

Research Article

Occupational Well-Being of School Staff in Full Day and Half Day School Teachers

Ulifa Rahma*¹, Yulia Dwi Anggreni¹, Faizah¹, Yuliezar Perwira Dara¹

[1] Department of Psychology, Faculty of Social and Political Sciences, Brawijaya University

Abstract

This research is a phenomenology study in qualitative about the portrayal of occupational well-being of school staff at Full Day School and Half Day School in Senior High School teachers, which is based on Saaranen's theory (2012). The interviews were used as data. By using purposive sampling, eight primary teachers were selected, including four teachers from Universitas Negeri Malang Laboratory Senior High School as the full-day school and four teachers from Panjura Senior High School as a half-day school. Milles and Huberman data analysis was used as the data analysis following by triangulation techniques. The results showed that full-day and half-day schools needed to maintain the positive aspects that were fulfilled and improves that need improvement. A full-day school, the aspects that have been fulfilled are the aspects of the workers' health and resources, professional competence, working conditions, and working communities. Meanwhile, the aspects that have been fulfilled are the aspects of the working community, the workers' health and resources, and professional competence at half-day school, whereas the aspect that needs to be improved in this school is the aspect of the working conditions.

Keywords: occupational well-being; school staff; teachers

Abstrak

Penelitian ini merupakan studi fenomenologi secara kualitatif tentang penggambaran kesejahteraan kerja staf sekolah pada Full Day School dan Half Day School pada guru SMA, yang didasarkan pada teori Saaranen (2012). Wawancara digunakan sebagai data. Dengan menggunakan purposive sampling, dipilih delapan guru SD, termasuk empat guru dari SMA Laboratorium Universitas Negeri Malang sebagai full day school dan empat guru dari SMA Panjura sebagai sekolah setengah hari. Analisis data Milles dan Huberman digunakan sebagai analisis data yang dilanjutkan dengan triangulasi teknik. Hasil penelitian menunjukkan bahwa sekolah sehari penuh dan setengah hari perlu mempertahankan aspek-aspek positif yang terpenuhi dan peningkatan yang perlu perbaikan. Sekolah sehari penuh, aspek yang telah dipenuhi adalah aspek kesehatan dan sumber daya pekerja, kompetensi profesional, kondisi kerja, dan komunitas kerja. Sedangkan aspek yang telah terpenuhi adalah aspek masyarakat kerja, kesehatan dan sumber daya pekerja, dan kompetensi profesional di sekolah setengah hari, sedangkan aspek yang perlu ditingkatkan di sekolah ini adalah aspek kondisi kerja.

Keywords: kesejahteraan kerja; staf sekolah; guru

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling
Website: <https://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2020-04-12 Published: 2020-06-30 * Corresponding Email: ulifa.rahma@ub.ac.id



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

Introduction

According to [Law of the Republic of Indonesia Number 20 of 2003](#) Regarding the National Education Program, national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times, while the national education program is an entire component of education that is mutually exclusive—related in an integrated manner to achieve national education goals. To achieve good education in schools, schools need programs that are suitable for implementation in schools.

Schools in Indonesia generally implement a six-day or half-day school program, which is held from Monday to Saturday ([Iftayani & Nurhidayati, 2016](#)). The six-day school, also known as a regular or half-day school, is implemented in approximately 6 hours a day starting at 07.00 and ending at 13.00 WIB. The short learning time at school certainly has several impacts from the program such as teachers do not use various learning methods to ease students in getting lessons in class, besides that there are no other activities outside teaching hours, making students not have open and effective communication with teachers intensively because of the short learning hours at school ([Iftayani & Nurhidayati, 2016](#)).

Some of these impacts prompted the government to create a new program called a full-day school. The full-day school program is usually called a full-day school, where this educational program has a longer study time than a half-day school with 8 to 9 hours a day starting at 07.00 until 16.00 ([Niswah, 2016](#)). The full-day school program itself has long been used in the United States at the Kindergarten level and has developed at higher levels up to Senior High School. ([Niswah, 2016](#)). Not only in America, but full-day school is also implemented in several other countries, such as Singapore, South Korea, China, Japan, Taiwan, England, France, Spain, and Germany. ([Rohman, 2016](#)). In Indonesia, the implementation of the full-day school is not new, especially when there were many schools labeled "Superior Schools" around in the nineties, private schools and schools with Islamic nuances were the pioneers in the presence and emergence of this excellent school.

In Indonesia, the application of full-day schools has been piloted in several public schools, especially in urban areas that have adequate infrastructure. The full-day school program was officially proposed by the Ministry of Education and Culture Muhadjir Effendy, as stated in [Permendikbud No. 23 of 2017](#) about school days, but the proposal from the Ministry of Education and Culture was canceled by President Joko Widodo by issuing it [Perpres \(Presidential Regulation\) No. 87 of 2017](#) regarding Strengthening Character Education (PPK) students. The regulation also explains that schools can be implemented 6 or 5 school days a week, and with this, [Permendikbud No. 27 of 2017](#) expired ([Nuramdani, 2017](#)).

In the implementation of the Strengthening Character Education (PPK) program, one that has an important role is the teacher, one of whose roles is as a student facilitator. Teachers take part in helping a group of other people (students), understand, and help to achieve certain goals. For example, teachers can facilitate, provide, offer students related to interests, talents, independence, active, innovation, fostering concurrent attitudes, and others ([Agung, 2017](#)).

Result [Presidential Regulation No. 87 of 2017](#) There are several regions in Indonesia that use half-day school and full-day school programs. As in the districts in Malang, several schools rejected the implementation of full-day schools ([Malang Post, August 23, 2017](#)). According to the Head of Malang Regency Education Office, he chose to implement a six-day school (half-

day school) instead of a full-day school because full-day school is not effective, and some schools still have shortcomings such as limited infrastructure (Eri, 2017). The decision of the Head of Malang Regency Education Office was based on the decision of Malang Mayor, Moch. Anton said that the implementation of full-day school was handed back to schools. According to him, for schools that are ready to implement the full-day school program, it remains to be done, and vice versa for schools that are not ready, there is no compulsion to implement full-day school, full-day school readiness depends on the readiness of the school itself. (Online News, <http://www.radarmalang.id>, June 19, 2017).

There are several high schools that choose to return to the half-day school program because when the full-day school program was implemented, teachers felt that more time with their family was taken up. This is also one of the considerations of SMA Negeri 3 Kuningan and two other high schools in the West Java area not to re-implement the full-day school program because teaching and learning activities (KBM) are ineffective, making the teacher's condition less good, such as teacher fatigue, and barely has time for his family (Eman, 2017). However, in half-day, the teacher also has a different problem, namely the teacher has additional time after working hours to correct students' assignments that are not included in the full-day program.

The problems that have been described above can be the potential that affects the work welfare (occupational well-being) of teachers in teaching in schools. (Srnalia, 2015) explained that teacher performance is still low on student development is influenced by the ability of teachers, physical work environment, and management of school principals; besides that, teachers are also not fully able to guide students to achieve effective learning goals. Based on this, schools need to meet the needs of teachers, both physically and psychologically, so that teachers can have good welfare when doing activities at school. Teachers, in this case, are people who work in schools, and every individual who works has the right to welfare. Occupational well-being is an individual's positive or negative view of a job in terms of one's behavior, motivation, affective, and cognitive (Horn et al., 2004). Occupational well-being is also related to the physical or mental state of a worker based on the amount of work, work environment, and leisure time (Vocabulary of Safety and Health at Work in (Saaranen et al., 2006); meanwhile, the welfare at school of school staff is known as occupational well-being of school staff (Saaranen et al., 2012).

There are four aspects of the school community staff's occupational well-being that must be met in order to create occupational well-being of school staff for teachers, namely worker's health and resources, working community, professional competence, and working conditions. (Saaranen et al., 2012). Worker's health and resources are aspects related to the physical and mental workload of teachers and the factors that influence it, for example, a new curriculum, teaching methods, school programs, and others. (Saaranen et al., 2012). The working community is obtained from the relationship between teachers and the community at school, such as good interactions with peers, school principals, students, and parents. (Saaranen et al., 2012). Professional competence relates to how teachers can continue their career development, such as continuing school to a higher level. Working conditions related to the physical environment and work safety of teachers in schools, for example, the completeness of school facilities, air conditions in the classroom, supporting facilities, and infrastructure.

The application of well-being itself can increase the work motivation of teachers and can affect their professionalism as a teacher (Rida et al., 2013). Teachers can be said to be ready to support, guide, and teach their students, and have good cooperation between schools and parents when having occupational well-being of school staff is fulfilled (Saaranen et al., 2012).

When the teacher has a high level of welfare, the teacher also has great care and a sense of responsibility for the academic achievement of their students (Lašek et al., 2007).

In this study, researchers will explore the occupational well-being of school staff in high school teachers with full-day school and half-day school programs using interview data collection methods. Interviews will be conducted with teachers who have experienced the full day and half-day programs, either as temporary teachers (GTT) or permanent foundation teachers (GTY). This research is interesting to research because it is given that the well-being of teachers in schools needs to be considered by schools and the government so that teachers can achieve good welfare so that the research will produce a description of occupational well-being of school staff in high school teachers with full-day school and half-day programs. School can be taken into account by various parties in re-determining educational program policies that can improve the welfare of teachers.

Method

Design

This study uses a phenomenological qualitative approach. Researchers used a phenomenological approach based on the phenomena experienced by the research subjects, where the phenomenon that occurred was the impact of the full-day school program policy on the occupational well-being of school staff on high school teachers (SMA).

Participants

This study uses a non-probability sampling technique; the method used is purposive sampling. Researchers used purposive sampling because the subjects used are in accordance with the characteristics that have been determined in the research objectives (Herdiansyah, 2015). The subjects were eight high school teachers, including 4 X teachers in Malang (full day) and 4 SMA Y teachers (half day) in Malang. Criteria for subjects in the study were teachers who experienced full day and half-day programs and teachers who became non-permanent teachers (GTT), and permanent foundation teachers (GTY). The researcher chose the teacher as the subject because the teacher is one of the parties who play a role in implementing the character education strengthening program and in accordance with the objectives of this study, the researcher wants to know how the description of occupational well-being of school staff, especially high school teachers with half-day school or full school programs. Day school. The primary data sources in this study were four teachers in full-day schools and four teachers in half-day schools.

Instrument

The data collection method used semi-structured interviews to reveal aspects of the occupational well-being of school staff for high school teachers with the existence of policies regarding full-day school and half-day school programs. Aspects of occupational well-being of school staff are used based on theory (Saaranen et al., 2012).

Data Analysis

The data analysis technique used by researchers is to use data analysis techniques, according to Miles & Huberman (Herdiansyah, 2015), where there are several stages of analysis techniques, namely data collection, data reduction, data display, and verification.

Result and Discussion

For the subject of full-day school schools are four teachers, namely Subject H male teacher with the profession of Indonesian Language Teacher and Student Assistant, Subject D Male teacher with the profession of Sports Teacher and Tatib, Subject T Male teacher with the profession of History Teacher, Subject S Female teacher with the profession of English Language Teacher and International Class Program (ICP) Staff. For the subject of half-day school, there are four teachers, namely Subject F, a female teacher with the profession of Mathematics Teacher, Subject Su, a female teacher with the profession of Mathematics Teacher, Subject G, a female teacher with the profession of Economics Teacher, Subject R, a female teacher with the profession of Biology Teacher, PKWU and TU Staff

This study aims to see how the description of the occupational well-being of school staff in high school teachers in schools with half-day and full-day programs. Since its existence [Presidential Decree No. 87 of 2017](#), Regarding school days that can be implemented for five or six days plus the Strengthening Character Education (PPK) for students, there are several schools that decide to implement a half-day program, and there are schools that implement a full-day program. The difference in decisions at each school is the background for the researcher in the research theme of the description of occupational well-being of school staff in high school teachers with full-day school (five-day school) and half-day school (six-day school) programs. In this research, ([Saaranen et al., 2012](#)), namely worker's health and resources, working community, professional competence, and working conditions. Researchers will discuss in more detail the results of the research by grouping these results according to the aspects of school community staff's occupational well-being as follows:

Aspects of Worker's Health and Resources

This aspect focuses on the workload felt by the teacher both mentally and physically, learning methods, and an explanation of individual resources and the factors that influence them. The full-day and half-day programs in schools have several impacts that impact teachers as educators. One of the impacts of the program is the learning method in schools. In full-day schools, there is a need for learning methods for students because the time spent in school is quite long ([Siregar, 2017](#)). According to Binti Maunah, teaching that is done with joy will slow down fatigue from both the teacher and the students ([Siregar, 2017](#)). This was also done by several subjects, one of them, subject H in a full day school that uses learning methods with aesthetics (through movement), so that students remember it more easily. Whereas in half-day schools, teachers do not need to be specific in providing various methods at school because the implementation of the school is not until the afternoon, such as subject R in half-day schools to practice learning methods when practicum lessons and subject F do not use various learning methods. At half-day school.

To be a good teacher at school, of course, you must have the qualifications, competence, high dedication, and must be ready for changes in the work environment, namely school. ([Srinalia, 2015](#)). One of the changes that occurred in a full day and half-day schools was the implementation of the strengthening of character education (PPK), which was announced by the government. Strengthening character education (PPK) is a core part of curriculum 13 in schools. The task of teachers in schools as curriculum educators is to be able to determine the choice of teaching methods, class management, and integrate values into curriculum content. The implementation of KDP in full-day school and half-day school had made it difficult for teachers, such as teachers experiencing reduced teaching hours, the material explained was more developed, and the delivery of material to students who had to adjust their teaching time.

Teachers who experience reduced teaching hours can get additional teaching hours in other subjects that are still linear with their competence, such as subject R in half-day schools. Not only in half-day schools, but in full-day schools, there were also teachers who experienced a reduction in teaching hours, but subject S did not choose to increase teaching hours because of his busy life as a full-day school teacher.

KDP also has five characters, one of which is religious. Religious is meant to focus on the behavior of implementing religious teachings in schools (Agung, 2017). This is one of the positive values in full-day schools because full-day schools focus more on religious fields such as congregational prayer; it is also an advantage for teachers because they can become supervisors and an example for students at congregational prayers. Unlike the case with half-day schools that cannot supervise religious fields such as congregational prayer because the school conditions are not possible. These impacts will affect how employee (teacher) resources in schools cope with changes that occur in schools and how they physically accept these changes. In full-day schools, they initially had difficulty with these changes, especially the length of time at school that made them tired more quickly, it is the same as the half-day school, which makes the subject difficult with changes to the existing curriculum 13, but the subject does not feel tired because school time does not arrive until the afternoon.

Although the two subjects experienced difficulties which resulted in increased job demands from the existence of KDP in Curriculum 13, the subjects of the two schools were able to overcome them by learning and receiving more, so that their tasks could be done well and did not require new workers (teachers/employees) in school as is done in the full day who can do their own assignments well, and in half-day schools that always help one teacher to another, even though the subjects in half-day schools have the task of correcting student assignments when they finish teaching hours. However, that thing does not make the subject difficult because there are other teachers who help each other. This is in accordance with the Indonesian teacher code of ethics in article 6 regarding the relationship between teachers and schools, namely, teachers motivate themselves and their peers actively and creatively in carrying out the educational process, create a family atmosphere, guide each other among peers, help their junior colleagues to grow. professionally, and others, so that these things make teachers and their peers feel that they have no difficulty in doing assignments at school

Of the two schools, both full-day school and half-day school have good health because the subject can maintain their stamina, especially for subjects in full-day school who always maintain their health by exercising and thinking positively. Every teacher has their own mental health. Mental health is defined as a new science that discusses how humans face life and try to cope with it while maintaining their welfare (Wardhani, 2017). It can be interpreted how teachers can deal with changes to all the provisions that apply at school and always try to overcome them while maintaining their welfare. Teachers who can adjust themselves in such a way as to handle conflict, stress, frustration, and certain problems well then the teacher is classified as a mentally healthy individual and can make the most of his potential (Wardhani, 2017). This applies to the subjects of full-day school and half-day school because they are able to solve their problems well.

Although both schools have good mental health, a teacher also needs to obtain good health services for the smooth teaching and learning process in schools. From full-day schools, schools facilitate teachers by providing BPJS for permanent and non-permanent teachers, but this is different from half-day schools because schools do not provide complete information about BPJS so that subjects prefer health services (BPJS Mandiri).

Aspects of the Working Community

In the full-day school program, the four subjects achieved good school community staff's occupational well-being because the four subjects felt closer to students, teachers, parents, and school principals. Teachers feel close to their class students because they often interact, especially on Monday, which is devoted to meeting the homeroom teacher and students, so that the subject who is the homeroom teacher is better able to understand the students in his class. (Santrock, 2014) explaining the importance of support and attention from the teacher will have an impact on students, namely, students are more motivated to be involved in academics than students who do not receive support. This is done by teachers other than homeroom teachers, such as subject H, who always takes the time to pay attention to students even though it's just chatting or joking, because then at least subject H knows the condition of the student, as well as several other subjects who do the same. A different statement was explained by subject D, who felt it was better to limit interaction with his students so that his students would know more about the meaning of courtesy, but the subject still interacted like a teacher with students during teaching hours.

The importance of teacher interaction with parents can make it easier for teachers in the teaching process at school. According to (Krisnawanti 2016), the cooperation of teachers and parents is the key to success in shaping the character of student discipline. Teachers and parents are educators who are expected to be able to work together in fostering disciplinary character in students. Without cooperation between parents and teachers, of course, the character of discipline cannot be formed in a student. This is in accordance with what the four subjects felt from a full day and half-day schools, because the subjects felt familiar with their parents, especially when the teacher was the homeroom teacher. The active nature of the subject in contacting parents is also one of the factors the teacher is more familiar with and knows the development of students in school.

Interaction with the principal is also necessary to facilitate the subject while at school. In the full-day school program, the subject explains that the interaction with the principal is going well, especially in recent years, the principal has a more disciplined attitude towards school staff, making it easier to organize activities at school. This is indeed important for the principal to do for staff in schools in order to improve performance and can be an example, such as conveying messages to teachers both verbally (calling and direct warning) and in writing (warning letters), becoming exemplary examples when attending not late for school, and others (Fatimah, Djailani & Khairuddin, 2015). The same thing is found in half-day schools where the principal is innovative so that both schools also have their own way of feeling comfortable with their environmental conditions. This is in accordance with the statement (Saaranen et al., 2006), The community in the school will be strong when there is mutual trust, open communication, interaction, participation, and learning from the community so that teachers will consider having a pleasant workplace to visit, where they have friendly colleagues, an atmosphere and collaboration. Well.

Furthermore, the interaction with fellow teachers as co-workers during school, the subject explains that the interaction with the teacher is done well and intensely even though the teacher's dense duties at school make the subject interact according to their needs, while in half-day, the interaction is more intense because the teacher is in half-day always help each other. This is in line with what was stated by Denchner (2011), which explains if peer support, friendliness, positive influence can increase job satisfaction because co-workers are one important source of support and information and can affect their performance in contributing to the quality and quantity of their work. This is also what happens in full-day schools; even though

their duties are solid, they still interact with one another because it can affect their performance at school.

Professional Aspects of Competence

Based on the results of the analysis that has been carried out, in full-day schools, the subject feels supported when he is about to continue his studies at a higher school, especially when there is assistance that can ease the burden on teachers such as scholarships from schools that are devoted to permanent teachers of foundations who continue their studies at UM. Apart from domestic, schools also support the existence of teachers who continue their studies abroad in order to improve the quality of schools, but of the four subjects, there are only two subjects who have continued their studies, and they feel very supported by the school, especially one subject who gets school assistance by paying free registration. Unlike the case with the half-day school, the subject is supported by the school to continue with higher education, but none of the four subjects have continued their education.

The importance of teachers to carry out further studies with a Masters's degree will be better because that way, the teacher will have more additional knowledge as a result of scientific deepening to a higher level. (Edy, 2016). Two subjects at full-day schools felt that continuing to higher school could deepen their abilities, especially in teaching, and the subjects felt helped by the assistance from the school in the form of free registration fees. In addition, the professional competence of teachers is one of the important factors for achieving successful teaching and can enable good results and should be considered from the work welfare of the teacher. (Hyvärinen et al., 2014). Not only that, according to [Government Regulation No. 19 of 2005](#) Regarding National Education Standards in article 28, it is explained that the competence of teachers is one of the requirements for improving the quality of education. These competencies are pedagogic competence, personality competence, social competence, and professional competence so that teachers who continue their studies will indirectly increase their knowledge in the teaching and learning process of students. So that teachers who want to maximize their teaching at school should be able to continue their higher education so that their competencies also develop.

The aspect of Working Conditions

Educational facilities and infrastructure are one of the important and main resources in supporting the learning process in schools; therefore, it is necessary to increase their utilization and management so that the expected goals can be achieved. Besides that, according to (Siregar 2017), s. One of the weaknesses in a full-day school is that supporting facilities and infrastructure are still needed. This weakness is one of the advantages of a full day school because the facilities and infrastructure at the school are always improving and have helped teachers in the teaching and learning process. Some of the facilities that have been improved are the presence of an LCD in each class to facilitate the learning process, air conditioning in the classroom, and in the teacher's room, which makes teaching comfortable, and other facilities.

Half-day schools feel different, even though there are some deficiencies in facilities and infrastructure, such as the condition of classrooms in half-day, which is not limited to space. Not causing noise, half-day classrooms are only a few classes that have permanent LCDs, hot classrooms, teachers' rooms use fans, but with this deficiency, the subject explains that they are still able to try to work as much as possible with the existing facilities and infrastructure.

Conclusion

It can be concluded that overall, the subject has good occupational well-being of school staff when viewed from the four aspects of the school community staff's occupational well-being. However, there are several aspects that need to be improved in full-day and half-day schools. In full-day schools, according to the subject, there are aspects of the school community staff's occupational well-being that have met the aspects of worker's health and resources, professional competence, working community, and working conditions. Teachers can cope with the demands of their work by adapting well to changes in the existing curriculum, having good interactions with parties at school, having efforts to improve their competence in teaching, especially with the existence of supporting facilities that can make teachers comfortable when in school.

In a half-day school, there are three aspects of the school community staff's occupational well-being that have fulfilled the aspects of workers' health and resources, aspects of the working community, and professional competence because teachers can handle job demands well, have close interactions with those at work. Schools and have efforts to improve their competence in teaching, although they have not yet continued due to limited costs and still enjoy their duties as teachers at schools. At this school, there are also aspects that need to be improved, namely the working conditions aspect because there are several facilities that do not yet support the comfort of teachers in school while teaching.

The reality in the field reveals that the half-day school program still makes teachers and students feel closer and the intensity of meeting more often because they do school from Monday to Saturday. For schools with a half-day school program, they pay more attention to the availability of facilities and services at school to increase the comfort of teachers when in school—for example, repairing inadequate facilities such as air conditioning and others. For schools with full-day school programs, it is hoped that things will be supported in school.

Funding

The authors have no funding to report.

Acknowledgments

The authors have no support to report.

References

- Agung, I. (2017). PERAN FASILITATOR GURU DALAM PENGUATAN PENDIDIKAN KARAKTER (PPK). *Perspektif Ilmu Pendidikan*, 31(2), 106–119. <https://doi.org/10.21009/pip.312.6>
- Edy, C. W. (2016, September 24). *Memaknai guru sebagai pembelajar*. Retrieved Mei 2018, from Tribun Jateng: <http://jateng.tribunnews.com>
- Eman. (2017, Oktober). *Tiga SMA Negeri kembali ke enam hari sekolah*. Retrieved Desember 2017, from KC-Online mitra dialog terbaik: www.kabar-cirebon.com
- Eri. (2017, Agustus). Tolak full day school, kabupaten pilih enam hari sekolah. Retrieved Desember 2017, from Malang Post: www.malang-post.com
- Fatimah, Djailani, & Khairuddin. (2015). Komunikasi kepala sekolah dalam meningkatkan kinerja guru pada SMA Negeri 1 Geumpang Kabupaten Pidie. *Jurnal Administrasi Pendidikan*, 3(4), 149-159.
- Herdiansyah, H. (2015). *Metodologi Penelitian Kualitatif untuk Ilmu Psikologi*. (Rosidah, Ed.). Jakarta: Salemba Humanika.
- Horn, J. E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. G. (2004). The structure of occupational well-being: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology*, 77(3), 365–375. <https://doi.org/10.1348/0963179041752718>
- Hyvärinen, S., Uusiautti, S., & Määttä, K. (2014). Having Many Irons in the Fire — Finnish Female Leaders' School Memories. *Journal of Education and Learning*, 3(2). <https://doi.org/10.5539/jel.v3n2p1>
- Iftayani, I., & Nurhidayati, N. (2016). SELF CONCEPT, SELF ESTEEM AND SCHOOL SYSTEM: THE STUDY OF COMPARATION BETWEEN FULLDAY SCHOOL AND HALFDAY SCHOOL IN PURWOREJO. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, 6(1), 53. <https://doi.org/10.24127/gdn.v6i1.410>
- Krisnawanti, A. (2016). Kerjasama Guru Dengan Orang Tua Membentuk Karakter Disiplin Siswa Kelas V SD Negeri Gembongan. *BASIC EDUCATION*, 5(18), 1–737.
- Lašek, J., LOUDOVÁ, I., & VACEK, P. (2007). Teacher's subjective well-being as an influential factor in feeling responsible for students achievement at school. *Citizenship Education in Society. Montpellier a CiCe Publication, London*.
- Niswah, A. (2016). Dampak Full Day School dalam Meningkatkan Prestasi Anak di Sekolah. *PROSIDING*, 23.
- Nuramdani, M. (2017, Agustus). Liputan 6. Retrieved Desember 2017, from new.liputan6.com.
- Rida, M., Dantes, N., & Dantes, K. R. (2013). *Hubungan motivasi kerja, masa kerja dan kesejahteraan guru terhadap profesionalisme guru Sekolah Dasar Negeri di Gugus II Kecamatan Sukasada*. Universitas Pendidikan Ganesha.
- Rohman, M. (2016). PROBLEMATIKA GURU DAN DOSEN DALAM SISTEM PENDIDIKAN DI INDONESIA. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 14(1), 51. <https://doi.org/10.21154/cendekia.v14i1.547>
- Saaranen, T., Sormunen, M., Pertel, T., Streimann, K., Hansen, S., Varava, L., Lepp, K., Turunen, H., & Tossavainen, K. (2012). The occupational well-being of school staff and maintenance of their ability to work in Finland and Estonia – focus on the school

community and professional competence. *Health Education*, 112(3), 236–255. <https://doi.org/10.1108/09654281211217777>

Saaranen, T., Tossavainen, K., Turunen, H., & Vertio, H. (2006). Occupational well-being in a school community—Staff's and occupational health nurses' evaluations. *Teaching and Teacher Education*, 22(6), 740–752. <https://doi.org/10.1016/j.tate.2006.03.009>

Santrock, J. W. (2014). Psikologi pendidikan, 5 (2). Jakarta: Salemba Empat.

Siregar, L. Y. S. (2017). Full Day School Sebagai Penguatan Pendidikan Karakter (Perspektif Psikologi Pendidikan Islam). *FIKROTUNA*, 5(1). <https://doi.org/10.32806/jf.v5i1.2945>

Srinalia, S. (2015). FAKTOR-FAKTOR PENYEBAB RENDAHNYA KINERJA GURU DAN KORELASINYA TERHADAP PEMBINAAN SISWA: Studi kasus di SMAN 1 Darul Imarah Aceh Besar. *Jurnal Ilmiah Didaktika*, 15(2), 193. <https://doi.org/10.22373/jid.v15i2.580>

Wardhani, R. D. K. (2017). PERAN KESEHATAN MENTAL BAGI GURU DALAM PROSES BELAJAR MENGAJAR DI SEKOLAH. *Prosiding Seminar Nasional Pendidikan FKIP*, 1(2).