

The Effect of Job Demands and Job Resources on Teacher Well Being Through Work Engagement as a Mediating Variable in Public High School Teachers in The City Of Mataram NTB

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ABSTRACT

This study aims to determine the effect of job demands and job resources on teacher well-being through work engagement as a mediating variable in high school teachers in the city of Mataram NTB. This study uses a type of quantitative research using a population of 625 people with a sample of 260 teachers at 11 high schools in the city of Mataram NTB. Data collection techniques using questionnaires, observation and literature study. Data analysis using Partial Least Square (PLS) with the SMARPLS 4.0 application. The results showed that job demands had a positive and insignificant effect on well-being, job resources had a negative and significant effect on well-being, job demands had a negative and insignificant effect on work engagement, job resources had a positive and significant effect on work engagement, work engagement had a positive and significant effect on well-being, work engagement could not mediate the effect of job demands on well-being, work engagement could mediate the effect of job resources on teacher well-being.

INTRODUCTION

Based on a survey conducted by UNESCO, the quality of education in Indonesia must be improved by paying attention to various aspects. One aspect that needs attention is education infrastructure. Education infrastructure in Indonesia must be improved to improve the quality of education in Indonesia. Schools in Indonesia must have good facilities so that students can study comfortably. This can increase students' interest in learning and improve the quality of education. In addition, teachers should also receive proper training so that they can teach the material well. Teachers should have a broad knowledge of the material being taught so that they can teach students better.

Schools in Indonesia must have good facilities so that students can study comfortably. This can increase students' interest in learning and improve the quality of education. In addition, teachers should also receive proper training so that they can teach the material well. Teachers should have a broad knowledge of the material they teach so that they can teach students better. According to UNESCO (United Nations Educational, Scientific and Cultural Organization.) is the quality of teachers, teacher performance, but before that the most important thing that needs to be considered to improve teacher performance is teacher welfare, this is also confirmed by research conducted by As'adi (2023) on the Effect of Teacher Welfare and Organizational Commitment on Teacher Performance and the results of this study that teacher performance is strongly influenced by teacher welfare.

LITERATURE REVIEW

Job demands

According to Demerouti et al (2001) Job demands refer to physical, psychological, social, or organizational aspects of work that require sustained physical and/or psychological effort and are therefore associated with specific physiological and/or psychological costs. Examples are high work pressure and emotionally demanding interactions with clients or customers.

According to Spector & Jex (1998), job demands, such as demands to work fast and hard, or regarding general heavy workloads, are assumed to damage individual attitudes and behavior.

Indicator job demands

According to Bekker & Demerouti (2007) the factors that encourage job demands include:

1. Work pressure or work load refers to the pressure obtained when completing work-related tasks such as a certain period of time to an appropriate and acceptable level.
2. Emotional demands refer to the affective component of work that puts a person in a work stress situation.
3. Mental demands on work tasks that relate mentally to the work being done.
4. Physical demands relate to physical activities, such as carrying and lifting.

Job resources

According to Van Emmerik et al (2009) defining job resources refers to the physical, psychological, social or organizational aspects of work what is necessary in achieving goals and objectives, which is necessary for the

reduction of the negative impact of job demands including related psychological and psychological costs and which promotes personal growth, learning and development.

According to Çetin and Nalan Ergün (2021) Job resources refer to advantages and opportunities that reduce the impact of job demands, support employee development, and help achieve successful outcomes.

Indicator job resources

1. Social Support: Support from coworkers, superiors, or the organization as a whole.
2. Autonomy: The degree of freedom and control a worker has in carrying out their duties.
3. Learning and Development Opportunities: Opportunities to develop new skills or acquire additional knowledge that can be applied in the job.

Work engagement

According to schaufeli et al (2001) Work engagement is a state of positive fulfillment, full of affective motivation, characterized by passion, dedication, and absorption.

According to macey and schneider (in mark attridge, 2009) work engagement is a term used to describe the extent to which employees are involved by being committed, enthusiastic, and passionate about their work.

Indicator work engagement

According to Schaufeli et al (2001) the dimensions of work involvement are divided into three main components, namely:

1. Vigor refers to high levels of energy and resilience, willingness to invest effort in work, not getting tired easily, and perseverance in the face of adversity.
2. Dedication refers to a strong involvement in one's work, accompanied by feelings of enthusiasm and meaning, as well as a sense of pride and inspiration.
3. Absorption refers to a pleasant state of being fully involved in work characterized by time passing quickly and not being able to break away from work.

Well-being

According to Carol D. Ryff (1989) Well-being includes a state of overall physical, mental, and social health and well-being. It involves feeling satisfied with life, experiencing positive emotions, having purpose, and functioning effectively in daily activities.

According to Diener (2000) in looking at well-being, well-being is conceptualized as a concept that is built globally and operated by including employee job satisfaction, family satisfaction and physical well-being and psychological well-being.

Indicator well-being

According to Ed Diener (2009), there are three indicators of well-being that can be used, namely:

1. PWB (Psychological Well-Being) refers to a person's psychological well-being, such as life satisfaction, quality of social relationships, and positive experiences.
2. EWB (Economic Well-Being) focuses on aspects of economic well-being, including income, economic inequality, and financial stability.
3. SWB (Subjective Well-Being) reflects an individual's subjective evaluation of their life as a whole, including happiness, satisfaction, and positive emotions.

METHODOLOGY

This type of research uses quantitative, which is research that aims to connect two or more variables (Sugiyono, 2019). This study uses primary and secondary data sources (Sugiyono, 2019). In this study, the exogenous variables are job demands (X1) and job resources (X2). While the endogenous variable is well-being (Y) and the mediating variable is work engagement (Z). This research was conducted at 11 high schools in the city of Mataram, NTB. This research was conducted from November 2023 to April 2024. (Sugiyono, 2019) defines "population" as a comprehensive group consisting of individuals or objects selected by researchers because of the same characteristics and characteristics. In the context of this research, the population is 625 teachers who are registered in Dapodik at 11 high schools in Mataram city, NTB. The sample reflects the population both in terms of number and composition. Researchers are constrained by time, energy, cost and a very large population if they try to conduct research without first taking a sample. In this case, the sample to be used is 260 respondents, where the sample is determined from the Slovin formula with an error rate of 5%.

RESEARCH RESULT

Description of Job demand Variables (X 1)

The job demand variable (x1) is measured using 15 question items that use a Likert scale of 1-5. Below are the percentage results of measuring job demand variables

No.	Statement Code	Frequency and Percentage							Average
			STS	TS	RR	S	SS	Total	
1	JD 1	f	0	102	17	54	8	260	2.265
		%	0,00%	39,23%	6,54%	20,77%	3,08%	100%	
2	JD 2	f	0	113	23	36	29	260	2.473
		%	0,00%	43,46%	8,85%	13,85%	11,15%	100%	
3	JD 3	f	0	112	39	28	33	260	2.562
		%	0,00%	43,08%	15,00%	10,77%	12,69%	100%	
4	JD 4	f	0	122	26	37	16	260	2.342
		%	0,00%	46,92%	10,00%	14,23%	6,15%	100%	
5	JD 5	f	0	105	35	45	16	260	2.438

		%	0,00%	40,38%	13,46%	17,31%	6,15%	100%	
6	JD 6	f	0	115	30	44	18	260	2.458
		%	0,00%	44,23%	11,54%	16,92%	6,92%	100%	
7	JD 7	f	0	106	34	47	13	260	2.431
		%	0,00%	40,77%	13,08%	18,08%	5,00%	100%	
8	JD 8	f	0	103	38	46	19	260	2.512
		%	0,00%	39,62%	14,62%	17,69%	7,31%	100%	
9	JD 9	f	0	111	42	30	30	260	2.558
		%	0,00%	42,69%	16,15%	11,54%	11,54%	100%	
10	JD10	f	0	115	26	34	29	260	2.481
		%	0,00%	44,23%	10,00%	13,08%	11,15%	100%	
11	JD11	f	0	90	49	38	29	260	2.608
		%	0,00%	34,62%	18,85%	14,62%	11,15%	100%	
12	JD 12	f	0	99	45	29	45	260	2.754
		%	0,00%	38,08%	17,31%	11,15%	17,31%	100%	
13	JD 13	f	0	96	49	30	38	260	2.677
		%	0,00%	36,92%	18,85%	11,54%	14,62%	100%	
14	JD 14	f	0	109	44	29	31	260	2.569
		%	0,00%	41,92%	16,92%	11,15%	11,92%	100%	
15	JD 15	f	0	119	29	35	18	260	2.362
		%	0,00%	45,77%	11,15%	13,46%	6,92%	100%	

Based on the job demand data table above, the majority of respondents answered Disagree (TS) as many as 1,617 for the response to the questionnaire statement from the job demand variable, then when viewed from the average score on the answers to the job demand variable, it is less than 2.5 which means low or not good, and partly above 2.5 which also means that the data is said to be sufficient or moderate. Which means that in this case the four indicators of the job demand variable, namely: work schedulling. Work load or work pace, job content, and job control in teachers is classified as Low.

Description of Job Resources variable (X 2)

The job resources variable (x2) is measured using 16 question items that use a Likert scale of 1-5. Below are the percentage results of measuring the job resources variable:

No.	Statement Code	Frequency and Percentage							Average
			STS	TS	RR	S	SS	Total	
1	JR 1	f	29	29	20	98	84	260	3.688
		%	11,15%	11,15%	7,69%	37,69%	32,31%	100%	
2	JR 2	f	28	43	11	90	88	260	3.642
		%	10,77%	16,54%	4,23%	34,62%	33,85%	100%	
3	JR 3	f	27	30	21	97	85	260	3.704

		%	10,38%	11,54%	8,08%	37,31%	32,69%	100%	
4	JR 4	f	27	36	27	105	65	260	3.558
		%	10,38%	13,85%	10,38%	40,38%	25,00%	100%	
5	JR 5	f	26	36	21	93	84	260	3.665
		%	10,00%	13,85%	8,08%	35,77%	32,31%	100%	
6	JR 6	f	28	36	28	103	65	260	3.542
		%	10,77%	13,85%	10,77%	39,62%	25,00%	100%	
7	JR 7	f	27	31	21	96	85	260	3.663
		%	10,38%	11,92%	8,08%	36,92%	32,69%	100%	
8	JR 8	f	28	28	25	95	84	260	3.663
		%	10,77%	10,77%	9,62%	36,54%	32,31%	100%	
9	JR 9	f	27	34	24	108	67	260	3.568
		%	10,38%	13,08%	9,23%	41,54%	25,77%	100%	
10	JR 10	f	30	29	18	91	92	260	3.689
		%	11,54%	11,15%	6,92%	35,00%	35,38%	100%	
11	JR 11	f	27	36	18	93	86	260	3.640
		%	10,38%	13,85%	6,92%	35,77%	33,08%	100%	
12	JR 12	f	30	44	8	103	75	260	
		%	11,54%	16,92%	3,08%	39,62%	28,85%	100%	
13	JR 13	f	27	41	28	96	68	260	3.573
		%	10,38%	15,77%	10,77%	36,92%	26,15%	100%	
14	JR 14	f	28	33	17	96	86	260	3.688
		%	10,77%	12,69%	6,54%	36,92%	33,08%	100%	
15	JR 15	f	27	47	28	95	63	260	3.462
		%	10,38%	18,08%	10,77%	36,54%	24,23%	100%	
16	JR 16	f	28	32	21	94	85	260	
		%	10,77%	12,31%	8,08%	36,15%	32,69%	100%	3.677

Based on the job resources data table above, the majority of respondents answered more affirmatively (S) as many as 1,172 responses to questionnaire statement answers from job resources variables, then when viewed from the average score, the answers to job resources variables are all at 3.5 which means high and said to be good. Which means in this case the four indicators of the job resources variable (work resources) are: organizational level. Interpersonal level, work level, and task level in teachers are high. Where in this case we can conclude that work resources such as training, teamwork and the role of superiors are very helpful for a teacher in completing his work.

The Variable Work Engagement (Z)

The variable work engagement (Z) was measured using 12 question items using a Likert scale of 1-5. Below is the percentage measurement result of the variable as follows:

No.	Statement Code	Frequency and Percentage							Average
			STS	TS	RR	S	SS	Total	
1	WE 1	f	0	41	36	83	0	260	3.931
		%	0,00%	15,77%	13,85%	31,92%	0,00%	100%	
2	WE 2	f	0	32	32	106	0	260	3.977
		%	0,00%	12,31%	12,31%	40,77%	0,00%	100%	
3	WE 3	f	0	33	26	117	0	260	3.969
		%	0,00%	12,69%	10,00%	45,00%	0,00%	100%	
4	WE 4	f	0	22	38	112	0	260	4.023
		%	0,00%	8,46%	14,62%	43,08%	0,00%	100%	
5	WE 5	f	0	14	49	115	0	260	4.019
		%	0,00%	5,38%	18,85%	44,23%	0,00%	100%	
6	WE 6	f	2	22	47	102	2	260	3.962
		%	0,77%	8,46%	18,08%	39,23%	0,77%	100%	
7	WE 7	f	0	12	43	116	0	260	4.081
		%	0,00%	4,62%	16,54%	44,62%	0,00%	100%	
8	WE 8	f	0	24	58	97	0	260	3.904
		%	0,00%	9,23%	22,31%	37,31%	0,00%	100%	
9	WE 9	f	0	19	28	117	0	260	4.115
		%	0,00%	7,31%	10,77%	45,00%	0,00%	100%	
10	WE 10	f	1	20	24	122	1	260	4.100
		%	0,38%	7,69%	9,23%	46,92%	0,38%	100%	
11	WE 11	f	0	19	38	110	0	260	4.065
		%	0,00%	7,31%	14,62%	42,31%	0,00%	100%	
12	WE 12	f	0	23	27	108	0	260	4.108
		%	0,00%	8,85%	10,38%	41,54%	0,00%	100%	

Based on the work engagement data table above, the majority of respondents answered agree (S) as much as 1,305 for the response to the questionnaire statement from the Work engagement variable, then when viewed from the average score on the answers to the Work engagement variables, all of them are between 3.5 and 4.5 which means high and said to be good. means that in this case the three indicators of the Work engagement variable (involvement in work), namely vigor, absorption, and dedication in teachers are high.

Description of Well-being variable (Y)

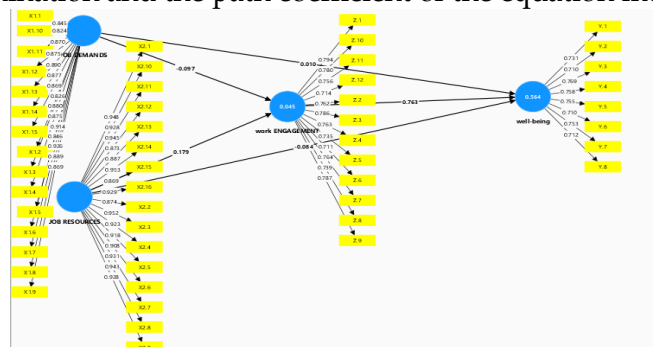
The well-being variable (Y) is measured using 8 question items that use a Likert scale of 1-5. Below are the results of the percentage of variable measurements as follows:

No.	Statement Code	Frequency and Percentage							Average
			STS	TS	RR	S	SS	Total	
1	WB 1	f	6	0	34	116	104	260	4.200
		%	2,31%	0,00%	13,08%	44,62%	40,00%	100%	
2	WB 2	f	1	9	39	119	92	260	4.123
		%	0,38%	3,46%	15,00%	45,77%	35,38%	100%	
3	WB 3	f	0	15	22	134	89	260	4.142
		%	0,00%	5,77%	8,46%	51,54%	34,23%	100%	
4	WB 4	f	0	19	19	113	109	260	4.200
		%	0,00%	7,31%	7,31%	43,46%	41,92%	100%	
5	WB 5	f	0	16	27	118	99	260	4.154
		%	0,00%	6,15%	10,38%	45,38%	38,08%	100%	
6	WB 6	f	0	11	38	117	94	260	4.131
		%	0,00%	4,23%	14,62%	45,00%	36,15%	100%	
7	WB 7	f	0	11	29	124	96	260	4.173
		%	0,00%	4,23%	11,15%	47,69%	36,92%	100%	
8	WB 8	f	0	8	33	134	85	260	4.138
		%	0,00%	3,08%	12,69%	51,54%	32,69%	100%	

Based on the well-being data table above, the majority of respondents answered agree (S) as much as 975 for the response to the questionnaire statement of the well-being variable, then when viewed from the average score on the answers to the well-being variables, all of them were at 3.5, which means high and said to be good. Which means that in this case the three indicators of the well-being variable, namely EWB, PWB, and SWB in teachers are high. where in this case we can conclude that well-being can be felt by a teacher in doing his job.

Outer Model

At the data analysis stage of this research, the Outer Model or also known as the measurement model focuses on measuring the variables used in the study, namely X1 (Job demand), X2 (job resources), Y (well-being), and Z (work engagement) as mediating variables. Through the Outer Model, researchers dig deeper into the extent to which the measured constructs accurately reflect the reality of the concepts represented by these variables. The following Figure 2 shows the coefficient of model determination and the path coefficient of the equation model in the outer model:



Such an approach allows research to make a more substantial contribution to our understanding of how these variables are interrelated, and to what extent they affect teacher well-being through work motivation as an intermediary (Hair et al., 2019). Thus, the following is a description of the results of the Outer Model analysis in this study:

1. Convergent Validity

	Job Demand (X1)	Job Resources (X2)	Well-Being (Y)	Work Engagement (Z)	Information
JD1	0,845				Valid
JD2	0,826				Valid
JD3	0,880				Valid
JD4	0,875				Valid
JD5	0,914				Valid
JD6	0,846				Valid
JD7	0,926				Valid
JD8	0,889				Valid
JD9	0,869				Valid
JD10	0,824				Valid
JD11	0,870				Valid
JD12	0,875				Valid
JD13	0,890				Valid
JD14	0,877				valid
JD15	0,869				valid
JR1		0,948			Valid
JR2		0,874			Valid
JR3		0,952			Valid
JR4		0,923			valid
JR5		0,918			Valid
JR6		0,908			Valid
JR7		0,931			Valid
JR8		0,943			Valid
JR9		0,928			Valid
JR10		0,928			Valid
JR11		0,945			Valid
JR12		0,873			Valid
JR13		0,887			Valid
JR14		0,953			Valid
JR15		0,869			Valid
JR16		0,929			Valid
WB1			0,731		Valid
WB2			0,710		Valid
WB3			0,769		Valid
WB4			0,758		valid
WB5			0,755		Valid
WB6			0,710		Valid

WB7			0,753		Valid
WB8			0,712		Valid
WE1				0,794	Valid
WE2				0,780	valid
WE3				0,756	Valid
WE4				0,714	Valid
WE5				0,762	Valid
WE6				0,786	Valid
WE7				0,763	Valid
WE8				0,735	Valid
WE9				0,711	Valid
WE10				0,764	Valid
WE11				0,739	Valid
WE12				0,787	Valid

Based on the Convergent Validity Test Results table data above, it can be concluded that the four variables in this study are all said to be valid because each variable has a loading factor value > 0.70. This shows that all indicators can be used as measuring instruments.

2. Composity Reability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
JOB DEMANDS	0.982	0.896	0.979	0.761
JOB RESOURCES	0.988	0.994	0.989	0.846
well-being	0.880	0.882	0.905	0.544
work ENGAGEMENT	0.933	0.934	0.942	0.575

In the table of reliability test results above, the construct is declared reliable if the Composite Reability value is above 0.7 and the Cronbach's alpha value is above 0.60, if we refer to the results in the table above, it can be concluded that all construct values are above 0.7 and so is the value of Cronbach's alpha above 0.60. So we can conclude that the construct has good reliability.

3. Average Variance Extrated (AVE)

	AVE
JOB DEMAND	0,761
JOB RESOURCES	0,846
WELL-BEING	0,544
WORK ENGAGEMENT	0,575

The Average Variance Extracted (AVE) value also shows the results of evaluating discriminant validity for each construct, as well as endogenous and exogenous variables. AVE also explains the internal intercorrelation between indicators on the construct for each latent variable. The AVE value must be at least at least 0.5. In table 4.8, the AVE value for each variable is > 0.5 so it can be concluded that all variables have high reliability (Musyaffi et al., 2021).

4. Discriminant Validity

	job demands	job resources	well being	work engagement
job demands				
job resources	0.083			
well being	0.064	0.075		
work engagement	0.097	0.190	0.819	

The test results presented in the discriminant validity results table above show that discriminant validity is good and all constructs are truly different from other constructs.

Inner Model

1. R-square

	R-square	R-square adjusted
well being	0.564	0.560
work engagement	0.045	0.038

From the table of R-square test results above, it can be concluded that:

- Well-being has an R-square value of 0.564 or 56.4%, including in the moderate / good category, it can be said that job demand and job resources affect teacher well-being by 56.4%.
- Meanwhile, for the work engagement variable has a value of 0.045 or 4.5% also included in the moderate / good category, it can be said that the job demand and job resources variables affect work engagement by 4.5% and the remaining percentage is most likely influenced by other variables not discussed in this study.

2. F-Square

	f-square
job demands -> well being	0.000
job demands -> work engagement	0.010
job resources -> well being	0.015
job resources -> work engagement	0.033
work engagement -> well being	1.277

Based on the F-square test table above, it can be concluded as follows:

- the relationship between job demand variable on teacher well-being has a value of 0.000 which means that there is a small category level influence for exogenous variables on endogenous.
- The relationship between job demand variables on work engagement has a value of 0.010, which means that there is a small category level effect for exogenous variables on endogenous ones.
- The relationship between job resources variables on teacher well-being has a value of 0.015 which means there is a small category level influence for exogenous variables on endogenous.
- The relationship between job resources variables on work engagement has a value of 0.033 which means there is a medium category level influence for exogenous variables on endogenous.
- The relationship between work engagement variables to teacher well being has a value of 1,277 which means there is a large category level influence for exogenous variables on endogenous.

3. Q-square

	Q ² predict
well being	-0.003
work engagement	0.033

Based on the Q-square test table above, it can be concluded that the well-being variable (Y) has a Q predict of -0.003, which means it has a small or weak predictive relevance, while the work engagement variable (Z) has a Q predict value of 0.033, which means it has moderate predictive relevance.

4. Direct Effect

	Original ...	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
job demands -> well being	0.010	0.007	0.038	0.260	0.397
job demands -> work engagement	-0.097	-0.064	0.142	0.684	0.247
job resources -> well being	-0.084	-0.084	0.047	1.782	0.037
job resources -> work engagement	0.179	0.183	0.068	2.636	0.004
work engagement -> well being	0.763	0.764	0.049	15.721	0.000

Based on the table of direct effect results above, there are significant and insignificant relationships between variable relationships, it can be concluded as follows:

- The job demand variable on teacher well being has p values of 0.397 or > 0.05 and has an Original sample value of 0.010, so the relationship between these variables is said to be insignificant and positive.
- The job demand variable on work engagement has p values of 0.247 or > 0.05 and has an Original sample value of 0.097, so the relationship between these variables is said to be insignificant and negative.
- The job resources variable on teacher well being has p values of 0.037 or < 0.05 and has an Original sample value of 0.084, so the relationship between these variables is said to have a significant and negative effect.
- The job resources variable on work engagement has p values of 0.004 or < 0.05 and has an Original sample value of 0.179, so the relationship between these variables is said to have a significant and positive effect.
- The variable work engagement on teacher well being has p values of 0.000 or < 0.05 and has an Original sample value of 0.763, so the relationship between these variables is said to have a significant and positive effect.

5. Indirect effect

	Original ...	Sample mean (M)	Standard devi...	T statistics (O/STDEV)	P values
job demands -> work engagement -> well being	-0.074	-0.049	0.109	0.676	0.250
job resources -> work engagement -> well being	0.137	0.139	0.051	2.705	0.003

Based on the table of indirect effect results above, it can be concluded as follows:

- The indirect effect of job demands on teacher well being through work engagement with p values of 0.250 > 0.05 then work engagement does not successfully mediate the relationship between job demands on teacher well-being.
- The indirect effect of job resources on teacher well being through work engagement with p values of 0.003 < 0.05 then work engagement successfully mediates the relationship between job resources on teacher well-being.
-

DISCUSSION

Effect of job demand on well-being directly (H1)

The job demands discussed in the study were work pressure and time constraints, emotional demands, distractions or so-called hassles experienced by teachers, and transformation. The results showed that job demands such as work pressure and time constraints, emotional demands and hassles experienced at work, generally use the opportunities available for well-being to achieve their goals, to feel comfortable and function well at work." The results of this study are certainly different from these results, after conducting an in-depth analysis related to the results of this study the different results are caused by several factors such as differences in subjects, geographical coverage in determining the sample studied is also different so that it can affect different or conflicting results.

H1 : The direct relationship of job demand variables to teacher well-being is not significant.

Effect of job resources on well-being directly (H2)

The results of the presentation from previous researchers are in line with the results that the author got if seen from the scores on organizational level job resources indicators such as getting regular training, adequate resources and support from superiors, getting the highest average score compared to other job resources indicators. So based on the explanation above, high work resources for teachers do not automatically increase their welfare.

H2: The direct relationship between job resources variables and teacher well-being is negative significant.

The effect of job demand on work engagement directly (H3)

The results of the relationship between the job demands variable and work engagement which have no effect are most likely caused by the job demands variable which is not really felt by teachers when teachers are involved in their work, because teachers who are in the process of teaching and learning in the classroom are not directly supervised by superiors. only the presence of the teacher is given, so that the influence of the teacher's work demands cannot be felt directly by the teacher at work. The results of this research are certainly different from these results. After carrying out an in-depth analysis regarding the results of this research, the different results are caused by several factors such as differences in subjects, geographical coverage in determining the samples studied is also different so that it can influence different or conflicting results.

H3: The direct relationship between job demand variables and work engagement is negative, not significant.

The influence of job resources on work engagement directly (H4)

Based on the statistical test results in table 4.13 direct effect above, there are results of the influence of the job resources variable on teacher work engagement which has an Original Sample value of 0.179 and has a sample mean value of 0.183, so the relationship between these variables is said to be positive. On the other hand, the t statistic results have a value of 2.636 and the p value is 0.004 (<0.05). This shows that job resources have a significant influence on work engagement. So from the results of this analysis it can be concluded that H4 in this study is accepted. Meanwhile, the positive results obtained in this test indicate that the higher the job resources, the higher the work engagement of teachers. Then, looking at the results of the average score on the job resources indicator that the author analyzed in this research, the 19th question item which reads "I am given adequate facilities at work" gets an average score of 3,704. This indicates that adequate facilities are provided to teachers at SMAN Kota Mataram to work can increase teacher involvement in carrying out their work well.

H4: The direct relationship between job resources variables and work engagement is significantly positive.

The direct influence of work engagement on teacher well-being (H5)

The relationship between work engagement variables and teacher well-being is a topic of interest in educational psychology and organizational behavior. Several studies have explored this relationship and highlighted the link between work engagement and teacher well-being. Based on the statistical test results in table 4.13 direct effect above, there are results of the influence of the

work engagement variable on teacher well-being which have an Original Sample value of 0.763 and have a sample mean value of 0.764, so the relationship between these variables is said to be positive. On the other hand, the t statistic results have a value of 15,721 and the p value is 0.000 (<0.05). This shows that work engagement has a significant influence on well-being. So from the results of this analysis it can be concluded that H5 in this study is accepted. Meanwhile, the positive results obtained in this test indicate that the higher the work engagement, the higher the teacher's well-being. In the data processing results obtained by the author, if we look at the highest average score of 4,115 on the work engagement variable in question item 40 "I feel the work I do is meaningful" this indicates that teachers at SMAN in the city of Mataram feel that the work they do is meaningful and certainly provides welfare for EWB, PWB and SWB as a teacher.

H5: The direct relationship between work engagement variables and teacher well-being is significantly positive.

The influence of job demand on well-being through work engagement as a mediating variable (H6)

Being a teacher is an important role that involves generativity, because teachers not only influence students but also the entire community through the dissemination of knowledge, values and beliefs. The hypothesis of the indirect influence of job demand on teacher well-being through work engagement can be seen from the results of the indirect table. effect where the original sample result is -0.074 and the p value is 0.250 (>0.05), this shows that this indirect relationship is not supported.

H6: The effect of job demand on well-being through work engagement as a mediating variable is not significant.

The influence of job resources on well-being through work engagement as a mediating variable (H7)

The hypothesis of the indirect influence of job resources on teacher well-being through work engagement can be seen from the results of the indirect effect table where the original sample result is 0.137 and the p value is 0.003 (<0.05), this shows that this indirect relationship is supported.

H7: The influence of job resources on well-being through work engagement as a significant positive mediating variable.

CONCLUSIONS

Based on the results of an in-depth analysis of this research and has been explained through the discussion above, in this study the author draws the following conclusions:

1. The effect of job demands on welfare is directly insignificant for teachers in the high school area in Mataram City. This means that the work demands given by the school to teachers are not able to reduce the level of teacher welfare at school, so in this case the school must be able to see the work demands of teachers who unite honorees and civil servants to be well controlled because work demands that are not well controlled can result in fatigue, work stress resulting in decreased teacher welfare.
2. Direct relationship of job resource variables to teacher well-being Negative

1. An important teacher at SMAN in Mataram City. This means that these work resources can improve teacher welfare, but these negative results show that teacher work resources in high schools in Mataram City are not well considered by school leaders, work resources such as Social Support, Support from colleagues, superiors, or organizations in general, the level of freedom and control possessed by a teacher in running it.
2. The direct relationship of job demand variables to work attachment Negative Not significant high school teachers in Mataram city. This explains that work demands do not have an impact on teacher involvement in work, negative results also indicate that teacher work demands are not given much attention when teachers are carrying out their work, it greatly contributes to the negative impact of poor job demands on teacher involvement in work. In this case, school leaders, especially in high schools in the city of Mataram, need to see the royal demands given to each teacher, so that there are no negative effects caused when doing their work.
3. The direct relationship of job resource variables to teacher work involvement is significant positive in SMAN Mataram City This shows that high teacher work resources have a good impact on teacher involvement in work and vice versa low teacher work resources result in low teacher work involvement as well, leaders at SMAN Mataram City need to face to maintain good work resources for teachers, especially in support between others co-workers and supportive facilities when teachers are involved in their work.
4. The direct relationship of work attachment variables to teacher welfare The significant positive of high school teachers in Mataram City indicates that high teacher work involvement has an impact on high teacher welfare and vice versa when low teacher work involvement has an impact on low teacher welfare. So school leaders in SMAN Mataram City need to continue to maintain teacher involvement in their work which is high such as dedication, teachers who remain that their work is meaningful to greatly affect the welfare of the teacher.
5. The effect of work demands on welfare through work attachment as a mediating variable Insignificant teachers in SMAN Mataram City This indicates that high work involvement does not automatically reduce teacher work demands and does not affect the welfare of high school teachers in Mataram City, so in this case School leaders need to measure the work involvement of each teacher to control the negative impact of work demands They will thus have an impact on improving the welfare of each teacher at SMAN Mataram City.
6. The effect of work resources on welfare through work attachment as a positive mediating variable Significant high school teachers in the city of Mataram, this shows that high teacher work involvement is also supported by high work resources so that it can affect the level of teacher welfare. In this case, the school needs to continue to pay attention to the involvement of teachers' work so that teacher welfare is maintained.

RECOMMENDATIONS

Based on the findings of the author in this study, this study has the following meanings:

1. In the variable Job demands, judging from the results of descriptive analysis of this variable there is the highest average in the statement, as seen from the highest average answer score of 2,754 among other job request questionnaires, in question item 12 which reads "I work with the abilities I have" where the average results are included in the sufficient or moderate category. This indicates that most teachers work with their abilities, so the school really needs to increase the opportunities for teachers to continue to develop their abilities in work, of course, it is expected to affect the level of teacher welfare more and more, especially in all high schools in Mataram City.
2. In the variable Job resources, judging from the results of descriptive analysis of this variable can be seen from the highest average answer score of 3,704 among other job resource questionnaires, in the 19th question item which reads "I am given sufficient facilities at work" where the average results are included in the good or high category.
3. In the work engagement variable, judging from the results of descriptive analysis of this variable, it can be seen from the average score of the highest dimension answer (dedication) of 4,115 among other work engagement questionnaires, in the 40th question item which reads "I feel the work I do is meaningful" where the average results are included in the good or high category.
4. In the teacher well-being variable, judging from the results of descriptive analysis of this variable can be seen from the average score of the highest dimension answer (physical wellbeing) of 4,200 among other well-being questionnaires, in question item 47 which reads "I have a positive assessment of my function as a teacher" where the average results are included in the good or high category.

ADVANCED RESEARCH

This research certainly maintains its credibility as scientifically-based literature, but in this study it certainly has some shortcomings as follows:

1. In filling out questionnaires by respondents, the accuracy of the data certainly depends on the honesty of respondents, considering the question items in this study as many as 60 question items so that the questionnaire may experience errors or saturation in filling, so that such things can certainly affect the results of this study.
2. This research is only limited to a sample of one city, namely the city of Mataram, NTB.
3. There are limitations of the scope studied, in this study the scope of discussion is only devoted to studying 4 variables, namely job demands, work resources, work involvement and teacher welfare

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Furthermore, schools, especially high schools in the city of Mataram, are advised to pay attention to the following things:

1. Teacher job demands really need to be managed well between the demands placed on teachers with civil servant status and teachers with honorary status.
2. Work resources need to be carefully considered by school leaders, especially work resources which refer to benefits and opportunities that reduce the impact of work demands, support the development of teachers, and help achieve successful results in the teaching and learning process of students.
3. The welfare of teachers in schools needs to be improved by SMAN leaders in the city of Mataram, especially welfare which includes the overall physical, mental and social health and well-being in the school environment.

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