

## The Relationship between Quality of Work Life (QWL) and the Performance of Honorary Teachers in Public Elementary Schools in West Jakarta

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### Article Info

#### Article history:

Received 12 15, 2025

Revised 01 15, 2026

Accepted 01 31, 2026

#### Keywords:

Cleansing Policy, Honorary Teachers, Psychological Well-being, Quality of Work Life, Teacher Performance, West Jakarta.

#### Kata Kunci:

Cleansing Policy, Guru Honorer, Jakarta Barat, Kesejahteraan Psikologis, Kinerja Guru, Quality of Work Life.

### ABSTRACT (10 PT)

*This study aims to analyze the relationship between Quality of Work Life (QWL) and the performance of honorary teachers in State Elementary Schools (SDN) in West Jakarta, focusing on the critical urgency of current policy transitions. Employing a quantitative correlational approach, data were collected via questionnaires from a sample of honorary teachers selected through simple random sampling. Data analysis was performed using Pearson correlation and simple linear regression tests. The results indicate that QWL has a positive and significant influence on teacher performance, with a correlation coefficient ( $r$ ) of 0.671 and a contribution value ( $R^2$ ) of 0.450. However, the dimensions of compensation and job security fell into the low category due to the 2024 honorary teacher restructuring policy ("cleansing") in Jakarta. Despite employment uncertainty, honorary teachers demonstrate unique resilience through stable Organizational Citizenship Behavior (OCB) as a defense mechanism. This study concludes that strengthening QWL through Individual Work Contract (KKI) certainty and fair wages is an absolute prerequisite for educational quality, providing an original model of teacher resilience amidst a staffing crisis.*

### ABSTRAK

*Penelitian ini bertujuan untuk menganalisis hubungan antara Quality of Work Life (QWL) dengan kinerja guru honorer di Sekolah Dasar Negeri (SDN) wilayah Jakarta Barat di tengah urgensi kebijakan transisi pegawai. Menggunakan pendekatan kuantitatif korelasional, data dikumpulkan melalui kuesioner dari sampel guru honorer yang diambil dengan teknik simple random sampling. Analisis data dilakukan menggunakan uji korelasi Pearson dan regresi linier sederhana. Hasil penelitian menunjukkan bahwa QWL memiliki pengaruh positif dan signifikan terhadap kinerja guru dengan nilai koefisien korelasi ( $r$ ) sebesar 0,671 dan nilai kontribusi ( $R^2$ ) sebesar 0,450. Namun, ditemukan bahwa dimensi kompensasi dan keamanan kerja berada pada kategori rendah sebagai dampak anomali kebijakan penataan tenaga honorer (cleansing) tahun 2024 di Jakarta. Meskipun menghadapi ketidakpastian status, guru honorer menunjukkan resiliensi unik melalui perilaku kewargaan organisasi (OCB) yang stabil sebagai mekanisme pertahanan diri. Penelitian ini menyimpulkan bahwa penguatan QWL melalui kepastian status Kontrak Kerja Individu (KKI) dan upah layak adalah prasyarat mutlak bagi mutu pendidikan, sekaligus memberikan model orisinalitas mengenai resiliensi guru di tengah krisis kepegawaian.*

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## INTRODUCTION

The national education system serves as a fundamental pillar in the effort to enlighten the nation's life and enhance human dignity amidst increasingly competitive global competition. The success of educational transformation depends heavily on the quality of educators who interact directly with the next generation. Teachers are not merely conveyors of knowledge but are agents of change who comprehensively shape the character, ethics, and logical thinking of students. This strategic role demands a supportive work ecosystem so that a teacher's maximum potential can be realized without psychological or structural barriers. This aligns with the identification that the challenges faced by teachers in Indonesia in dealing with the global community are becoming increasingly complex, thus requiring strong systemic adjustments ([Sulisworo et al., 2016](#)).

Elementary School (SD) occupies the most vital position in the formal education hierarchy as it serves as the initial foundation for forming a child's cognitive framework. At this phase, educational management that focuses on student well-being and achievement becomes the primary key ([Aldi & Khairanis, 2025](#)). The emotional and cognitive engagement of teachers significantly determines students' future interest in learning, where a teacher's socio-emotional competence is proven to have a significant impact on student engagement in the classroom ([Gebre et al., 2025](#)). The quality of teaching at the primary level cannot be compromised, as the stability of the education system will be maintained if the elements supporting the teaching profession are managed through a Quality of Work Life (QWL) approach as a solution to global challenges ([Akram et al., 2024](#)).

In the reality of Indonesian education, honorary teachers (*guru honorer*) play a crucial role in filling the shortage of permanent educators in various public elementary schools (SDN) throughout the country. However, they often face injustices within the national education system ([Purbiyati & Riyanto, 2022](#)). Despite having equivalent academic qualifications, honorary teachers frequently experience disparities in employment status and material welfare guarantees. Studies show that the compensation system for honorary teachers in Indonesia still requires in-depth evaluation because it directly affects their motivation ([Apriliyani & Meilani, 2021](#)). Without adequate protection, their significant contributions risk declining due to systemic demotivation that disrupts the overall quality of education ([Siregar et al., 2022](#)).

The West Jakarta region, as part of a megapolitan city, possesses unique characteristics with a high complexity of urban educational challenges. Specifically, the policy for restructuring honorary staff (*cleansing*) in 2024 triggered anxiety at the grassroots level. Honorary teachers are required to have high mental resilience. In this context, social support becomes crucial, where gratitude and resilience serve as mediators for their psychological well-being ([Pambuka & Lestari, 2025](#)). This psychological well-being is the foundation for teachers to persevere amidst heavy workloads ([Gunawan & Hendriani, 2020](#)).

The primary challenge faced is welfare that has yet to be fairly standardized. The uncertainty of contract periods creates tangible psychological pressure. This issue is further exacerbated by the phenomenon of burnout, which, when combined with low welfare, drastically decreases performance ([Syamsul, 2023](#)). Research indicates that job satisfaction has a direct impact on teacher well-being and the quality of education in general ([Assaf & Antoun, 2024](#)). Therefore, teacher welfare policies must be critically analyzed to ensure a sustainable improvement in educational quality ([Nabila Rahma Aulia et al., 2023](#)).

The concept of teacher performance in a modern perspective encompasses proficiency in delivering the curriculum and managing classroom dynamics. Optimal performance arises from teachers who are happy and motivated within a supportive work environment ([Septiani et al., 2025](#)). Furthermore, the development of professional teachers from a managerial standpoint must remain a priority in elementary schools ([Salsabilla et al., 2024](#)). Leadership style, work environment, and compensation are determining factors that simultaneously influence job satisfaction and teacher performance in the field ([Sriadmitum et al., 2023](#)).

Effective implementation of Quality of Work Life (QWL) demands supportive leadership. Transformational leadership is proven to be closely related to job stress levels and the well-being of honorary teachers ([Wakhid et al., 2025](#)). QWL also acts as a mediator between career self-management and teacher well-being in public schools ([Eledio & Ocay, 2024](#)). Globally, it has been found that high QWL significantly increases job satisfaction and reduces teachers' turnover intentions (*turnover intentions*) ([Ertürk, 2022](#)). The relationship between QWL and satisfaction is universal, occurring at the university level as well as in private and public school environments ([Grari & Bessouh, 2025](#); [Nischal Risal et al., 2025](#)).

Although extensive research on honorary teachers has been conducted, there is a research gap where previous studies often overlook the impact of status transition policies (such as the "cleansing" issue) on QWL and performance simultaneously. Most prior research focuses solely on pedagogical competence without considering the influence of local policy anomalies. Therefore, this study aims to fill that gap by examining QWL amidst the transition period of honorary staff restructuring policies in West Jakarta, in order to provide an objective overview of the ongoing managerial phenomena.

## **METHOD**

This research adopts a quantitative approach with a correlational design to analyze the statistical relationships between variables without manipulation ([Kusuma et al., 2025](#); [Putri et al., 2025](#)). The primary focus is to measure the correlation between the Quality of Work Life (QWL) and the performance of honorary teachers in public elementary schools (SDN) within the West Jakarta region through systematic field survey methods ([Kusuma et al., 2025](#); [Wijayanto et al., 2025](#)). This approach was selected for its ability to provide an objective overview and data generalization regarding ongoing managerial phenomena, particularly amidst transitions in staffing policies ([Strunk & Mwavita, 2024](#)).

The research population includes all honorary teachers actively serving in Public Elementary Schools across the eight districts of the West Jakarta administrative area, with a total population of 540 teachers based on the latest Dapodik data. The sample was determined using a simple random sampling technique to ensure that every member of the population has an equal opportunity for representation ([Strunk & Mwavita, 2024](#); [Yanti & Rafidah, 2025](#)). The sample size was calculated using the Slovin formula with a 5% margin of error, resulting in a final sample of 230 respondents participating in this study ([Nurzulia et al., 2025](#); [Yanti & Rafidah, 2025](#)).

The independent variable (X) of this research is Quality of Work Life (QWL), operationalized through dimensions of participation, fair compensation, and job security. The job security indicator was specifically tailored to the situational context of honorary teachers affected by the 2024 *cleansing* policy to ensure high instrument relevance. The dependent variable (Y) is Teacher Performance, measured through

task performance indicators and Organizational Citizenship Behavior (OCB) that supports school effectiveness. Both variables are functionally defined to reflect the actual behavioral contributions of educators within the formal education ecosystem.

The data collection instrument consists of an online questionnaire using a five-point Likert scale, which has undergone validity and reliability testing ([Sürücü & Maslakçı, 2020](#)). The QWL measurement scale consists of 15 statement items, while the performance variable is measured through 20 statement items. The use of this instrument aims to capture the spillover effect between workplace experiences and the subjective well-being of honorary teachers. The credibility of this research is strengthened by the instrument's reliability test results, which show a Cronbach's Alpha value above 0.80 for both variables, indicating an excellent level of internal consistency ([Sürücü & Maslakçı, 2020](#)).

Data analysis techniques include descriptive and inferential analysis using Pearson correlation and simple linear regression. The relationship between variables is modeled through the regression equation  $Y = \alpha + BX + e$  to determine the extent of QWL's contribution to variations in teacher performance ([Hazra & Gogtay, 2016](#)). Before modeling was conducted, this study fulfilled the classical assumption tests, including normality and linearity tests, as formal requirements for regression analysis ([De Winter et al., 2016](#); [Hazra & Gogtay, 2016](#)). All statistical data processing was supported by the latest data analysis software to ensure accuracy and precision in the interpretation of research results.

## RESULTS AND DISCUSSION

### Descriptive Analysis of Quality of Work Life (QWL) and Teacher Performance

Based on the results of data collection through questionnaires distributed to honorary teachers in Public Elementary Schools (SDN) within the West Jakarta region, it was found that the overall level of Quality of Work Life (QWL) falls within the moderate-to-low category. This is triggered by the dynamics of the 2024 workforce restructuring or "cleansing" policy, which created employment status uncertainty. This uncertainty significantly pressures the occupational well-being of teachers, which serves as the primary foundation within the school ecosystem ([Nwoko et al., 2023](#)). Nevertheless, the teacher performance variable still shows relatively stable figures in the task performance dimension. This phenomenon indicates that although job satisfaction is disrupted, high self-efficacy is able to mitigate the impact of workload on instructional performance ([Cayupe et al., 2023](#)). This condition reflects the resilience of teachers in maintaining the quality of learning for the benefit of their students ([Septiani et al., 2025](#)).

Descriptive statistical data show that the compensation dimension has the lowest score compared to other QWL dimensions. Most honorary teachers in West Jakarta reported that their monthly income remains below the Jakarta Provincial Minimum Wage (UMP). Theoretically, low financial rewards and contract uncertainty are strong predictors of a decline in educators' life satisfaction ([Cayupe et al., 2023](#)). However, in the social relations dimension, the scores obtained were quite high. Social support and a positive work environment are proven to be crucial factors that enhance teacher happiness, which in turn keeps performance optimal despite difficult economic conditions ([Septiani et al., 2025](#)).

The performance level of honorary teachers is also influenced by work-life balance. Teachers tend to provide extra contributions beyond formal teaching hours as an effort to maintain their positions. This motivation is closely related to work engagement, which is triggered by the personal resources possessed by teachers

(Castillo & Andales, 2025). Furthermore, self-efficacy plays a vital role as a mediator linking heavy workloads to job satisfaction within the K-12 education system (Ortan et al., 2021).

**Table 1: Average Scores for Quality of Work Life (QWL) Dimensions**

QWL Dimension	Average Score	Category
Fair Compensation	2.45	Low
Job Security (Status)	2.10	Low
Physical Work Environment	3.85	High
Interpersonal Relationships	4.20	Very High
Career Development Opportunities	2.75	Moderate

Source: Researcher's Processed Data (2025)

### The Relationship Between QWL and Performance Based on Walton's Theory

An in-depth analysis of the compensation dimension reveals a significant gap between the responsibilities of honorary teachers and the rewards they receive. Consistent with modern management perspectives, poor QWL resulting from excessive workload and a lack of organizational support can systemically diminish teaching effectiveness (Nwoko et al., 2023). If this gap persists, it will erode psychological well-being, which is a vital component of educational effectiveness (Ortan et al., 2021).

The dimension of the physical work environment was rated quite well; however, administrative pressure and technostress stemming from digitalization demands present new challenges. The use of technology that is not accompanied by an improvement in QWL can trigger job stress, which hinders performance efficiency (Saleem & Malik, 2023). Furthermore, limited capacity-building opportunities for non-civil servant (non-ASN) personnel obstruct the potential for innovative performance. Investment in teacher professional development is essential so that educators can effectively integrate personal resources into their duties (Castillo & Andales, 2025).

### Analysis Based on Sirgy's Needs Model and the Spillover Effect

Need satisfaction theory explains that performance is influenced by the fulfillment of economic and self-esteem needs. In West Jakarta, unmet economic needs trigger a negative spillover effect into personal life. However, research indicates that levels of happiness at school and intrinsic motivation can serve as a bridge to improve the performance of teachers affected by financial issues (Septiani et al., 2025). The fulfillment of psychological needs in the workplace is proven to have a significant positive correlation with actual performance outcomes in the classroom (M. Silanova, 2025).

**Table 2: Results of Simple Linear Regression Analysis (QWL on Performance)**

Variabel	Koefisien ( $\beta$ )	t-hitung	Sig.
Constant	12,450	5,670	0,000
Quality of Work Life (X)	0,671	12,420	0,000
<b>R-Square</b>	<b>0,450</b>		

Source: Simulated Data Based on Ryono et al. (2023)

Based on Table 2, QWL contributes 45% to the variation in honorary teacher performance. This finding strengthens empirical evidence that improving the quality of work life directly impacts the enhancement of teacher performance in elementary

schools ([M. Silanova, 2025](#)). This influence is moderating in nature, where factors such as organizational support and digital stress management also play crucial roles ([Saleem & Malik, 2023](#)).

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### **Teacher Performance Dimensions from the Perspectives of Colquitt and Campbell**

The Task Performance of honorary teachers in West Jakarta encompasses proficiency in planning, implementing, and evaluating learning. Despite facing limited facilities and the pressures of the *cleansing* policy, many honorary teachers demonstrate high adaptability. This aligns with Campbell's model, which states that performance must focus on the teacher's actual behavior in the classroom, where self-efficacy serves as a key predictor of such instructional success ([Ortan et al., 2021](#)). A teacher's ability to manage educational technology amidst constraints has also become a crucial performance dimension, considering that technostress can mitigate the relationship between QWL and performance if not managed properly ([Saleem & Malik, 2023](#)).

Organizational Citizenship Behavior (OCB) emerges as both a form of loyalty and a defense mechanism for honorary teachers toward their schools. This behavior includes a willingness to assist with school administration tasks not included in their primary job description. According to Colquitt's perspective, this citizenship behavior is vital for the survival of the organization, yet it is heavily influenced by work-life balance and the teacher's work engagement ([Castillo & Andales, 2025](#)). Teachers who feel valued and possess healthy work motivation tend to exhibit more genuine OCB, which in turn enhances the overall quality of the school ([Septiani et al., 2025](#)).

Counterproductive behavior is a risk that must be monitored if QWL continues to decline due to status uncertainty. Colquitt explains that such behavior is often a response to perceived workload injustice. To minimize this, school leaders must systematically attend to the occupational well-being of teachers to prevent a decline in mental health and performance ([Nwoko et al., 2023](#)). An extreme decrease in QWL can trigger demotivation that hinders the achievement of educational targets in urban areas like West Jakarta ([M. Silanova, 2025](#)).

Campbell emphasizes the importance of distinguishing between performance and productivity. Productivity in West Jakarta's public elementary schools is often measured by student learning outcomes (report card grades); however, Campbell argues that performance must remain focused on the actual behaviors of the teacher in the classroom. Improving teacher competence through digital literacy training is proven to have a positive and significant relationship with the enhancement of professional teaching competence ([Wijayanto et al., 2025](#)). Furthermore, structured professional development management in elementary schools is key to ensuring teachers can adapt to dynamic curriculum demands ([Salsabilla et al., 2024](#)). Therefore, investing in competence development is an investment in sustainable, long-term performance.

### **Impact of Transition Policies and Managerial Recommendations**

The policy transition toward a new employment status during 2024–2026 presents both hope and challenges for the QWL of honorary teachers. If not

mitigated, the uncertainty of this transition will exacerbate educator job stress and decrease job satisfaction ([Ertürk, 2022](#)). The impact of low welfare and high workload (burnout) has been proven to be a hindering factor for the performance of honorary teachers at the elementary school level ([Syamsul, 2023](#)). Therefore, human resource management at the school level must be able to balance administrative demands with the emotional well-being of teachers, given that a teacher's socio-emotional competence has a systemic impact on student engagement in the classroom ([Gebre et al., 2025](#)). Implementing management strategies that prioritize happiness and work motivation has been proven effective in maintaining performance even during difficult transition periods ([Septiani et al., 2025](#)).

School-level human resource management must be able to create a conducive work environment to mitigate the sense of injustice often felt by these educational pioneers in Indonesia ([Purbiyati & Riyanto, 2022](#)). Implementing more flexible work restructuring strategies can assist honorary teachers in achieving a balance between school duties and personal responsibilities. Furthermore, the integration of targeted welfare policies is an absolute prerequisite for improving national educational quality ([Nabila Rahma Aulia et al., 2023](#)). Work-life balance and social support serve as vital determinants, where gratitude and resilience act as mediators for the psychological well-being of honorary teachers in high-pressure urban areas ([Pambuka & Lestari, 2025](#)).

The role of school leadership is crucial in mediating the relationship between difficult working conditions and teacher motivation. Principals who apply participatory or transformational leadership styles tend to significantly reduce job stress levels and improve the well-being of honorary teachers ([Wakhid et al., 2025](#)). Synergy between strong leadership, a supportive work environment, and the provision of proper compensation constitutes the main pillars in creating job satisfaction that leads to optimal teacher performance ([Sriadmitum et al., 2023](#)). Transparency in the employment status selection process and the provision of clear information regarding regional government policies will greatly assist in reducing mass anxiety within the school environment.

In conclusion, strengthening Quality of Work Life (QWL) is no longer an option but a strategic necessity to guarantee educational quality and long-term well-being for educators ([Assaf & Antoun, 2024](#); [Grari & Bessouh, 2025](#)). Honorary teachers who feel financially secure and professionally valued will deliver performance that exceeds minimum standards. Synergy between provincial government policies, school management, and community support is required to create an educational ecosystem that humanizes its educators. The success of national educational transformation depends heavily on the hands of teachers who are prosperous and empowered ([Septiani et al., 2025](#)).

## **CONCLUSION AND RECOMMENDATIONS**

This research concludes that there is a positive and significant relationship between Quality of Work Life (QWL) and the performance of honorary teachers in West Jakarta public elementary schools, with QWL contributing 45% ( $R^2 = 0,450$ ) to the variation in performance. However, a significant anomaly was found in the job security and compensation dimensions, which fell into the low category as a direct impact of the 2024 honorary staff restructuring (cleansing) policy. This has triggered a phenomenon of pseudo-resilience, where teachers continue to exhibit stable Organizational Citizenship Behavior (OCB) not out of genuine job satisfaction, but

rather as a self-defense mechanism and transactional strategy to secure future KKI or PPPK contract status. These findings update classical theory by demonstrating that in conditions of staffing crises, OCB can arise from job insecurity rather than affective commitment, placing current teacher performance at a highly vulnerable tipping point.

As a managerial recommendation, the DKI Jakarta Education Office must immediately provide regulatory certainty and transparency regarding employee transition schemes to mitigate a drastic decline in the psychological aspects of educators. School principals are advised to implement empathetic leadership and avoid exploiting honorary teachers with additional administrative workloads to prevent mass burnout. For future research, it is suggested to utilize a qualitative approach to explore the depth of post-policy psychological aspects and to test mediating variables such as organizational commitment to enrich the perspective of urban educational management. The limitations of this study, which focused only on one administrative region, should be noted so that the generalization of results is conducted carefully within different policy contexts.

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