

Job Satisfaction as an Intervening Variable Between Organizational Culture, Workload, and Job Stress Among Preschool Teachers Evidence from TK ABA Teachers in Ponorogo Regency, Indonesia

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ABSTRAK

Guru PAUD/TK ABA di Kabupaten Ponorogo menghadapi tuntutan pekerjaan yang tidak hanya berkaitan dengan kegiatan pembelajaran, tetapi juga administrasi, pendampingan perkembangan anak, komunikasi dengan orang tua, serta keterlibatan dalam berbagai kegiatan kelembagaan dan persyarikatan 'Aisyiyah. Kompleksitas tugas tersebut berpotensi meningkatkan stres kerja apabila tidak didukung oleh budaya organisasi yang baik serta pengelolaan beban kerja yang proporsional. Penelitian ini bertujuan menganalisis pengaruh budaya organisasi dan beban kerja terhadap stres kerja guru PAUD/TK ABA di Kabupaten Ponorogo dengan kepuasan kerja sebagai variabel intervening. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *explanatory research*. Responden penelitian berjumlah 133 guru PAUD/TK ABA di Kabupaten Ponorogo. Data dikumpulkan melalui penyebaran kuesioner menggunakan skala Likert empat poin dan dianalisis menggunakan *Partial Least Squares-Structural Equation Modeling* (PLS-SEM) dengan bantuan SmartPLS. Hasil penelitian menunjukkan bahwa budaya organisasi berpengaruh negatif dan signifikan terhadap stres kerja serta berpengaruh positif dan signifikan terhadap kepuasan kerja. Sebaliknya, beban kerja berpengaruh positif dan signifikan terhadap stres kerja serta berpengaruh negatif dan signifikan terhadap kepuasan kerja. Kepuasan kerja juga berpengaruh negatif dan signifikan terhadap stres kerja. Budaya organisasi merupakan faktor yang paling dominan dalam meningkatkan kepuasan kerja guru ($\beta = 0,604$), sedangkan beban kerja merupakan faktor yang paling kuat meningkatkan stres kerja ($\beta = 0,401$). Selain itu, kepuasan kerja terbukti mampu memediasi secara parsial pengaruh budaya organisasi maupun beban kerja terhadap stres kerja guru PAUD/TK ABA di Kabupaten Ponorogo. Penelitian ini menyimpulkan bahwa budaya organisasi yang kondusif dan pengelolaan beban kerja yang proporsional mampu meningkatkan kepuasan kerja sekaligus menurunkan stres kerja guru PAUD/TK ABA. Oleh karena itu, lembaga perlu memperkuat budaya organisasi, menerapkan pembagian beban kerja yang lebih seimbang, serta meningkatkan kepuasan kerja guru guna mendukung kesejahteraan tenaga pendidik dan kualitas layanan pendidikan anak usia dini..

Kata kunci : budaya organisasi, beban kerja, kepuasan kerja, stres kerja, guru PAUD/TK ABA .

ABSTRACT

PAUD/TK ABA teachers in Ponorogo Regency face complex responsibilities that extend beyond classroom instruction to include administrative duties, monitoring children's development, communication with parents, and participation in institutional and Aisyiyah organizational activities. These responsibilities may increase work stress when they are not supported by a positive organizational culture and appropriate workload management. This study aimed to analyze the effects of organizational culture and workload on the work stress of PAUD/TK ABA teachers in Ponorogo Regency, with job satisfaction serving as an intervening variable. This study employed a quantitative approach using an explanatory research design. The respondents consisted of 133 PAUD/TK ABA teachers in Ponorogo Regency. Data were collected using a four-point Likert-scale questionnaire and analyzed through Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS software. The findings indicate that organizational culture has a significant negative effect on work stress and a significant positive effect on job satisfaction. In contrast, workload has a significant positive effect on work stress and a significant negative effect on job satisfaction. Job satisfaction also has a significant negative effect on work stress. Organizational culture was the strongest factor in improving job satisfaction ($\beta = 0.604$), whereas workload was the strongest factor in increasing work stress ($\beta = 0.401$). Furthermore, job satisfaction partially mediates the relationships between organizational culture and work stress as well as between workload and work stress. In conclusion, a supportive organizational culture and proportional workload management can enhance teachers' job satisfaction while reducing their work stress. Therefore, educational institutions should strengthen organizational culture, implement a fair workload distribution, and improve teachers' job satisfaction to support teacher well-being and enhance the quality of early childhood education services.

Keywords : organizational culture, workload, job satisfaction, work stress, PAUD/TK ABA teachers.

INTRODUCTION

Early childhood education (ECE) represents a critical stage in children's development, as it provides the foundation for cognitive, social, emotional, and moral development. In Indonesia, one of the institutions providing ECE is Taman Kanak-Kanak (TK) Aisyiyah Bustanul Athfal (ABA), which is managed by 'Aisyiyah, a women's organization affiliated with Muhammadiyah. TK ABA plays a strategic role in providing value-based early childhood education and extending educational services to local communities. The quality of education provided by these institutions depends substantially on teachers, who are directly involved in children's care, education, and character development. However, the working conditions of TK ABA teachers are not always ideal. In addition to their pedagogical responsibilities, teachers are required to perform administrative tasks, prepare child development reports, communicate with parents, and participate in institutional and organizational activities. The distinctive institutional structure of TK ABA, which operates within the hierarchical organizational structure of 'Aisyiyah, means that teachers are influenced not only by school-level demands but also by organizational policies and work culture. Consequently, teachers' workloads extend beyond pedagogical responsibilities to include administrative, structural, and organizational demands. High work demands that extend beyond formal working hours may increase psychological pressure, particularly when they are not accompanied by adequate organizational support, professional recognition, or compensation. An imbalance between job demands and individual capacity can become a significant source of job stress. For ECE teachers, these pressures are further complicated by the behavioral characteristics of young children, including hyperactivity, tantrums, difficulties in maintaining concentration, and aggressive behavior. Teachers are therefore expected to perform multiple roles, not only as educators but also as emotional supporters, caregivers, and facilitators of children's character development. Beyond workload, organizational culture is another important factor shaping teachers' work experiences. Organizational culture reflected in shared values, norms, beliefs, openness, appreciation, and interpersonal support can foster a more positive work environment and enhance job satisfaction. Conversely, a rigid organizational culture characterized by limited recognition and insufficient attention to employee well-being may increase psychological pressure and job stress. Thus, organizational conditions are relevant not only to how work is performed but also to how teachers perceive and experience their jobs. Job satisfaction is particularly important for understanding why teachers exposed to relatively similar working conditions may experience different levels of job stress. Teachers who feel valued and derive positive experiences from their work tend to demonstrate greater motivation and resilience in dealing with workplace pressures. In contrast, dissatisfaction with the job, work environment, or recognition received may intensify

the negative psychological effects of job demands. Therefore, job satisfaction may serve as an important mechanism through which organizational culture and workload influence job stress. Previous studies have established relationships among workload, organizational culture, job satisfaction, and job stress. Nevertheless, empirical research examining these four variables simultaneously, particularly by positioning job satisfaction as an intervening variable, remains limited in the context of ECE teachers. This gap is particularly evident at the local level, including among TK ABA teachers in Ponorogo Regency. The distinctive institutional characteristics of TK ABA, embedded within the organizational structure of 'Aisyiyah, may create organizational-cultural dynamics and work demands that differ from those experienced in other ECE institutions. Addressing this gap, the present study aims to examine the effects of organizational culture and workload on job satisfaction and job stress among TK ABA teachers in Ponorogo Regency. It further investigates the role of job satisfaction as an intervening variable in the relationships between organizational culture and workload and teachers' job stress. The study is expected to contribute to the literature on human resource management and organizational behavior in the context of early childhood education, while also providing practical implications for managing organizational culture, workload, and teacher well-being.

THEORETICAL REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Culture and Job Stress

Organizational culture refers to a system of shared values, norms, beliefs, and practices that shape members' behavior and distinguish one organization from another. Robbins and Judge (2023) identify several dimensions of organizational culture, including innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. From Schein's perspective, organizational culture consists of three levels: artifacts, espoused values, and underlying assumptions that guide organizational behavior. A strong and positive organizational culture can foster a sense of belonging, strengthen organizational commitment, and create a more supportive work environment.

In educational settings, organizational culture is particularly important because teachers work in environments characterized by intensive interpersonal interactions, professional demands, and coordination with multiple stakeholders. A culture that promotes openness, communication, collaboration, and recognition of teachers' contributions may create more positive work experiences. Conversely, a rigid organizational culture characterized by limited recognition and insufficient attention to teacher well-being may increase psychological pressure and job stress.

Previous research supports this relationship. Hidayatullah et al. (2024) found that organizational culture significantly contributes to teachers' job stress, while Xia et al. (2024) reported that kindergarten organizational climate was positively associated with job satisfaction and negatively

associated with job stress. These findings indicate that the quality of the organizational environment is an important factor in shaping teachers' psychological well-being.

H1: Organizational culture affects job stress among TK ABA teachers.

Organizational Culture and Job Satisfaction

Organizational culture is also closely associated with job satisfaction. Job satisfaction reflects an individual's emotional response and positive evaluation of various aspects of their work. Luthans et al. (2020) identify the work itself, pay, promotion, supervision, co-workers, and working conditions as important factors associated with job satisfaction. In educational institutions, the balanced fulfillment of material and psychological needs—including recognition, communication, support, and opportunities for professional development—may shape teachers' positive perceptions of their work.

An organizational culture characterized by participation, positive interpersonal relationships, effective communication, and support can enhance teachers' positive experiences at work. Widjajani et al. (2022) found that organizational culture positively affects teachers' job satisfaction. Similarly, Batugal and Tindowen (2019) reported that a culture emphasizing collegiality, participation, mentoring, and collaboration was associated with higher job satisfaction among educators.

H2: Organizational culture affects job satisfaction among TK ABA teachers.

Workload and Job Stress

Workload refers to the set of tasks or demands that individuals are required to complete within a specified period using their available capacities, skills, and resources. Workload can be categorized into quantitative workload, which concerns the amount of work to be completed, and qualitative workload, which concerns the difficulty and complexity of work tasks. Excessive workload, particularly when not supported by adequate organizational resources, may contribute to emotional exhaustion, burnout, and psychological strain.

For early childhood education teachers, workload extends beyond classroom instruction to include administrative duties, child development reporting, communication with parents, and participation in institutional activities. Tsubono and Mitoku (2023) found that quantitative workload was a strong predictor of teachers' stress responses. Similarly, Waweru and Ndambuki (2021) reported a significant relationship between workload and teachers' occupational stress. Belizario et al. (2024) further demonstrated that workload was positively associated with stress and negatively associated with job satisfaction.

H3: Workload affects job stress among TK ABA teachers.

Workload and Job Satisfaction

High workload may reduce job satisfaction when job demands exceed individuals' available resources and capacities. Teachers exposed to high work volumes, extended working hours, and

complex job demands have fewer opportunities for physical and psychological recovery. Such conditions may diminish their positive experiences and evaluations of their work.

Toropova et al. (2021) identified workload as one of the working conditions most closely associated with teachers' job satisfaction. Eryilmaz et al. (2025) similarly found that lower perceived workload was associated with higher levels of teacher job satisfaction. Cayupe et al. (2023) further demonstrated that workload was a negative predictor of job satisfaction.

H4: Workload affects job satisfaction among TK ABA teachers.

Job Satisfaction and Job Stress

Job satisfaction may function as a psychological resource that helps individuals cope with workplace demands. Teachers who are satisfied with their jobs, working environments, relationships with colleagues, supervision, and recognition are more likely to experience positive work conditions. Conversely, low job satisfaction may increase vulnerability to workplace pressure.

Several previous studies support this relationship. Xia et al. (2024) found that a positive organizational environment was associated with higher job satisfaction and lower job stress among kindergarten teachers. De Simone et al. (2016) and Alzouebi et al. (2025) likewise demonstrated the important role of job satisfaction in explaining the relationship between working conditions and teachers' psychological stress.

H5: Job satisfaction affects job stress among TK ABA teachers.

The Intervening Role of Job Satisfaction

The relationship between organizational conditions, job demands, and job stress is not necessarily direct. Job satisfaction may function as a psychological mechanism through which organizational culture and workload influence job stress. When organizational culture provides support, recognition, effective communication, and positive interpersonal relationships, teachers are more likely to experience higher job satisfaction, which may subsequently reduce psychological pressure. Conversely, excessive workload may diminish job satisfaction and ultimately increase job stress.

Previous studies provide evidence for this mediating mechanism. Zang et al. (2022) found that workload affected teacher exhaustion indirectly through reduced job satisfaction. De Simone et al. (2016) also demonstrated that job satisfaction mediated the relationship between workload and physical symptoms experienced by teachers. Furthermore, Alzouebi et al. (2025) showed that job satisfaction functioned as a mechanism linking school leadership practices to teachers' job stress. Despite these findings, empirical research simultaneously examining organizational culture and workload as predictors of job stress, with job satisfaction positioned as an intervening variable, remains limited, particularly among early childhood education teachers in TK ABA institutions. Much of the existing research has focused on primary and secondary school teachers or

educational institutions outside Indonesia. Moreover, the institutional characteristics of TK ABA, which operates within the organizational structure of 'Aisyiyah, provide a distinctive organizational context that warrants further investigation.

Accordingly, this study develops a model examining seven direct and indirect relationships among organizational culture, workload, job satisfaction, and job stress among ECE/TK ABA teachers in Ponorogo Regency. The model positions job satisfaction as an intervening mechanism through which organizational culture and workload may influence teachers' job stress.

H6: Organizational culture affects job stress among TK ABA teachers through job satisfaction as an intervening variable.

H7: Workload affects job stress among TK ABA teachers through job satisfaction as an intervening variable.

RESEARCH METHODS

This study employed a quantitative approach using an *explanatory research* design to examine the causal relationships among organizational culture, workload, job satisfaction, and job stress among PAUD/TK ABA teachers. The explanatory approach was adopted to test both the direct and indirect effects among the study variables through hypothesis testing. The study was conducted at PAUD/TK ABA institutions in Ponorogo Regency, East Java, Indonesia, from April to June 2026. The research setting was selected based on the distinctive institutional characteristics of TK ABA, which operates within the hierarchical organizational structure of 'Aisyiyah, as well as the multifaceted work demands faced by teachers, including pedagogical, administrative, parental communication, and institutional responsibilities. The study population comprised 400 PAUD/TK ABA teachers in Ponorogo Regency, based on the teacher database maintained by the Regional Leadership of 'Aisyiyah (PDA). An accessible population was established by applying the following inclusion criteria: teachers had to be permanent teachers, have at least one year of teaching experience, teach a minimum of 20 hours per week, and be willing to complete the questionnaire independently and in full. Based on these criteria, the accessible population consisted of 200 teachers. The minimum sample size was determined using Slovin's formula with a 5% margin of error, resulting in a minimum sample of 133 respondents. The study involved four variables: organizational culture (X1) and workload (X2) as independent variables, job satisfaction (Z) as the intervening variable, and job stress (Y) as the dependent variable. Organizational culture was measured using four dimensions: *involvement*, *consistency*, *adaptability*, and *mission*. Workload was measured through task volume, job complexity, time constraints, physical and mental demands, and administrative activities. Job satisfaction was assessed based on satisfaction with pay, recognition, working conditions, supervision, relationships with co-workers, and

opportunities for personal and professional development. Job stress was measured through workload pressure, role conflict, role ambiguity, working environment conditions, and emotional demands and interactions with children. The research instruments were developed based on established theoretical indicators for each construct. Organizational culture was measured with reference to Robbins and Judge (2023), workload was based on Williams and Cooper (1998), job satisfaction was adapted from Spector (1997), and job stress was based on Maslach and Jackson (1981) and Cooper and Marshall (1976). Primary data were collected using a four-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Secondary data were obtained through institutional documentation, while interviews were used as a supporting technique to gain additional information regarding organizational culture and teachers' workload. Prior to the main data collection, the research instrument was pilot-tested with 30 TK ABA teachers who had characteristics similar to those of the target population. Instrument validity was assessed using item-total correlation, while reliability was evaluated using Cronbach's Alpha, with a coefficient of ≥ 0.70 considered acceptable. Data analysis was conducted using SmartPLS. The analysis included instrument validity and reliability testing, descriptive analysis, and structural relationship analysis among the study variables. Path analysis using *Structural Equation Modeling* (SEM) was employed to examine the direct and indirect effects of organizational culture and workload on job stress through job satisfaction as an intervening variable. All hypotheses were tested at a 5% significance level ($\alpha = 0.05$).

RESULTS AND DISCUSSION

The study involved 133 PAUD/TK ABA teachers in Ponorogo Regency. Descriptively, organizational culture obtained a mean score of 3.226, indicating relatively favorable perceptions of teacher involvement, consistency of organizational rules, adaptability, and alignment with institutional goals. Workload had a mean score of 2.591, indicating a moderate-to-relatively-high level of perceived workload. Job satisfaction recorded a mean score of 2.859, whereas job stress had a mean score of 2.024, indicating a relatively low level of perceived stress. Within organizational culture, teacher involvement in activity planning received the highest score (3.338), while teachers' ability to adapt to policy changes received the lowest score (3.180). For workload, the requirement to perform tasks involving diverse skills was the highest-rated indicator (2.744). Regarding job satisfaction, positive relationships with coworkers recorded the highest score (2.947), whereas emotional burden was the lowest-rated indicator of job stress (1.910). The measurement model demonstrated satisfactory validity and reliability. All indicators exhibited outer loadings above 0.70, ranging from 0.701 to 0.860. The average variance extracted (AVE) values were 0.600 for workload, 0.655 for organizational culture, 0.604 for job satisfaction, and 0.619 for job stress. In addition, all constructs showed composite reliability values above 0.90,

indicating satisfactory internal consistency and supporting the adequacy of the measurement model. The structural model revealed that organizational culture had a negative and significant effect on job stress ($\beta = -0.336, t = 4.560, p < 0.001$). This finding indicates that a more supportive organizational culture is associated with lower levels of teacher stress. Clear rules, effective communication, institutional support, teacher involvement, and a sense of togetherness may function as organizational resources that help teachers cope with workplace demands. Organizational culture also had a positive and significant effect on job satisfaction ($\beta = 0.604, t = 9.379, p < 0.001$). This result suggests that an organizational environment characterized by participation, consistent rule implementation, adaptability, and clear institutional goals contributes to more positive work experiences. The relatively large effect size ($f^2 = 0.823$) further indicates that organizational culture was the most influential factor in explaining variations in job satisfaction. In contrast, workload had a negative and significant effect on job satisfaction ($\beta = -0.358, t = 6.040, p < 0.001$). Thus, higher perceived workload was associated with lower job satisfaction. The number and complexity of tasks, time constraints, physical and mental demands, and administrative responsibilities may influence teachers' evaluations of their work. The effect size of 0.289 indicates a moderate effect, suggesting that workload constitutes a meaningful determinant of job satisfaction. Workload also had a positive and significant effect on job stress ($\beta = 0.401, t = 6.667, p < 0.001$). This finding confirms that increasing job demands directly contributes to higher levels of stress among PAUD/TK ABA teachers. The effect size was relatively large ($f^2 = 0.350$), indicating that workload is an important factor in explaining variations in teacher job stress. Job satisfaction had a negative and significant effect on job stress ($\beta = -0.298, t = 3.460, p = 0.001$). Teachers with higher levels of job satisfaction tended to report lower levels of job stress. Positive coworker relationships, supervisory support, a comfortable work environment, recognition, and positive work experiences may provide psychological resources that help teachers cope with workplace pressures. Nevertheless, the effect size of job satisfaction on job stress was relatively small ($f^2 = 0.111$), suggesting that job satisfaction is not the sole mechanism determining teachers' stress levels. The mediation analysis further demonstrated that job satisfaction mediated the relationship between organizational culture and job stress, with an indirect effect of $-0.180 (t = 3.329, p = 0.001)$. Because the direct effect of organizational culture on job stress remained significant, the mediation effect was partial. Thus, organizational culture can reduce teacher job stress both directly and indirectly by enhancing job satisfaction. Job satisfaction also mediated the relationship between workload and job stress, with an indirect effect of $0.107 (t = 2.846, p = 0.004)$. This finding indicates that workload increases job stress not only directly but also indirectly through reduced job satisfaction. Approximately 21.1% of the total effect of workload on job stress was transmitted through job satisfaction, while the direct pathway remained the more dominant mechanism. Overall, the structural model explained 57.1% of the

variance in job satisfaction and 65.6% of the variance in job stress. The Q^2 values of 0.333 for job satisfaction and 0.396 for job stress indicate adequate predictive relevance for both endogenous constructs. Taken together, the findings suggest that managing job stress among PAUD/TK ABA teachers requires more than simply reducing workload. Institutions should foster a participatory, consistent, adaptive, and goal-oriented organizational culture while strengthening job satisfaction through positive coworker relationships, supervisory support, recognition, professional development, and attention to teacher well-being. This is particularly relevant because the most prominent aspect of workload was the demand for diverse competencies, whereas coworker relationships represented the strongest source of job satisfaction. At the same time, task assignments that were perceived as inconsistent with teachers' core duties emerged as the most prominent source of job stress.

CONCLUSION

Conclusion

This study examined the effects of Organizational Culture and Workload on Job Stress among PAUD/TK ABA teachers in Ponorogo Regency, with Job Satisfaction serving as a mediating variable. Based on PLS-SEM analysis of data from 133 teachers, all proposed hypotheses were supported. The findings demonstrate that Organizational Culture has a negative and significant effect on Job Stress ($\beta = -0.336$, $t = 4.560$, $p < 0.001$) and a positive and significant effect on Job Satisfaction ($\beta = 0.604$, $t = 9.379$, $p < 0.001$). These findings indicate that a participatory, consistent, adaptive, and mission-oriented organizational culture can foster more positive work experiences while reducing teachers' perceived work-related stress. In contrast, Workload has a positive and significant effect on Job Stress ($\beta = 0.401$, $t = 6.667$, $p < 0.001$) and a negative and significant effect on Job Satisfaction ($\beta = -0.358$, $t = 6.040$, $p < 0.001$). Thus, increases in task volume and complexity, administrative demands, time constraints, and additional responsibilities may intensify work-related pressure while reducing teachers' satisfaction with their jobs. Job Satisfaction also has a negative and significant effect on Job Stress ($\beta = -0.298$, $t = 3.460$, $p = 0.001$). Teachers who are more satisfied with their workplace relationships, supervisory support, working conditions, recognition, compensation, and opportunities for professional development tend to experience lower levels of job stress. Furthermore, Job Satisfaction significantly mediates the relationships of both Organizational Culture and Workload with Job Stress. The indirect effect of Organizational Culture on Job Stress through Job Satisfaction is -0.180 ($t = 3.329$, $p = 0.001$), whereas the indirect effect of Workload is 0.107 ($t = 2.846$, $p = 0.004$). Because the direct effects of both predictors on Job Stress remain significant, the mediation pattern can be characterized as complementary partial mediation. Overall, the findings suggest that Job Stress among PAUD/TK

ABA teachers is shaped not only by the intensity of work demands but also by the quality of the organizational environment and teachers' level of Job Satisfaction. The findings highlight the importance of balancing job demands with organizational resources as a mechanism for promoting teachers' psychological well-being.

Theoretical Implications

The findings reinforce organizational behavior perspectives and the Job Demands–Resources (JD-R) Model by demonstrating that Organizational Culture can function as an organizational resource that enhances Job Satisfaction and reduces Job Stress. Conversely, Workload represents a job demand that can undermine Job Satisfaction and increase Job Stress. Job Satisfaction subsequently functions as a psychological mechanism linking organizational conditions and work demands to work-related stress. These findings extend the application of the JD-R perspective to the context of PAUD/TK ABA teachers, whose work involves not only pedagogical responsibilities but also substantial administrative and organizational demands. Teacher well-being should therefore be understood as the result of interactions between job demands and organizational resources rather than solely as an outcome of individual characteristics.

Practical Implications

From a managerial perspective, PAUD/TK ABA institutions should foster a more participatory, consistent, and supportive organizational culture. Involving teachers in planning and decision-making, establishing clear task responsibilities, implementing rules fairly, maintaining two-way communication, and providing support during policy changes can strengthen Job Satisfaction while reducing Job Stress. Workload should also be managed more proportionately by regularly evaluating task volume and complexity, simplifying administrative procedures, utilizing appropriate technology, and establishing clear boundaries between pedagogical, administrative, and organizational responsibilities. At the management and 'Aisyiyah organizational levels, stronger coordination of institutional activities is needed to prevent excessive accumulation of activities that may interfere with teachers' primary responsibilities. Improving Job Satisfaction should also become an integral component of teacher management strategies. Such efforts should not be limited to financial compensation but should also include non-financial recognition, harmonious workplace relationships, supervisory support, professional development opportunities, adequate work facilities, and greater attention to teacher well-being. These measures are important to ensure that the culture of service within PAUD/TK ABA institutions remains balanced with principles of professionalism and fairness.

Limitations and Directions for Future Research

This study was limited to PAUD/TK ABA teachers in Ponorogo Regency; therefore, caution is warranted when generalizing the findings to other early childhood education institutions or geographical contexts. Future studies should expand the geographical and institutional scope, employ more proportionate sampling techniques, and consider longitudinal designs to provide stronger evidence regarding causal relationships. Future research could also adopt a mixed-methods approach and incorporate multiple data sources to reduce potential common-method or perceptual bias. In addition, variables such as leadership, compensation, organizational support, and individual-level factors could be incorporated to develop a more comprehensive model for explaining Job Satisfaction and Job Stress among early childhood educators.

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