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# The Impact of Workload and Work Environment on Teacher Job Satisfaction in Vocational High Schools: A Case from Pontianak

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## ABSTRACT

This study examines the impact of workload and work environment on teacher job satisfaction at a public vocational high school (SMK) in Pontianak, Indonesia. Job satisfaction is critical as it affects teaching performance and educational outcomes. Using a quantitative approach, data were collected through structured questionnaires from 44 civil servant teachers selected via purposive sampling. The instruments were tested for validity and reliability, and the data were analyzed using multiple linear regression. Results show that both workload ( $p = 0.002$ ) and work environment ( $p = 0.047$ ) significantly and negatively influence job satisfaction. The model accounts for 24.4% of the variance in satisfaction ( $R^2 = 0.244$ ). Qualitative findings support these results, highlighting issues such as excessive administrative tasks, poor facilities, limited professional growth, and lack of collegial support. These conditions contribute to reduced motivation and morale. The study is limited by its focus on a single school and only two variables, which may limit generalizability. Future research should explore additional factors such as leadership style and compensation across broader samples. Practically, school leaders are encouraged to reduce workload pressure and cultivate a supportive work environment to enhance teacher well-being and job satisfaction..

## INTRODUCTION

Education plays a pivotal role in shaping high-quality human resources essential for national development. As emphasized by Ki Hajar Dewantara, education serves as a guiding force in every child's life (Pristiwanti et al., 2022). Within formal education systems, teachers are central agents in determining the success of learning outcomes (Zibran, 2023). Consequently, teacher job satisfaction becomes a critical concern, as it is closely associated with psychological well-being,

professional motivation, and teaching performance (Jayanti et al., 2022; Darmawan et al., 2021).

Despite its importance, recent observations and interviews conducted at a public vocational high school (SMK Negeri) in Pontianak reveal that teacher job satisfaction remains suboptimal. Many teachers reported insufficient collegial support, limited opportunities for professional development, and a lack of recognition for their achievements. These issues contribute to declining motivation, tardiness, and reduced adherence to work schedules (Viana et al., 2024). Furthermore, excessive administrative burdens, inadequate facilities (e.g., poor lighting, cramped office space, and noisy environments), and strained social interactions exacerbate the situation (Dinia et al., 2023; Krismawati et al., 2022; Mutahir et al., 2023).

Although the student–teacher ratio (1:16) in this school is within the recommended standard, teachers face significant non-instructional pressures. These include a 40-hour teaching requirement per week and additional responsibilities such as managing extracurricular activities, serving as homeroom teachers, and complying with complex reporting demands (Syarief Hidayatulloh, 2023). These conditions create a misalignment between job demands and teacher capacity, which adversely affects job satisfaction. The physical and social discomfort of the workplace—marked by poor infrastructure and limited collaboration—further reflects an unsupportive environment (Krismawati et al., 2022; Mutahir et al., 2023).

This study seeks to address two critical research gaps. First, previous studies have yielded inconsistent findings regarding the effects of workload and work environment on job satisfaction. While some studies report significant effects (Fadilla et al., 2023; Aritonang & Febrian, 2023), others do not (Hermingsih & Purwanti, 2020; Yerita, 2022). These inconsistencies highlight the need for further empirical clarification. Second, there is a lack of research specifically examining job satisfaction among vocational school teachers in West Kalimantan. Most prior studies focus on primary or junior high schools, or urban contexts in Java. Given the distinctive administrative and instructional demands of vocational schools, context-specific insights are needed. Accordingly, this study contributes novelty by (1) re-examining the relationship between workload, work environment, and teacher job satisfaction in the underexplored context of public vocational high schools; and (2) clarifying previous inconsistent findings, thereby offering relevant empirical evidence to inform educational policies, particularly in improving the welfare and performance of vocational teachers in regional settings.

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The Expectancy Theory proposed by Vroom (1964) explains that an individual's motivation is influenced by the belief that the effort exerted will lead to good performance, which in turn will result in desired outcomes. In the context of work, this theory is relevant for understanding how workload and work environment influence job satisfaction. Individuals are more likely to feel motivated and satisfied when they believe that their efforts such as completing tasks or adapting to the work environment will yield valued rewards and outcomes.

Job satisfaction refers to an emotional response toward one's job situation, involving perceptions of salary, relationships with coworkers and supervisors, as well as career advancement opportunities (Jayanti et al., 2022; Zulfah, 2023). The level of job satisfaction is greatly affected by how employees perceive the value of the outcomes they receive in relation to the effort they put in. Previous studies indicate that job satisfaction is not only influenced by financial aspects but also significantly affected by workload and work environment.

Workload is defined as the number of tasks or activities that must be completed within a given time frame. Excessive workload, especially when not accompanied by adequate support, can lead to stress and decreased job satisfaction (Muhbar, 2019; Wongkar et al., 2023). These findings reinforce the assumption that when workload exceeds expectations and individual capacity, motivation and job satisfaction tend to decline.

Meanwhile, the work environment includes both physical and social conditions in the workplace. A comfortable, safe, and supportive work environment has been shown to enhance employee morale and job satisfaction (Angrainy et al., 2020; Igamawarni, 2023). Susanto et al. (2020) emphasized that the work environment is one of the most crucial factors contributing to higher job satisfaction. This is supported by Fithrie et al. (2023), who found that a positive work environment significantly influences job satisfaction among vocational school teachers. Similarly.

Based on the theoretical foundation and previous research findings, the hypotheses proposed in this study are as follows:

- **H1:** Workload has a significant effect on the job satisfaction of teachers at a public vocational high school (SMK Negeri) in Pontianak.
- **H2:** Work environment has a significant effect on the job satisfaction of teachers at a public vocational high school (SMK Negeri) in Pontianak.

## **RESEARCH METHODS**

This study employs a quantitative research approach using a survey method. The population in this study consists of all employees and teachers a public vocational high school (SMK Negeri) in Pontianak, totaling 61 individuals. According to Sugiyono (2022), a population is defined as a generalization area comprising objects or subjects with certain qualities and characteristics determined by the researcher to be studied and concluded. The sampling technique used in this study is non-probability sampling, specifically purposive sampling. As explained by Sugiyono (2022), purposive sampling is a technique of selecting samples based on specific criteria or considerations. In this case, the sample includes 44 civil servant (ASN) teachers a public vocational high school (SMK Negeri) in Pontianak who met the selection criteria established by the researcher.

The data used in this study are primary data, obtained directly from respondents through structured questionnaires. The questionnaires are composed of closed-ended items using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), which measure perceptions regarding workload, work environment, and job satisfaction. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The analysis involved several steps, including descriptive analysis to summarize respondent characteristics and variable distributions; validity and reliability tests to ensure the questionnaire items accurately and consistently measure the intended constructs; and classical assumption tests. Furthermore, multiple linear regression analysis was conducted to examine the influence of workload and work environment on job satisfaction. Hypothesis testing was carried out using the t-test to evaluate the partial effect of each independent variable and the F-test to assess the simultaneous effect of the independent variables on the dependent variable. All hypotheses were tested at a 5% significance level ( $\alpha = 0.05$ ).

## **ANALYSIS AND DISCUSSION**

### **1. Respondent Characteristics**

To provide a clear overview of the participants involved in this study, Table 1.1 presents the demographic characteristics of the respondents. The table includes data on gender, age, educational background, and years of service of the 44 civil servant teachers who participated in the survey. This information offers context for interpreting the subsequent analysis of workload, work environment, and job satisfaction.

**Table 1 Respondent Characteristics**

No	Characteristic	Category	Frequency	Percentage
1	Gender	Male	28	64%
		Female	16	36%
		<b>Total</b>	<b>44</b>	<b>100%</b>
2	Age	< 25 years	0	0.0%
		25–35 years	12	27.2%
		36–45 years	28	63.6%
		> 45 years	4	9.09%
		<b>Total</b>	<b>44</b>	<b>100%</b>
3	Educational Background	Diploma	1	2.27%
		Bachelor’s Degree	43	97.73%
		<b>Total</b>	<b>44</b>	<b>100%</b>
4	Years of Service	< 5 years	2	4.55%
		5–10 years	31	70.45%
		11–20 years	11	25%
		> 20 years	0	0.0%
		<b>Total</b>	<b>44</b>	<b>100%</b>

Table 1 displays the demographic characteristics of the respondents involved in this study, totaling 44 civil servant (ASN) teachers at SMK Negeri 2 Pontianak. The data show that the majority of respondents are male (64%), while females constitute 36%. In terms of age, most respondents are in the productive age range of 36–45 years (63.6%), followed by those aged 25–35 years (27.2%), and a small proportion over 45 years (9.09%). No respondents were below the age of 25. Regarding educational background, nearly all respondents (97.73%) hold a bachelor's degree, with only one respondent (2.27%) holding a diploma. None held lower educational qualifications such as senior high school or below, indicating a relatively high educational profile among the sample. In terms of teaching experience, the majority of respondents (70.45%) have worked for 5–10 years, followed by 25% with 11–20 years of experience, and only 4.55% with less than five years. There were no respondents with over 20 years of experience. This suggests that the respondents predominantly fall into the mid-career stage, which may influence their perspectives on workload, work environment, and job satisfaction

**2. Validity and Reliability Testing**

Before performing further statistical analyses, it is essential to ensure that the research instruments used are both valid and reliable. Validity testing determines whether the questionnaire items accurately measure the constructs intended, while reliability testing assesses the internal consistency of the items in each variable. The validity test was conducted using Pearson’s Product Moment correlation. The results were compared to the r-table value at a significance level of 5% ( $\alpha = 0.05$ ) and a sample size of 44, resulting in a critical r-value of 0.290. Items with an r-count above 0.290 were considered valid. Meanwhile, reliability testing was conducted using

Cronbach’s Alpha, where a coefficient of  $\geq 0.60$  indicates acceptable internal consistency for exploratory studies.

**Table 2 Validity and Reliability Test Results**

Variable	Valid Item Codes	r-count Range	r-table	No. of Valid Items	Cronbach’s Alpha	Reliability
Workload (X1)	X1.1 – X1.15	0.294 – 0.547	0.290	15	0.720	Reliable
Work Environment (X2)	X2.2, X2.3, X2.4, X2.5, X2.7	0.402 – 0.646	0.290	5	0.766	Reliable
Job Satisfaction (Y)	Y1 – Y15	0.306 – 0.531	0.290	15	0.637	Reliable

Source: Processed SPSS Output, 2024

Based on the results shown in Table 4.1, all items for the Workload variable are valid and reliable, as each r-count exceeds the threshold and the Cronbach’s Alpha is above 0.60. For the Work Environment variable, although four out of nine items (X2.1, X2.6, X2.8, X2.9) were found to be invalid, the five valid items still yielded an acceptable internal consistency level with a Cronbach’s Alpha of 0.766. The Job Satisfaction variable also demonstrates satisfactory measurement quality, with all fifteen items valid and a reliability coefficient of 0.637. In conclusion, the instrument used in this study is considered statistically acceptable for further analysis. The retained items from each variable are both valid and reliable, ensuring robust and trustworthy data for hypothesis testing and regression analysis.

### 3. Summary of Classical Assumption Tests

To ensure the validity of a linear regression model, four classical assumption tests were conducted: normality, multicollinearity, heteroscedasticity, and autocorrelation. The table below summarizes the key statistics and conclusions from each test.

**Tabel 3 Classical Assumption Tests**

Assumption Test	Key Statistic	Value	p-value / Criteria	Conclusion*
Normality (K-S Test)	Asymp. Sig (2-tailed)	—	<b>0.200</b>	Residuals are normally distributed
Multicollinearity	VIF for X1 (Workload)	1.006	VIF < 10	No multicollinearity present
	VIF for X2 (Work Environment)	1.006	VIF < 10	No multicollinearity present
Heteroscedasticity (Glejser Test)	p-value for X1	0.080	p > 0.05	No heteroscedasticity in X1
	p-value for X2	0.051	p > 0.05	No heteroscedasticity in X2
Autocorrelation (Durbin-Watson)	DW Statistic	1.929	$1.5 \leq DW \leq 2.5$	No autocorrelation detected

Conclusions are based on a standard significance level of  $\alpha = 0.05$ .

The normality test was carried out using the Kolmogorov–Smirnov test. The resulting Asymp. Sig (2-tailed) value was 0.200, which is higher than the standard threshold of 0.05. This indicates that the residuals follow a normal distribution, meaning that the model satisfies the assumption of residual normality and supports the use of parametric statistical tests for inference. The multicollinearity test examined the Variance Inflation Factor (VIF) values for each independent variable. Both Workload (X1) and Work Environment (X2) had VIF values of 1.006, which are far below the critical threshold of 10. This suggests that there is no multicollinearity in the model, meaning that the independent variables do not exhibit high intercorrelation and can each contribute uniquely to explaining the dependent variable. The heteroscedasticity test was performed using the Glejser method. The p-value for Workload (X1) was 0.080, and for Work Environment (X2) was 0.051. Both p-values exceed the 0.05 significance level, indicating that the variance of the residuals is constant across levels of the independent variables. Therefore, no heteroscedasticity is detected in either predictor. However, it is worth noting that the p-value for X2 (0.051) is very close to the threshold, suggesting that this variable is marginally borderline; continued caution and consideration for robust methods may still be prudent in more rigorous analyses. The final test, autocorrelation, was assessed using the Durbin–Watson statistic. The value obtained was 1.929, which falls within the acceptable range of 1.5 to 2.5. This means that the residuals are not autocorrelated, indicating that the error terms are independent from one another a key assumption in regression analysis that ensures unbiased estimation of standard errors. In conclusion, based on the results of all four assumption tests, the regression model meets all the classical assumptions. Although the heteroscedasticity result for X2 is marginal, it does not cross the significance threshold, and therefore, it can be reasonably concluded that the model is statistically sound and appropriate for further interpretation and hypothesis testing.

#### **4. Explanation of Partial Hypothesis Testing and Coefficient of Determination**

To evaluate the influence of each independent variable (Workload and Work Environment) on the dependent variable (Job Satisfaction) individually, a partial t-test was conducted. The decision rule is based on comparing the t-statistic (t-count) with the t-table value (2.019) at a significance level of 5%, with degrees of freedom (df) = 42. If the absolute t-value exceeds the critical value, or if the p-value is less than 0.05, it indicates a statistically significant effect. Additionally, to assess how much of the variance in the dependent variable can be explained collectively by the independent variables, the coefficient of determination ( $R^2$ ) was calculated.

**Table 4 Partial t-Test Results and Coefficient of Determination**

Test Type	Variable	t-Statistic	p-Value	t-Table ( $\alpha = 0.05$ )	Conclusion
Partial t-Test	Workload (X1)	-3.349	0.002	2.019	Significant negative effect on Job Satisfaction
	Work Environment (X2)	-2.045	0.047	2.019	Significant negative effect on Job Satisfaction
Coefficient of Determination	$R^2 (X1 \& X2 \rightarrow Y)$	—	—	—	$R^2 = 0.244 \rightarrow 24.4\%$ of Job Satisfaction explained

## 5. Discussion

This study investigates how workload and work environment influence the job satisfaction of teachers at a public vocational high school (SMK) in Pontianak. Data were gathered through questionnaires and follow-up interviews, then analyzed using partial *t*-tests and coefficient of determination ( $R^2$ ) calculations. The statistical tests reveal that both independent variables exert a significant negative effect on job satisfaction. Specifically, workload records a *t*-value of  $-3.349$  with a *p*-value of  $.002$ , while work environment shows a *t*-value of  $-2.045$  with a *p*-value of  $.047$  both below the  $.05$  significance threshold and exceeding the critical *t*-table value of  $2.019$ . Together, these variables explain  $24.4\%$  of the variance in job satisfaction ( $R^2 = .244$ ), indicating that the remaining  $75.6\%$  is likely attributable to other factors not included in this model.

Delving deeper, the negative impact of workload is amplified by qualitative evidence: many teachers report limited opportunities for professional development and inadequate social support from colleagues. Likewise, an unsupportive work environment characterized by weak social interaction and a tendency for teachers to work in isolation further diminishes satisfaction levels. Observations confirm that poor collaboration and minimal mutual aid sap morale, corroborating the conclusions of Mutahir et al. (2023) on the detrimental effects of unfavorable workplace climates. In sum, higher workloads and poorer work environments jointly depress teacher job satisfaction. Given that a substantial portion of satisfaction remains unexplained, future research should explore additional predictors such as leadership style, compensation, and personal resilience. Meanwhile, school administrators are urged to rebalance workloads and cultivate a more supportive organizational culture to boost teachers' well-being and motivation.

## CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This study explored the impact of workload and work environment on teacher job satisfaction at a public vocational high school (SMK) in Pontianak. The findings reveal that both workload and work environment have a significant negative

influence on job satisfaction. Teachers experiencing heavier workloads, coupled with minimal collegial support and limited professional development opportunities, report lower satisfaction levels. Similarly, a poor work environment—marked by inadequate facilities and limited social interaction also contributes to dissatisfaction. Although these two variables significantly affect job satisfaction, they only account for 24.4% of the variance, indicating that other unexamined factors also play a role. Overall, the study emphasizes the critical need for supportive work conditions and balanced workloads to foster teacher well-being and motivation.

This research is limited by its narrow scope, focusing only on civil servant teachers in a single vocational high school in Pontianak. The use of purposive sampling and a relatively small sample size (44 participants) may limit the generalizability of the findings to other schools or regions. Furthermore, the study only examined two predictors workload and work environment—while other potentially influential factors such as leadership style, salary satisfaction, personal coping mechanisms, and institutional culture were not explored. Additionally, the reliance on self-reported questionnaire data may be subject to social desirability or response bias.

Future research should consider expanding the sample size and including multiple vocational schools across various regions to increase the generalizability of the findings. Additional variables such as leadership practices, compensation, organizational support, and teacher resilience should be examined to better understand what drives job satisfaction in educational settings. Practically, school administrators are encouraged to reduce excessive workloads, improve physical work conditions, and foster a culture of collaboration and recognition. By doing so, they can enhance not only teacher satisfaction but also overall teaching performance and student outcomes.

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