

## A Literature Review of Dynamics Teacher Welfare in Indonesia

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### Abstract

The welfare of teachers plays an important role in improving the quality of education and professional performance. This article explores various dimensions of teacher well-being, including economic, psychological, and social aspects, and their impact on work motivation, competence, and teaching performance. The analysis also includes the influence of certification, workload, and role model teacher figures in building student readiness for a career as an educator. Self-efficacy is identified as a significant mediating variable in the relationship between teacher well-being and career readiness. This study uses a literature approach to understand the relationship between welfare policies, work motivation, and improving education quality. The results emphasize the importance of fair and inclusive welfare policies, accompanied by competency-based training programs, to support teachers as the spearhead of national education in the digital era. This article recommends strengthening synergy between the government, educational institutions, and the community to create a sustainable, quality education ecosystem.



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## INTRODUCTION

Welfare includes intangible aspects that cannot be traded in the market, such as happiness, trust, and biodiversity (Nurwahyuni, Mustari, & Hasan, 2024). Essentially, prosperity cannot be measured, prosperity means that all physical and mental needs are met, clothing, food and board. Everyone needs welfare, as well as teachers who struggle and are bound by time and place (Oktafiana, Fathiyani, & Musdalifah, 2021). Welfare has an impact on teachers' motivation and teaching performance in improving learning abilities seen from internal and external factors. A teacher is a person who imparts knowledge to his students (Lestari, Amalia, & Zahara, 2024).

Professionals are committed to their learning tasks, master teaching materials, be responsible, observe students' learning abilities through various technical evaluations, become part of the community and their professional environment (Nawawi, & Sidi, 2022). Teachers with excellent performance will definitely increase the effectiveness and smoothness of teaching bell activities so that it will produce better learning (Hasanah & Zainuddin, 2024).

Certification is the process of granting certificates to teachers who have met teacher professional standards. Certification aims to improve professionalism and improve the welfare of teachers. Certification is carried out in the form of a prototype assessment. The assessment includes pedagogic, personality, social and professional competency tests. A portfolio is a collection of teachers' personal information. Information in the form of records and documentation of teachers' achievements in the field of Education (Zulkifli, Darmawan, arif, & Sutrisno, 2014).

To ensure that everyone has access to high-quality education, improvements to the education system in Indonesia are still needed. Given that Indonesia's curriculum is still far behind other countries, the government must also be ready to improve learning, provide appropriate facilities, hire qualified teachers, and implement the curriculum in accordance with current trends. Increasing funding, involving more local organizations in school administration, and improving teacher accountability and quality are better ways to guarantee student readiness (Ratnasari & Nugraheni, 2024). This article aims to explore the dynamics of teacher welfare, including the influence of policies, work motivation, and competence on educational performance and quality.

## RESEARCH METHOD

This research method uses a literature review approach to examine teacher welfare and the influence of policies, work motivation, and competence on performance and quality of education in Indonesia. The initial step taken is to collect relevant literature sources, namely scientific articles related to teacher welfare, certification, and factors that influence teacher work motivation and competence. Furthermore, the collected literature will be analyzed with the aim of examining the influence of welfare policies, work motivation, and competence on the quality of education in Indonesia. The findings from the literature are then synthesized to produce a comprehensive understanding of the relationship between policies, motivation, and teacher performance. Finally, this study will compile conclusions and policy recommendations to improve teacher welfare and quality of education, taking into account the limitations related to the availability of relevant literature.

## RESULT AND DISCUSSION

### Research Result

The results of the research data included in this literature review are an analysis and summary of documented articles related to teacher welfare, which are presented in the following table.

**Table 1.** Table of Research Results on Teacher Welfare

Researcher and Year	Journal	Research result
(Agustin & Ernawati, 2024)	Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora	All dimensions of psychological well-being play a role in supporting and carrying out work as a teacher Inclusion Studio in Sukoharjo Regency
(As'adi & Slamet, 2023)	Jurnal Ilmu Pendidikan dan Sosial	1) teacher welfare partially has a significant influence on teacher performance at MTs Nahdlatuth Thullaab, Licin District; 2) organizational commitment partially has a significant influence on teacher performance at MTs Nahdlatuth Thullaab Licin District; 3) teacher welfare and organizational commitment simultaneously have an influence on teacher performance by 98.9% at MTs Nahdlatuth Thullaab Licin District.

(Aslamiyah & Effendy , 2020)	Tabularasa: Jurnal Ilmiah Magister Psikologi	There is a very significant influence between self-efficacy and work motivation on performance.
(Azizah, Inariska, Hasbiyallah, & Hasanah , 2021)	Paramurobi: Jurnal Pendidikan Agama Islam	There is a need for teacher welfare by providing intensive certification allowances and providing facilities with the hope that teachers and students are equal in providing and receiving knowledge.
(Dara, Aisyah, Faizah, & Rahma, 2021)	Jurnal Ecopsy	The decline in the number of people working as teachers from 2014 to 2019 was due to the many demands from schools but this was not commensurate with the well-being felt.
(Fauziana, 2022)	Pionir: Jurnal pendidikan	There is a significant influence of self-efficacy on science problem solving ability of grade 5 students
(Firmawati, Humaira, Santi, & Rhrozy, 2024)	BAKTIMAS Jurnal Pengabdian pada Masyarakat	increasing teachers' emotional welfare, managing abilities student behavior, ability to communicate with students with special needs, and readiness to face teaching challenges.
(Hasanah & Zainuddin, 2024)	Ideguru : Jurnal Karya Ilmiah Guru	At SD Muhammadiyah PK Kottabarat it is known that the tcount value is 5.403, ttable is 2.045, and the significance is 0.00. Meanwhile, at SD Muhammadiyah 10 Types, it is known that the tcount value is 2.538, ttable is 2.120, and the significance is 0.02. Based on these results, it can be concluded that at Muhammadiyah PK Kottabarat Elementary School and Muhammadiyah 10 Types Elementary School, teacher welfare variables have a significant effect on teacher performance.
(Indriyani, Saefulloh, & Riono, 2020)	Syntax Idea	The influence of the factors of teacher education level and teacher welfare on the quality of teacher performance is "large".
(Lestari, Amalia, & Zahara, 2024)	INSIGHT: Jurnal Penelitian Psikologi	There is a difference psychological well-being of civil servant teachers with PPPK in the city of Lhokseumawe with sig value.
(Massalim, 2019)	Jurnal Pendidikan Luar Sekolah	The welfare of Early Childhood Education teachers in the form of certification influences the performance of a PAUD teacher.
(Nawawi, & Sidi, 2022)	Jurnal Manajemen Pendidikan Dan Ilmu Sosial	1) Teacher certification has a positive effect on increasing teacher competency; 2) Teacher certification has a positive effect on increasing teacher motivation; 3) Teacher certification has a significant effect on teacher welfare; 4) Teacher certification, competency, motivation and welfare have a significant effect on teacher performance.
(Nurwahyuni, Mustari, & Hasan, 2024)	Penelitian Ilmu Pengetahuan Sosial	The economic welfare of village Koran teachers as pioneers of non-formal education in Sengka Village greatly influences the teaching and learning process carried out at TPA Nurul Ichsan Allu because some of them feel that the income they receive still does not meet their expectations.
(Pitriyani, Sanda, Remi, Yesepa, & Mulawarman, 2022)	Jurnal Basicedu	The compensation system given to honorary teachers does not guarantee the welfare of honorary teachers, because the compensation system provided is only in the form of financial compensation and incentives, and there is no compensation in the form of allowances or guarantees. Overall, the compensation received by honorary teachers is still below the minimum living standards set in the school area.
(Lestari, Amalia, & Zahara, 2024)	INSIGHT: Jurnal Penelitian Psikologi	Causes of low educational standards in Indonesia and what to do to improve it. Teachers need it take part in a professional development program if they want to raise standards of student learning and attainment substantial learning objectives. In terms of meeting demands optimal method quality standards, the education department plays a role in provide guidance, supervision, and leadership.
(Riahmatika & Widhiastuti, 2019)	EEAJ	There is a positive and significant influence of role model teachers, teaching experience, and self-efficacy on career readiness as a teacher. Role model teachers and teaching experience have a positive and significant effect on self-efficacy.
(Ristianey, Harapan, & Destiniar	JMKSP	(1) that teacher certification and work motivation have a

,2021)				positive effect on teacher performance, (2) teacher certification has a positive effect on teacher performance, (3) work motivation has a positive effect on teacher performance
(Subair, 2024)	Jurnal Akademik	Multidisiplin	Ilmu	There is a significant positive relationship between teacher well-being and performance them, especially in the dimension of psychological well-being that has the greatest influence on performance
(wahyudin, 2020)	An-Nidhom: Jurnal Pendidikan Islam	Manajemen		The level of welfare and workload have a significant effect on teacher performance at Pramita High School and Insan Kamil Tartila Vocational School.

## Discussion

In this section, we will discuss the various dimensions of teacher well-being across economic, psychological, and social dimensions and how they affect teacher performance and motivation. These dimensions provide a holistic understanding of how teacher welfare affects educational outcomes and offer insights into existing studies.

### Economic Welfare

Economic welfare refers to the financial aspects of teacher welfare, such as income, allowances, and financial incentives. Several studies highlight the critical role that economic welfare plays in enhancing teacher performance. For example, (Nawawi, & Sidi, 2022) discussed how teacher certification directly influences economic welfare by providing financial incentives like Teacher Professional Allowances (TPG). Teachers who receive these allowances feel valued for their professional qualifications, which in turn boosts their motivation and performance in the classroom. However, as pointed out by (Pitriyani, Sanda, Remi, Yesepa, & Mulawarman, 2022) the compensation system for honorary teachers is often inadequate, which limits their ability to fully focus on teaching. These discrepancies in economic welfare are a significant concern for the education sector, as financial stress can reduce job satisfaction and motivation.

Furthermore, (Dara, Aisyah, Faizah, & Rahma, 2021) noted that teachers who feel financially insecure tend to experience higher levels of stress, which negatively impacts their ability to provide quality education. This finding underscores the importance of equitable compensation systems that meet the living standards of teachers to maintain their morale and motivation.

### Psychological Welfare

Psychological well-being is an important aspect of teacher welfare, which includes mental health, job satisfaction, and emotional support received by teachers. Several studies have emphasized the importance of psychological well-being for effective teaching. (Agustin & Ernawati, 2024) found that teachers who experienced high levels of psychological welfare were better able to manage classroom challenges and engage with students positively. Psychological well-being enables teachers to create a supportive learning environment, which is essential for student development.

Similarly, (Aslamiyah & Effendy, 2020) showed that self-efficacy is one aspect of psychological welfare that significantly affects teacher performance. Teachers with higher self-efficacy tend to be more confident in their ability to handle classroom challenges, leading to improved teaching outcomes. This is further supported by (Fauziana, 2022) who highlighted that self-efficacy is not only important for teachers but also for students, as teachers with high self-confidence tend to inspire greater confidence in their students, which fosters a positive learning atmosphere.

On the other hand, (Firmawati, Humaira, Santi, & Rhrozy, 2024) showed that emotional welfare can be negatively affected by heavy workloads and lack of support from school administration. Teachers who are mentally overwhelmed by their responsibilities may experience difficulties in motivation and performance. This suggests that improving psychological welfare

involves not only providing emotional support to teachers but also reducing unnecessary stressors in their work environment.

### **Social Welfare**

Social welfare refers to the support and recognition teachers receive from their community, colleagues, and the broader society. The social aspect of teacher welfare can significantly influence a teacher's motivation and professional performance. Research by (Subair, 2024) indicated that teachers who feel supported by their peers and communities are more likely to perform well in their teaching roles. When teachers are recognized for their contributions and feel part of a larger educational community, they experience greater job satisfaction, which directly impacts their effectiveness in the classroom.

Moreover, the presence of role model teachers is another key factor in social welfare. According to (Riahmatika & Widhiastuti, 2019) teachers who work alongside role models or mentors are more likely to experience positive professional growth and career readiness. These social relationships contribute to a supportive environment that fosters continuous development, both personally and professionally.

However, a lack of social recognition can lead to feelings of isolation and undervaluation, as highlighted by (Agustin & Ernawati, 2024). Teachers in such environments may become disengaged, which could negatively affect their motivation and performance. Therefore, fostering a supportive and collaborative culture among teachers is essential to ensuring their social welfare and, by extension, their professional effectiveness.

### **Comparing Findings Across Studies**

When comparing the findings of various studies, a common theme emerges: the multidimensional nature of teacher welfare. While some studies focus primarily on economic factors, others emphasize psychological and social aspects. For example, (Nawawi, & Sidi, 2022) and (Pitriyani, Sanda, Remi, Yesepa, & Mulawarman, 2022) both highlight economic factors such as certification and compensation as key to improving teacher welfare, yet they also note that these financial benefits alone are not sufficient to ensure long-term satisfaction and performance.

On the other hand, studies like those by (Agustin & Ernawati, 2024) and (Subair, 2024) provide evidence that psychological and social welfare are just as important, if not more so, in determining teacher motivation and effectiveness. These studies suggest that teacher welfare should be approached holistically, with equal attention to economic, psychological, and social dimensions. Only by addressing all these factors can we truly support teachers in their professional roles and improve the overall quality of education.

## **CONCLUSION**

Based on the literature review conducted, it can be concluded that teacher welfare plays an important role in improving their work motivation and performance in teaching, which ultimately affects the quality of education. Policies that support teacher welfare, such as certification and competency improvement, have been shown to improve their professionalism and motivation. However, external factors such as the work environment, workload, and incentives received also affect teacher motivation and performance. In addition, continuous development of teacher competencies is very important to improve the quality of teaching and student learning outcomes. Therefore, to improve the quality of education in Indonesia, the government needs to continue to pay attention to teacher welfare, provide adequate facilities, and ensure educational policies that support the continuous development of teacher competencies.

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