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# An Analysis Of Employee Wellbeing Of PPPK Teachers At SMP Negeri 1 Bergas

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**Abstract**

*Teacher well-being is a crucial aspect in maintaining the quality of learning, but PPPK teachers face various job demands that can potentially impact their physical, psychological, social, and professional well-being. This study aims to analyze the employee well-being of PPPK teachers and identify the job demands, job resources, individual strategies, and organizational strategies that influence them at SMP Negeri 1 Bergas. The study employed a qualitative approach with a case study design. Informants consisted of 12 PPPK teachers selected purposively based on their employment status, length of service, and work experience. Data were collected through semi-structured interviews, observation, and documentation, then analyzed using an interactive model through data condensation, data presentation, and drawing and verifying conclusions. The results indicate that employee well-being is relatively good and has improved since becoming PPPK, but is still influenced by administrative burdens, curriculum changes, technology, additional tasks, and student characteristics. In conclusion, teacher well-being is formed through a balance between job demands and job resources, reinforced by individual strategies and organizational support.*

**Keywords: Employee Wellbeing, Job Demands, Job Resources, Teacher Wellbeing, Work-Life Balance**

## INTRODUCTION

Education is a strategic sector in human resource development, and its success is influenced by the quality of its teaching staff. Teachers not only play a role in the learning process but also face the demands of technology integration, administration,



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evaluation, and adaptation to educational changes. These conditions can increase work pressure and impact teacher well-being (Dreer, 2020; Zhou et al., 2024; Setyawan, 2025; Gavin et al., 2024; Montenegro-rueda, 2021).

This phenomenon is also experienced by PPPK teachers at SMP Negeri 1 Bergas. Based on initial observations, PPPK teachers not only teach but also manage several classes, act as homeroom teachers, supervise extracurricular activities, and manage school administration. They also face differences in student characteristics, learning demands, technological developments, and the dynamics of work relationships and organizational support (Hascher & Waber, 2021; Ibrahim et al., 2021; Oliveira et al., 2026).

Employee wellbeing is crucial because it encompasses physical, psychological, emotional, social, and professional aspects. Poor employee wellbeing can be associated with decreased motivation and work engagement, emotional exhaustion, stress, and even burnout, all of which can potentially impact learning quality (Dreer, 2020; Nwoko et al., 2023; Sohail et al., 2023).

Problems also relate to the balance between job demands and job resources. Workload, time pressure, administration, task complexity, and student management are job demands, while principal support, coworker relationships, organizational culture, training, autonomy, and infrastructure are job resources that can support teacher well-being (Bakker & Demerouti, 2017).

StudyResearch on teacher well-being still predominantly uses a quantitative approach and discusses teachers in general, while qualitative research exploring the employee well-being experiences of PPPK teachers is still relatively limited (Turner & Garvis, 2023; Zhou et al., 2024). Therefore, research is needed that understands the experiences, perceptions, and meanings of PPPK teachers and identifies the job demands and job resources that shape employee well-being in the context of the school environment.

This study aims to understand the employee wellbeing of PPPK teachers at SMP Negeri 1 Bergas, identify job demands and job resources that influence them, understand how teachers interpret and manage work wellbeing, and formulate strategies to improve employee wellbeing. The urgency of this study lies in the need to understand PPPK teacher wellbeing contextually, while its novelty lies in the use of a qualitative approach based on Job Demands–Resources Theory that not only identifies job demands and resources but also develops strategies to improve employee wellbeing based on the real experiences of PPPK teachers.


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## METHOD

This research used a qualitative approach with a case study design at SMP Negeri 1 Bergas, Semarang Regency. This approach was used to understand the experiences, perceptions, and meanings of PPPK teachers regarding employee wellbeing, while the case study was used to explore the phenomenon in depth in a real-life context (John W. Creswell, 2013; Robert K. Yin, 2018).

The primary research instrument was the researcher, with semi-structured interview guidelines, field notes, and documentation as supporting instruments. Data were collected through in-depth interviews, observation, and documentation, then analyzed using an interactive model that included data collection, data condensation, data display, conclusion drawing, and verification. The analysis continued with a synthesis of employee wellbeing, job demands, and job resources themes to formulate strategies for improving employee wellbeing (John W. Creswell, 2013; Brinkmann & Kvale, 2015; Sugiyono, 2022; Miles et al., 2018).

The study used purposive sampling with PPPK teachers as primary informants and principals, vice principals, curriculum coordinators, and senior teachers as supporting informants. Key informants were selected based on their PPPK status, minimum one-year tenure, willingness to provide information, and direct experience as PPPK teachers. The number of informants followed the principle of data saturation, which stopped when the information obtained was repeated and no new relevant information was found (John W. Creswell, 2013).

The research was conducted through location and informant determination, data collection through interviews, observation, and documentation, followed by transcription, coding, theme grouping, data presentation, and drawing and verifying conclusions. Data validity was strengthened through source triangulation, technical triangulation, and member checking. The analysis results were then synthesized to understand the relationship between job demands, job resources, and employee wellbeing as a basis for formulating strategies to improve employee wellbeing for PPPK teachers at SMP Negeri 1 Bergas.



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## RESULTS AND DISCUSSION

### Data Collection (Data Collection)

**Table 1 Analysis of Informant Description**

| Respondents | Gender | Teaching Length |
|---|---|---|
| 1 | Woman | 2 years |
| 2 | Man | 4 years |
| 3 | Woman | 3 years |
| 4 | Woman | 5 years |
| 5 | Woman | 6 years |
| 6 | Man | 3 years |
| 7 | Woman | 4.5 years |
| 8 | Woman | 2.5 years |
| 9 | Woman | 3 years |
| 10 | Woman | 2 years |
| 11 | Woman | 6 years |
| 12 | Man | 3 years |

Based on Table 4.1, all informants were PPPK teachers at SMP Negeri 1 Bergas, consisting of men and women with 2 to 6 years of service. This variety of experience provided diverse information regarding employee wellbeing, job demands, job resources, and strategies for maintaining workplace well-being.

### Data Condensation

The data condensation stage was carried out by selecting and grouping the results of interviews with 12 PPPK teachers based on the themes of employee wellbeing, job demands, job resources, individual strategies, organizational strategies, and synthesis analysis.

Research results show that teacher well-being improves after becoming a PPPK, particularly through more stable income, job security, a sense of security, harmonious working relationships, and satisfaction with student development. However, teachers still face physical, emotional, and mental exhaustion due to administrative burdens, curriculum changes, technological developments, student characteristics, and additional tasks.

*Job resources*Support from the principal, harmonious relationships with



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colleagues, learning facilities, training opportunities, and flexibility in learning help teachers cope with the various demands of their jobs. Teachers also implement individual strategies such as exercise, rest, recreation, setting priorities, and maintaining work-life balance.

Overall, the employee well-being of PPPK teachers is influenced by the balance between job demands and job resources. Well-being is more easily maintained when job demands are balanced with organizational support, good working relationships, adequate facilities, competency development, and teachers' self-management skills.

**Data Display (Data Presentation)**

**1. Employee Wellbeing**

In the data display stage, the condensed interview results are presented based on the themes of Employee Wellbeing, Job Demands, Job Resources, Individual Strategy, and Organizational Strategy. This presentation is used to systematically examine the experiences of PPPK teachers at SMP Negeri 1 Bergas.

Interviews with 12 informants revealed that employee wellbeing is defined as financial, psychological, social, and professional well-being. PPPK status provides improved well-being through job security, a more stable income, and a sense of security compared to being an honorary teacher (GTT). However, well-being is also influenced by a comfortable work environment, harmonious relationships, social support, and student success, which provides satisfaction and meaning in carrying out the profession.

Teachers also have the opportunity to develop their competencies through IHT (Independent Teacher Training), MGMP (Vocational Teacher Training Center), workshops, training, and PPG (Vocational Teacher Training Group). These opportunities increase their skills and confidence in navigating curriculum changes and developments in learning technology. However, all informants experienced physical, emotional, and mental exhaustion due to the burden of administration, assessments, the use of digital platforms, policy changes, and various additional tasks at school.

The diversity of student characteristics also presents a challenge, requiring teachers to adapt teaching methods, manage classrooms, and address students with varying needs. However, the support of principals and colleagues helps teachers meet these demands through motivation, appreciation, open communication, collaboration, shared experiences, and collaborative problem-solving.



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To maintain well-being, teachers implement individual strategies such as exercise, rest, recreation, spending time with family, maintaining communication with friends, and setting boundaries between work and personal life. Overall, the employee well-being of PPPK teachers is multidimensional and is shaped by the interaction of individual conditions, job demands, and job resources. Well-being is more easily maintained when job demands are supported by a conducive work environment, organizational support, good social relationships, competency development opportunities, and self-management skills.

**2. Job Demands**

Based on interviews with 12 informants, the job demands of PPPK teachers at SMP Negeri 1 Bergas include physical, mental, and emotional demands stemming from learning activities, administration, policy changes, technology use, student management, and various additional tasks. All informants felt that the job demands increased compared to when solely focused on learning activities.

Administrative workloads are the most significant demands, including the preparation of learning materials, teaching modules, assessments, report cards, reports, and data input through various digital platforms. These demands require time and precision, requiring some teachers to complete work outside of school hours or take it home. Furthermore, duties as homeroom teachers, extracurricular instructors, OSN (National Sports Week), Scouts, UKS (School Health Unit), committee members, and school programs also increase the workload.

Curriculum changes and technological advancements also pose demands that require adaptability. Teachers need to learn learning tools, participate in training, and master digital applications and platforms. While these changes can facilitate learning, they still require time and energy, especially for teachers unfamiliar with technology.

The diversity of student characteristics, abilities, and motivations presents another challenge, requiring teachers to adapt teaching methods, manage classrooms, foster character, and maintain effective learning. Time pressure also increases during exam periods and the end of the school year, as teachers must simultaneously complete multiple tasks, which can lead to physical and mental exhaustion and reduce family time.

To manage job demands, teachers plan and prioritize work, utilize technology, collaborate with fellow teachers, and adapt learning methods to student needs. Overall, the job demands of PPPK teachers are multidimensional and encompass administration, policy changes, technology, student characteristics, time pressure,


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and additional assignments. These high demands have the potential to impact employee well-being if not balanced with adequate organizational support and job resources.

3. **Job Resources**

Based on interviews with 12 informants, job resources represent various forms of support that help PPPK teachers cope with the demands of their jobs, including support from the principal, relationships with colleagues, school facilities, competency development, and flexibility in learning. All informants assessed these resources as helping reduce work pressure and increase work comfort and enthusiasm.

The principal's support is a key resource through open communication, guidance, motivation, moral support, and appreciation for teacher performance. Harmonious relationships with colleagues are also fostered through collaboration, learning discussions, sharing tools and experiences, and collaboratively resolving administrative and technological challenges.

School facilities such as classrooms, LCD projectors, Wi-Fi, a library, a science laboratory, and extracurricular activities support learning. Furthermore, opportunities to participate in IHT (Information Technology and Teaching) programs, workshops, MGMP (Student Group Orientation), and various training programs help teachers improve their competencies, understand curriculum changes, utilize technology, and develop learning methods.

Teachers also have the flexibility to choose learning methods, models, and media according to student characteristics while still adhering to the curriculum. This flexibility enhances teacher creativity, self-confidence, and job satisfaction. Family support, technological facilities, and learning media also serve as resources that help them cope with work pressures.

Overall, the job resources of PPPK teachers at SMP Negeri 1 Bergas are quite good and play a role in supporting employee well-being. Organizational support, harmonious working relationships, facilities, competency development, and learning autonomy help teachers meet job demands, increase motivation, and mitigate the negative impacts of workload, according to the Job Demands-Resources (JD-R) Theory.

4. **Individual Strategy**

Based on interviews with 12 informants, individual strategies used by PPPK teachers are to maintain physical, mental, and emotional health while facing the


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demands of the job. These strategies are primarily aimed at maintaining a work-life balance.

The most common strategies are spending time with family, resting, and engaging in recreation. Teachers also maintain their physical health through light exercise, walking, stretching, and maintaining rest periods. Activities such as watching movies, reading, pursuing hobbies, and hanging out with friends are also used to reduce boredom and restore psychological well-being.

Teachers also practice emotional management, positive communication, time management, and prioritization. Workplace issues are resolved through communication and discussion, while work is prioritized and scheduled based on deadlines. Some teachers also strive to separate personal matters from work to maintain professionalism in carrying out their duties.

The support of family, friends, and coworkers also helps teachers cope with work pressures. Overall, individual strategies include maintaining physical health, managing psychological and emotional well-being, time management, and work-life balance. These strategies help mitigate the impact of work demands and support the employee well-being of PPPK teachers.

**5. Organizational Strategy**

Based on interviews with 12 informants, organizational strategies play a crucial role in supporting the employee well-being of PPPK teachers through school policies, leadership support, the work environment, and welfare programs. The most frequently requested strategies are simplifying administration and equalizing the distribution of tasks to ensure a more proportional workload.

Competency development is also a crucial strategy through IHT (Independent Teacher Training), workshops, MGMP (National Teacher Training Group), and training. Teachers hope that opportunities for competency development can be provided sustainably to enhance their abilities, confidence, and readiness for changes in the curriculum and technology. Furthermore, improvements to work facilities, particularly technology, administrative facilities, lactation rooms, and improvements to school facilities, are also expected to create a more comfortable work environment.

Informants also emphasized the importance of a harmonious work environment through open communication, mutual respect, leadership support, and appreciation for teacher performance. Non-financial welfare programs such as recreation, family


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gatherings, outbound activities, and refreshing activities are also expected to reduce burnout and strengthen relationships among teachers.

Several informants suggested more flexible work policies to help maintain work-life balance, especially for teachers with family responsibilities. Furthermore, attention to financial well-being, benefits, career security, performance rewards, and professional development opportunities were also seen as important.

Overall, the expected organizational strategy includes administrative simplification, workload equalization, competency development, facility improvements, a harmonious work environment, appreciation, non-financial welfare programs, and work flexibility. This strategy is expected to strengthen job resources, thereby mitigating the impact of job demands and supporting the employee well-being of PPPK teachers.

**6. Synthesis Analysis (Employee Wellbeing Model of PPPK Teachers Based on Job Demands-Resources Theory)**

Based on interviews with 12 informants, the employee well-being of PPPK teachers at SMP Negeri 1 Bergas is formed through the interaction of job demands, job resources, individual strategies, and organizational strategies. Teacher well-being is influenced not only by income or employment status, but also by the balance between job demands and available resources, according to the Job Demands-Resources (JD-R) Theory.

*Job demands*The most commonly felt challenges include administrative burdens, developing learning materials, assessments, curriculum changes, technology use, additional assignments, diverse student characteristics, and time pressure. These demands can lead to physical, mental, and emotional exhaustion, especially when multiple tasks must be completed simultaneously.

These conditions can be minimized through job resources, such as principal support, harmonious relationships with colleagues, learning facilities, access to technology, training opportunities, and flexibility in determining teaching methods. These resources help teachers meet job demands more effectively and create a comfortable work environment.

Individual strategies also play a role in maintaining employee well-being, through exercise, rest, family recreation, emotional management, time management, prioritization, and separation of personal and work matters. Meanwhile, expected organizational strategies include streamlining administration, equalizing tasks,


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improving facilities, developing competencies, providing appreciation, fostering collaborative activities, and promoting work-life balance.

Overall, the balance between job demands and job resources, reinforced by individual and organizational strategies, contributes to employee well-being. This well-being is reflected in job satisfaction, motivation, work comfort, physical and psychological health, and teachers' ability to perform their duties optimally. These findings strengthen the application of Job Demands-Resources (JD-R) Theory in understanding the well-being of PPPK teachers at SMP Negeri 1 Bergas holistically.

**Conclusion Drawing and Verification**

The Conclusion Drawing and Verification stage is the final stage of data analysis according to Miles, Huberman, and Saldaña (2014), namely drawing and verifying conclusions based on the results of data condensation and presentation. Conclusions are developed through the identification of patterns, relationships between categories, comparisons between informants, and their relationship to the Job Demands-Resources (JD-R) theory.

1. Temporary Conclusion Drawing

   Based on interviews with twelve informants, the employee well-being of PPPK teachers at SMP Negeri 1 Bergas is influenced by the interaction between job demands, job resources, individual strategies, and organizational strategies. All informants experienced improved well-being after becoming PPPK, particularly through more stable income, certainty of employment status, a sense of security, comfort, harmonious working relationships, and satisfaction in assisting student development.

   However, teachers still face various job demands, particularly administrative burdens, lesson planning, assessments, curriculum changes, technology use, additional assignments, and student character management. These conditions can lead to physical and emotional exhaustion. To address these challenges, teachers receive job resources in the form of principal support, harmonious relationships with colleagues, training, learning facilities, and autonomy in teaching. Teachers also employ individual strategies such as time management, rest, exercise, and family time.

2. Verification and Relation to JD-R Theory

   A comparison of twelve informants revealed a relatively consistent pattern of responses. Administrative burden, curriculum changes, technology, and additional


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tasks were the primary job demands, while organizational support, collaboration with colleagues, training, facilities, and learning autonomy were the job resources that support teacher well-being.

These findings align with Job Demands-Resources (JD-R) Theory, which explains that well-being is influenced by the balance between job demands and resources. High job demands have the potential to cause strain, while job resources can increase motivation and mitigate the impact of work pressure. Individual strategies also strengthen teachers' abilities to cope with job demands. Thus, the employee well-being of PPPK teachers is achieved through a balance between job demands and job resources, which is reinforced by individual strategies and organizational support.

**Discussion of Research Results**

1. Employee Wellbeing of PPPK Teachers at SMP Negeri 1 Bergas

The study results show that the employee well-being of PPPK teachers at SMP Negeri 1 Bergas is relatively good and has improved since their status changed from honorary/GTT teachers to PPPK. The improvements are primarily felt through income stability, job security, and a sense of security, but well-being extends beyond financial concerns.

Teacher well-being is also supported by a comfortable work environment, harmonious relationships with colleagues, support from the principal, opportunities for competency development, and satisfaction with student success. Student success is a source of intrinsic satisfaction and gives meaning to teachers' work.

Despite this, teachers still face job demands such as administrative burdens, developing learning materials, assessments, curriculum changes, and additional assignments, which can lead to physical and psychological exhaustion. These impacts can be mitigated through job resources such as organizational support, positive social relationships, facilities, training, and autonomy in learning.

Overall, these findings support the Job Demands-Resources (JD-R) Theory, which posits that employee well-being is formed through a balance between job demands and job resources. Therefore, the well-being of PPPK teachers is multidimensional, encompassing financial, psychological, social, and professional aspects. Improving well-being requires more than just increased income, but also a supportive work environment, ongoing professional development, organizational support, and strengthening social relationships.



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2. Job Demands of PPPK Teachers from the Perspective of Job Demands-Resources (JD-R) Theory

The research results show that job demands are one of the factors influencing the employee well-being of PPPK teachers at SMP Negeri 1 Bergas. The main demands include administrative burdens, curriculum changes, the use of learning technology, diverse student characteristics, additional assignments, and time pressure. These demands require significant physical, mental, and emotional effort.

Administrative workloads are the most significant demands, as teachers must develop learning materials, conduct assessments, complete reports, and input various digital data. Curriculum changes and technological advancements also require teachers to continuously learn and adapt. Furthermore, the diverse nature of students requires teachers to adapt their teaching methods and manage various student challenges.

The accumulation of these demands can lead to physical, emotional, and mental exhaustion (work strain), especially when multiple tasks must be completed simultaneously or within a limited timeframe. This can reduce rest and family time. However, teachers strive to manage these demands through time management, communication with colleagues, and maintaining a work-life balance.

These findings align with Job Demands-Resources (JD-R) Theory, which explains that job demands can cause strain if not balanced with job resources. In this study, principal support, harmonious relationships between teachers, training, learning facilities, and autonomy in teaching helped mitigate the negative impact of job demands. Therefore, high job demands need to be balanced with adequate job resources to maintain teacher employee well-being.

3. Job Resources as a Supporting Factor for Employee Wellbeing

The research results show that job resources play a significant role in improving the employee well-being of PPPK teachers at SMP Negeri 1 Bergas. The most dominant resources include principal support, harmonious relationships between teachers, learning facilities, training and competency development, MGMP (Vocational Teachers' Group), IHT (Independent Teachers' Group), and autonomy in determining learning methods.

The principal's support through communication, guidance, appreciation, and teacher involvement in decision-making makes teachers feel valued and motivated. Good relationships with colleagues also provide social and emotional support in dealing with work demands. Meanwhile, learning facilities, training, MGMP (Student


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Leadership Group), and IHT (Independent Teacher Training Institute) help improve teacher competence and effectiveness. Autonomy in choosing learning methods also increases creativity, self-confidence, and job satisfaction.

Overall, job resources not only help teachers complete their work but also mitigate the impact of work stress and enhance motivation and well-being. These findings align with Job Demands-Resources (JD-R) Theory, which states that job resources can buffer job demands while also promoting motivation, engagement, satisfaction, and employee well-being. Therefore, the better the resources provided by schools, the greater teachers' ability to cope with job demands and maintain their well-being.

4. Individual and Organizational Strategies in Improving Employee Wellbeing

The research results show that improving the employee well-being of PPPK teachers at SMP Negeri 1 Bergas is influenced by the synergy between individual strategies (personal resources) and organizational strategies (organizational resources). Individual strategies include exercise, adequate rest, recreation, family support, time management, communication, and emotional management skills. These strategies help teachers maintain physical and psychological health and create work-life balance in facing the demands of the job.

Meanwhile, organizational strategies include streamlining administration, equalizing workloads, training and competency development, providing recognition, improving facilities, and promoting collaborative activities such as gatherings and recreation. These efforts help reduce work pressure, increase competency and motivation, and create a more comfortable and supportive work environment.

Overall, individual and organizational strategies complement each other in maintaining teacher well-being. This finding aligns with Job Demands-Resources (JD-R) Theory, which states that personal resources and job/organizational resources can help individuals cope with job demands, reduce work stress, and increase motivation, satisfaction, and employee well-being. Therefore, the well-being of PPPK teachers requires a balance between individual abilities to manage job demands and adequate organizational support.

5. Employee Wellbeing Model for PPPK Teachers Based on Job Demands-Resources (JD-R) Theory

The research model shows that employee well-being of PPPK teachers at SMP Negeri 1 Bergas is formed through the interaction of job demands, job resources, personal resources, and organizational strategies. Job demands in the form of


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administrative burdens, curriculum changes, additional assignments, technology use, student characteristics, and time pressure can lead to physical and psychological fatigue.

These impacts can be mitigated through job resources, such as principal support, harmonious relationships between teachers, learning facilities, training, MGMP (Student Leadership Team), IHT (Independent Teachers' Training), and teaching autonomy. Furthermore, teachers utilize personal resources such as time management, maintaining health, rest, recreation, family support, and emotional management. At the organizational level, streamlining administration, equalizing the workload, improving facilities, ongoing training, appreciation, and community activities contribute to well-being.

Overall, these findings align with Job Demands-Resources (JD-R) Theory, which states that job demands can trigger health impairment, while job and personal resources support motivational processes. Therefore, the employee well-being of PPPK teachers is not determined by a single factor, but by the balance between job demands, available resources, individual abilities, and organizational support. This model emphasizes that improving teacher well-being requires a comprehensive and sustainable approach.

## CONCLUSION

Based on the research results, the employee well-being of PPPK teachers at SMP Negeri 1 Bergas is in a relatively good condition and has improved after the change in status from honorary teachers or GTT to PPPK, particularly through income stability, job security, and a sense of security. However, teacher well-being is multidimensional and is also influenced by a comfortable work environment, social relationships, support from the principal and colleagues, opportunities for competency development, and intrinsic satisfaction through student success. The most dominant job demands include administrative burdens, curriculum changes, use of technology, diverse student characters, additional tasks, and time pressures that have the potential to cause physical, mental, and emotional exhaustion. These impacts can be minimized through job resources in the form of organizational support, facilities, training, MGMP, IHT, harmonious work relationships, and learning autonomy. In addition, individual strategies such as time management, exercise, rest, recreation, family support, and emotional management also strengthen teachers' ability to maintain well-being.


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This study has limitations due to the use of a case study approach in a single school with informants limited to the context of PPPK teachers at SMP Negeri 1 Bergas. Therefore, the findings cannot be generalized to all PPPK teachers in other regions or educational levels. Future research is recommended to involve several schools with different characteristics, a more diverse number of informants, and use a longitudinal or mixed-methods approach to gain a broader understanding of changes in employee wellbeing. Practically, schools need to prioritize administrative simplification, equalizing workloads, strengthening support from principals and colleagues, improving facilities, developing continuous competencies, providing appreciation, and implementing programs that support work-life balance. These implementations are expected to strengthen job resources, reduce the impact of job demands, and maintain teacher well-being in a sustainable manner.

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