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THE INFLUENCE OF TASK COMPLEXITY AND WORKLOAD ON JOB SATISFACTION AMONG CONTRACT ELEMENTARY SCHOOL TEACHERS IN THE KEMRANJEN SUB-DISTRICT

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Abstract

This research examines and analyzes the influence of task complexity and workload on the job satisfaction of non-permanent (contract) elementary school teachers, both partially and simultaneously. The research was conducted on all non-permanent teachers serving in the Kemranjen Sub-district, Banyumas Regency. A quantitative research approach was employed using multiple linear regression analysis. The sampling technique employed was saturated sampling, resulting in a sample of 32 respondents that represented the entire population. Data were collected through questionnaires distributed directly to the respondents. The analysis revealed that task complexity has a negative and significant effect on the job satisfaction of non-permanent teachers, as indicated by a significance value of less than 0.05 and a t-count of -4.245. Conversely, the workload variable did not significantly impact job satisfaction, indicated by a significance value greater than 0.05 and a t-count of 0.987. However, when task complexity and workload were analyzed simultaneously, both variables significantly influenced the job satisfaction of non-permanent elementary school teachers in the Kemranjen Sub-district, contributing 43.1% to the variance explained. These findings suggest that compared to workload, task complexity plays a more significant role in enhancing the job satisfaction of contract teachers. Therefore, the results of this research may serve as a reference for policymakers in designing strategies to improve the well-being and work effectiveness of non-permanent teachers at the elementary school level. These welfare improvement efforts are expected to create a more supportive and productive work environment for non-permanent teachers.

Keywords: Non-Permanent Teachers; Job Satisfaction; Task Complexity; Workload

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A. Introduction

The quality of education is directly linked to the quality of human resources, necessitating maximum efforts from various stakeholders to achieve high-quality educational development (Syaifulloh & Pranoto, 2017). Teachers, as the main element in education, have a strategic role in creating effective learning (Wantoro & Herawati, 2020). Government Regulation of the Republic of Indonesia Number 19 of 2017 states that teachers are responsible for providing education, teaching, guiding, training, and evaluating the development of students. Additionally, teachers have additional duties based on prevailing laws and regulations.

This regulation differentiates two categories of teachers: permanent teachers and in-service teachers. Permanent teachers are educators appointed by private education providers with a minimum two-year work contract without civil servant (ASN) status. Meanwhile, in-service teachers include teachers with civil servant (PNS) status and contract teachers with specific work agreements.

Teaching at the elementary school level presents unique challenges, as students are at diverse developmental stages, requiring teachers to be both flexible and vigilant in their education and supervision, given the increasing independence of the students (Wiguna & Theresia, 2020). Teachers are expected to teach, manage administrative tasks, and foster positive relationships with students. For non-permanent teachers, these challenges become even more complex due to various constraints, including low salaries, inadequate facilities, and an imbalance between the number of teachers and students (Anugrah et al., 2022). Similar findings were found in the research by Norhasanah et al. (2020), who highlighted that non-permanent teachers often lack standardized salaries. Moreover, issues such as less harmonious relationships with colleagues and educational backgrounds that do not align with the subjects they teach further complicate their professional experience.

A survey conducted by the Institute for Demographic and Poverty Studies (IDEAS) in collaboration with GREAT Edunesia Dompet Dhuafa (Yulianti, 2024), involving 403 elementary and secondary school teachers from 25 provinces in Indonesia in May 2024, revealed that 74% of teachers receive salaries of less than Rp 2,000,000, while the rest earn less than Rp 500,000. It forces some teachers to

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seek additional jobs as a source of income to fulfill their daily needs. Unlike civil servant teachers, who receive various benefits and allowances, non-permanent teachers do not receive similar facilities, leading to a significant welfare gap.

Apart from financial concerns, task complexity is another crucial factor influencing job satisfaction among non-permanent teachers. Task complexity refers to the level of difficulty of work that is often ambiguous and unstructured (Chotimah & Kartika, 2017). Task complexity is an individual's perception of task difficulty; a task may be challenging for one person but may be considered easier by another (Khadilah et al., 2015). Complex tasks require advanced skills and patience to complete. Consequently, non-permanent teachers often work beyond regular working hours due to the high complexity and heavy workload.

Workload, however, refers to the number of tasks that must be completed within a certain period and require a significant amount of effort (Inegbedion et al., 2020). Excessive workload can create an imbalance between a teacher's rights and obligations. Ideally, workloads should be proportionate to an individual's capacity and limitations.

According to the Minister of Education and Culture Regulation of the Republic of Indonesia Number 15 of 2018, teachers are required to work 40 hours per week, including additional duties such as serving as vice principals, librarians, and special education inclusion counselors. These additional roles may increase the complexity of tasks and workload, which impacts teachers' job satisfaction levels.

Job satisfaction is an emotional response that manifests as a positive or negative feeling toward one's work. A positive attitude toward one's job reflects high job satisfaction. However, job satisfaction is subjective, varying between individuals based on their personal evaluation systems.

Job satisfaction can significantly impact educational quality, as teachers who are satisfied are more committed and perform optimally (Toropova et al., 2021). However, non-permanent teachers face a disparity between task complexity, workload, and compensation. Research by Inegbedion et al. (2020) revealed that high job complexity and excessive workloads can negatively influence job satisfaction. Teachers who are satisfied with their jobs are more likely to be

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committed to their duties and contribute to improving the quality of education (Madisa & Suariah, 2019). Thus, job satisfaction should be a key concern for schools in determining the quality of learning.

Based on these problems, this research aims to analyze the impact of task complexity and workload on the job satisfaction of non-permanent teachers in Kemranjen Sub-district, Banyumas Regency. The influence of these two factors on job satisfaction remains under-researched, particularly regarding non-permanent teachers, despite their significant contribution to the quality of elementary education. This research provides a new perspective on job satisfaction factors among non-permanent teachers. Unlike previous research that has focused more on financial welfare or interpersonal relationships, this research examines the direct impact of job demands on satisfaction levels. The findings of this research can serve as a reference for policymakers in designing a more equitable work system for teachers, including fair task allocation and improved support mechanisms for managing demanding job responsibilities. Consequently, this research makes a significant contribution to academic discourse and has tangible implications for enhancing the quality of elementary education.

B. Methods

This research was conducted in the Kemranjen Sub-district, with respondents from non-permanent elementary school teachers. The population comprised all non-permanent elementary school teachers in the Kemranjen Sub-district. According to Arikunto (2017), if the number of research subjects is not more than 100, the entire population can be used as the sample. Based on this principle, the sample in this research comprised all non-permanent elementary school teachers in the Kemranjen Sub-district, consisting of 32 respondents.

A quantitative research approach was applied, with data collected through questionnaires distributed directly to the respondents. Each questionnaire item was developed based on the indicators of the variables examined in this research.

Multiple linear regression analysis was employed to analyze the data. This regression approach was utilized to identify patterns of relationships between variables and to measure the direct and indirect effects among the studied variables

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(Hamid et al., 2019). Before conducting data analysis, several preliminary tests were performed to meet the requirements for multiple linear regression analysis. These included validity and reliability tests for the research instrument, as well as classical assumption tests such as tests for normality, multicollinearity, and heteroscedasticity. Once these requirements were met, multiple linear regression analysis was performed, followed by T and F tests to examine the research hypotheses. All statistical calculations were conducted using SPSS software.

C. Results and Discussion

Experts validated the research instrument, a questionnaire regarding the variables to be studied. Subsequently, an instrument test was conducted to assess the validity and reliability of each statement item—the decision-making criteria for a statement to be considered valid as if $r_{count} > r_{table}$. The value of the r_{count} for each statement was obtained through data processing using the SPSS program.

Table 1
Summary of Validity Test Results of Research Instruments

Interval	Validity Category	Statements item		
		Task Complexity (X1)	Workload (X2)	Job Satisfaction (Y)
0,80 < rxy ≤ 1,00	Very High	3,6	-	15,16
0,60 < rxy ≤ 0,80	High	1,2,5,7,10	2,4,8,9,12,14, 15	1,2,4,5,6,7,8,9,11, 12,14,17,18,19,20
0,40 < rxy≤ 0,60	Moderate	8,9,12	1,3,5,6,7,11,17, 19,20,21	3,10
0,20 < rxy ≤ 0,40	Low	4,11	13,18	13
0,00 < rxy ≤ 0,20	Very Low	-	-	-
Rxy ≤ 0,00	Not Valid	-	10,16	-

Based on the summary of the validity test results in Table 1, all statements related to task complexity and job satisfaction variables were deemed valid, as r_{count} exceeded the r_{tabel} value (r_{count} >0,349). Therefore, all these statements could be further processed in the data processing stage. However, the validity test results for the workload variable revealed that 2 statement items, numbers 10 and 16, were declared invalid because the r_{count} value did not exceed the r_{table} value. Consequently, these 2 invalid statement items could not be used for data collection.

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Thus, in the workload variable questionnaire, 19 statements were valid and could be used for further data processing.

After completing the validity test, the next stage was the reliability test, which ensured that the questionnaire's measurement results remained stable and consistent when used repeatedly under similar conditions. According to the rule of thumb, an instrument is considered reliable if the Cronbach's Alpha value for each variable exceeds 0.60. The following are the reliability test results for each research variable:

Table 2
Reliability Test

No.	Research Variables	*Cronbach's Alpha*	Role of Tumb	Conclusion
1	Task Complexity (X_1)	0,754	0,60	Reliable
2	Workload (X_2)	0,874	0,60	Reliable
3	Job Satisfaction (Y)	0,931	0,60	Reliable

Based on the reliability test results in Table 2, all variables in this research were declared reliable. After conducting the research instrument tests, namely validity and reliability tests, and declaring them successful, the data processing proceeded to the next stage: conducting classical assumption tests, including normality tests, multicollinearity tests, and heteroscedasticity tests. The following is a summary of the classical assumption test results.

Table 3
Results of the Classical Assumption Test

Classical Assumption Test	Test Methods	Calculation Results	Decision-Making Requirements	Conclusions
Normality Test	One-Sample Kolmogorov-Smirnov	Asymp. Significance (Sig.) Value = 0,844	Sig value > 0,05	Normally distributed
Multicollinearity Test	VIF and Tolerance	VIF Value = 1,414 Tolerance Value = 0,707	VIF value <10,00 Tolerance value >0,10	No symptoms of multicollinearity
Heteroscedasticity Test	Glejser Test	Significance (Sig.) Value X1 = 0,985 X2 = 0,550	Sig. value >0,05	No heteroscedasticity problems

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The classical assumption test results in Table 3 indicate that all tests were passed. The normality test using the One-Sample Kolmogorov-Smirnov test obtains an Asymp. Sig. Value of 0.844 (>0,05), indicating that the data were normally distributed. The multicollinearity test also met the criteria, with a VIF value of 1.414 (<10,00) and a Tolerance value of 0,707 (>0,10), indicating no multicollinearity. Meanwhile, the heteroscedasticity test yields significance values of 0.985 for task complexity and 0.550 for workload, indicating no heteroscedasticity.

After all assumptions were fulfilled, the analysis continued using multiple linear regression to test the influence of task complexity (X_1) and workload (X_2) on job satisfaction (Y).

Table 4
Summary of Multiple Linear Regression Analysis Results

Variables	Coefficient	Standard Error	Sig.
Constant	90,649	9,172	0,000
Task Complexity (X_1)	-1,453	0,342	0,000
Workload (X_2)	0,251	0,255	0,332

Based on the multiple linear regression analysis results in Table 4, the constant value (α) was 90.649, while the coefficient value for task complexity (β) was -1.453 and for workload (β). Thus, the multiple linear regression equation obtained was as follows:

$$Y = \propto + \beta X1 + \beta X2 + e$$

$$Y = 90{,}649 - 1{,}453X1 + 0{,}251X2 + e$$

The interpretation of the multiple linear regression equation above is as follows:

1. The constant value of job satisfaction (Y) is 90.649, meaning that if task complexity (X1) and workload (X2) are assumed to be zero, job satisfaction (Y) remains at 90.649.
2. The regression coefficient for task complexity is negative (-1.453), indicating that increasing task complexity by one unit decreases job satisfaction by 1.453 units, assuming all other variables remain constant.
3. The regression coefficient for workload is positive (0.251), indicating that an increase in workload by one unit increases job satisfaction by 0.251 units, assuming other variables are held constant and vice versa.

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Hypothesis testing was conducted to analyze the influence of variables, both partially and simultaneously. The T-test was used to partially measure the influence of each independent variable on the dependent variable. In contrast, the F-test measured the influence of all independent variables on the dependent variable. The following is a summary of the hypothesis testing results.

Table 5
Summary of T-Test Results

No.	Variables	Standard Error	T-count	T-table	Sig.
1	Task Complexity (X1)	0,342	-4,245	2,045	0,000
2	Workload (X2)	0,255	0,987	2,045	0,332

Table 6
Summary of F-Test Results

Variables	F-count	F-table	Sig
Task Complexity (X1) Workload (X2)	10,221	2,92	0,000

Hypothesis-testing decisions were determined based on the significance value (Sig.)< 0,05, indicating that the independent variable (X) has a significant effect on the dependent variable (Y) (Ghozali, 2021). Additionally, if the t-count exceeds the t-table value, then the independent variable has a partial impact on the dependent variable (Sujarweni, 2019). The interpretation of the t-test and F-test results is as follows:

Task complexity has a significant impact on job satisfaction (H1). The task complexity variable (X_1) has a significance value of 0.000 (<0.05) and a t-count of -4.245 (>2.045), indicating that task complexity has a significant effect on job satisfaction. Thus, the first hypothesis (H1) in this research is **accepted**.

Workload does not significantly affect job satisfaction (H2). The workload variable (X_2) has a significance value of 0.332 > 0.05 and a t-count of 0.987 < 2.045. This indicates that the workload variable (X_2) has no significant effect on the job satisfaction variable (Y). Thus, the second hypothesis (H2) in this research is **rejected**.

Task complexity and workload simultaneously have a significant impact on job satisfaction (H3). The research results obtained a significance value of 0.000 (<0.05) and an f-count of 10.221 (>2.92), indicating that the independent variables

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(X) have a significant simultaneous effect on the dependent variable (Y). Thus, the third hypothesis in this research is **accepted**.

Based on the first hypothesis test results, task complexity has a negative and significant effect on the job satisfaction of contract teachers in the Kemranjen Sub-district. It was supported by the t-count (-4.245), which exceeded the t-table value (2.045), and a significance value (0.003), which was lower than 0.05, confirming the acceptance of the first hypothesis (H1). The graphical representation of the effect of task complexity on job satisfaction is illustrated below:

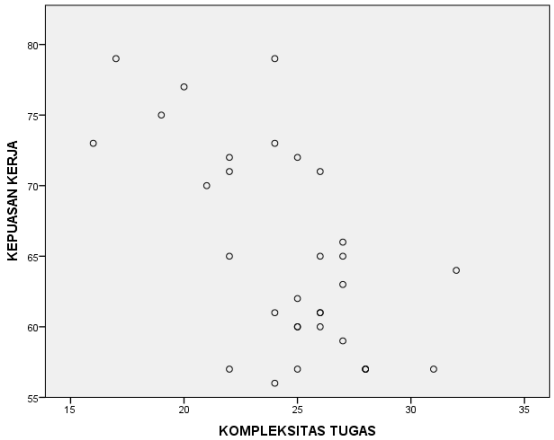

Figure 1. The Effect of Task Complexity (X1) on Job Satisfaction (Y)

Based on the scatter plot above, the distribution of points appears to be more concentrated in the upper left and lower right sections, indicating a negative relationship between task complexity and job satisfaction of contract teachers in the Kemranjen Sub-district. The more complex the tasks assigned, the lower the level of job satisfaction. The regression analysis results reinforce this finding, with the coefficient of task complexity being negative and significant, proving that the tasks assigned to teachers have a tangible impact on reducing job satisfaction.

Task complexity arises from uncertainty and weak structure, making these tasks confusing to implement and complete. Contract teachers are often obligated to complete specific tasks, not only teaching tasks but also administrative tasks, some of which require expertise outside their field. Moreover, the large number and variety of assigned tasks make the tasks received by contract teachers complicated and confusing. The presence of these complex tasks for contract teachers will undoubtedly lead to a decrease in job satisfaction.

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In the research by Samallo & Wulani (2022), different results were found, stating that job complexity indirectly affects teacher job satisfaction. Teachers with high task complexity tend to experience high levels of work stress, and this work stress has a positive effect on job satisfaction. It suggests that increased task complexity can lead to increased teacher job satisfaction, albeit through heightened work stress, which is considered challenging yet creates a sense of satisfaction when completing tasks of high complexity. However, research by Devi et al. (2019) on auditors revealed that task complexity negatively impacts job satisfaction. It occurs because excessive complexity poses difficulties even when tasks align with expertise. Despite the differing contexts, these findings suggest that task complexity in various professions has a negative impact on job satisfaction. Thus, the complexity of tasks assigned to non-permanent teachers also has the potential to reduce their job satisfaction.

Based on the results of the second hypothesis test, it was found that the workload variable does not significantly affect the job satisfaction of non-permanent teachers in the Kemranjen Sub-district. This is evidenced by the t-count of 0.987, which did not exceed the t-table value of 2.045 and had a significance value of 0.332 > 0.05; therefore, the second hypothesis (H2) was rejected. Furthermore, the effect of workload on job satisfaction can be analyzed through the following graph.

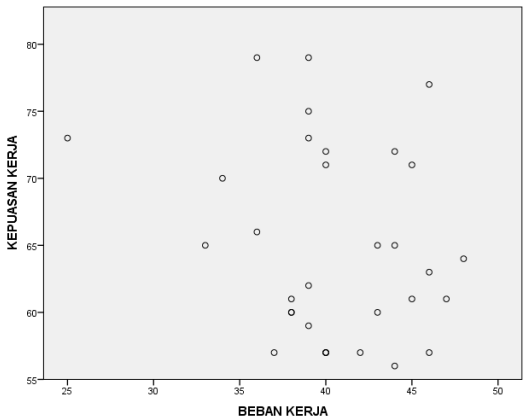

Figure 2. The Effect of Workload (X2) on Job Satisfaction (Y)

Based on the scatter plot above, the points appear to form a randomly scattered pattern with a slight downward trend. Regression results indicate that the

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workload coefficient is positive but insignificant, concluding that workload does not significantly affect job satisfaction among non-permanent elementary school teachers in the Kemranjen Sub-district.

The workload refers to job demands that require employees to complete tasks efficiently within limited time constraints (Ingusci et al., 2021). As teachers feel, a high level of responsibility must accompany a high workload. Teachers are frequently required to complete multiple tasks within tight deadlines. These tasks require energy, time, and resources, which are sometimes insufficient, resulting in difficulty in completing them. Such conditions may lead to reduced endurance and feelings of pressure among non-permanent teachers.

However, the beta coefficient value for the workload variable, 0.251, shows a positive value. It explains that the higher the workload received, the higher the job satisfaction of contract teachers. These positive results suggest that the workload of contract teachers in elementary schools in the Kemranjen Sub-district remains within reasonable limits, thereby contributing positively to job satisfaction. This research supports the findings of Saputra & Marlius (2024) and Herningsih & Purwanti (2020), which suggest that workload does not significantly impact job satisfaction, although it does have a positive relationship. In addition, these results support the research of Tentama et al. (2019), which found a positive relationship between work stress, workload, and job satisfaction. However, the findings contradict those of Wijaya (2018), which suggests that workload, mediated by work stress, has a negative impact on job satisfaction.

Based on the analysis of the hypothesis test results using the F-test, as shown in Table 6, it can be seen that the f-count is greater than the f-table (10.221>2.92). Therefore, it is concluded that task complexity and workload, when considered simultaneously, affect job satisfaction. Although the workload variable does not directly affect job satisfaction, it does influence job satisfaction when examined in conjunction with the task complexity variable. The following are the results of calculating the influence of the independent variables (X) on the dependent variable (Y).

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Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,643[a]	,413	,373	5,685

a. Predictors: (Constant), BEBAN KERJA, KOMPLEKSITAS TUGAS

b. Dependent Variable: KEPUASAN KERJA

Figure 3. Calculation Results of the Influence of Variables X on Variable Y

The results indicate that the independent variables simultaneously affect 41.3% of the variation in the dependent variable (R-squared = 0.413). In comparison, 68.7% of the respondents are influenced by factors outside the research that affect the job satisfaction of elementary school contract teachers in the Kemranjen Sub-district.

D. Conclusion

Several conclusions can be drawn based on the analysis in this research regarding the influence of task complexity and workload on the job satisfaction of non-permanent teachers in the Kemranjen Sub-district. First, task complexity had a significantly negative impact on the job satisfaction of non-permanent elementary school teachers in the Kemranjen Sub-district. Second, workload did not significantly affect the job satisfaction of contract teachers. Third, when analyzed simultaneously, task complexity and workload together influenced the job satisfaction of non-permanent elementary school teachers in the Kemranjen Sub-district by 43.1%. To improve the job satisfaction of non-permanent teachers, the researchers recommend reducing the level of task complexity or providing additional support in completing complex tasks rather than solely focusing on the amount of workload assigned.

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