


# The influence of work engagement, work motivation, resilience, and job stress on the job satisfaction of honorary teachers in Central Java



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## ABSTRACT

This study examines the influence of work engagement, work motivation, resilience, and job stress on the job satisfaction of honorary teachers in Central Java. The research employs a quantitative approach utilizing a cross-sectional study design. The population for this study consists of honorary teachers who instruct at elementary and high schools in Central Java, with a minimum of five years of teaching experience and a willingness to participate as research subjects. The sampling technique employed was purposive sampling, which resulted in 384 participants. Data collection instruments included job satisfaction, work engagement, work motivation, resilience, and job stress scales. The results of the multiple regression analysis indicate a coefficient of determination (R) of 0.965, an F-value of 1301.778, and a p-value of 0.000 ( $p < 0.001$ ). Based on these findings, it can be inferred that work engagement, work motivation, resilience, and job stress collectively influence the job satisfaction of honorary teachers in Central Java. Furthermore, the study revealed that resilience contributes more significantly to job satisfaction than the other variables. Therefore, local government initiatives to improve job satisfaction among honorary teachers in Central Java should focus on various strategies, particularly by providing programs for adaptive skills development and problem-solving, such as stress management training, to bolster the resilience of honorary teachers in coping with working pressures.



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## 1. Introduction

Education is a necessary component of human existence. There is a good thing about being educated; it allows people to have an identity that is consistent with the applicable morals and norms and also to be able to notice and develop their abilities [1]. This assertion is consistent with national education's objectives, which aim to nurture the nation and develop the broader Indonesian populace [2]. The teaching profession, in particular, is regarded as a noble vocation entrusted with the responsibility of cultivating the nation's future. Zou *et al.* described teachers as individuals who possess the authority and the duty to direct and develop learners [3]. A teacher's role is to act as a guide and bring out the best in every student so that they can be productive individuals. This description shows that the teacher's job is not a walk in the park. In this way, the point is that teachers are involved with great tasks such as those that not everyone can handle. Besides being a non-governmental teacher, Indonesia has two kinds of teachers: State Civil Apparatus (ASN) or civil servants and non-permanent teachers or honorary teachers. ASN and honorary teachers generally share similar professional responsibilities; however, some notable differences exist. Honorary

teachers have played a crucial role in the Indonesian education system, particularly in public and private schools that lack permanent teaching staff. They are a vital pillar of Indonesian education, especially in areas with limited resources. Without their contributions, many schools would struggle to facilitate effective learning. Even though their position is not the same as that of civil servants or non-permanent teachers of the foundation, the role of honorary teachers is enormous in the access and quality of education. Honorary teachers usually undertake most of the teaching and learning activities in schools, especially when the number of ASN teachers is insufficient. They frequently manage heavy teaching loads, including covering for permanent teachers who cannot attend. Despite their vital role, honorary teachers often encounter uncertainty regarding their employment status, receive low salaries, and lack benefits.

In principle, honorary teachers primarily work under the expectation that their salaries will meet their living expenses [4]. However, the reality is that the compensation they receive is often insufficient. Research indicates that compensation positively influences the job satisfaction of honorary teachers [5]. This indication suggests that as compensation increases, so does job satisfaction. Conversely, low compensation correlates with lower job satisfaction. As Refaei *et al.* asserted, the rewards received by workers are a critical factor in determining their job satisfaction [6]. Some examples of phenomena related to the inequality in the workload of honorary teachers compared to their remuneration occurred in 2019. In that year, the salary of ASN teachers increased by five percent, while the salaries of honorary teachers remained unchanged. Some honorary teachers have been on the payroll for seven years, with a monthly salary of 50.000 IDR. Despite this, they have received a salary increase of merely 150 IDR (Liputan6.com, 2019). The expression of an honorary teacher at Public Elementary School 1 Cawas in Klaten, Central Java, who complained about receiving a monthly salary of only 350,000, highlights a significant issue. This salary is disappointingly low compared to ASN teachers at the same school (suaramerdeka.com, 2022). Low salaries can lead to job dissatisfaction among honorary teachers in Central Java. This finding aligns with the research conducted by Hakim *et al.* [7], which indicates that salaries or compensation significantly impact the job satisfaction of private vocational school teachers in Indonesia. Specifically, as salaries increase, job satisfaction also tends to rise. Conversely, lower salaries are associated with decreased job satisfaction.

Other phenomena that are quite tragic for honorary teachers include those related to uncertainty in career development. Career development is crucial for working individuals, and the uncertainty experienced by honorary teachers can significantly impact their job satisfaction. According to research conducted by Hayati *et al.* [8], career development positively and substantially influences job satisfaction. This highlight indicates that the greater the career development opportunities available, the higher employee job satisfaction. Conversely, limited career development opportunities can lead to diminished job satisfaction. Based on this phenomenon, it can be concluded that there are significant issues related to the job satisfaction of honorary teachers in Central Java. In the context of job satisfaction, Luthans defines it as an employee's perception of how well their work fulfills what they consider essential [9]. According to Luthans, the dimensions that represent job satisfaction include the nature of the work, salary or wages, opportunities for promotion, supervision, and relationships with co-workers [9]. Abdulkareem explains that employees with high job satisfaction are more likely to exhibit high performance, speak positively about their organization, and be willing to assist their colleagues [10]. Consequently, these employees show better performance and productivity. Conversely, low job satisfaction among employees can lead to increased absenteeism and high job stress [11]. Job satisfaction is crucial for employees, including honorary teachers. Individuals with high job satisfaction often perceive their work as enjoyable [12]. Furthermore, those who experience a high level of job satisfaction are more likely to exhibit better attitudes and increased productivity within the organization [10]. Conversely, when individuals experience low job satisfaction, it can result in higher absenteeism [11] and diminished performance, commitment, and engagement in their profession [4]. Many factors may influence job satisfaction, including work engagement [13], [14]. This work engagement factor measures the relationship between employees and the organization [15]. Work engagement is defined as a positive and fulfilling state of mind related to work, characterized by the presence of vigor, dedication, and absorption [16]. Individuals engaged in their work are motivated to strive for challenging goals, possess a strong desire to succeed, and are committed to achieving organizational objectives [16].

Lahat and Marthanti's research posits that work engagement positively influences job satisfaction [14]. The study indicates that the higher the level of work engagement among individuals, the more

likely they are to experience high job satisfaction. Consequently, schools require employees, particularly teachers, who are competent, dedicated, and committed to enhancing performance while fostering strong connections with the institutions where they teach. Teachers are expected to exhibit engagement—characterized by work engagement, a desire to contribute, and commitment—and a sense of belonging to their roles as educators and the schools they serve. When teachers are engaged in their work, they tend to be more enthusiastic and satisfied with their roles. Citrayani *et al.* [13] noted that work engagement positively affects job satisfaction. Previous research indicates that work motivation influences job satisfaction. Shalley defines motivation as a condition in which individuals are encouraged to perform tasks to meet their needs, which serve as a source of personal satisfaction and impact the achievement of organizational goals [17]. According to Xueyun *et al.*, the source of work motivation is rooted in individual needs and behavioral direction [18]. Consequently, it can be inferred that work motivation is a crucial component for honorary teachers; a higher desire to fulfill needs correlates with increased work motivation, which in turn enhances individual job satisfaction. This inference suggests that as an individual's work motivation increases, so does their job satisfaction [19]. Conversely, Ardianti (2018) notes that if individuals experience low work motivation or a decline in motivation, their perceived job satisfaction will also decrease. Research has identified resilience as a contributing factor to job satisfaction. According to Fletcher and Sarkar [20], psychological resilience protects individuals from stress, suggesting that resilience is an integral component of psychological factors. It plays a crucial role for honorary teachers in performing their duties. Resilience is defined as the ability of individuals to maintain their personal and professional well-being in the face of stress and various ongoing work challenges. Resilience positively influences job satisfaction; thus, the higher an individual's resilience, the greater their job satisfaction [21], [22] (Polat & Iskender, 2018). Additionally, Ghandi *et al.* [23] noted that individuals with high resilience tend to experience higher levels of job satisfaction, whereas those with low resilience report lower levels of job satisfaction.

The next factor suspected to influence job satisfaction is job stress. Job stress arises from the interaction between individuals and their work. It is characterized by tension that disrupts physical and psychological balance, ultimately affecting an employee's emotions, thought processes, and overall well-being [24]. According to Robbins and Judge (2015), job stress is a dynamic condition experienced by workers as they navigate opportunities, demands, or resources related to their desires and outcomes deemed necessary. Some studies indicate that job stress can positively and negatively affect job satisfaction. For instance, research by Reilly *et al.* [25], Wibowo *et al.* [26], and Ridho & Susanti [27] demonstrate that job stress negatively influences employee job satisfaction. Conversely, studies conducted by Hanim [28] and Essiam *et al.* [29] suggest that job stress can positively and significantly affect job satisfaction. Based on previous research, numerous factors influence job satisfaction. However, despite the extensive studies conducted by researchers, there has yet to be a study that simultaneously examines the impact of four independent variables: work engagement, work motivation, resilience, and job stress on job satisfaction. Furthermore, no research has investigated these four variables within organizations in the educational sector, particularly regarding honorary teachers. Thus, this study aims to empirically examine the influence of work engagement, work motivation, resilience, and job stress on the job satisfaction of honorary teachers in Central Java. The results of this study are expected to enhance policymakers' knowledge, encouraging them to implement various strategies to improve the job satisfaction of honorary teachers based on the findings of this research.

## 2. Method

This study employs a quantitative approach utilizing a cross-sectional study design. The population under investigation comprises honorary teachers working in the Central Java region. The sampling process was conducted using a non-probability sampling technique, purposive sampling. This method was selected due to the specific focus of the research and the necessity for in-depth data that accurately represents the actual conditions of the population group being studied. Furthermore, this technique enables researchers to address research questions with precision despite the limitations it imposes on the generalizability of the results. The sample characteristics in this study consist of honorary teachers working in Central Java, specifically those with a minimum of five years of working service and teaching at the elementary, junior high, and high school/vocational levels. These teachers have also agreed to participate as research subjects. The five-year service criterion is based on research conducted by Fauzan (2022), inferring that employees with one to five years of experience are likelier

to exhibit lower job satisfaction. Therefore, researchers utilized samples of individuals with more than five years of working experience, as it was assumed that these teachers tend to exhibit higher job satisfaction. The research conducted data collection procedures by distributing various scales—including job satisfaction, work engagement, resilience, work motivation, and job stress scales—via Google Forms. These forms were shared through social media platforms such as WhatsApp, Instagram, Facebook, Telegram, and Twitter, targeting honorary teachers in the Central Java region. Following the data collection process and applying purposive sampling criteria, 384 responses were selected for analysis.

The instruments employed for data collection in this study utilized five scales: the Job Satisfaction Scale, the Work Engagement Scale, the Work Resilience Scale, the Work Motivation Scale, and the Job Stress Scale. The work satisfaction variable is measured using the work satisfaction scale developed by Aulia and Dania [30], which is based on Luthans' (2011) five dimensions of work satisfaction: work itself, supervision, promotion opportunities, pay, and co-workers. This scale consists of 15 items previously tested by Aulia and Dania [30] for content validity, resulting in an Aiken's V of 0.79 for measuring tool coefficient validity. Additionally, the reliability of the measuring instrument was assessed using the internal consistency method, yielding a reliability coefficient of  $\alpha = 0.911$ . In this study, the reliability coefficient of the job satisfaction scale was  $\alpha = 0.881$ . The work engagement variable was measured using the Utrecht Work Engagement Scale (UWES), which was modified by Aulia *et al.* [31]. This adaptation is based on the dimensions of vigor, dedication, and absorption proposed by Schaufeli and Bakker [32]. The scale consists of 18 items previously tested by Aulia *et al.* [31] for content validity, resulting in an Aiken's V of 0.76 for the measuring tool coefficient validity. The instrument's reliability was also assessed using the internal consistency method, yielding a reliability coefficient of  $\alpha = 0.898$ . In this study, the reliability coefficient of the measuring instrument was  $\alpha = 0.951$ .

The work resilience variable was measured using a resilience scale developed by Aulia *et al.* (2022). This adaptation is based on several aspects, including personal competence, high standards, and tenacity; trust in one's instincts; tolerance of negative affect; and the ability to strengthen responses to stress. Additionally, it encompasses positive acceptance of change, secure relationships, a sense of control, and spiritual influences, as outlined in the theory by Connor and Davidson [33]. The scale consists of 15 items previously validated by Aulia *et al.* (2022) using content validity, achieving an Aiken's V of  $= 0.888$  for measuring tools coefficient validity. Furthermore, the reliability of the measuring instrument was assessed using the internal consistency method, resulting in a reliability coefficient of  $\alpha = 0.919$ . In this study, the reliability coefficient of the resilience scale was  $\alpha = 0.893$ . Work motivation variables were measured using a scale that researchers developed. This scale was based on the dimensions of arousal, direction, and behavior maintenance, as Greenberg and Baron proposed [34]. Work motivation variables were measured using a scale developed by researchers based on the dimensions of arousal, direction, and maintenance of behavior suggested by Greenberg and Baron [34]. This scale consists of nine items that were evaluated for content validity. The content validity was assessed using expert judgment, and the results were processed using Aiken's V formula, yielding an Aiken's V  $= 0.778$  for measuring the tool coefficient validity. Additionally, the reliability of the measuring instrument was assessed through the internal consistency method, employing Cronbach's alpha formula, which resulted in a reliability coefficient of  $\alpha = 0.858$ . The final variable examined is job stress. The measurement tool for job stress was adapted from the Job Stress Scale (JSS) developed by Parker and DeCotis [35], focusing on the components of time pressure and anxiety. This scale comprises 16 items. Professional judgment was employed to assess the content validity of the tool, and the results were analyzed using Aiken's formula, yielding an Aiken's V  $= 0.850$  for coefficient validity. Additionally, the reliability of the measurement instrument was evaluated through the internal consistency method, utilizing Cronbach's Alpha formula, which resulted in a reliability coefficient of  $\alpha = 0.936$ .

### 3. Results and Discussion

Before conducting the hypothesis test, the researcher performed an assumption test, including a normality test, a linearity test, and a multicollinearity test. The normality test utilized unstandardized residuals and yielded a normality index (KS-Z) of 0.30, with a significance level (p) of 0.067 ( $p > 0.05$ ). This result indicates that the regression model in this study usually has distributed residual values, as there is no significant difference in data distribution between the sample and the population. Therefore, the sample used is deemed representative of the population. The linearity test indicated that



in this study, the relationship between work engagement and job satisfaction exhibited a linearity value of 0.000 ( $p < 0.01$ ) and a deviation from linearity of 0.367 ( $p > 0.01$ ). The relationship between work motivation and job satisfaction also showed a linearity value of 0.000 ( $p < 0.01$ ) and a deviation from linearity of 0.856 ( $p > 0.05$ ). Additionally, the relationship between resilience and job satisfaction had a linearity value of 0.000 ( $p < 0.01$ ) and a deviation from linearity of 0.512 ( $p > 0.05$ ). Furthermore, the relationship between job stress and job satisfaction presented a linearity value of 0.036 ( $p < 0.05$ ) and a deviation from linearity of 0.052 ( $p > 0.05$ ). Based on the assumption tests conducted on all variables, it can be concluded that the relationships among work engagement, work motivation, resilience, and job stress concerning job satisfaction are classified as linear and ideal.

Afterward, the multicollinearity test indicated that the independent variables of the study exhibited the following results: work engagement had a tolerance value of 0.552 ( $>0.1$ ) and a variance inflation factor (VIF) of 1.810 ( $<10$ ); work motivation had a tolerance value of 0.293 ( $>0.1$ ) and a VIF of 3.414 ( $<10$ ); resilience had a tolerance value of 0.322 ( $>0.1$ ) and a VIF of 3.104 ( $<10$ ); and job stress had a tolerance value of 0.973 ( $>0.1$ ) and a VIF of 1.027 ( $<10$ ). These results indicate no multicollinearity among the independent variables in this study. Subsequently, after conducting an assumption test, a hypothesis test was performed on a sample of 384 honorary teachers working in the Central Java region using multiple regression analysis. The results of the multiple regression analysis yielded an R coefficient value of 0.965, an R-squared value of 0.932, and an F value of 1301.773, with a significance level of ( $p$ ) = 0.000 ( $p < 0.01$ ). These findings indicate that Hypothesis 1 (H1) proposed in this study is accepted, demonstrating that work motivation, work engagement, resilience, and job stress significantly influence the job satisfaction of honorary teachers in the Central Java region. The regression analysis results indicated that work motivation, work engagement, resilience, and job stress collectively significantly impact the job satisfaction of honorary teachers in the Central Java region. The four independent variables in this study—work engagement, work motivation, resilience, and job stress—simultaneously accounted for an effective contribution of 92.1% to the job satisfaction of these teachers. The findings suggest that as honorary teachers exhibit higher levels of work motivation, work engagement, and resilience, their job satisfaction also increases. Conversely, high levels of job stress are associated with lower job satisfaction. This inference indicates that work motivation, work engagement, and resilience positively influence job satisfaction, while job stress negatively affects the work experience of honorary teachers in the Central Java region.

The results of the partial analysis of each variable, as presented in Table 1, indicate that resilience contributes more significantly to job satisfaction than the other variables. The statistical values are  $\beta = 0.041$ ,  $t = 2.269$ , and  $\text{sig}(p) = 0.024$  ( $p < 0.01$ ), which supports the acceptance of Hypothesis 2 (H2). The analysis reveals that work engagement positively and significantly impacts the job satisfaction of honorary teachers in the Central Java region. This result suggests that when honorary teachers exhibit strong work engagement, their job satisfaction also increases. Conversely, when their work engagement is low, their level of job satisfaction tends to decrease. This conclusion is supported by the analysis of 384 research data points, which indicate that 48.4% of the participants were classified as having high job satisfaction. In addition, work engagement effectively contributes 10.11% to job satisfaction. This assertion indicates that workplace engagement significantly contributes to the job satisfaction of honorary teachers in Central Java.

Similarly, the study by Chan *et al.* [36] reveals that work engagement enhances employee job satisfaction. Employees who exhibit strong work engagement demonstrate a solid dedication to their work [37]. Employees with high levels of work engagement tend to exhibit greater strength and resilience, a strong desire to work diligently, and the motivation to persevere despite challenges [38]. When honorary teachers are engaged in their work environments, they are more likely to feel motivated to continue their efforts to achieve the institution's goals. This notion is further supported by the research of Saputra and Siswanti [39], which indicates that committed and engaged employees are more likely to feel motivated to work towards specific objectives, meet performance targets, and demonstrate a strong, positive commitment to their overall performance. Schaufeli and Bakker [32] revealed that a worker's engagement could be observed through dedication, vigor, and commitment. Similarly, teachers who exhibit work engagement are characterized by their dedication to the institution, as evidenced by their increased productivity and their willingness to share knowledge, even when confronted with challenges at school [40].

The results of Hypothesis Analysis 3 (H3) indicated the following values:  $\beta = 0.100$ ,  $t = 4.062$ , and significance ( $p$ ) = 0.000 ( $p < 0.01$ ), which confirms the acceptance of the hypothesis. The analysis demonstrates that work motivation has a positive and highly significant effect on the job satisfaction

of honorary teachers in the Central Java region. This inference suggests that as work motivation increases, so does the job satisfaction experienced by honorary teachers in this area, and vice versa. High levels of work motivation enable honorary teachers to be fully aware of their duties and responsibilities, leading them to perform optimally in their roles (Sulistyarini and Yusiana, 2020). Honorary teachers with strong work motivation will be inspired to teach wholeheartedly and educate students with a solid sense of responsibility, ensuring that the knowledge they impart is effectively communicated. This deduction aligns with Handayani's (2016) assertion that employees with high work motivation are characterized by their drive to perform better. Work motivation is recognized as having a positive and significant impact on job satisfaction. This assertion is supported by the finding that the work motivation variable contributes effectively 63.77% to job satisfaction. Furthermore, of the 384 data points collected, 49.2% fell into the high category of work motivation. These rates imply that the study demonstrates a positive influence of work motivation on the job satisfaction of honorary teachers in Central Java. This finding aligns with the research conducted by Fikri *et al.* [41] on nurses during the COVID-19 pandemic, which concluded that work motivation significantly enhances nurses' job satisfaction. In other words, higher levels of work motivation correlate with improved job satisfaction among nurses. Conversely, when work motivation is low, job satisfaction tends to decrease [41].

Hypothesis 4 (H4) indicates an acquisition of  $\beta = 0.853$ ,  $t = 36.187$ , and significance ( $p$ ) = 0.000 ( $p < 0.01$ ), which suggests that the hypothesis is accepted. The analysis results demonstrate that resilience has a positive and highly significant effect on the job satisfaction of honorary teachers in the Central Java region. This result implies that the higher the resilience teachers exhibit in their work, the greater their job satisfaction will be, and vice versa. Honorary teachers with strong resilience are more likely to display persistence and possess effective coping skills when faced with stress-inducing factors. This inference aligns with the findings of Ghandi *et al.* [23], who stated that individuals with high resilience are more likely to remain persistent in managing stressors. Furthermore, honorary teachers with high resilience often demonstrate a strong commitment to substantially contributing to their schools. This observation is supported by the presentation delivered by Sholeha and Firdaus (2023), which explained that individuals with high resilience typically make significant contributions to their organizations. Resilience is recognized for its positive impact on the job satisfaction of honorary teachers.

Data indicates that 228 samples (59.4%) exhibit high levels of resilience, while 156 samples (40.6%) demonstrate medium levels of resilience; notably, no samples fall into the low resilience category. This result suggests that most honorary teachers in Central Java are highly resilient. Honorary teachers with high resilience are less likely to feel overwhelmed when confronted with challenges. Despite the ongoing nature of these challenges, they are equipped to navigate and overcome them effectively. This inference aligns with the explanation provided by Maddi and Khoshaba (2005), which posits that individuals with strong resilience are adept at problem-solving. Furthermore, honorary teachers who exhibit high resilience tend to identify solutions more readily when confronted with workplace challenges. Even when faced with setbacks, these resilient honorary teachers can quickly recover from adversity. This highlight is consistent with Rakan's (2018) assertion that highly resilient individuals possess the strength to rebound swiftly from difficulties and devise solutions to navigate problematic situations.

Hypothesis 5 (H5) indicates an acquisition of  $\beta = -0.028$ ,  $t = -2.033$ , and significance ( $p$ ) = 0.043 ( $p < 0.05$ ), which suggests that the hypothesis is accepted. The results of the analysis demonstrate that job stress has a negative and significant effect on the job satisfaction of honorary teachers in the Central Java region. Specifically, job stress negatively impacts job satisfaction; as job stress increases, job satisfaction decreases, and vice versa. According to the data collected by the researcher, job stress accounts for an effective contribution of 1.66% to job satisfaction. This finding indicates that honorary teachers who experience low job stress will have higher job satisfaction. The results of this study are supported by Nabawi's [42] research, which shows that job stress negatively affects job satisfaction. Consequently, employees may become increasingly dissatisfied at work, which can reduce performance and productivity. The job stress experienced by honorary teachers is evident when they feel anxious upon receiving sudden calls from their superiors. Many of these teachers perceive their work as unpleasant and burdensome to the extent that they believe they do not have any days off. Even more, many of them experience guilt when they need to take leave. This situation makes them feel like they are constantly at work, preventing them from relaxing and diminishing the time they can

spend with their families. Wu et al.'s findings support that job stress among teachers manifests in various ways.

Honorary teachers, in particular, may exhibit irritability, reactivity, difficulty relaxing, challenges in resting, impatience, and restlessness [43]. These symptoms indicate that teachers experiencing job stress struggle to manage their emotional states effectively [44]. Job stress among teachers appears to stem from the significant workload they face. The types of job stress outlined in the previous paragraph align with the effects of increased workload identified by Wijaya [45]. According to Wijaya [45], a heavy workload can lead to physical and mental fatigue and emotional responses such as headaches, digestive issues, and irritability. This situation undoubtedly impacts teachers' job satisfaction, which in turn can diminish their effectiveness in educating students. As stated by Tisa *et al.* [46], a high workload can lead to decreased job satisfaction among workers. If honorary teachers have a workload balanced with their income, job stress will be reduced. A lower level of job stress will likely enhance job satisfaction for honorary teachers. Zuraida's [47] research highlights that high job satisfaction is negatively affected by excessive workload.

**Table 1.** Partial Test Results of Each Variable

Variable	$\beta$	t	Sig
Work Engagement *Job Satisfaction	0.041	2.269	0.024
Work motivation*job satisfaction	0.100	4.062	0.000
Resilience*job satisfaction	0.853	36.187	0.000
Job stress*job satisfaction	-0.028	-2.033	0.043

The psychological attributes of work engagement, motivation, resilience, and stress collectively contribute 92% to job satisfaction. The results of the job satisfaction categorization indicated that 196 participants (51%) of the research sample reported high job satisfaction. In comparison, 188 participants (49%) fell into the medium category, with none classified in the low category. Regarding work motivation, the categorization results revealed that 189 participants (50.8%) exhibited high work motivation, 195 participants (49.2%) had medium work motivation, and none were classified in the low category. Likewise, in the variable of work engagement, the results indicated that 186 participants (48.4%) exhibited high levels of work engagement, while 198 participants (51.6%) demonstrated medium levels of work engagement. Notably, no subjects were classified in the low category. Furthermore, the results of the resilience categorization indicated that 228 (59.4%) of the research samples exhibited high resilience, while 156 (40.6%) demonstrated medium resilience, with no subjects classified as having low resilience. Regarding the final variable, job stress, 175 (45.6%) of the research samples were categorized as experiencing high job stress, 199 (51.8%) were classified as having medium job stress, and 10 (2.6%) were identified as having low job stress.

**Table 2.** Categorization

Variable	Interval	Frequency	Present (%)	Categorization
Job satisfaction	$40 \leq X$	196	51%	High
	$20 \leq X < 40$	188	49%	Medium
	$X < 20$	0	0.0%	Low
Work motivation	$21 \leq X$	189	50.7%	High
	$7 \leq X < 21$	195	49.2%	Medium
	$X < 7$	0	0%	Low
Work engagement	$48 \leq X$	186	48.4%	High
	$24 \leq X < 48$	198	51.6%	Medium
	$X < 24$	0	0%	Low
Resilience	$40 \leq X$	228	59.4%	High
	$20 \leq X < 40$	156	40.6%	Medium
	$X < 20$	0	0%	Low
Job stress	$42.67 \leq X$	175	45.6%	High
	$21.33 \leq X < 42.67$	199	51.8%	Medium
	$X < 21.33$	10	2.6%	Low

This research has limitations, which result in specific weaknesses and shortcomings. One significant limitation of this study is related to the large population of honorary teachers in Central Java, which may impact the sample size analyzed. Additionally, the lack of specificity in the data regarding the number of honorary teachers raises the possibility of overestimation or underestimation in the research findings.

#### 4. Conclusion

The results of this study indicate that work motivation, work engagement, resilience, and job stress significantly influence the job satisfaction of honorary teachers in the Central Java region, accounting for an effective contribution of 92.1%. Notably, resilience contributes more to job satisfaction than the other variables, with an effective contribution of 82%. The findings further reveal that work motivation contributes 6.4%, work engagement contributes 10%, and job stress contributes 1.6% to the job satisfaction of honorary teachers in the Central Java region. Based on the findings of this study, the local government's initiatives to improve job satisfaction among honorary teachers in Central Java can be implemented through various strategies. Notably, providing adaptive and problem-solving skills development programs, such as stress management training, can significantly increase the resilience of honorary teachers in coping with work-related pressures. Furthermore, further studies should be conducted using samples from other regions for researchers interested in exploring job satisfaction among honorary teachers. This approach could yield more comprehensive results and help address the limitations of the current research.

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