behavior, daily experiences, fun, involvement and meaning (Eckhaus, 2021). Job satisfaction states that it significantly affect employee engagement (Arianti *et al.*, 2020). The level of job satisfaction plays an important role in determining the reality of teacher work and job satisfaction which has a positive relationship with humanistic, creative, social and aesthetic values (Eckhaus, 2021). No one denies that happiness is something that is desired (Tadic, Bakker, and Oerlemans, 2013). Happy individuals will be able to adapt well and tend to be more successful in various fields, such as social, health, problem solving, and others (Atikasari and Kurniati, 2019). However, the unhappiness felt by individuals in their lifetime will leave traces on the person concerned so that it can affect attitudes in dealing with other people and can disrupt an individual's ability to adjust personally and socially (Jordan *et al.*, 2019). Demographic comparisons such as age, gender, culture; personality; social networks such as social support, friendship, and family; social status and life satisfaction are considered things that make individuals feel happy (Aziz *et al.*, 2019).

Job satisfaction is a key concept in organizational psychology, and an important determinant for developing appropriate human resource management practices (Karabati, 2019). Job satisfaction is defined as an individual's affective reaction or cognitive attitude towards work to the extent that individuals like or dislike their work (Eckhaus, 2021). Employee working conditions are assessed in attitudes, which are the unit of measurement of job satisfaction (Su *et al.*, 2016).

Individuals who have a high level of job satisfaction generally have a positive attitude towards their work; if they have a low level of job satisfaction, they generally have a negative attitude towards their work (Wright & Bonett, 2007). Thus job satisfaction is an individual's perception and job evaluation, which is influenced by the unique circumstances of the individual such as needs, values and expectations (Zikouridis, 2015). If employees are

dissatisfied and they see an opportunity to work in another organization, they will leave the organization without guilt. Job satisfaction is a specific work attitude related to the reactions that individuals have towards their work as a whole or specific aspects of work (Alegre *et al.*, 2016), conformity of employee values and beliefs with the organization can result in increased job satisfaction.

Meaning is defined as the value an employee gives to his work in accordance with the employee's beliefs and standards, together with the suitability between the organizational requirements of work tasks or goals and personal values or ideas (Lavy, 2022). Employees who perceive their work as important will have a greater sense of commitment and participate more in the organization and will focus more on their work tasks, otherwise they will become apathetic and less willing to be actively involved in the organization (Tadic, Bakker, and Oerlemans, 2013). Meaning in teaching refers to the professional relationship, respect and understanding of a teacher who is given based on his knowledge and abilities (Allan *et al.*, 2019). The three main tasks of the teacher are teaching, educating, motivating and helping (Jordan *et al.*, 2017; Lavy, 2022).

School well-being is a model developed by Konu and Rimpelä referring to the well-being conceptual model proposed by Allardt. Allardt argued that well-being is a concept of welfare that includes the level of living and quality of life. These needs by Allardt are divided into 4 categories; having (Manita *et al.*, 2019), loving, and being and health. Having (school conditions): Conditions for learning places include a school environment that is a comfortable place to work, free from noise, good ventilation, group size, school rules, a library that supports the learning process, health services and counseling at school. Loving: Referring to the social learning environment, teacher-student relationships, peer-to-peer relationships, group dynamics, violence, school cooperation, decision-making in schools and the overall atmosphere of the school organization, school climate has an impact on teacher well-being and job satisfaction. Good relations and a good atmosphere become the promotion of human resources in society and to improve school performance. Being (self-fulfillment) (Wright & Bonett, 2007): Refers to each individual who respects each other as a valuable part of society, and in the context of schools, being is seen as how schools offer self-fulfillment.

Work involvement is the level of identifying employees with their work, actively participating in work, and assuming performance at work is more important for their own good (O'Shea, 2021). Employees with a high level of job involvement will be able to recognize and pay attention to the work being done. (Garg *et al.*, 2018) stated that it is the main attitude that refers to the psychological identification of employees towards work, represents their life from many interests and life goals related to work.

The effect of the level of job satisfaction on the level of employee engagement has a positive effect, meaning that the higher the level of employee job satisfaction, the higher the level of employee engagement (Garg *et al.*, 2018). Satisfied and motivated employees will care, have a sense of belonging, or in connection with this problem predict that positive emotions from the teacher will positively affect on the students they mentor. This study will examine the effect of work for happiness, job satisfaction, meaning of work and work engagement on job satisfaction and happiness.

Research Method

This research was a basic research with a population of 2,246 teachers in Central Kalimantan, with a sample size based on the minimum Structure Equation Model (SEM) rules. This study used a simple random sampling technique to sample 156 teachers in Central Kalimantan. The taxonomic model (Park & Park, 2019). Developed by (Pulakos *et al.*, 2000)

with multidimensional into 5 categories namely Meaning of work, Job satisfaction, School Well-Being, Work Engagement, Work For Happiness. This study used a 5-point Likert scale (1 = Strongly Disagree to; 5 = Strongly Agree) as the measurement scale.

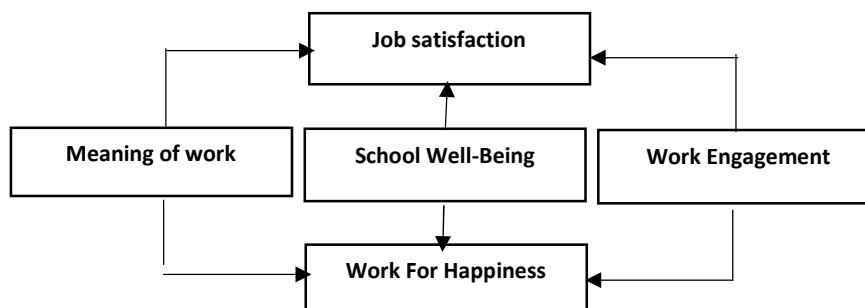


Figure 1. Framework Model

Structural Equation Model (SEM) is used to test Confirmatory Factor Analysis (CFA) to test indicators against constructs (Ghozali., 2013). CFA test requirements with Kaiser-Meyer-Olkin (KMO) and Bartlett's if the correlation between variables is greater than 0.5 and the research significance level is 0.05, then the data is declared reliable. Hypothesis testing uses the path coefficient tested through the t and p value test, if $t > 1.96$ and or $p \text{ value} < 0.05$, then the hypothesis is declared verified.

Results and Discussion

The results of this study are spiritual school welfare, work involvement and the meaning of work are significant antecedent variables with job satisfaction and happiness, and job satisfaction can mediate the relationship of antecedent variables to happiness. These questions can be answered, as evidenced by the 7 (seven) hypotheses submitted which are stated to be significant or accepted.

One hundred fifty-six teachers completed the research questionnaire, the majority of whom were from the district area (78.73%), with a young age of at most 25 to 35 years, as many as 93 teachers (60.0%), and with fewer years of service than ten years, as many as 102 teachers (64%). The status of PNS teachers is 84 teachers (54.2%), honorary teachers are 41 teachers (26.5%) and private teachers are 30 teachers (19.3%).

Uji Goodness of fit

Figure 1. The model results show that the data fits well. Significant chi-square $\chi^2 = 374.408$, $df = 340$, $p = .103$. CMIN/df is 1.098, far below the maximum limit of 2.0, GFI = .857 and AGFI = .829, CFI = .987; TLI = .986; CFI = .987 is above .95, and RMSEA = .026 is also a match as it is below .05. From Figure 2 it can be concluded that the structural model assessment is declared fit with the data.

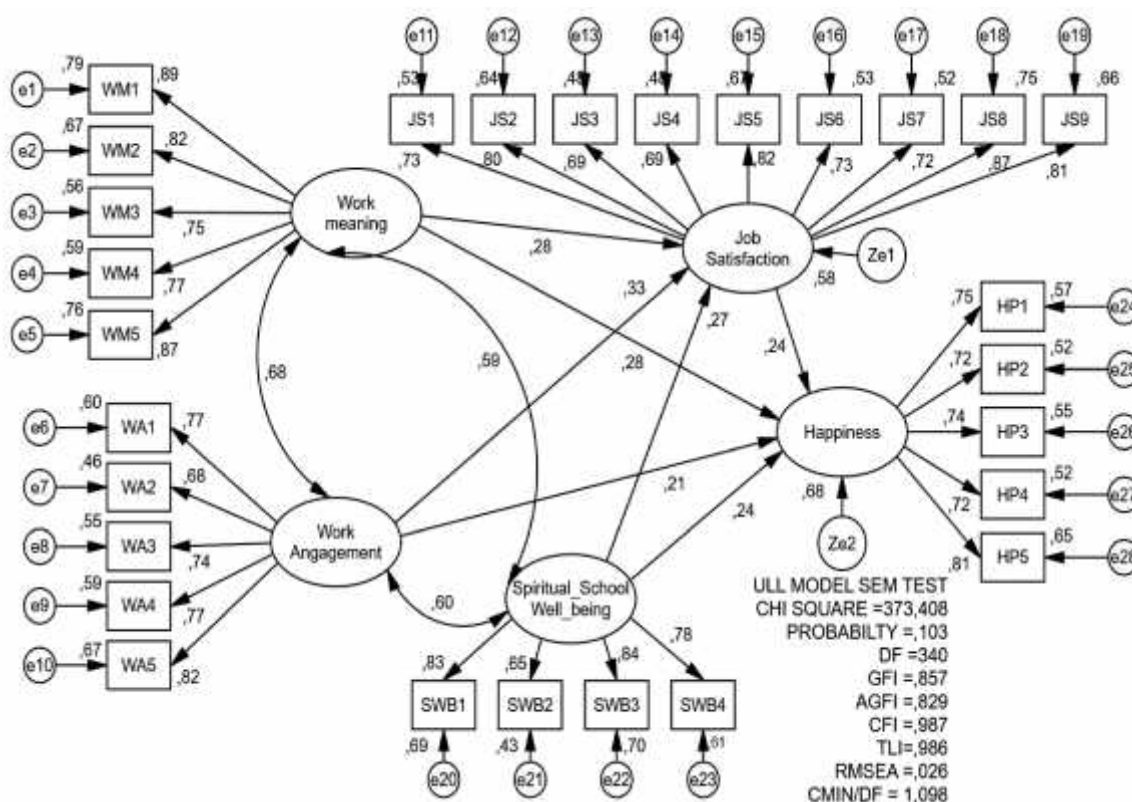


Figure 2. Structural Model Assessment

Hypothesis test

The hypothesis testing in this study was based on the CR value and the p-value generated in the data processing with the AMOS 24 software. The causal relationship between the concepts built in the model framework is disposed of in the p-value test, if the p-value < 0.05, then causality in the research design is concluded to be accepted or significant. The results of hypothesis testing are shown in Table 2.

Table 1. Standardized Regression Weights

		Estimate	S.E.	C.R.	P
Job_satisfaction	← Spiritual_school_well_being	,274	,095	2,875	,004
Job satisfaction	← Work engagement	,337	,109	3,104	,002
Job satisfaction	← Work meaning	,265	,092	2,864	,004
Happiness	← Spiritual_school_well_being	,227	,088	2,581	,010
Happiness	← Work_engagement	,190	,098	1,945	,032
Happiness	← Work meaning	,239	,086	2,789	,005
Happiness	← Job satisfaction	,214	,093	2,294	,022

After analyzing the measurement model and obtaining adequate results, the next step is to evaluate the structural model. Structural model relationships are measured using significance (Hair, 2014). The findings of this study indicate a significant relationship between exogenous and endogenous variables, the R-square value or the R^2 value of the latent variable Job Satisfaction 58.2%. It shows that the exogenous latent variables Spiritual school wellbeing, Work_engagement and Work_meaning explain 58.2% of the variance in Job Satisfaction. At the same time the happiness variable is 68.2%. Falk and Miller (1992) suggest that an R^2 value above 10% is stated as the minimum acceptable level. Following

Falk and Miller's recommendation, it can be concluded that job satisfaction and happiness have an adequate level of R-squared value.

Analysis of the Influence of Spiritual Well Being on Job Satisfaction

The results of the analysis of the effect of Spiritual school wellbeing on Job_satisfaction yielded $\beta=0.274$, and $p=0.004$, this indicates that there is a positive and significant relationship between spiritual school well being and job satisfaction among teachers in Central Kalimantan, it is indicated by the p value smaller than 0.05. The results of this study are in accordance with the results of research conducted by (Epita and Utoyo, 2013), which states that there is a positive and significant relationship between spiritual school well being and job satisfaction. This finding explains that if psychological well-being is higher then job satisfaction will also be higher and vice versa if well-being is low then job satisfaction is also low.

According to Ryff (1995), Psychological well being is the full achievement of one's psychological potential and a state when individuals can accept their strengths and weaknesses as they are, have goals in life, develop positive relationships with others, become independent individuals, able to control the environment, and continue to grow personally. Being able to accept one's strengths and weaknesses as they are, namely individuals knowing their strengths and weaknesses, knowing what to do in life, how to achieve a better life, individuals will have certain targets in their lives, develop positive relationships with others, become independent individuals will help at work because he does not need to depend on other people to carry out all the responsibilities at work.

Analysis of the Influence of School Well Being on Happiness

The influence of Spiritual school well-being on happiness ($\beta=0.227$, $p=0.010$) is shown by the p-value smaller than 0.05, thus having a significant effect. The influence of Spiritual school well-being on happiness ($\beta=0.227$, $p=0.010$) is shown by the p-value smaller than 0.05, thus having a significant effect (Kasturi, 2016). If employees feel happy, the work done will be reflected in their work results (Handoko, 2001), so that employees can improve psychological well being to get good work results in increasing the job satisfaction of each employee. According to Diener (2000) psychological well-being is a cognitive and affective human evaluation of life which is a component of one's quality of life. A person's cognitive evaluation is in the form of high life satisfaction. The affective evaluation is the number of positive effects and the least amount of negative affect felt. So that if an individual has a positive effect or role, namely feeling happy in life, he will be able to work well so that he can produce achievements at work and make the individual satisfied with his work.

Analysis of the Effect of Work Engagement on Job Satisfaction

The results of the analysis of the influence of work engagement on Job_satisfaction yielded $\beta=0.337$, and $p=0.002$, this indicated that there was a positive and significant relationship between work engagement and Job_satisfaction for teachers in Central Kalimantan, which indicated that the p value was smaller than 0,05. Work engagement has a positive influence on job satisfaction. The results of research (Madan, P., and Srivastava, 2015) show that engaged employees are enthusiastic about the organization's values and goals, so they will always be motivated to complete their tasks. Subsequent research also supports that work engagement significantly and positively affects job satisfaction. This study also explains that work engagement is the key to driving satisfaction levels (A, Alejandro Orgambidez-Ramos, 2017). The results of other studies were found to support a positive

influence between work engagement and job satisfaction. This study explains that a psychological bond between a person or employee and an organization can impact their work engagement and job satisfaction (Mustafa Yakin, 2012). Work engagement is important for encouraging productive and happy employees. That way, employees will always show initiative, emotionally committed to working hard. The positive impacts obtained are low absenteeism, low turnover, and high labor productivity (Madan, P., and Srivastava, 2015). Work engagement with employees produces a vital role in the workplace, namely efforts to achieve high levels of satisfaction among employees and the impact obtained due to increased satisfaction, namely individuals produce better performance and commitment to the organization. Strong work engagement among employees includes enthusiasm, dedication, and absorption. In this regard, organizational leaders in carrying out the supervisory function need to pay full attention to aspects of work engagement, namely enthusiasm, dedication, loyalty because that way it can raise employee job satisfaction and minimize turnover.

Everyone needs a job; almost half of human life is spent at work. Therefore, work plays a big role in human life. If someone doesn't feel satisfied, he can't help it, he will experience great depression. Conversely, if he feels contentment, he will also experience great joy. Basically, individuals experience satisfaction at work when something they do is an extension of themselves. Self-extension involves at least two elements: (a) gifts or talents and (b) life mission (R. Hardawiryana, 1965). In general, a new person experiences satisfaction at work when something is done according to their gifts or talents. In fact, God does not always provide work that brings satisfaction. Because, not always a person does something according to the talent he has. Under these circumstances, it is inevitable, work will turn into an obligation, no longer satisfied. In short, satisfaction from life's mission does not always come from satisfaction from the suitability of talents.

Analysis of the Influence of Work Engagement on Happiness

The results of the analysis of the influence of work engagement on job satisfaction yielded $r=0.190$, and $p=0.032$, this indicated that there was a positive and significant relationship between work engagement on happiness in teachers in Central Kalimantan, which indicated that the p value was smaller than 0.05. Individuals who have work engagement will carry out their duties and responsibilities with a feeling of happiness. The feeling of happiness arises because the inner attachment factor influences, namely, the feeling of belonging so that individuals exhibit behaviors such as being enthusiastic at work, enthusiastic, not paying attention to the surrounding environment, and being able to finish the job completed on time. Individuals with high work engagement will work above and beyond; they will be committed to goals, use intelligence to make decisions in completing a task, monitor their behavior to ensure what is correct, follow goals to be achieved, and make corrections (Federman, 2009). This basic motivation arises because of an atmosphere and feeling of happiness that animates the life and work of individuals (Wellins, R. and Concelman, 2005). Individuals who have work engagement have more attention to their obligations, enjoy their work, experience getting lost in work so that they forget time and reduce all kinds of distractions at work.

Analysis of the Effect of Work Meaning on Happiness

The results of the analysis of the influence between work meaning on happiness yielded $r=0.239$, and $p=0.005$, it indicated that there was a positive and significant relationship between work meaning and happiness for teachers in Central Kalimantan, this indicated that the p value was smaller than 0,05. When employees perceive that their job

requirements are meaningful, they will spend more effort understanding problems from multiple perspectives and seek different solutions using information from multiple sources (Gilson and Shalley, 2004; Zhang and Bartol, 2010). Employees perceive job meaning as an intrinsic concern for a particular job (Amenumey & Lockwood, 2008) and they believe that it is one of three critical psychological states of intrinsic motivation (Hackman & Oldham, 1975). Ryff (1989) describes five aspects of psychological well-being, namely: 1). Self-acceptance High score: has a positive attitude towards self, recognizes and accepts multiple aspects of self including good and bad qualities, feels positive about past life. Low scorer: feeling dissatisfied with self, feeling let down by what happened in the past, feeling troubled with some personal qualities, wanting to be different from who he is in the present. 2). Positive relations with others High score: having warm, fulfilling, trusted relationships with others, feeling concerned about the welfare of others, having strong empathy, affection, and intimacy skills, understanding, give and take in human relations.

Low scorer: has few close and trustworthy relationships with others finds it difficult to be warm, open, and caring towards others, is isolated and frustrated in interpersonal relationships, is not willing to make compromises to maintain bonds with others. 3). Autonomy High value: self-determining and independent, can resist social pressure to think and act in a certain way, regulates behavior from within, evaluates self by personal standards. Low scorer: cares about the judgments and evaluations of others, relies on the judgment of others to make important decisions, confirms social pressure to think and act in a certain way. 4). Environmental Mastery High score: has a feeling of mastery and competence in managing the environment, controls the complex array of external activities, makes effective use of available opportunities, is able to create or choose contexts that suit personal needs and values. Low scorers: has difficulty managing daily tasks, has few goals or targets, is unable to change or improve the context that surrounds him, is not aware of the opportunities that surround him, lacks control over the outside world. 5). Purpose in life High values: has a purpose in life and a sense of direction, feels there is meaning in life in the future and the past, holds beliefs that give purpose in life, has a purpose and to life. Low scorers: insensitive to the meaning of life, has few goals or targets, insensitive to direction, sees no purpose in past lives, has no views or beliefs that give life meaning.

Personal growth High scorer: feel continuous development, seeing self grow and develop, open to new experiences, sensitivity to realize potential, seeks improvement in self and behavior over time, has changed in ways that reflect greater self-knowledge and effectiveness many. Low scorers: feeling stagnant, less sensitive to improvement or expansion over time, feeling bored and uninterested in life, feeling unable to develop attitudes or behaviors.

Analysis of the Effect of Work Meaning on Job Satisfaction

The results of the analysis of the influence between work meaning on happiness yielded $\beta=0.265$, and $p=0.04$, this indicated a positive and significant relationship between work meaning on job satisfaction of teachers in Central Kalimantan, this indicated that the p value was higher smaller than 0.05. work meaning. Studies have shown that there is a positive relationship between meaning and job satisfaction (Lee & Nie, 2014; Spreitzer, 1997). Job satisfaction is also very important, because it plays an important role in student satisfaction, the effectiveness of higher education institutions (Lourdes Machado, Soares, Brites, Ferreira & Gouveia, 2011), and has a significant influence on the quality of teacher work. (Karabiyik & Korumaz, 2014). Teachers work in a complex environment because they have various tasks, such as teaching and helping students, which can affect their job

satisfaction (Yilmaz, elebi, & akmak, 2014). This expression is in line with the mandate of the Second Vatican Council in the Gaudium et Spes document (R. Hardawiryana, 1965) which says that all human activities, both individually and collectively, are according to God's plan because humans were created in God's image and assigned to conquer the world for life and perfection in justice and holiness. Man's work participates in God's work for man's salvation. Work is God's calling to man. In this life, God does not want humans to just be lazy and hope that God will continue to care for them, but God wants humans to work so that they can make ends meet.

Analysis of the Effect of Job Satisfaction on Happiness

The analysis of the influence of work meaning on happiness yielded $r=0.214$ and $p=0.022$, indicating a positive and significant relationship between work meaning and happiness for teachers in Central Kalimantan; this indicated that the p-value was less than 0.05; this indicated that the p-value was less than 0.05. The results of the analysis of the correlation coefficient between job satisfaction and teacher happiness at work with a probability level (p) = 0.000 ($p < 0.05$). These results indicate that the proposed hypothesis is accepted, namely that there is a significant relationship between job satisfaction and happiness at work. The positive value of the correlation coefficient (r) of 0.39 indicates a unidirectional relationship, that is, the higher the level of job satisfaction the employee has, the higher the teacher's happiness, conversely the lower the job satisfaction of the teacher, the lower the teacher's happiness. This is in line with the results of research by Tait, Padget, & Baldwin (1989). Happiness at work and job satisfaction are substantially correlated (Tait, Padget, & Baldwin, 1989). According to Holahan & Moos (1987) a person's level of happiness at work can affect a person in terms of adjustment to the work environment, as an indirect effect of job satisfaction. Woei, Ming, & Kuan (2007) added that job satisfaction affects one's happiness at work, happiness is the result of a direct description of the level of job satisfaction. There are several things that can explain the effect of job satisfaction on happiness at work. First, employees who have a good level of satisfaction will show optimal performance, benefit the environment, and provide a positive effect on the formation of happiness at work. Second, satisfaction will also affect the behavior of employees in the work environment. Third, job satisfaction is an important indicator in determining the level of employee happiness at work (Rode, 2004). Satisfaction with life will give someone happiness, so job satisfaction can affect the level of one's happiness (Diener, Oishi, & Lucas, 2003).

Mediation Testing

Furthermore, the Sobel test was carried out by testing the strength of the direct and indirect influence of Spiritual school wellbeing, Work_engagement and Work_meaning on happiness through job satisfaction which was stated to be significant. The results of calculations with the Sobel test with www.danielsopper.com's analysis are as follows:

Table 2. Mediation Testing with the Sobel Test

No	Mediation Testing	Sobel test statistic	Probability		Result
			One-tailed	Two-tailed	
1	Spiritual influence of school well being on happiness through job satisfaction	0.961176	0.024005	0.048011	Support
2	The effect of work engagement on happiness through Job satisfaction	8746220.	0.025866	0.017332	Support

3	The effect of work meaning on happiness through Job satisfaction	0.972900	0.919790	0.043958	Support
---	--	----------	----------	----------	---------

Table 2 above shows that there is a mediating effect in this study, as seen from the t value of the indirect effect through job satisfaction. The Sobel statistical test scores evidence this for the three models above the cut of value (1.96), and it is also proven that the probability values for both one-tailed and two-tailed are below 0.05.. Thus, it can be concluded that spiritual school wellbeing, work engagement and work_meaning are able to mediate the relationship of happiness to job satisfaction.

These empirical findings explain a positive and negative event when faced with a situation, an individual reacts by involving positive and negative emotions. that the teacher's positive emotional expression can affect student motivation. A review of 180 articles found that teachers who are more likely to be present in class, have high mastery of the material will make students feel comfortable and their achievement will increase (Turner *et al.*, 2002). positive emotions when their students are responsive and making progress (Tadic, Bakker, & Gm, 2013). Emotions arise when students complete assigned work assignments, and when teachers can get support from their peers (Lasky, 2000). This requires a great deal of insight into the relationship between high work demands, available resources, and work-related wellbeing outcomes such as happiness from daily activities (Kleinman et al., 2014).

Job satisfaction is a pleasant emotional state resulting from emotions (Aziz et al., 2020). Emotions can be distinguished in positive and negative values. Positive emotions play a role in triggering the emergence of emotional well-being and facilitating the adjustment of negative emotions. If a person's emotions are positive, it will be easier to manage negative emotions that suddenly come. An individual feels happy, even though the situation around him is less pleasant. Engagement focuses on pursuing goals and challenging tasks that fill a person's life and make him feel a sense of belonging and partnership (Von Culin et l., 2014).

Positive emotions also contribute to physical health, successful performance and psychological well-being. The description of individuals with true happiness is when they are able to identify and cultivate their basic strengths and apply them in everyday life, both in work, peace and the environment (Atikasari & Kurniati, 2019). Jesus' teaching about being happy is discussed in Matthew 5:3-12 addressed to believers. What attitude will appear when someone is in a difficult situation or situation? This is a challenge or struggle in one's life to remain patient and feel happy in unfavorable circumstances or in unsupportive situations. Jesus gave this teaching to His disciples, and crowds came to Him from all over the place, both from Galilee, Decapolis, Jerusalem, Judea and from across the Jordan (Matthew 4:24-25;5:1-2).

Opponent theory - Process Theory emphasizes one's efforts in maintaining emotional balance. This means that satisfaction or dissatisfaction is an emotional problem. A person's sense of satisfaction is largely determined by the extent of his emotional appreciation of the situation at hand. If the situation can provide emotional balance for him, that person will feel satisfied. However, if the situation experienced creates emotional instability, the person feels dissatisfied.few studies examine the role of personal resources in the relationship between job demands and work involvement at the organizational level, more research with the same variables examines personal demands as research (Garg et al., 2018; Lavy, 2022; Mérida-López et al., 2019). Likewise, the findings of this study indicate that teachers direct their feelings towards positive things based on work meaning, school well-being and work engagement, and feel happy and satisfied at work. When teachers feel satisfied and happy in their work, they tend to care more about the quality of work and are more committed to



students and institutions and have higher retention rates, in general they will be more productive.

Conclusion

The results of this study show that teachers direct their feelings to positive things based on the meaning of work, school welfare and work engagement, and feel happy and satisfied at work. When teachers are satisfied and happy with their work, they tend to pay more attention to the quality of their work, are more committed to students and the institution and have higher retention rates, generally being more productive. The meaning of all this is that teachers have strategic value by improving the quality of work and being more committed to educational institutions.

Recommendation

It is hoped that this research will likely provide a link between concepts and a brief overview at a specific time. Future research with a longitudinal study is proposed so that testing models to assess long-term teacher development are more accurate in increasing job satisfaction. Suggestions for further research are to try to examine differences in the demographic characteristics of respondents related to age and years of service, and education to refine the research model by adding other variables such as moderating factors or mediating the relationship between job satisfaction and happiness.

References

- A, Alejandro Orgambidez-Ramos, H. de A. (2017). Work engagement, social support, and job satisfaction in Portuguese nursing staff: A winning combination. *Applied Nursing Research*, 36(Social support Work engagement Job satisfaction Portugal Moderation), 37–41.
- Alegre, I., Mas-Machuca, M., & Berbegal-Mirabent, J. (2016). Antecedents of employee job satisfaction: Do they matter? *Journal of Business Research*, 69(4), 1390–1395. <https://doi.org/10.1016/j.jbusres.2015.10.113>
- Allan, B. A., Duffy, R. D., & Douglass, R. (2015). Meaning in life and work: A developmental perspective. ... *Journal of Positive Psychology*.
- Arianti, W. P., Hubeis, M., & Puspitawati, H. (2020). Pengaruh Faktor Kepuasan Kerja terhadap Employee Engagement di Perwiratama Group. *Jurnal Manajemen Teori Dan Terapan / Journal of Theory and Applied Management*, 13(1), 31. <https://doi.org/10.20473/jmtt.v13i1.14889>
- Atikasari, F., & Kurniati, N. (2019). *The Happiness Level of Javanese Mother*. 304(Acpch 2018), 57–59. <https://doi.org/10.2991/acpch-18.2019.16>
- Aziz, R., Mangestuti, R., & Wahyuni, E. N. (2020). *What Makes the Teacher Happy?* *Icri* 2018, 1458–1463. <https://doi.org/10.5220/0009929614581463>
- Buragohain, P., & Hazarika, M. (2015). Happiness Level of Secondary School Teachers in Relation to their Job Satisfaction. *International Journal of Humanities and Social Science*, 2(3). <https://doi.org/10.14445/23942703/ijhss-v2i3p102>
- Cohen, A. (2017). Organizational Commitment and Turnover: A Met A-Analysis. *Academy of Management Journal*.
- Eckhaus, E. (2021). The Fourth Dimension of Happiness and Work Satisfaction. *Management and Marketing*, 16(2), 118–133. <https://doi.org/10.2478/mmcks-2021-0008>



- Federman, B. (2009). *Employee Engagement: A Road For Creating Profits, Optimizing Performance, And Increasing Loyalty*. Josey Bass.
- Garg, K., Dar, I. A., & Mishra, M. (2018). Job Satisfaction and Work Engagement: A Study Using Private Sector Bank Managers. *Advances in Developing Human Resources*, 20(1), 58–71. <https://doi.org/10.1177/1523422317742987>
- Haar, J., Schmitz, A., Di Fabio, A., & Daellenbach, U. (2019). The role of relationships atwork and happiness: A moderated moderated mediation study of New Zealand managers. *Sustainability (Switzerland)*, 11(12). <https://doi.org/10.3390/SU11123443>
- Hair, J. (2014). Multivariate Data Analysis. *Faculty Publications*.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513. <https://doi.org/10.1016/j.jsp.2005.11.001>
- Jordan, G., Vukovi, G., & Mari, M. (2017). Effect of meaning of work on job satisfaction: Case of lecturers in higher education in six CEE countries. *The Twelfth International Conference: "Innovative Responses for Growth and Competitiveness," May*, 301–318.
- Karabati, S., Ensari, N., & Fiorentino, D. (2019). Job satisfaction, rumination, and subjective well-being: A moderated mediational model. *Journal of Happiness Studies*.
- Kitab Amsal*. (n.d.).
- Kleinman, K. E., Asselin, C., & Henriques, G. (2014). Positive Consequences: The Impact of an Undergraduate Course on Positive Psychology. *Psychology*, 05(18), 2033–2045. <https://doi.org/10.4236/psych.2014.518206>
- Lasky, S. (2000). The cultural and emotional politics of teacher-parent interactions. *Teaching and Teacher Education*, 16(8), 843–860. [https://doi.org/10.1016/S0742-051X\(00\)00030-5](https://doi.org/10.1016/S0742-051X(00)00030-5)
- Lavy, S. (2022). A Meaningful Boost: Effects of Teachers' Sense of Meaning at Work on Their Engagement, Burnout, and Stress. *AERA Open*, 8(1). <https://doi.org/10.1177/23328584221079857>
- Madan, P., & Srivastava, S. (2015). Employee Engagement, Job Satisfaction and Demographic Relationship: An Empirical Study of Private Sector Bank Managers. *Business Review*, 4, (2), 53–62.
- Manita, E., Mawarpury, M., Khairani, M., & Sari, K. (2019). Hubungan Stres dan Kesejahteraan (Well-being) dengan Moderasi Kebersyukuran. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(2), 178. <https://doi.org/10.22146/gamajop.50121>
- Mérida-López, S., Extremera, N., Quintana-Orts, C., & Rey, L. (2019). In pursuit of job satisfaction and happiness: Testing the interactive contribution of emotion-regulation ability and workplace social support. *Scandinavian Journal of Psychology*, 60(1), 59–66. <https://doi.org/10.1111/sjop.12483>
- Mustafa Yakin, O. E. (2012). Relationships Between Self-Efficacy and Work Engagement and the Effects on Job Satisfaction: A Survey on Certified Public. *Procedia - Social and Behavioral Sciences*, 58, 370–378. <https://doi.org/10.1016/j.sbspro.2012.09.1013>
- O'Shea, C. (2021). How Relationships Impact Teacher Job Satisfaction. *International Journal of Modern Education Studies*, 5(2), 280–298. <https://doi.org/10.51383/ijonmes.2021.114>
- Park, S., & Park, S. (2019). Employee Adaptive Performance and Its Antecedents: Review and Synthesis. *Human Resource Development Review*, 18(3), 294–324. <https://doi.org/10.1177/1534484319836315>



- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85(4), 612–624. <https://doi.org/10.1037/0021-9010.85.4.612>
- R.Hardawiryana (Ed.). (1965). Gaudium et Spes. In *Konsili Vatikan II* (pp. 509–639). OBOR.
- Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, 23(October 2014), 717–725. [https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/10.1016/S2212-5671(15)00524-9)
- Su, L., Swanson, S. R., Chinchachokchai, S., & ... (2016). Reputation and intentions: The role of satisfaction, identification, and commitment. *Journal of Business ...*
- Tadi, M., Bakker, A. B., & Gm, W. (2013). *Kebahagiaan kerja di antara guru: Studi rekonstruksi sehari tentang peran konkordansidiri*. 51, 735–750.
- Tadi, M., Bakker, A. B., & Oerlemans, W. G. M. (2013). Work happiness among teachers: A day reconstruction study on the role of self-concordance. *Journal of School Psychology*, 51(6), 735–750. <https://doi.org/10.1016/j.jsp.2013.07.002>
- Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study. *Journal of Educational Psychology*, 94(1), 88–106. <https://doi.org/10.1037/0022-0663.94.1.88>
- Von Culin, K. R., Tsukayama, E., & Duckworth, A. L. (2014). Unpacking grit: Motivational correlates of perseverance and passion for long-term goals. *Journal of Positive Psychology*, 9(4), 306–312. <https://doi.org/10.1080/17439760.2014.898320>
- Warsono, W. (2017). Guru: Antara Pendidik, Profesi, Dan Aktor Sosial. *The Journal of Society & Media*, 1(1), 1. <https://doi.org/10.26740/jsm.v1n1.p1-10>
- Wellins, R. dan Concelman, J. (2005). *Creating a Culture for Engagement. Workforce Performance Solutions*.
- Wright, T. A., & Bonett, D. G. (2007). Job satisfaction and psychological well-being as nonadditive predictors of workplace turnover. *Journal of Management*, 33(2), 141–160. <https://doi.org/10.1177/0149206306297582>
- Zikouridis, F. (2015). Employee Engagement and Job Satisfaction : A Research between their Relationship in A Real Context. *Dissertation*, 1–20.