

Analysis of Workload and Physical Work Environment on Job Satisfaction in Honorary Teachers at SDN 059 Cirangrang, Bandung City

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Abstract

Education is one of the important factors in creating quality human resources. In the world of education, teachers have a crucial role in supporting the success of the teaching and learning process, so teacher job satisfaction needs to be considered in order to improve the quality of learning. From the result of interviews and observations obtained several problems related to the job satisfaction of honorary teachers, which are reflected in the inappropriate workload and suboptimal physical work environment conditions such as the lack of natural lighting (sunlight). This study aims to analyze the workload and physical work environment on job satisfaction of honorary teachers at SDN 059 Cirangrang, Bandung City. The method used in this study is a qualitative method with data collection techniques through interviews, observation and documentation. Data validity testing was carried out using data triangulation, in this study the number of informants was five honorary teachers and one key informant. This study shows the results that the workload of honorary teachers at SDN 059 Cirangrang is in the high category, but can still be adjusted to the abilities and competencies of teachers. Furthermore, the physical work environment at SDN 059 Cirangrang is still considered inadequate due to limited facilities and uncomfortable working conditions. Consequently, both workload and the physical work environment impact to job satisfaction. It can be concluded that a workload that aligns with competencies and abilities, supported by comfortable physical work environment, will increase job satisfaction among honorary teachers.

INTRODUCTION

In an era of increasingly widespread globalization, educational institutions are required to continuously improve the quality of education through competent and professional educators. Teachers are among the most important human resources in the field of education because the success of the teaching learning process is influenced by how teachers carry out their roles in educating, teaching, guiding, directing, training, assessing, and evaluating students (Manora et al., 2024). Therefore, teachers job satisfaction must be prioritized, as teachers with high levels of job satisfaction tend to demonstrate strong motivation, dedication, and commitment in carrying out their teaching duties. Job satisfaction also enhances teachers creativity and effectiveness in designing learning strategies, managing the classroom, and evaluating students learning outcomes. In line with research (Faturrohman & Abdurahman, 2025), which states that to manage human resources optimally and effectively, organizations or companies must prioritize employee job satisfaction.

SDN 059 Cirangrang in Bandung is a public educational institution whose mission is to shape students into independent individual, noble character, critical thinking skills, creativity,

innovation, accomplished, and environmentally insight. Although the school employs both civil servant (PNS) and PPPK teachers, this study focuses on honorary teachers because they face more precarious and dynamic working conditions compared to civil servant and PPPK teachers. Honorary teachers often face difficulties in obtaining certification and complain about workloads and hours equivalent to those of civil servants, yet the salaries they receive do not reflect their performance (Pramesti et al., 2025). Additionally, honorary teachers have little bargaining power when advocating for better working conditions, making them more sensitive to workloads and the physical work environment, which can affect their job satisfaction.

The following is attendance data for honorary teachers at SDN 059 Cirangrang in Bandung (July 2024–June 2025):

Table 1 Attendance Data for honorary teachers at SDN 059 Cirangrang, Bandung City (July 2024–June 2025)

No	Month	Permit (Times)	Unannounced (Times)
1	July	0	0
2	August	0	0
3	September	0	0
4	October	0	0
5	November	0	1
6	December	2	1
7	January	1	1
8	February	0	2
9	March	2	0
10	April	0	1
11	May	0	0
12	June	0	0
Total		5	6

Source: Re-processed records from the SDN 059 Cirangrang administrative office (2025)

The phenomenon of job satisfaction among honorary teachers at SDN 059 Cirangrang is evident from Table 1, which shows attendance data for the period July 2024–June 2025. The data indicate that teachers took permit 5 times and 6 times unannounced teachers. This situation is a cause for concern as it may indicate dissatisfaction with their jobs. Furthermore, interview results indicate that limited facilities such as an insufficient supply of books, reading materials, and math resources are among the factors hindering teacher performance and affecting job satisfaction. This is in line with the opinion (Syamsudhuha & Abdurahman 2024), who state that job satisfaction is crucial for organizations or companies to manage so that employees job satisfaction does not decline and the work performed by all employees proceeds smoothly and optimally.

The phenomenon of workload is evident in the fact that the workload borne by honorary teachers is equivalent to that of civil servant teachers, as well as the need to work overtime to meet assignment deadlines. Honorary teachers are not only responsible for teaching and learning activities but also serve as homeroom teachers, handle library administrative tasks, and manage school assets. This high workload aligns with research (K.P. Warestu, 2024) indicating that when job demands exceed one capacity, it can lead to fatigue, stress, and a decline in productivity. However, honorary teachers at SDN 059 Cirangrang still expressed job satisfaction because the

tasks assigned align with their competencies and abilities, this demonstrates that the alignment between workload and an individual capacity or ability is crucial (Utami & Abdurahman, 2026).

In addition to workload, it is stated that the physical work environment is one of the factors influencing employee job satisfaction (Nurhidayanti & Prabowo, 2024). Based on the interview results, it was found that projectors are only available in certain classrooms, thereby hindering the optimization of learning and limiting the variety of teaching methods used by teachers. Additionally, the prayer room appeared untidy, the ablution area was dirty and poorly maintained, the arrangement of desks and chairs was uneven, and there were large piles of paperwork. These conditions of the physical work environment can affect teachers comfort while working and impact their job satisfaction. This aligns with a study (Pahrijal & Mulyana, 2025), which states that a lack of attention to the physical work environment can cause employees to lose enthusiasm for their work. Furthermore, a study (Andreas et al., 2023) indicates that the physical work environment has a positive effect on job satisfaction, this means that the better the physical work environment as indicated by adequate facilities to support work the higher the job satisfaction, and conversely, as the physical work environment deteriorates, job satisfaction also declines. Based on the above discussion, the objective of this study is to workload, physical environment, and job satisfaction in an analysis of the impact of workload and the physical work environment on job satisfaction among honorary teachers at SDN 059 Cirangrang in Bandung City.

METHODS

This study employs a qualitative approach because it aims to present data that accurately reflects reality in the analysis of workload and the physical work environment impact on job satisfaction among honorary teachers at SDN 059 Cirangrang in Bandung City. The subjects of this study were honorary teachers at SDN 059 Cirangrang in Bandung City. Informants were selected using purposive sampling, consisting of five honorary teachers who had been working for nine years and one key informant, namely the principal of SDN 059 Cirangrang.

Data collection was conducted using four main techniques. First, open or covert observation to observe natural behavior without disturbing the subjects. Second, structured interviews to obtain in-depth information through direct questioning of the research informants. Third, documentation to analyze secondary data such as attendance records, teacher profiles, and length-of-service records. Fourth, a literature review was conducted to gather secondary data related to previous research published in academic journals or other scholarly sources.

Data analysis was conducted by following the four data analysis processes outlined by Sugiyono (2019:322): (1) Data Collection, to gather a very large and diverse set of data to help gain an in-depth understanding of the context and dynamics at play; (2) Data Reduction, which involves the selection, focusing, and abstraction of raw field data; (3) Data Presentation, to organize the data and arrange it into easily understandable patterns of relationships; (4) Conclusion and Verification, to confirm and test the accuracy of the research findings to ensure their credibility. To ensure the validity of the data, this study employed: (1) source triangulation (comparing data across informants); (2) methodological triangulation (comparing data from interviews, observations, and documentation); (3) theoretical triangulation (comparing the information obtained with relevant theoretical perspectives).

RESULTS AND DISCUSSION

Workload of Honorary Teachers at SDN 059 Cirangrang

This section outlines the research findings regarding workload, which were obtained through interviews with five honorary teachers, an interview with the principal, and field observations. Based on the interviews with the five honorary teachers, it was found that the workload remains within reasonable limits and can be managed professionally in accordance with their competencies. Regarding the time workload subvariable, the informants stated that the time allotted for completing tasks and for breaks was effective. Furthermore, regarding the mental workload subvariable, the informants stated that teaching and learning activities, as well as administrative responsibilities, are viewed as an integral part of their professional routine, so that employees do not feel mentally burdened due to a strong correlation between professional dedication and their ability to meet job demands. Nevertheless, there are still some points to note, particularly regarding the physical workload subvariable, as there are significant differences of opinion regarding the understanding of tasks and available facilities.

To triangulate the sources, an interview was also conducted with the principal of SDN 059 Cirangrang, who stated that the workload was in accordance with capabilities, skills, and qualifications, ensuring that it remains within acceptable limits and can be managed professionally. Furthermore, the principal acknowledged that the challenges in managing student behavior and academic demands differ between lower and upper grade levels. He also noted that addressing students personalities requires teachers experience, flexibility, training, and teacher teamwork are needed. Furthermore, a field observation on April 22, 2026, revealed that honorary teachers were able to carry out instructional activities, administrative duties, and other additional tasks simultaneously without showing signs of excessive work pressure. Time management also appeared effective, as evidenced by the regularity of teaching schedules, the utilization of break times, and the teachers readiness to carry out each activity.

The following is a comparison of the results from interviews with five honorary teachers, an interview with the principal, and field observations:

Table 2 Comparison of Interview and Observation Results Regarding Workload

No	Subvariable	Results of Interviews with 5 Honorary Teachers	Results of the Interview with the School Principal	Field Observation Results
1	Time Load	Most teachers are able to complete their tasks on time thanks to a stable work system and sufficient break time.	Emphasized that the allocation of break times and the distribution of tasks are in accordance with applicable regulations.	Time management appears effective, as evidenced by the regularity of the schedule and the teachers tangible use of break time.
2	Mental Load	The main focus of teachers mental burden is not on the amount of work, but rather on the moral responsibility of shaping students character amid the changing times.	States that the assigned tasks are in line with the capacity and requirements of the PPG program, and that additional tasks are assigned based on individual capacity. Regarding differences in	It is evident that the teacher carries out teaching and administrative duties with full responsibility without showing any signs of excessive stress.

			difficulty levels across classes, he acknowledges the existence of varying dynamics that remain balanced.	
3	Physical Load	Teachers understand their duties through administrative records and training. The majority are able to maintain focus due to their dedication, although teachers in the early grades experience higher levels of physical fatigue.	Stating that the physical load is indeed more pronounced in early grades due to student transition factors, therefore, the distribution of additional tasks is adjusted so that teachers do not experience an accumulation of tasks and can maintain their competence and focus.	It was observed that early grade teachers require extra effort to manage students compared to upper-grade teachers. However, effective management and training support enable teachers to successfully complete their teaching duties and other tasks while remaining focused.

Source: Results of Interviews and Field Observations processed (2026)

Based on Table 2, a comparison of the three data sources reveals a strong common thread between teachers perceptions, school principal policies, and actual conditions in the field regarding workload. Teachers feel capable of completing their tasks because they are supported by a stable system through governance mechanisms, school regulations, and school management that operate in an orderly, consistent, and proportionate manner. This was subsequently validated by the school principal, as a key informant, through task-allocation policies tailored to capacity and regulations. Meanwhile, field observations also confirm that a regular schedule and access to training support are key factors in keeping the workload proportionate. This aligns with the Competency-Based Human Resource Theory (Boyatzis, 2008), which states that the alignment between employees competencies and job demands is a critical factor in achieving effective performance and enhancing job satisfaction.

Physical Work Environment According to Honorary Teachers at SDN 059 Cirangrang

This section outlines the research findings regarding the physical work environment, obtained through interviews with five honorary teachers, an interview with the principal, and field observations. Based on the analysis of interview data with the five honorary teachers, there were significant differences in perspectives regarding the subvariable of lighting/light, while some felt that the lighting in the teachers lounge and classrooms was sufficiently bright and adequate, others felt that the lighting in the classrooms was still suboptimal. Differences were also observed regarding restroom facilities, where some informants felt the lighting was sufficient, while others considered it suboptimal.

Regarding the comfort subvariable, some informants considered the comfort of the work environment to be good and adequate, though there were still several areas needing improvement, such as workplace cleanliness and the availability of facilities. For the odors subvariable, the majority of informants assessed the pleasantness of the scent in the workplace and restrooms as good, as evidenced by the odors subvariable being the one most frequently rated positively by informants. Furthermore, regarding the decoration subvariable, the informants

stated that the layout of the teachers lounge and classrooms was sufficiently neat and safe, though there were still limitations in room size and some damaged teaching equipment. Finally, regarding the safety subvariable, the informants stated that the school environment was safe, but safety support facilities still needed improvement.

To triangulate the sources, an interview was also conducted with the principal of SDN 059 Cirangrang, he agreed with and validated most of the findings from the five honorary teachers regarding the physical work environment. He confirmed that the safety and comfort of the environment were good due to the schools strategic locationnclose to the main road yet still safe. Furthermore, regarding the issues with facilities and lighting raised by the honorary teachers, he acknowledged shortcomings in these areas, noting that some classrooms indeed have suboptimal lighting and frequently experience technical malfunctions with the lights.

Furthermore, a field observation on April 22, 2026, revealed that in terms of safety and comfort, the school atmosphere felt conducive and safe because of its location away from the main road, so vehicle noise did not disrupt the teaching and learning process. Additionally, CCTV cameras at several points were active to monitor security. Regarding facilities and lighting, the observations revealed varying conditions among the classrooms. Some classrooms were neatly arranged and clean, but several rooms particularly those occupying the library area at the back of the school appeared dimly lit and damp.

The following is a comparison of the results from interviews with five honorary teachers, an interview with the principal, and field observations:

Table 3 Comparison of Interview and Observation Results Regarding the Physical Work Environment

No	Subvariable	Results of Interviews with 5 Honorary Teachers	Results of the Interview with the School Principal	Field Observation Results
1	Lighting / Light	Some teachers stated that the lighting in the teachers lounge was adequate and evenly distributed, but that it was still suboptimal in the classrooms due to the dark conditions, dim lights, and the age of the building. The lighting in the restrooms was rated as fairly good by some informants, although others still considered it suboptimal.	Justifying the limitations in lighting, particularly in some classrooms that were dim and had technical issues with the lights. He plans to make improvements by adding lights, repainting, and constructing new rooms.	It was found that lighting was not evenly distributed throughout the building. Some classrooms appeared dim and damp due to being blocked by other buildings and malfunctioning lights. However, several other rooms were sufficiently well-lit and conducive to work activities.
2	Comfort	Most teachers feel that their	Stating that the comfort of the	The school environment appears safe and conducive

		workspace is comfortable, although there are still limitations regarding the capacity of the teachers lounge. Regarding restroom facilities, comfort is considered adequate, but not yet optimal due to the lack of separate restrooms and students still low awareness of hygiene.	environment is good and safe. However, he acknowledged that there are still limitations in facilities, such as the number of restrooms and certain physical conditions. He emphasized that these constraints should not diminish the teachers professionalism, and that improvements will be made gradually.	to learning. Some facilities are quite good, but limitations remain, such as an insufficient number of restrooms. Overall, the environment supports activities, but improvements are still needed in certain facility aspects.
3	Odors	Most teachers stated that the odors conditions in workspaces such as the teachers lounge and classrooms are quite good and comfortable, supported by a clean environment and the use of air fresheners. However, one teacher noted that the odors in the restrooms is still unpleasant and needs to be addressed.	Although not discussed in detail, this validates that the physical work environment is already quite good, including comfort aspects, while acknowledging some facility limitations such as restrooms, where both the number and maintenance still need improvement.	This indicates that environmental cleanliness is reasonably well maintained and the restrooms appear clean, however, their number is insufficient and could potentially affect comfort including in terms of odors if not managed optimally.
4	Decoration	Most teachers assessed the layout of the teachers lounge and classrooms as sufficiently neat, safe, and supportive of work and learning activities. However, there are still some challenges, such as limited room space and broken equipment, resulting in	This indicates that there are still limitations in facilities. The room arrangement is considered fairly good but still requires evaluation and gradual improvements to enhance comfort and work effectiveness.	This indicates that some areas are tidy and clean, but there are still some areas where the arrangement is less than optimal and the condition of the facilities is not yet fully supportive. In general, the decor is quite good but needs improvement in some areas.

		suboptimal arrangements.		
5	Safety	Most teachers consider the school environment safe and comfortable for activities due to its strategic location and the presence of school security guards. However, there are some notes indicating that the availability and condition of safety equipment still need improvement.	It is stated that the school environment is safe and conducive. However, there are concerns regarding potential risks, such as large trees that could endanger students during the rainy season, these risks can be mitigated through the use of CCTV and ongoing coordination plans.	The school environment appears safe and conducive, supported by the school's location, which is relatively far from vehicle noise. Nevertheless, there are still several aspects of the facilities that need improvement to support safety optimally.

Source: Results of Interviews and Field Observations processed (2026)

Based on Table 3, a comparison of the three data sources reveals a strong correlation between the availability of physical facilities and the level of workplace comfort. While basic facility factors such as lighting and environmental cleanliness are fundamental, issues regarding limited classroom capacity and the ratio of restroom facilities emerged as the most significant points of divergence in supporting professionalism. Teachers divided views on optimizing classroom lighting were directly validated by the principal a key informant who attributed this to technical constraints stemming from the school's aging building. This finding was subsequently confirmed visually through observation, where several classrooms appeared dimly lit and damp compared to the teachers lounge, clearly requiring greater attention to improve the quality of the learning environment. This aligns with the view (Sedarmayanti, 2017:28) that an inadequate physical work environment can hinder work activities and reduce employee job satisfaction.

Job Satisfaction of Honorary Teachers at SDN 059 Cirangrang

This section outlines the research findings on job satisfaction obtained through interviews with five honorary teachers, an interview with the principal, and field observations. Based on the analysis of interview data with the five honorary teachers, regarding the subvariable of absenteeism rate, the informants stated that the various reasons for absenteeism were not due to low work motivation but were caused by health issues, family matters, and official assignments. Regarding the subvariable of employment rate, the informants stated that the teaching materials and responsibilities they were entrusted with were highly aligned with their respective educational backgrounds. Finally, regarding the organizational size subvariable, the informants stated that the aspect of recognition was also evident through the provision of opportunities for employees to actively contribute, as seen in the existence of regular discussion forums that facilitate employee suggestions and ideas.

To triangulate the sources, an interview was also conducted with the principal of SDN 059 Cirangrang, who confirmed that job assignments had been tailored to the teachers educational backgrounds and competencies, thereby supporting the honorary teachers statements regarding

job suitability. In addition, he acknowledged that communication within the school environment is open and communicatively, and that there are ample opportunities for teachers to participate through meetings and discussion forums, which are considered crucial for building harmonious working relationships. Regarding absenteeism rates, he confirmed that the primary reasons for honorary teachers absences are generally due to health issues, family circumstances, or specific situations.

Furthermore, field observations conducted on April 22, 2026, revealed that during teaching and learning activities, teachers arrived on time and performed their teaching duties well, absences occurred only under specific circumstances such as health issues or urgent matters and were typically accompanied by prior approval. In terms of their work, it was evident that teachers taught in accordance with their fields of expertise and competencies, ensuring that the learning process proceeded smoothly and in a focused manner. Furthermore, interactions among teachers and with the principal were open, characterized by transparent communication, mutual respect, and both formal and informal discussions. On several occasions, forums or meetings were also observed that provided a space for teachers to express their opinions and suggestions.

The following is a comparison of the results from interviews with five honorary teachers, an interview with the principal, and field observations:

Table 4 Comparison of Interview and Observation Results Regarding Job Satisfaction

No	Subvariable	Results of Interviews with 5 Honorary Teachers	Results of the Interview with the School Principal	Field Observation Results
1	Absenteeism Rate (absenteeism)	Some teachers stated that absences were due to health and family reasons, while others were absent only when they had official duties.	It was confirmed that teacher absences are generally caused by reasonable reasons such as health, family, or official duties, and that their management is handled flexibly yet remains under control.	It was observed that teachers generally arrive on time and are absent only under specific circumstances with proper authorization. Absences do not occur frequently and do not disrupt the learning process.
2	Employment Rate	All honorary teachers stated that the teaching duties and responsibilities assigned to them align with their educational backgrounds and competencies, enabling them to perform their jobs effectively.	It was noted that teachers assignments have been tailored to their educational backgrounds and competencies, and are supported by open	It is evident that teachers are teaching in accordance with their respective fields of expertise, the learning process runs smoothly, and is supported by

			communication and opportunities for participation in the workplace.	good communication and a conducive work atmosphere, thereby reinforcing the alignment of duties with their capabilities
3	Organizational Structure	Coordination among teachers is effective and straightforward. Communication with the principal is open and collaborative. Additionally, teachers have ample opportunities to contribute ideas and suggestions through meetings and discussions.	This indicates that communication within the school environment is open. Furthermore, there are ample opportunities for teachers to participate in school activities through meetings, which fosters good working relationships.	There is evidence of good interaction among teachers and with the principal. Furthermore, at SDN 059 Cirangrang, there are discussion forums, which create a conducive work environment.

Source: Results of Interviews and Field Observations processed (2026)

Based on table 4, it shows that there is a common thread linking teachers perceptions, the principal's policies, and actual on-site conditions regarding job satisfaction. Teachers feel capable of performing their duties effectively because the tasks assigned align with their educational backgrounds and competencies a view validated by the principal, as a key informant, through personnel placement policies that consider expertise and foster open communication. Meanwhile, field observation results confirm that teacher absenteeism is well-controlled and the learning process runs smoothly, supported by a conducive work environment and positive interactions among colleagues. This is supported by Robbins & Judge (2016:74-79), who state that job satisfaction is influenced by the alignment of the job with an individual's abilities, good working relationships, and support from supervisors and the work environment.

DISCUSSION

The Impact of Workload on Job Satisfaction

Based on the results of interviews and field observations, the researcher found that workload comprising the subvariables of time pressure, mental strain, and physical strain has a significant impact on job satisfaction. Regarding time pressure, although there are demands to complete tasks within a certain timeframe and additional working hours, these conditions do not entirely reduce job satisfaction because most honorary teachers are still able to adjust their work schedules to accommodate their assigned responsibilities. This finding is supported by the research Widiantoro

& Gaol (2024), which states that workload including time pressure influences job satisfaction, but its impact depends on an individual's ability to manage their work and available time. This aligns with Tarwaka (2019) concept of workload, which states that time pressure relates to time constraints in completing tasks, but its impact is heavily influenced by an individual's ability to manage their work time. This implies that employees will find it easier to manage their time if the tasks they perform align with their abilities and expertise.

Furthermore, regarding mental load which includes a high level of responsibility, workload volume, and task difficulty this can actually have a positive impact on job satisfaction when the tasks align with the teachers competencies and abilities. Based on the interview results, the mental load subvariable was an aspect that received largely positive responses from the informants, as most of them considered that the job responsibilities assigned were still in line with their abilities and competencies, thus the work was not viewed as excessive pressure but rather as a form of professional responsibility. This situation made the teachers feel more confident, capable of performing their duties well, and able to maintain a sense of job satisfaction despite having significant responsibilities. In addition, the informants also felt capable of developing their potential and performing their duties optimally, which contributed to increased job satisfaction. These findings are supported by the research by (Fatihin et al., 2022; Tarigan et al., 2023), which states that mental workload is closely related to work stress and task completion demands, but does not always have a negative impact if individuals are able to manage it well. This aligns with the Person-Job Fit theory proposed by Kristof-Brown et al. (2007), which posits that a match between an individual's abilities and job demands enhances job satisfaction.

Meanwhile, regarding physical load which relates to the level of understanding and concentration required on the job the findings indicate that honorary teachers are still able to perform their duties in a focused and structured manner. However, based on the interview results, there were significant differences of opinion regarding task understanding and facilities. Most informants felt that their physical workload and task alignment were clear when viewed from administrative aspects and on-site work observations, while other informants viewed the matter from a different perspective namely, through training facilities and workshops. This situation can lead to disparities in professional standards and work effectiveness among teachers, thereby affecting job satisfaction. This finding aligns with the study (Hanifati et al., 2024) which states that disparities in teaching quality can affect job satisfaction. This is consistent with Frederick Herzberg (1959) Two-Factor Theory, which posits that working conditions are factors that can influence job satisfaction if they are not adequately met.

Based on the above statements, it can be concluded that the workload of honorary teachers falls into the high category due to job demands, significant responsibilities, and additional work outside regular working hours. However, a high workload can still be managed in line with the capabilities and competencies possessed by honorary teachers. This is evidenced by the informants' ability to perform their duties well, remain comfortable at work, and maintain work motivation and job satisfaction despite facing fairly high job demands. Therefore, the more the workload aligns with their capabilities and competencies, the greater their job satisfaction will be. This aligns with the Person-Job Fit theory proposed by Kristof-Brown et al. (2007), which states that job satisfaction increases when there is a demand-abilities fit that is, when job demands, including workload, align with an individual abilities, skills, and competencies.

The Impact of the Physical Work Environment on Job Satisfaction

Based on the results of interviews and field observations, the researcher found that the physical work environment comprising the subvariables of lighting/light, comfort, odors, decoration, and safety has a significant impact on job satisfaction. Regarding the lighting/light subvariable, there were significant differences of opinion among the informants, some stated that lighting conditions were already optimal, while others noted that lighting was not yet optimal particularly due to a lack of natural light (sunlight) which caused discomfort during the learning process and consequently led to a decrease in job satisfaction. This finding aligns with the research Wiyanjani et al. (2025) which indicates that lighting is a crucial component of the physical work environment that influences comfort and work effectiveness, thereby affecting job satisfaction. This is consistent with ergonomics theory a field that addresses the adaptation between humans and their work environment, focusing on lighting, temperature, noise, physical conditions, and comfort. One expert who has discussed ergonomic theory is Grandjean (2018:180), who states that inadequate lighting can lead to a decline in concentration and a decrease in job satisfaction.

In addition, regarding the comfort subvariable, it was found that cramped classrooms, disorganized layouts, and limited facilities result in a lack of freedom of movement, thereby reducing comfort at work as noted by Kurniawan & Anah (2024) , who state that an inadequate physical work environment can hinder work activities and reduce employee comfort. This aligns with the view of Sedarmayanti (2017:28), who states that an inadequate physical work environment can hinder work activities and reduce employee job satisfaction.

Furthermore, regarding the subvariable of odors, there were differing opinions among the informants, but the subvariable received generally positive feedback, as most informants stated that the teachers lounge and classrooms maintained a pleasant odors, and the restroom facilities were clean and did not emit any unpleasant odors, thereby enhancing comfort and job satisfaction. This aligns with Nitisemito (2015:184) theory, which states that the physical work environment encompasses cleanliness, air circulation, and odors in the workplace, if the physical work environment is clean and does not produce disruptive odors, employees will feel comfortable, thereby boosting their morale and job satisfaction. This finding is supported by the research by Kurniawan & Anah (2024) which states that a good physical work environment enhances job satisfaction. It is further reinforced by Sutrisno (2019:74) assertion that an adequate and comfortable physical work environment can increase job satisfaction.

In the decoration subvariable, some informants agreed that the layout of the teachers lounge and classrooms was fairly neat and safe, however there were still limitations in room size and some damaged teaching equipment, which made the work environment feel less comfortable and less conducive to productivity. This aligns with the research Mukaromah & Marselina (2023) which states that a poorly organized workspace can reduce work efficiency and increase work-related stress. This is supported by the view of Robbins & Judge (2017:119), who state that uncomfortable and disorganized working conditions will affect job satisfaction. Meanwhile, regarding the safety subvariable, although the school environment is generally quite safe, there are still shortcomings in the completeness and condition of safety support facilities, so they do not yet fully provide an optimal sense of safety. This is supported by the research Yuananda & Indrianti (2022) which shows that a safe work environment plays a role in creating a sense of comfort and job stability, whereas a lack of safety facilities can cause anxiety that impacts job satisfaction. This is further reinforced by the theory of Robbins & Judge (2017:121), which asserts that workplace

safety is a key factor influencing job satisfaction, and suboptimal conditions will lower an individual's level of job satisfaction.

Based on the above statements, it can be concluded that the physical work environment falls into the poor category because the conditions of the work environment and the available facilities do not fully support teachers comfort at work in an optimal manner, these conditions cause some honorary teachers to feel uncomfortable at work, thereby leading to a decline in job satisfaction. Therefore, the less the physical work environment optimally supports work at , the more it will reduce job satisfaction. This finding aligns with Luthans (2011:144) assertion that an uncomfortable work environment and inadequate facilities can reduce job satisfaction.

CONCLUSION

Conclusion

Based on the research findings and discussion conducted by the researcher regarding the analysis of workload and the physical work environment's impact on job satisfaction among honorary teachers at SDN 059 Cirangrang, the researcher draws the following conclusions:

1. Workload Analysis

Based on the explanation of the workload subvariables, it can be concluded that, in general, honorary teachers are able to perform their jobs quite well despite having a relatively high workload. The conclusions regarding the workload subvariables examined in this study are as follows:

- a. The analysis of the time load subvariable indicates that most honorary teachers are able to complete their work within the specified timeframe, although under certain conditions, some tasks must be completed outside of regular working hours. However, this condition can still be overcome through cooperation between teachers so that it is in the category of being quite good.
- b. The analysis results indicate that the mental load subvariable was generally well-received by the informants, as most honorary teachers felt that the responsibilities and tasks assigned were still in line with their abilities and competencies. Work experience and an understanding of their duties helped teachers manage their workload, placing this aspect in the good category.
- c. The analysis results indicate that the subvariable of physical load is an aspect requiring special attention from the institution, as there are differing opinions: some informants feel that their tasks are already clear through their work routines, while others believe that training or workshops are necessary to support their understanding of their duties. These differences can lead to disparities in work effectiveness and gaps in teaching quality, thereby impacting teachers job satisfaction.

2. Physical Work Environment Analysis

Based on the explanation of the physical work environment subvariables, it can be concluded that the physical work environment conditions at SDN 059 Cirangrang do not yet fully support the comfort of honorary teachers. The conclusions regarding the physical work environment subvariables examined in this study are as follows:

- a. The analysis results indicate that the lighting/light subvariable requires special attention from the school administration, as there are differing opinions suggesting that lighting in some work areas and classrooms is still suboptimal due to a lack of natural light (sunlight), so it is in the category of sufficient.

- b. The analysis of the comfort subvariable indicates that the condition of workspaces, school facilities, and learning resources are still not fully adequate. Limitations in facilities such as the lack of projectors and the disorganized condition of some rooms result in suboptimal working comfort for teachers, placing this aspect in the poor category.
- c. The analysis results indicate that the subvariable of odors was an aspect generally well-received by the informants, as the majority stated that the teachers' lounge, classrooms, and restroom facilities had a pleasant and well-maintained scent, thereby enhancing work comfort and satisfaction, and thus falling into the good category.
- d. Analysis of the decoration subvariable revealed that some informants noted the layout of the teachers lounge and classrooms was reasonably neat and safe however, limitations in room size and some damaged teaching equipment made the work environment feel less comfortable and less supportive, placing this subvariable in the fair category.
- e. The results of the analysis of the safety sub-variable indicate that, in general, the school environment is fairly safe, but safety and security support facilities still need improvement, so this aspect falls into the fair category.

3. Job Satisfaction Analysis

Based on the explanation of the job satisfaction sub-variable, it can be concluded that, in general, honorary teachers at SDN 059 Cirangrang have fairly good job satisfaction. The conclusions regarding the job satisfaction sub-variable examined in this study are as follows:

- a. The results of the analysis of the absenteeism rate subvariable indicate that most teachers are responsible in their work and have a fairly good attendance rate. Absences are generally due to health issues or specific personal matters, placing this category in the fairly good range.
 - b. The results of the analysis of the employment rate subvariable indicate that the assigned tasks align with the teachers abilities, competencies, and educational backgrounds, allowing them to feel comfortable and capable of performing their duties effectively. This condition falls into the good category.
 - c. The results of the analysis of the organizational size sub-variable indicate that coordination among coworkers and communication between teachers and school administrators are functioning well. Additionally, teachers are given the opportunity to express their opinions and suggestions, placing this aspect in the good category.
4. Analysis of the Impact of Workload and the Physical Work Environment on Job Satisfaction
- The research results indicate that workload and physical work environment have an impact on employee job satisfaction. A workload that aligns with teachers abilities and competencies can enhance their sense of responsibility and job satisfaction. Meanwhile, a suboptimal physical work environment such as limited facilities, inadequate lighting, and an uncomfortable school environment can affect comfort and job satisfaction. Therefore, the better the management of workload and the physical work environment, the higher the job satisfaction of honorary teachers will be.

Suggestions

Based on the research findings and conclusions regarding the relationship between workload and the physical work environment on job satisfaction among honorary teachers at SDN 059 Cirangrang, the researcher offers the following recommendations:

1. Suggestions for the Institution

To improve job satisfaction among teachers at SDN 059 Cirangrang, particularly honorary teachers, the school should take the following actions:

- a. Conduct periodic evaluations of honorary teachers workloads, particularly regarding tasks frequently performed outside regular working hours, so that the school can directly assess teachers working conditions and prevent work related fatigue that may affect job satisfaction and the quality of instruction. Additionally, the institution needs to maintain a task distribution that aligns with teachers capabilities and provide adequate work support to ensure job satisfaction continues to improve. This is consistent with the positive feedback regarding mental load from informants, as the responsibilities and tasks assigned remain aligned with their capabilities and competencies. Furthermore, the institution should address the subvariable of physical load by providing clearer work instructions and establishing task priorities.
- b. Providing more adequate learning facilities such as projectors, filing cabinets, and other learning support resources will help ensure that teaching and learning activities proceed more effectively. Furthermore, the institution should improve lighting/light conditions in work areas and classrooms by optimizing ventilation and window placement and ensuring that lighting fixtures are in proper working order. Furthermore, teachers workspaces should be kept neat and organized. On the other hand, the institution must maintain existing positive environmental conditions such as comfort and a pleasant scent in workspaces and restroom facilities since odors control is a physical work environment aspect that informants generally viewed favorably.
- c. Maintain harmonious working relationships among teachers and with school administrators through open communication, good cooperation, and mutual support in completing tasks. A solid and cohesive work environment will help create a more comfortable atmosphere and increase job satisfaction among teachers, particularly honorary teachers. Showing attention and appreciation for honorary teachers contributions whether through moral support, recognition, or opportunities to share opinions and suggestions regarding school activities is essential. This ensures that teachers feel valued and remain motivated to continue delivering their best performance for the school.

2. Suggestions for Future Researchers

The results of this study are expected to serve as a reference for the development of human resource management (HRM) knowledge, particularly regarding workload, the physical work environment, and job satisfaction. Future researchers are advised to:

- a. Use a mixed-methods research approach so that the results not only describe conditions but also measure the specific extent of the influence between variables and provide deeper insight into the factors that cause differences in perception within the work environment.
- b. Include other variables that may influence job satisfaction, such as compensation, leadership, organizational culture, and the non physical work environment, to broaden the scope and depth of the research findings.
- c. Expanding the scope of the study to include other schools and different levels of education to enable a comparison of the workload and job satisfaction of honorary teachers across various educational levels.

- d. Develop research on the long-term impact of workload on work-related stress and the performance of honorary teachers, thereby providing a more comprehensive picture of teachers' working conditions in the education sector.

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