

Development of the Dimensions of the Teacher's Workplace Well-Being in Islamic School

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ABSTRACT

Workplace well-being is often researched in a variety of organizations using a variety of research instruments. However, the variable of workplace welfare has not been widely studied in Islamic education organizations. Therefore, this study aims to develop workplace well-being dimensions in Islamic Kindergartens with qualitative and quantitative research. The research instrument consisted of 17 items produced from literature reviews, interviews with kindergarten teachers, and focus group discussions with a team of experts and kindergarten teachers. The teacher workplace well-being instrument was tested on 121 teachers of TK Aisyiyah, Banyumas Regency, Indonesia. Exploratory Factor Analysis produces six dimensions: the dimension of dedication, the dimension of appreciation, the dimension of positive emotions, the dimension of cooperation, job satisfaction, and social closeness.

Keywords: *Dimensions, Workplace well-being, Teacher, Islamic School*

1. INTRODUCTION

Many experts have developed the concept of well-being, but basically, all the well-being ideas come from two philosophical schools, namely hedonic and eudaimonia [1]. During its development, research on well-being is dominated by two main approaches, namely hedonic and eudaimonic [2], [3]. However, this condition becomes interesting because there is no uniformity in explaining the concept of well-being with hedonic and eudaimonic approaches due to differences in the experts' perspective; this shows that the study of well-being is still developing.

The hedonic approach perceives that human life aims to seek pleasure and avoid pain to create temporary well-being [1]. Thus well-being is a pleasant concept that represents subjective well-being and has components such as life satisfaction, positive feelings, and the absence of negative emotions.

The eudaimonic approach argues that well-being is not only related to pleasure but the process of striving for perfection and developing self-actualization. For example, promoting autonomy, maturity, authenticity, personal growth, self-acceptance, and life goals [1], [4]

[2]. Furthermore, eudemonic is considered a term representing psychological well-being that focuses on skill development and self-development.

Research on well-being in the workplace, especially educational organizations, is assessed from various variables, including teacher well-being [5], [6], well-being in the workplace [7], workplace well-being [8] [9], work-related well-being [10], Subjective Well-Being [11]. However, these studies do not include Islamic values in their research framework. The research instrument used also did not add the dimensions of well-being from an Islamic perspective.

This study will develop a teacher workplace well-being instrument in an Islamic education organization setting. The characteristics of Islamic education organizations are different from those of public education organizations. The purpose of Islamic education is to develop intellectual aspects and prepare a rational generation, meet spiritual needs, and develop a personality based on faith in Allah SWT [12].

Organizational environmental conditions will affect the lives of individuals who are in it. The Islamic work environment will shape employee job satisfaction [13],

to measure well-being requires special instruments. Therefore this study will develop dimensions for the workplace well-being instrument for teachers in Islamic schools.

2. METHOD

This research uses a mixed-method, namely research that involves using two methods, namely quantitative methods and qualitative methods in a single study. Researchers use two approaches to gain a complete understanding of the research problem. The strategy used in this research is sequential exploratory research. The investigation begins with data collection and data analysis with qualitative research. It is continued by using quantitative research [14], so qualitative research results are used as input for quantitative research [9].

To develop a variable's dimensions, one can go through the following stages: literature review, interview, and FGD and produce items, evaluation, and item selection and exploratory factor analysis (EFA) [15]. This study, to develop dimensions of workplace well-being for kindergarten teachers through the following stages:

2.1 Qualitative Research Procedures

The approach used is meta-ethnographical and grounded theory approaches. The meta-ethnographical approach is an interpretive study of research or literature results with an iterative (spiral) analysis technique. The preliminary study research results are re-interpreted to produce a new theory using cross-thematic analysis [16] so that the aim is not only to combine several concepts but to discover the essence of the theory/concept from primary research [17].

A grounded theory approach is suitable because it explains phenomena, processes and formulates general concepts about a phenomenon that cannot be explained by existing theories. This study uses a grounded theory approach because the researcher tries to understand process-prone symptoms to change, are goal-oriented, and involve intervening conditions that facilitate the appearance of the traits studied [18].

The research data was collected through interviews and focus group discussions. Interviews were conducted with seven teachers of 'Aisyiyah Kindergarten in Banyumas District. In this research, the question is: "What are the characteristics of a prosperous teacher in the workplace?" The researcher is the main instrument, while the supporting tool is the interview guide.

The focus group discussion involved three kindergarten teachers and three experts in helping researchers understand the concepts and dimensions of

workplace well-being for kindergarten teachers. The data analysis technique in this grounded-theory research is a constant comparative analysis technique through 3 stages, namely open coding, axial coding, and selective coding [18].

2.2. Quantitative Research Procedures

The research was conducted for item selection with exploratory factor analysis. The sample of this research is 121 teachers of Aisyiyah Kindergarten in Banyumas Regency. The characteristics of the respondents are presented in the following table:

Table 1. Characteristics of EFA respondents

Number	Criteria	Category	Total	Percentage
1.	Last education	High school and equivalent	24	19,8%
		Diploma	1	0,8%
		Bachelor	96	79,4%
2.	Age	24-32 years	25	20,6%
		33-41 years	40	33,1%
		42-50 years	36	29,8%
		51-59 years	20	16,5%
3.	Period of work	1-9 years	37	30,6%
		10-18 years	53	43,8%
		19-27 years	22	18,2%
		28-36 years	9	7,4%

Source: Research results, 2020

3. RESULT AND DISCUSSION

3.1 Meta-ethnographical results

The unit of analysis in this study was an article about workplace well-being obtained from the Digital Library ScienceDirect, ProQuest, Emerald and Taylor & Francis. The keywords used to find the journal were "Workplace well-being", "teacher well-being", "Employee well-being", "teacher psychological well-being" and "kesejahteraan guru." The description of the study results as a sample of this research is presented in the following table:

Table 2. Article Description

Number	Author	Variable	Sample
1.	Page [19]	Workplace Wellbeing	Government employees
2.	Halquist [20]	Workplace Wellbeing	Teacher
3.	Royer & Moreau [21]	Psychological Wellbeing at Work	Kindergarten Teacher
4.	Collie, Shapka, Perry, & Martin [22]	Teacher Well-being	Teacher
5.	Stanculescu [23]	Subjective well-being teachers	Teacher
6.	Maulia, Rakhmawati, & Suharno [24]	Kesejahteraan Psikologis Guru	Kindergarten teacher
7.	Wei [11] ; Liang, Peng,	Subjective well-being teachers	Kindergarten teacher

	Zhao, & Wu [25]		
8.	Warr [26]	Well being at work	Employees
9.	Renshaw, Long, & Cook [27]	Subjective well-being teachers	Kindergarten teacher
10.	Acton & Glasgow [28]	Teacher Well-being	Teacher
11.	Jones et al., [9]	Workplace Well-being teacher	Kindergarten teacher
12.	Corrêa, Lopes, Almeida, & Camargo [29]	Workplace Well-being	Public service employees
13.	Kumar, Pio, Brewer, Frampton, & Nicholls [30]	Workplace Well-being	Employee health agencies

Source: Research results, 2020

Based on the literature review, the dimensions of workplace well-being are responsibility at work, meaningful work, work independence, work performance, use of sufficient time, job satisfaction, having a workflow, feeling safe at work, recognition of achievement, satisfaction with wages/salary, positive emotions, work involvement, social relations, work efficiency, self-development, feelings of competence, workload well-being, organizational well-being, student interaction well-being, life satisfaction, happiness at work, feelings of fulfillment, feelings of empowerment, gain support, feeling loved, feeling valued, self-resilience, having a purpose, commitment to work, self-efficacy, and satisfaction of tasks.

3.2 Grounded Theory Results

The researcher conducted an open coding process from the data obtained using interviews and focus group discussions related to the psychological constructs of the teacher's workplace well-being. Based on axial coding, the researchers focused on four categories related to teacher workplace well-being, namely:

Table 3. Categorization of Workplace Well-Being Guru Constructs

Categorization	Dimension
Affective Dimension	1. Responsibility at work
	2. The meaning of work
	3. Independence
	4. Sense of security
	5. Satisfaction with wages
	6. Positive emotions
	7. Be grateful
	8. Compassion
	9. Happiness at work
	10. Feelings of being fulfilled
Social Dimension	1. Leadership support
	2. A sense of kinship
	3. Friend support
	4. Proximity to children
	5. Collaborative work
Organizational Dimension	1. Achievement of work
	2. Effective use of time
	3. Recognition of performance

	4. Work involvement
	5. Work efficiency
	6. Treated fair
	7. Have a workflow
Devotion Dimensions	1. Dedication
	2. A sense of belonging
	3. Work as worship
	4. Heart calls
	5. Charity
	6. <i>Ikhlas</i>

Source: Research results, 2020

Furthermore, based on these dimensions, items were compiled to measure workplace well-being.

3.3 Exploratory Factor Analysis (EFA)

The subsequent analysis is the EFA factor analysis to suppress the number of variables/items by grouping them based on significant correlations between variables to form a set of variables called factors [31] with the following stages:

3.3.1 Selection of indicators

The initial stage of factor analysis is to see the Keiser-Meyers-Oklin (KMO) score of the Measure of Sampling Adequacy, which is used to see how relevant the data is for factor analysis. The second process is to know the value of the Bartlett Test of Sphericity, which is used to determine whether there is a significant correlation between indicators. The results of the analysis can be seen in the following table:

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,697
Bartlett's Test of Sphericity	Approx. Chi-Square	390,544
	df	136
	Sig.	,000

Source: Research results, 2020

The KMO and Bartlett's Test table shows the feasibility of a variable for factor analysis. If the KMO value is more significant than 0.50, then the factor analysis technique can be continued. In this study, it is known that the amount of KMO = 0.697 > 0.5 and the value of Bartlett's Test of Sphericity (sig.) 0.000 < 0.05, then the factor analysis can be continued because it meets the first requirements [31].

Furthermore, the researcher also conducted a measure of sampling adequacy (MSA) test on each indicator to find out that each indicator had a strong correlation between variables. Anti-Image Matrices is useful for knowing and determining which items are suitable for use in factor analysis. The values of each MSA are:

Table 5. Anti-Image Correlation Coefficient

Items	MSA
Items1	0,572
Items2	0,563
Items3	0,777
Items4	0,759
Items5	0,620
Items6	0,713
Items7	0,683
Items8	0,752
Items9	0,584
Items10	0,710
Items11	0,503
Items12	0,703
Items13	0,742
Items14	0,682
Items15	0,715
Items16	0,750
Items17	0,784

Source: Research results, 2020

All Items have an MSA score > 0.50, thus fulfilling the second requirement for factor analysis because the correlation between indicators is strong so that no Items are issued.

3.3.2 Extraction and Rotation Factors

Factor extraction to determine the smallest amount that can be used to represent the relationship between items. Factor rotation is a method used to clarify items that fall into a specific factor. Factor extraction was carried out on all indicators as many as 17 Items. Based on table 6, there are six factors with the cumulative value of the variance for each indicator of 22,210%, 9,016%, 8,274%, 7,457%, 7,104%, 6,352% so that the total variance is 60,413%, this value is quite good because the total variance that can be explained exceeds 50 %. More details are presented in table 6:

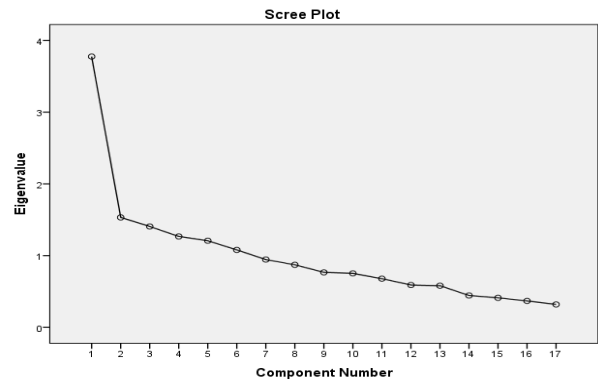
Table 6. Total Variance Explained

Component	Total	% Variance	% Cumulative
1	3,776	22,210	22,210
2	1,533	9,016	31,226
3	1,407	8,274	39,500
4	1,268	7,457	46,957
5	1,208	7,104	54,060
6	1,080	6,352	60,413

Source: Research results, 2020

Factor grouping can also be seen in the following scree plot:

Picture 1. Scree Plot Factors formed



Based on the total variance output explained, six factors are formed because the value of the eigenvalue is greater than 1, and the cumulative variance value is 60,413%. Furthermore, factor rotation is carried out to maximize the grouping of indicators into dimensions. The Varimax factor rotation method used can maximize the amount of variance in the factor load. This technique produces a group of variables with a strong relationship in one factor and has no association with other variables [32]. The factor structure is said to be fit when it has a loading factor greater than 0.3, so there is no cross-loading[33].

3.3.3 Naming Factors

The factor naming is given based on the item grouping indicated by the factor load of each item. In this study, the six factors are named: 1) the dimension of dedication, 2) positive emotions, 3) the dimension of appreciation, 4) the dimension of cooperation, 5) the dimension of job satisfaction, 6) the dimension of social closeness. More details can be seen in table 7:

Table 7. Grouping of Factors

Factors	Items	Statement	Loading Factor
Factor 1 / Dedication Dimension	Items 13	Saya bekerja sebagai guru TK karena Lillahi Ta'ala	0,554
	Items 14	Saya merasa pekerjaan mengajar merupakan pengabdian kepada Allah SWT dan sesama manusia	0,661
	Items 15	Saya ikhlas menjalankan tugas sebagai guru di TK	0,611
	Items 16	Saya merasa bekerja sebagai guru merupakan amanah	0,717
	Items 17	Saya berkewajiban menjaga nama baik TK	0,635
	Factor 2 / Positive emotions	Items 3	Saya mencintai anak didik
Items 4		Saya memiliki perasaan welas asih, sehingga merasa nyaman bekerja sebagai guru TK	0,682
Items 8		Saya merasa hidup menyenangkan karena	0,594

		dapat bergaul dengan anak didik setiap hari	
	Items	Saya merasa senang bekerja sebagai guru karena bisa mengembangkan ilmu yang saya miliki	0,768
Factor 3 / Dimension of appreciation	Items 11	Saya merasa hasil kerja diakui oleh Kepala Sekolah	0,673
	Items 12	Saya merasa dihargai sebagai guru TK	0,792
Factor 4 / Dimensions of cooperation	Items 5	Saya dapat bekerjasama dengan sesama guru	0,819
	Items 9	Saya dapat bekerjasama dengan orang tua dalam menyelesaikan masalah anak	0,777
Factor 5 / Dimension of job satisfaction	Items 1	Saya merasa puas dengan tanggungjawab yang diberikan sekolah pada saya sebagai guru	0,769
	Items 2	Saya merasa harga diri meningkat dengan bekerja sebagai guru TK	0,738
Factor 6 / Dimensions of social closeness	Items 6	Saya memiliki kedekatan dengan sesama guru	0,596
	Items 7	Saya memiliki kedekatan dengan anak didik	0,721

Source: Research results, 2020

These results indicate that workplace well-being is multidimensional. It has six underlying dimensions: the dimensions of dedication, dimensions of positive emotions, dimensions of appreciation, dimensions of cooperation, dimensions of job satisfaction, and social closeness dimensions. These dimensions collectively account for the 60.413% variance of the teacher's workplace well-being construct. In this study, the development of teachers' workplace well-being dimensions was limited to Islamic school organizations.

The first dimension is "dedication," meaning that teachers feel well-being because they can devote themselves to Islamic institutions/organizations. In Islamic studies, a person tends to surrender in life [34]. In this case, teachers tend to serve the interests of children's education sincerely.

From an Islamic perspective, the goal of education is to guide children to reach the 'truth' in their life [35], integrating four quotients, namely spiritual quotient (SQ), emotional quotient (EQ), adversity quotient (AQ), and intelligence quotient (IQ)[36]. Therefore, students need to be guided by teachers who have high religiosity, reflected in Islamic values [37]. They have high devotion, work sincerely, and work because they feel mandated. Individuals who have high religiosity tend to have flexibility, are more learners, and are adaptive to organizational values [38]. When a person feels that he can serve Allah, he can experience a state of mind that is peaceful, serene, or self-calm (Al-Nafs Al-Mutmainna) [34], so that he can interpret his work as a form of devotion.

The second dimension is "positive emotions," including feelings of love, compassion, feeling that life is fun, and working happily. Comfort and pleasure in working with students are professional happiness and maintaining welfare at work [28]. Positive emotions are a subjective aspect because only individuals can feel [20]. In Islamic studies, positive emotions are considered necessary but not primary factors in life [39]. Happy feelings are a form of positive emotions. Islam advises happy emotions related to giving or being happy because of achievement [40]. In this study, happy emotions are one of the dimensions to measure teachers' well-being in Islamic educational institutions. Therefore positive emotions are implied in teachers who have the task of providing useful knowledge to students.

Furthermore, the third dimension is "appreciation," namely the feeling of being rewarded for performance as a teacher. Feeling valued and supported at work is part of the welfare at work [28]. The meaning of teachers' well-being is if the teacher is respected, loved, and the emergence of gratitude [8].

The fourth dimension is "cooperation," which is cooperation with fellow teachers and parents. The two-way, reflective horizontal relationship between teachers and school leaders is an essential indicator of teacher well-being [28]. This cohesive relationship is part of social well-being in the workplace [8], [41]

Job satisfaction is the fifth dimension of a teacher's workplace well-being. From an Islamic perspective, job satisfaction is related to sincerity, patience, and gratitude. Working with honesty, patience, and gratitude makes the work process comfortable [42]. An Islamic work environment tends to increase employee job satisfaction because it respects each employee [13].

The 6th dimension is social closeness, which is the teacher's sense of intimacy with fellow teachers and students. The proximity of teachers to students is an essential element in teacher well-being [43]. Social closeness is part of social competence and is the basis for creating a sense of comfort and safety. In a psychometric review, the six dimensions' factor structure is said to be fit because it has a loading factor greater than 0.3, so there is no cross-loading [33].

This study has limitations because the factors/dimensions of teacher workplace well-being have not been tested using Confirmatory Factor Analysis (CFA). For this reason, future researchers need to conduct a more detailed validity and reliability test. That way, the workplace well-being instrument for teachers in Islamic organizations is ready for research. Researchers also need to replicate the study using research subjects of primary and secondary school teachers.

4. CONCLUSION

The results of this study support the proposition that workplace well-being is multidimensional. Several researchers have developed research instruments on workplace well-being from various perspectives. This study extended the dimensions of teacher workplace well-being in an Islamic school organization setting. The study's findings indicate that the dimensions of teacher workplace well-being in Islamic schools are the dimension of dedication, positive emotional dimensions, dimensions of appreciation, dimensions of cooperation, dimensions of job satisfaction, and dimensions of social closeness.

AUTHORS' CONTRIBUTIONS

The author makes a substantial contribution to designing research designs, data collection, and data analysis. The author also participates in composing articles and critically revising article content.

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