

The Effect of Job Satisfaction on Psychological Well-Being in School Teachers Luar Biasa (SLB)

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ABSTRACT

KEYWORDS

Job Satisfaction,
Psychological Well-Being, SLB Teachers, Special Needs Education, Regression Analysis

This study investigates the effect of job satisfaction on psychological well-being among Indonesian Special Needs School (SLB) teachers, a group facing unique professional demands. Despite prior research linking job satisfaction and well-being in general populations (e.g., Tenggara et al., 2008), SLB teachers remain understudied despite their critical role and challenges (Firmansyah & Widuri, 2014). Using purposive sampling, data from 116 SLB teachers were collected via Ryff's Psychological Well-Being Scales and Job Satisfaction Survey, and analyzed through simple linear regression. Results confirmed a significant positive effect ($p=0.000$), with job satisfaction explaining 27.9% of well-being variance, while demographic factors (e.g., education level, marital status) further influenced outcomes. Psychological well-being was high overall, but job satisfaction averaged medium, highlighting gaps in institutional support. The study contributes to industrial-organizational and positive psychology literature by empirically validating this relationship in SLB teachers and suggesting targeted interventions (e.g., improved salaries, social support) to enhance their welfare.

INTRODUCTION

In the 1980s, the government began to build Special Schools (SLB) for children with special needs (Budiyanto, 2017), which was originally called SDLB, separating them from normal children because they needed special guidance from accompanying teachers. In the late 1990s, the Indonesian government began to implement inclusive education as a form of educational rights for children with special needs to get a decent life (Prodjo, 2020). However, according to Purba (2019), the Ministry of Education and Culture estimates that almost 70% of children with special needs have not received a proper education, with BPS data 2017 showing that there are 1.6 million children with special needs in Indonesia, of which only 30% attend school and 18% of them receive inclusive education, both in SLB and regular schools. This low number is due to the lack of school infrastructure, special teaching staff, and community stigma. Harususilo (2019) explained that the Minister of Education, Nadiem Makarim, encourages all teachers to understand the basic principles of inclusive education to be better prepared and aware of the importance of education for children with special needs.

Until now, SLB is still the main choice for parents who have children with special needs to avoid discrimination, because SLB is specifically designed for children with learning difficulties or certain disorders. According to Firmansyah and Widuri (Firmansyah & Widuri; E. L., 2014), the role of SLB teachers is crucial in the learning process, where their duties are heavier than those of public school teachers—they must be extra patient, able to communicate

effectively, and understand the character of each student so that the material can be conveyed properly. However, becoming an SLB teacher requires great dedication and perseverance, so many people are reluctant to pursue this profession, especially assuming that the salary is not proportional to the workload. As a result, many regions in Indonesia experience a shortage of SLB teachers, as reflected in the 2016/2017 statistical data, which recorded only 24,657 teachers and principals working in SLB (Suhardi, 2016). This problem also occurs in South Kalimantan and Banten, where the shortage of SLB teachers is caused by the challenge of educating children with special needs who require patience, sincerity, and self-adjustment, in accordance with Wells' (2010) concept of psychological well-being about the individual's ability to cope with daily pressures adaptively (Emmanuel Olatunde O., 2015) Anonymous, 2016).

According to Ryff (in Wiliyanarti, 2018), psychological well-being is the full achievement of a person's psychological potential, where individuals are able to accept their strengths and weaknesses, have a purpose in life, build positive relationships with others, be independent, control the environment, and continue to develop personally. Wells (2010) added that factors such as age, gender, marital status, socio-economic level, and social relationships also affect psychological well-being. Meanwhile, Huppert (2009) explained that psychological well-being is also influenced by social factors, brain development, genetics, personality, demographics, socioeconomic conditions, and other variables such as job satisfaction, which can be developed through behavioral interventions, cognition, and motivation to improve it (Hahn et al., 2016).

Indryawati (2014) stated that income significantly influences job satisfaction, which is also closely related to the conditions of the work environment that create comfort and happiness at work, including good communication between colleagues and superiors, as well as awards, salary increases, and promotions from the company. According to Robbins and Judge (2008) Job satisfaction is a person's positive feelings about his or her job that arise from an evaluation of the job's characteristics. Individuals with high job satisfaction will have positive feelings about their work, while those who are dissatisfied will feel the opposite.

Research by Tenggara, Zamralita, and Suyasa (2008) found a positive correlation between job satisfaction and psychological well-being, indicating that higher job satisfaction leads to better psychological well-being among employees. Similarly, a study by Emmanuel Olatunde and Odusanya (2015) on mental health nurses, most respondents reported job satisfaction and positive psychological well-being, further confirming a significant positive relationship between these two factors. These findings collectively suggest that improving job satisfaction can enhance employees' overall psychological well-being (Yiming et al., 2024).

This study examines the effect of job satisfaction on psychological well-being among SLB (special needs) teachers, addressing an important yet under-researched area in teacher welfare. While previous studies have explored the relationship between these variables, few have specifically investigated their causal link in SLB teachers, making this empirical test particularly valuable. The research aims to contribute new insights to industrial/organizational and positive psychology literature while helping explain real-world phenomena. By focusing on SLB teachers - a group facing unique professional challenges - the findings could provide meaningful references for improving teacher well-being and informing educational policies. The study's outcomes may offer practical benefits by identifying how job satisfaction impacts psychological health in this specialized teaching context.

This study advances existing research by specifically examining the causal effect of job satisfaction on psychological well-being among SLB teachers in Indonesia, a specialized and underexplored population. While prior studies (Emmanuel Olatunde O., 2015; Zamralita & Suyasa, P. T. Y. S, 2008) established correlations between these variables in broader contexts, this research uniquely focuses on SLB teachers, who face distinct challenges such as higher demands for patience and communication skills (Firmansyah & Widuri, E. L., 2014). Additionally, it identifies demographic-specific variations (e.g., high psychological well-being in university-educated teachers vs. medium in vocational-educated ones) and quantifies job satisfaction's 27.9% explanatory power, leaving 72.1% to other factors like religiosity and social support (Ryff, 1989) Wells, (2010). Purposive sampling and regression analysis further distinguish it from prior relationship-focused work.

RESEARCH METHOD

The sampling method in this study is non-probability sampling, using the purposive sampling technique. The population comprises extraordinary school teachers (SLB), with the sample criteria requiring at least one year of work experience. Data collection was conducted through questionnaires, which included the research subject's identity, psychological well-being scale, and job satisfaction scale. The Likert scale was employed for assessment, with four response options: Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). Data analysis utilized simple linear regression to examine the influence of job satisfaction (independent variable) on psychological well-being (dependent variable), processed using the SPSS program.

RESULT AND DISCUSSION

This study's respondents were 116 SLB teachers. The respondents were described based on age, gender, marital status, last education, number of children, residence, length of work, type of SLB, location of work, side job, reason for becoming an SLB teacher, monthly income, and expenses.

Validity Test, Item Discrimination Test, and Reliability Test

Validity Test

The validity test used in this study is the validity of the content. Straub Azwar (2019) states that the validity of content is a common-sense decision regarding the alignment or relevance of the item to measure the scale, which cannot be based only on the author's assessment, but also requires the agreement of an assessment from several competent assessors (expert judgement), namely the supervisor. Things that are modified with the help of expert judgement include corrections of sentences that are not appropriate. The improvement of the psychological well-being sentence, which is an adaptation and modification of Rossalina (2019), can be seen in Table 1.

Table 1. Content Validity of the Psychological Well-Being Scale

No.	Feedback/Improvements	Repaired items
1.	Sentence correction	2, 5, 12, 14, 25, 26, 28, 30, 33

Table 2. shows the improvement in the sentence of job satisfaction, which is an adaptation and modification of Yuliana (2019).

Table 2. Validity of the Job Satisfaction Scale Content

No.	Feedback/Improvements	Repaired items
1.	Sentence correction	1, 2, 3, 5, 10, 11, 12, 17, 18, 19, 20, 24, 25, 28, 30, 31

A Racial Discrimination Test

The test of item discrimination in this study used a total item correlation coefficient equal to or greater than 0.30. According to Azwar (2019), as a criterion for selecting items based on the correlation of total items, the limit of correlation of total items is usually equal to or greater than 0.30. All items with a correlation coefficient of at least 0.30 are considered satisfactory.

Psychological Well-Being Scale

Based on the results of the item discrimination test on the psychological well-being scale, the researcher obtained results that showed that of the 34 items tested, 27 were good items and 7 were bad items. From the item discrimination test results, the correlation coefficient on the good item in this study moved from 0.326 to 0.725. So, the distribution of psychological well-being items can be declared good. The details of a good item on the psychological well-being scale used in this study can be seen in Table 3.

Table 3. Scale Item Distribution Psychological Well-Being

Dimension	Indicator	Item		Initial Item Quantity	Good Item Quantity
		Favo	Unfavo		
Self-acceptance	A person's self-acceptance of the past, a positive attitude towards oneself, and acceptance of various aspects of oneself.	1, 2*, 4	3*, 5, 6	6	4
Positive relations with others	Establish warm relationships, trust in each other, empathy, compassion, have great love for others, the ability to build deep relationships, and identification with others.	7*, 11, 12*	8, 9, 10, 13	7	5

Dimension	Indicator	Item		Initial Item Quantity	Good Item Quantity
		Favo	Unfavo		
Autonomy	An independent person, able to determine what is best for himself, has <i>an internal locus of evaluation</i> , no longer adheres to fears, beliefs, and laws.	14, 15*, 18	16, 17, 19*	6	4
Environmental mastery	The ability to choose or create an environment that suits one's psychic state, a sense of competence, having a strong interest in things outside oneself, and participating in.	20, 22	21, 23, 24, 25	6	6
Purpose in life	Beliefs that give individuals a sense of purpose and meaning in life help them become productive and creative, help them achieve emotional integrity in later life, and contribute to the feeling that life is meaningful.	28	26*, 27, 29, 30	5	4
Personal growth	Develop your potential to grow and develop, and be open to new experiences.	31	32, 33, 34	4	4
Total		13	21	34	27

Description: The sign (*) is a dropped item

Job Satisfaction Scale

Based on the item discrimination power test carried out on the job satisfaction scale, the researcher obtained results that out of the 31 items tested, there were 26 good items and 5 bad items. From the results of the item discrimination test, the correlation coefficient in the good item in this study moved from 0.304 to 0.658. Then, the distribution of work satisfaction items can be declared good. The details of a good item on the job satisfaction scale used in this study can be seen in Table 4.

Table 4. Distribution of Items on the Job Satisfaction Scale

Aspects	Indicator	Aitem		Number of Items Beginning	Number of Items Good
		Favo	Unfavo		
Pay	Satisfaction with employee service rewards for the organization, regardless of the salary or salary increase received by employees.	1	10, 17	3	3
Promotion	Opportunities for employees to grow and develop in a job or title.	31*	2	2	1
Superviseon	The ability of the boss to supervise makes employees feel satisfied.	3, 25	11, 18	4	4
Gringe benefit	The existence of social security provided by the company.	12*, 19	4, 24	4	3
Contingent reward	A reward for good performance.	5*	13, 20, 27	4	3
Operating condition	Employee satisfaction with existing regulations and procedures.	14*	6, 26*	3	1
Cowokers	The support provided by colleagues and the conformity felt when interacting with colleagues.	7, 21	28	3	3
Nature of work	The characteristics of the work itself are appropriate and pleasant.	15, 23, 29	8	4	4
Communication	Communication between superiors and subordinates, as well as colleagues.	9	16, 22, 30	4	4
Total		14	17	31	26

Description: The sign (*) is a dropped item

Reliability Test

According to Azwar (2019) Reliability is the reliability or consistency of measurement results, which means how accurate the measurement is. The reliability coefficient ranges from 0 to 1.00. The reliability test in this study used Alpha Cronbach, with a reliability coefficient of ≥ 0.70 .

Psychological Well-Being Scale

The psychological well-being scale's reliability test results in this study obtained a coefficient value of 0.922, so the items on the psychological well-being scale used can be reliable because the reliability coefficient value exceeded ≥ 0.70 . Table 5 explains the details of the reliability test results.

Table 5. Psychological Well-Being Scale Reliability Test Results

Variable	Alpha Cronbach	Number of Items
Psychological Well-being	0,922	27

Job Satisfaction Scale

The results of the reliability test of the job satisfaction scale in this study obtained a coefficient value of 0.883, so the items on the work satisfaction scale used can be said to be reliable because the reliability coefficient value has exceeded ≥ 0.70 . Table 6 explains the details of the reliability test results.

Table 6. Results of the Reliability Test on the Job Satisfaction Scale

Variable	Alpha Cronbach	Number of Items
Job Satisfaction	0,883	26

Assumption Test

The assumption test was carried out to determine whether the data obtained was normally distributed and whether the variable relationships were linear.

Normality Test

In the normality test in this study, the Kolmogorov-Smirnov technique was used. Based on the normality test results on psychological wellbeing data, a score of 0.076 was obtained with a significance value of 0.099 ($p \geq 0.05$). It can be said that psychological well-being data is distributed normally. Meanwhile, based on the normality test results on the job satisfaction data, a score of 0.091 was obtained with a significance value of 0.020 ($p \geq 0.05$). It can be said that distributed job satisfaction data is abnormal. The details of the results of the normality test conducted in this study can be seen in Table 7.

Table 7. Normality Test Results on the Psychological Well-Being Scale and the Job Satisfaction Scale

Variable	Sig	P	Information
Psychological Well Being	0,099	$\geq 0,05$	Normal
Job Satisfaction	0,020	$\geq 0,05$	Abnormal

Linearity Test

The data can be linear if the significance result is ≤ 0.05 . Based on the results of the linearity test on psychological well-being and job satisfaction data, the significance value was 0.000 ($p \leq 0.05$). Therefore, it can be concluded that the data on psychological well-being and job satisfaction are linear. The details of the results of the linearity test used in this study can be seen in Table 8.

Table 8. Results of Linearity Test on the Psychological Well-Being Scale and the Job Satisfaction Scale

Variable	Sig	P	Keterangan
Psychological Well Being	0,000	$\leq 0,05$	Linear
Job Satisfaction			

Uji Hypothesis

The hypothesis test was carried out using a regression test to test the effect of job satisfaction on psychological well-being. Data analysis used a simple regression test using SPSS. After a simple regression test to see the effect of job satisfaction on psychological well-being, an F test of 44.012 was obtained, an R of closeness was 0.528, and a significant value of 0.000 ($p \leq 0.01$) meaning that job satisfaction had a significant effect on psychological well-being in SLB teachers, therefore the hypothesis proposed in this study was accepted. The results of the simple regression of the job satisfaction scale and the psychological well-being scale can be seen in Table 9.

Table 9. Results of the Psychological Well-Being and Job Satisfaction Hypothesis Test

Variable	R	R Square	F	Sig	P	Keterangan
Psychological Well Being	0,528	0,279	44,012	0,000	$\leq 0,01$	There is an influence
Job Satisfaction						

Another result shows an R Square value of 0.279. This shows that job satisfaction affects psychological well-being in SLB teachers by 27.9%, and the remaining 72.1% is due to another factor outside the study.

Discussion

This study empirically examines job satisfaction's influence on psychological well-being in special school teachers (SLB). Based on the hypothesis test that has been carried out, it is known that the proposed hypothesis was accepted, with a significant value of 0.000 ($p \leq 0.01$), meaning that job satisfaction significantly affects psychological well-being in SLB teachers. The regression analysis also obtained an R Square value of 0.279. This shows that the effect of job satisfaction on psychological well-being in SLB teachers is 27.9%, and the remaining 72.1% is another factor outside the study. Other factors that can affect psychological well-being in SLB teachers besides job satisfaction, according to Ryff, include (1989) and Wells (2010) are age, education level, gender, marital status, socioeconomic status, religiosity, social

support, and personality. As for the religiosity factor, many of the SLB teachers choose to become teachers at SLB because they want to work while worshiping. So, if SLB teachers have strong religiosity, their level of psychological well-being will also be higher. Social support factors include support from families to become SLB teachers and the attention and help that SLB teachers get from colleagues while educating children with special needs. Personality factors: SLB teachers with a healthy personality must have effective coping skills to avoid stress and conflict, and have many personal and social competencies.

Job satisfaction can affect psychological well-being in SLB teachers because if SLB teachers do fun work or do jobs they like, then the SLB teacher will feel positive things and achieve goals that change in life, such as being productive and creative, or achieving emotional integrity in the next life. Satisfaction with the work undertaken can be seen from how communication and relationships between colleagues and superiors go well, and how the company provides awards, salary increases, and promotions. So, positive relationships with others also increase because of the warmth and mutual trust from colleagues, superiors, and children with special needs. With the satisfaction of their work, SLB teachers will feel comfortable in the workplace environment. So that SLB teachers can cope and adjust to the conditions of students when teaching, where SLB teachers can master their environment well. Based on the research results from Liona and Yuniardi (2020), workers' psychological well-being will be high if they develop their potential by paying attention to their job satisfaction. Workers' high psychological well-being will affect productivity and creativity, reduce boredom, and increase happiness felt at work.

This study shows that the mean of empirical psychological well-being is in the high category. This can be influenced by several things, including age differences, where SLB teachers with older ages can manipulate and control the environment well, improve their quality, and become more independent individuals in living life. Another thing that affects is the difference in the status of each SLB teacher, one of which is the educational status, where SLB teachers with university degrees will be better at introducing their work environment. Even the educational status will also affect the socio-economic status of the SLB teacher. The personality of SLB teachers can also affect high psychological well-being. With effective coping skills, SLB teachers can accept their shortcomings and advantages and establish good relationships with colleagues and SLB students. So that there is a sense of comfort with the work undertaken. This is in line with the definition of psychological well-being according to Ryff (1989), where individuals can express personal feelings as a result of their life experiences and can accept themselves as they are, have positive relationships with others, become independent individuals, have life goals, be able to control the environment, and continue to grow personally.

It is known that the empirical mean of job satisfaction is in the medium category. Several things, including the work itself, can influence this. Some SLB teachers often say that being an SLB teacher is their desire, and SLB teachers are interested in developing the talents of children with special needs, which makes SLB teachers feel happy about their work. Moreover, SLB teachers get promotion opportunities and are given fair social security by their superiors. Job satisfaction is in the medium category for SLB teachers and is not far from the salary or wages they get, judging from the difficulty of being an SLB teacher. Other things that can affect job satisfaction are in the medium category, inseparable from social support and good

communication between colleagues and superiors. This, in line with the definition of job satisfaction according to Sudarnoto (2012) Job satisfaction is an assessment of an individual's feelings towards their work. It indicates a positive affective condition from one's work experience. Employees' appreciation of their work is closely related to the situation and working conditions they experience.

The results of the mean empirical psychological well-being based on age are known to be in the high category. The mean empirical psychological well-being with the highest score in SLB teachers was 52-62 years old. Where SLB teachers with older ages will choose an environment that suits their psychological condition. The experience gained by SLB teachers at an older age will also help manipulate and control the environment with children with special needs. However, there is no age difference in adapting to the work environment, both with colleagues and with SLB students. This is in line with the opinion of Ryff (1989), where the dimensions of psychological well-being, such as environmental mastery and autonomy, increase with age. Self-acceptance and positive relationships with others are no different with age.

The results of the empirical mean psychological well-being based on gender are known to be in the high category. Female SLB teachers have a greater empirical mean value of psychological well-being compared to male SLB teachers. Because female SLB teachers are easier to get closer to children with special needs. Female SLB teachers will have strong feelings of empathy and affection for children with special needs and be able to have greater love. The ability to love is a significant mental health component (Neff et al., 2007). This is in line with the opinion of Ryff (1989), where women have a higher ability to foster better relationships with others than men.

The mean results of empirical psychological well-being based on marital status are known to be in the high category. Married SLB teachers have a greater empirical mean value of psychological well-being than SLB teachers who are still single. This is due to the support of loved ones when SLB teachers feel tired in educating children with special needs, so that SLB teachers feel safe and comfortable. This is in line with the opinion of Wells (2010), where married individuals' psychological well-being is better than that of individuals who are still alone.

The results of the mean empirical psychological well-being based on the last high school/vocational school education were in the medium category, and the last education of higher education was in the high category. This is because education contributes to psychological well-being, and SLB teachers with special education graduates are likely to understand their work environment better. In addition, education can affect the position and income of SLB teachers. This is in line with the opinion of Ryff (1989), where individuals who have a higher level of education, better environmental recognition, and better psychological well-being are also better.

The mean results of empirical psychological well-being based on the number of children are known to be in the high category. The mean of empirical psychological well-being with the highest score was in SLB teachers with a \geq number of children of 3. SLB teachers who already have $3 \geq$ children feel that they have more responsibility for the lives of their loved ones and give the children of SLB teachers social support while working. This is in line with the opinion of Ryff (1989), who emphasizes the importance of warm interpersonal relationships, mutual

trust, and mutual support. The ability to love is seen as a major component of mental health, as is the sense of comfort, attention, appreciation, or help perceived by the individual that is obtained from other people or groups.

The results of the empirical mean psychological well-being based on residential housing are known to be in the high category. This is due to the ability of SLB teachers to master the environment, where SLB teachers can choose and create an environment that suits them. This is in line with the opinion of Ahmad, Hartati, and Aulia (2017), where environmental control and improving activities in the residence are very important to support psychological well-being.

The results of the mean empirical psychological well-being based on length of work are known to be in the high category. The mean of empirical psychological well-being with the highest score was in SLB teachers who had worked for > 10 years. The length of work can affect psychological well-being as the experience of working as an SLB teacher increases, where SLB teachers continue to develop their potential to grow and develop as independent and creative individuals in teaching children with special needs. This is in line with the opinion of Ryff and Singer (1996), where, in evaluating their experience, if the individual makes an effort, the psychological well-being that was previously low increases.

The results of the mean empirical psychological well-being based on the SLB type of specificity are known to be in the high category. SLB teachers who work in SLB with autism specificity have a higher empirical mean value than SLB teachers with other specialty types. This is because autistic children make it easier for SLB teachers to approach and provide learning materials. Autistic children have advantages in visual and artistic forms, so that SLB teachers can communicate through art and pictures. In contrast to SLB teachers who work in SLB types of specialties A, B, C, D, and E, who must be active and patient in providing learning materials and approach processes. This is in line with the opinion of Ryff (1989) that active participation and mastery of the environment are important elements of the integrated framework of psychological well-being functions.

The results of the mean empirical psychological well-being based on the workplace location are known to be in the high category. SLB teachers working on the island of Nusa Tenggara have a higher empirical mean value compared to SLB teachers working on Java, Kalimantan, and Sumatra. This is due to the different income in each region. Moreover, Nusa Tenggara is a tourist attraction. A comfortable work environment also affects psychological well-being. This, in line with the opinion of Wells (2010), means that individuals with a high socioeconomic level will also have a higher level of psychological well-being. And conversely, individuals with low socioeconomic levels will have a low level of psychological well-being as well. This is because a person's socioeconomic level is closely related to education, health, and work environment.

The mean results of empirical psychological well-being based on side jobs are known to be in the high category. SLB teachers with a side job have a greater empirical mean value of psychological well-being compared to SLB teachers who do not have a side job. The high psychological well-being of SLB teachers who have side jobs is due to the fact that the salary obtained just by being an SLB teacher is still considered low, so it is still not enough to meet the needs of SLB teachers. This, in line with the opinion of Ryff (1995), suggests that many of the negative impacts of low socioeconomic status can be seen from the process of social

comparison results, in which lower individuals compare themselves to be less fortunate than others and are unable to obtain resources that can adjust to perceived gaps. It was found that psychological well-being is high in individuals who have a high employment status.

The results of the mean empirical psychological well-being based on the reason for being an SLB teacher are known to be in the high category. SLB teachers who became SLB teachers due to internal factors have a greater empirical mean value of psychological well-being than those who became SLB teachers due to external factors. The reason for SLB teachers is due to internal factors, namely the desire from within SLB teachers to develop the talents and ideals of children with special needs, as well as the desire to practice the knowledge they have. This is in line with the opinion of Ryff (1989), who states that the development of a life span refers to various goals or objectives that change in life, such as being productive and creative or achieving emotional integrity later in life. Thus, positive individuals have goals, intentions, and direction that all contribute to the feeling that life is meaningful. Meanwhile, the reason for SLB teachers is due to external factors, namely, the support from families to teach children with special needs. This, in line with the opinion of Ryff (1995), social support can be interpreted as a sense of comfort, attention, appreciation, or help perceived by individuals obtained from other people or groups. This support can come from various sources, including spouses, family, friends, colleagues, doctors, and social organizations.

The results of the empirical mean psychological well-being based on monthly income and expenses are in the high category. The mean empirical psychological well-being with the highest score was for SLB teachers whose monthly income was > IDR 5,000,000 and SLB teachers whose monthly expenses were > IDR 3,000,000 – IDR 5,000,000. Amichai-Hamburger (2009) Psychological well-being is a concept that emphasizes the psychological balance of individuals. So, providing a satisfactory salary or wage to SLB teachers will increase their psychological well-being. The compensation or wages obtained are very much in accordance with the services of SLB teachers in educating children with special needs. This aligns with Wells's (2010) opinion, where psychological well-being is consistent with the financial situation, except for autonomy. Psychological well-being increases when the financial situation improves, which is marked by a positive economic balance.

CONCLUSION

The study confirmed a significant positive influence of job satisfaction on psychological well-being among SLB teachers ($p=0.000$), with psychological well-being in the high category and job satisfaction in the medium category across most demographic factors (age, gender, marital status, etc.), except for high school/vocational school-educated teachers who showed medium-level well-being. Future research should expand by examining additional variables like institutional support and workload, employing mixed methods for deeper insights, conducting longitudinal studies to track changes over time, comparing regional or school-type differences, and developing targeted interventions to improve job satisfaction and psychological well-being in this specialized teaching population. These extensions would provide a more comprehensive understanding of factors influencing SLB teachers' welfare and inform effective support strategies.

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