

MEASURING TEACHER WELFARE: A STUDY OF PROFESSIONAL DEVELOPMENT FACTORS**MENGUKUR KESEJAHTERAAN GURU SUATU KAJIAN TERHADAP FAKTOR-FAKTOR PENGEMBANGAN PROFESI****Feragi Azizun Putra**

Universitas Muhammadiyah Kalianda

*feragiazizunputra28021996@gmail.com

Corresponding Author*ABSTRACT**

Teacher well-being is an essential factor in ensuring the quality of basic education. However, changes in education policy and the complexity of professional demands often lack adequate systemic support for teachers. This research aims to address the need for a more comprehensive understanding of teacher well-being, particularly in relation to professional development. The study focuses on four key aspects: the appropriateness of training programs, performance rewards, transparency in career development, and institutional support. This study adopted a qualitative descriptive approach. Data collection was conducted through a survey of 300 elementary school teachers, in-depth interviews with teachers, principals, and education officials, as well as documentation and administrative observations in the Talang Padang District. Thematic analysis was applied to identify patterns in teachers' perceptions of their well-being, which were then validated through triangulation between various data collection techniques and participants. The research findings revealed that most teachers considered the training programs provided to be less suited to classroom needs, career development mechanisms were less transparent, and administrative support from the government was very limited. The lack of teacher involvement in the policy planning and evaluation process also exacerbated the situation. The expected output of this study is the formation of a conceptual and empirical basis that supports the formulation of a more participatory teacher professional development policy, based on real needs, and capable of improving teacher welfare comprehensively, both economically and professionally.

Keywords: Teacher Welfare, Professional Development, Training, Transparency, Supervision**ABSTRAK**

Kesejahteraan guru menjadi faktor esensial dalam memastikan mutu pendidikan dasar. Akan tetapi, perubahan kebijakan pendidikan dan kompleksitas tuntutan profesional kerap kali tidak diikuti oleh dukungan sistemik yang memadai bagi para guru. Penelitian ini bertujuan untuk mengatasi kebutuhan akan pemahaman yang lebih komprehensif mengenai kondisi kesejahteraan guru, khususnya terkait dengan pengembangan profesi. Kajian ini memusatkan perhatian pada empat aspek utama, yaitu kesesuaian program pelatihan, penghargaan atas kinerja, keterbukaan dalam pengembangan karier, serta dukungan dari institusi. Penelitian ini mengadopsi pendekatan deskriptif kualitatif. Pengumpulan data dilakukan melalui survei terhadap 300 guru sekolah dasar, wawancara mendalam dengan guru, kepala sekolah, dan pejabat dinas pendidikan, serta dokumentasi dan observasi administratif di wilayah Kecamatan Talang Padang. Analisis tematik diterapkan untuk mengidentifikasi pola-pola persepsi guru mengenai kesejahteraan mereka, yang selanjutnya divalidasi melalui triangulasi antara berbagai teknik pengumpulan data dan partisipan. Temuan penelitian mengungkapkan bahwa sebagian besar guru menilai program pelatihan yang diselenggarakan kurang sesuai dengan kebutuhan di ruang kelas, mekanisme pengembangan karier kurang transparan, serta dukungan administratif dari pemerintah sangat terbatas. Kurangnya keterlibatan guru dalam proses perencanaan dan evaluasi kebijakan juga memperburuk situasi tersebut. Output yang diharapkan dari penelitian ini adalah terbentuknya dasar konseptual dan empiris yang mendukung perumusan kebijakan pengembangan profesi guru yang lebih partisipatif, berlandaskan kebutuhan riil, serta mampu meningkatkan kesejahteraan guru secara menyeluruh, baik dari segi ekonomi maupun Profesional.

Kata Kunci: Kesejahteraan Guru, Pengembangan Profesi, Pelatihan, Transparansi, Supervisi

1. INTRODUCTION

Education serves as a primary foundation for national development, with teachers playing a crucial role in driving the quality and direction of educational transformation. However, in the face of increasingly complex policy dynamics and professional demands, teacher welfare remains an issue that has not been comprehensively addressed. Teachers are not only required to meet academic standards but also face administrative pressures, the challenges of digital learning, and the ever-changing need for competency development. Teacher welfare is a multidimensional issue. It encompasses not only financial aspects such as salaries and benefits, but also non-financial aspects, such as recognition for work performance, administrative support, and the existence of a clearly structured career path. The imbalance between workload and institutional support is a factor contributing to declining motivation, job satisfaction, and even the sustainability of the teaching profession itself. This situation emphasizes the importance of critically evaluating current professional development policies and practices.

This study aims to examine teacher well-being within the context of comprehensive professional development. The scope of the study includes the effectiveness of training and continuing education programs, the role of administrative support from schools and government institutions, forms of recognition for teacher achievement, and access to and opportunities for career development. The research focused on elementary school teachers in Talang Padang District, taking into account variations in social characteristics, age, and work experience. Several previous studies have emphasized the importance of well-being in supporting the productivity and sustainability of the teaching profession. However, the majority of these studies are oriented towards a macro and quantitative perspective, thus not delving deeply into the personal experiences of teachers as direct practitioners in the profession. Furthermore, research examining how teachers' perceptions of professional development programs influence their perceptions of well-being in a comprehensive manner is still limited. Therefore, this study fills a significant gap in scientific research. The main objective of this study is to describe in depth teachers' assessments of the factors that influence their well-being within the context of professional development. Furthermore, this study aims to identify systemic barriers and practical opportunities in designing professional development programs that are appropriate to teachers' needs in the field. The method used is a descriptive qualitative approach. Data were collected through surveys and in-depth interviews that explored the meaning of teachers' professional experiences. The location was selected purposely in the Talang Padang District, representing diverse social, economic, and cultural backgrounds. Thematic analysis techniques were used to capture the complexity of meaning and dynamics in teachers' daily experiences.

The state-of-the-art or current advancement in this research lies in its attempt to formulate an innovative understanding of teacher well-being by combining professional experience and perspectives on career development policy. The uniqueness of this research lies in its emphasis on the non-financial dimensions of well-being, which have so far received little attention in teacher education policy.

Peta Jalan Penelitian Untuk Jangka Waktu Lima Tahun

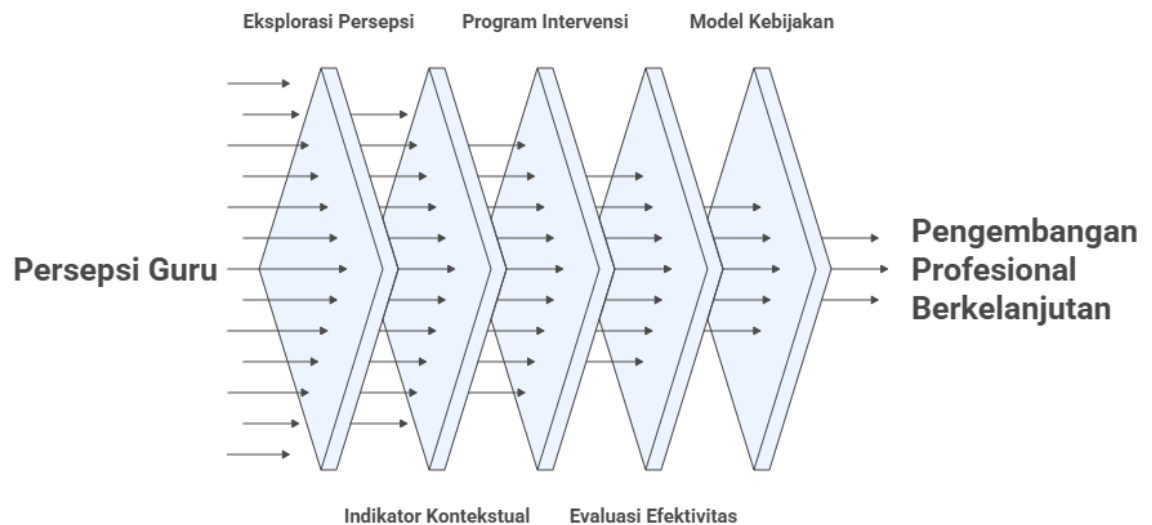


Figure 1

This research roadmap is prepared for a period of five years, with the following stages:

- **Year 1: Exploration of Perception** and teachers' experiences of well-being and professional development.
- **2nd year: Indicator Development** local context-based teacher welfare measurement.
- **Year 3: Development and Implementation of Intervention Programs** training and administrative support.
- **4th year: Evaluation of Effectiveness** intervention to increase the well-being and motivation of teachers' work.
- **5th year: Policy Model Development: continuous** professional development for teacher welfare.

Through this approach, the study is expected to deepen academic understanding of teacher welfare while providing a basis for formulating policies that are more humanitarian-oriented and responsive to the real needs of educators at the elementary school level.

2. METHODS

This study adopted a qualitative descriptive approach aimed at providing an in-depth overview of teachers' perceptions and experiences regarding factors influencing their well-being in the context of professional development. The research location focused on Talang Padang District, involving teachers from various levels of elementary education who were purposely selected based on variations in age, gender, and work experience background. The main informants in this study consisted of 300 teachers who responded to a structured survey regarding their perceptions of training effectiveness, administrative support, and job satisfaction levels. In-depth interviews were also conducted with several teachers with various professional experiences, school principals, and local education office officials who served as key informants. Data collection was carried out over a three-month period, from February to April 2025, with the following stages:

1. Preliminary Study (February week 1 to 2): initial observation and identification of teacher professional development policies and practices in schools.

2. Survey and Interview (February week 3 to March week 2): conducting a survey with teachers and in-depth interviews with teachers, principals, and education officials.
3. Supporting Documentation and Analysis (March week 3 to April week 1): collection of training documents, school policies, and administrative evidence related to professional development.
4. Data Triangulation and Validation (April week 2): verification of findings through respondent checking techniques and focus group discussions.

Data analysis used a thematic method, which included data reduction, data presentation, and conclusion drawing. Data validity was enhanced through triangulation between sources and techniques to ensure the consistency and validity of the information collected. The entire research process was conducted adhering to ethical research principles, including maintaining the confidentiality of informants' identities and obtaining official permission from the school and the relevant education authorities.

3. RESULTS AND DISCUSSION

Survey data from 300 elementary school teachers in Talang Padang District provides a comprehensive overview of their perceptions of factors contributing to well-being within the context of professional development. These findings are supported by qualitative data obtained from interviews and policy documentation analyzed using a thematic approach.

The following is a recapitulation of quantitative data from the survey results:

Rated aspect	Strongly Disagree	Don't agree	Neutral	Agree	Strongly agree
Training Relevant to Needs	45 (15%)	75 (25%)	40 (13%)	100 (33%)	40 (13%)
Performance Recognition by Institutions	60 (20%)	80 (27%)	70 (23%)	60 (20%)	30 (10%)
Career Development Transparency	90 (30%)	85 (28%)	50 (17%)	45 (15%)	30 (10%)
Supervision and Mentoring Support	80 (27%)	95 (32%)	60 (20%)	45 (15%)	20 (6%)

Table 1

Scale Likert 5 Score: Score Rate-rate = $[(f_1 \times 1) + (f_2 \times 2) + (f_3 \times 3) + (f_4 \times 4) + (f_5 \times 5)] \div n$

Score Calculation and Interpretation:

- Training Relevant to Needs: $[(45 \times 1) + (75 \times 2) + (40 \times 3) + (100 \times 4) + (40 \times 5)] \div 300 = 1040 \div 300 = 3,47 \rightarrow \text{Quite Satisfied}$
- Performance Recognition by Institution: $[(60 \times 1) + (80 \times 2) + (70 \times 3) + (60 \times 4) + (30 \times 5)] \div 300 = 940 \div 300 = 3,13 \rightarrow \text{Quite Satisfied}$
- Career Development Transparency: $[(90 \times 1) + (85 \times 2) + (50 \times 3) + (45 \times 4) + (30 \times 5)] \div 300 = 875 \div 300 = 2,92 \rightarrow \text{Not satisfied}$
- Supervision and Mentoring Support: $[(80 \times 1) + (95 \times 2) + (60 \times 3) + (45 \times 4) + (20 \times 5)] \div 300 = 870 \div 300 = 2,90 \rightarrow \text{Not satisfied}$

Interpretation of Average Score:

- **Score 1.0 – 1.9: Very Dissatisfied**
- **Score 2.0 – 2.9: Not satisfied**
- **Score 3.0 – 3.9: Quite Satisfied**
- **Score 4.0 – 5.0: Satisfied – Very Satisfied**

Documentation results indicate that the majority of schools lack a structured, documented plan for ongoing training. Existing policy documents only outline the general annual training agenda, without detailed evaluation or follow-up. Furthermore, training reporting was found to be largely administrative in nature, with few reflective notes from participating teachers. Analysis of training documents and assignment letters revealed minimal teacher involvement in training planning. Data triangulation and validation, obtained through focus group discussions (FGDs) and response checking techniques, indicated that the majority

of respondents confirmed a mismatch between department policies and field needs. Findings from surveys, interviews, and documentation reinforced the clear gap in the implementation of professional development programs. Interviewees emphasized the importance of teacher involvement in policy planning and evaluation processes. Triangulation across techniques indicated high data consistency, reinforcing the validity of the findings that teacher welfare issues are not simply individual issues but are also closely linked to the systems and structures of implemented policies.

These findings are supported by in-depth interviews and thematic analysis, in which 14 of the 18 teachers expressed concerns about unclear career paths and a lack of involvement in the development of training programs.

The reviewed policy documents indicated a lack of transparency in career development selection mechanisms and the absence of systematic monitoring of training effectiveness. Overall, the field research findings confirmed that most teachers felt they did not receive adequate professional support from local governments, particularly the education office. The impacts of this weak development system include competency stagnation, low work motivation, and minimal long-term professional satisfaction. Findings from the survey, interviews, documentation, and triangulation indicate that teacher welfare issues are not solely individual issues, but rather a consequence of policy structures and institutional practices that do not support teacher professional development. Training programs, although administratively implemented, are not designed based on relevant needs analysis. When training does not address practical aspects of learning, teachers do not experience significant competency improvements. This is reflected in the average score of 3.47, indicating only moderate satisfaction with the relevance of the training.

The low recognition of teacher performance and the lack of transparency in career development, which scored 3.13 and 2.92, respectively, indicate an imbalance in reward and promotion mechanisms. The poorly defined and unaccountable promotion process creates negative perceptions and long-term demotivation. This indicates that teacher professionalism is not managed as a sustainable institutional investment, but rather as a mere administrative formality. The most crucial aspect lies in the supervision and mentoring support from educational institutions, which scored 2.90. The lack of meaningful mentoring and the excessive administrative burden on teachers reflect the weak facilitative function of the education office. This is reinforced by documents showing minimal training evaluations and interviews confirming the lack of teacher involvement in the decision-making process. This system reinforces the view that teachers serve only as objects of policy implementation, rather than as subjects who contribute to determining the direction of their professional development. Data triangulation confirms the finding that the policies implemented to date are non-participatory and lack transparency. When teachers are not involved in the planning and evaluation of training policies, there is no fair reward system, and there is minimal professional guidance, then teacher welfare is difficult to achieve both in terms of economics and scientific development.

Thus, these results and analysis confirm that our education system needs to shift from a top-down approach to a more inclusive and needs-based one. Education offices need to transform from supervisory institutions into strategic partners capable of accommodating the dynamics of teachers in the field. Only with participatory, adaptive, and data-driven policies can teacher welfare be realized in a tangible and sustainable manner.

4. CONCLUSION AND RECOMMENDATIONS

Based on research findings obtained through surveys, in-depth interviews, documentation, and data triangulation, it can be concluded that teacher welfare in Talang Padang District has not yet reached an optimal level. Although training has been conducted, the majority of teachers assess that it does not align with actual classroom needs. The career

development process is considered less transparent and not performance-based, while administrative support and professional supervision from educational institutions are very limited. The four main dimensions examined include training relevance, performance recognition, career transparency, and institutional support. All dimensions showed scores that mostly ranged from "quite satisfied" to "not satisfied." This indicates that teacher professional development policies have not been implemented effectively and participator.

Limited teacher involvement in policy planning and evaluation is a major factor hindering the overall improvement of teacher welfare. Furthermore, training documents and school policies demonstrate a dominant administrative approach and the absence of a post-training monitoring and reflection system. These findings are reinforced by validation from informants including teachers, principals, and education office officials who confirmed the mismatch between teacher needs and implemented policies. Therefore, comprehensive remedial measures are needed. Regional governments, through their education offices, need to design teacher training programs that are truly based on field needs mapping and not merely an annual administrative exercise. Furthermore, transparency in the career development process must be established using clear performance indicators and a credible merit system.

Professional supervision and mentoring should not be merely administrative oversight, but rather serve as a learning dialogue that supports teacher development. Teachers also need to be involved in decision-making regarding professional development policies through participatory forums. Furthermore, every training activity must be accompanied by a concrete evaluation of its impact on improving teacher competence and well-being. By implementing a more participatory, needs-based, and accountable approach, it is hoped that a paradigm shift in the management of the teaching profession will occur, from mere policy implementers to strategic partners in the development of dignified and prosperous education.

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