

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE EFFECT OF JOB DEMANDS-RESOURCES ON THE QUALITY OF EDUCATION IN RAUDHATUL ATHFAL

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Abstract

The development of early childhood education demands increasingly high quality. The quality of education in Raudhatul Athfal (RA) is strongly influenced by teacher performance, which in turn is influenced by the working environment. This study aims to analyze the influence of Job Demands Resources (JD-R) on the quality of education in RA, Parongpong District. The research method used is quantitative research method. The sampling technique in this study was simple random sampling with a population of 117 RA teachers and a sample of 54 respondents. The data processing technique used simple linear regression analysis with the help of SPSS. The results of the analysis show that the Job Demands Resources variable has a positive and significant effect on the quality of education. Partially, Job Demands Resources has a contribution of 47% to the quality of education. This finding indicates that the balance between job demands and the availability of work resources is crucial in improving the quality of early childhood education.

Keywords: Job Demands-Resources, Education Quality, Raudhatul Athfal

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INTRODUCTION

Education is the main foundation for the growth of a generation and the progress of a nation. In this context, education quality is a crucial indicator of the success of an educational institution. The quality of education not only covers aspects of curriculum or facilities, but also depends heavily on the conditions and performance of educators. Quality generally refers to the level of conformity or even exceeding customer expectations (Nasution, 2004). In the context of education, customers include students, parents, the community, and the world of work. The quality of education includes aspects of input (e.g., teacher and facility quality), process (teaching methods and management), and output (student achievement and graduate relevance) (Depdiknas, 2001). Quality education produces graduates who are competent, have good character, and possess life skills (Sudarejat, 2005). In early childhood education institutions, such as Raudhatul Athfal (RA), teachers play a central role in shaping children's character and developing their skills. However, in daily practice, RA teachers often face various complex challenges.

Initial observations show that RA teachers in Parongpong Subdistrict often have diverse workloads, ranging from teaching duties, lesson planning, to administrative management and even holding multiple positions due to limited human resources. This condition, known in the literature as Job Demands, has the potential to trigger stress and

fatigue in teachers. On the other hand, there are also Job Resources such as support from the principal, colleagues, and the availability of adequate facilities, which are expected to help teachers overcome these pressures and support their professional development. The decline in teaching quality is also influenced by how support from relevant parties, such as principals and parents, plays a role in balancing the demands of teachers' work (Goetsch & Davis, 2014). A decline in teaching quality can occur when a balance between job demands and the availability of resources is not achieved, which has a direct impact on the quality of education. Therefore, it is important to understand how these factors interact and affect teachers' well-being and performance, as well as how the support of various parties can reduce the negative impact of these Job Demands.

The Job Demands-Resources (JD-R) model developed by Bakker and Demerouti (2007) provides a strong theoretical framework for analyzing these dynamics. The JD-R model explains how job demands (which can cause stress) and job resources (which can reduce stress and increase motivation) interact and influence employee well-being and performance. Job Demands are defined as aspects of work that require sustained physical, psychological, social, or organizational effort, and are often associated with psychological or physical costs (Xanthopoulou et al., 2007). In the context of RA teachers, Job Demands can include complex administrative burdens, dynamic curriculum demands, student academic targets, and intense interactions with various parties such as parents and students. Koesmono (2007) adds that the mismatch between tasks and abilities can also trigger work stress.

Job Resources are defined as physical, mental, social, and organizational elements in work that help individuals achieve work goals, reduce the negative impact of Job Demands, and support personal development (Xanthopoulou et al., 2007). In an educational environment, Job Resources can take the form of support from the principal, cooperation between teachers, professional training, or autonomy in managing teaching methods. In the context of education, it is important to understand how the balance between these two factors specifically affects the quality of education in RA. Improvements in the quality of education can be achieved when social support, such as collaboration between teachers and facilitation of access to better learning resources, is carried out consistently (Admiraal & Kittelsen Røberg, 2023).

Recent research conducted by Liu & Onwuegbuzie (2012) adds that understanding the relationship between job demands and resources in early childhood education institutions is essential for improving teacher job satisfaction and teaching quality. According to their findings, positive interactions between Job Demands and Job Resources directly influence teacher performance and well-being in the context of early childhood education. This supports the view that improving the quality of education requires a balanced approach to the factors that influence teacher well-being and performance. In addition, Salanova et al. (2005) also revealed that the availability of sufficient Job Resources can increase teachers' self-efficacy in coping with job demands, which in turn contributes to improving the quality of education provided. Furthermore, this study identified that sufficient job resources act as a buffer that reduces the impact of stress due to high workloads, allowing teachers to focus more on the quality of teaching they provide.

Research by Lep et al. (2023) also shows that the increase in teachers' workload during the COVID-19 pandemic has reduced the quality of teaching, but job resources such as interaction time with students and social support have actually improved the quality of teaching. Similar findings from Rafsanjani et al. (2024) also confirm that role conflict has a negative impact on the quality of lecturers' teaching, while self-efficacy and organizational support improve teaching performance. In addition, a study conducted by Han & Yin (2016) shows that creating a positive work environment and providing adequate facilities can increase teacher motivation, which ultimately improves the quality of education in early childhood education institutions.

This reinforces that a balance between teachers' demands and resources is key to improving the quality of education. Quality-oriented education policies should prioritize the provision of strong Job Resources, such as training, supportive supervision, and emotional support systems, so that teachers can manage work pressure and improve the quality of learning effectively. Although many previous studies have discussed JD-R, most have focused on the general work context or higher education levels. There is a research gap in examining this relationship specifically in RA, given the unique characteristics of early childhood education.

RESEARCH METHODOLOGY

This research was conducted on Raudhatul Athfal teachers in the Parongpong District, West Bandung Regency, West Java Province. The research was conducted from November 2024 to July 2025. The research method used in this study was quantitative. The quantitative approach was chosen because the data collected was in the form of numbers and analyzed statistically to test the proposed hypothesis (Rahim et al., 2021). The population in this study was all educators (teachers) at Raudhatul Athfal in Parongpong District, totaling 117 people. The sampling technique used in this study was simple random sampling. To determine the sample size, the Slovin formula was used with a 10% margin of error, resulting in a sample size of 54 respondents. Data collection was conducted directly through the distribution of questionnaires to respondents. The questionnaire was designed using a Likert scale with five answer options (Strongly Disagree to Strongly Agree). The questionnaire consisted of 27 statement items for the Job Demands-Resources variable (X) and 13 statement items for the Education Quality variable (Y).

The data analysis techniques used in this study included several stages. First, data instrument testing was conducted, consisting of validity and reliability tests to ensure the reliability of the research instruments. Second, partial analysis per indicator was performed to measure the reality of variables X and Y. Next, classical assumption tests, including normality and linearity tests, were used to verify the suitability of the data with the analysis model. Finally, simple linear regression analysis and hypothesis testing were conducted to examine the influence between variables, with a coefficient of determination (R Square) approaching one indicating that the independent variables could explain most of the variability in the dependent variable.

RESULTS AND DISCUSSION

Results

Based on the validity test results conducted on the *Job Demands-Resources* (X) variable using SPSS 27, not all r-count values from each statement item given to respondents were greater than the r-table value of 0.349. There were 27 valid items and 5 invalid items. Therefore, only 27 valid statements were used, while the 5 invalid statements were removed, because the 27 valid statements in the table above represent all indicators and sub-indicators. Meanwhile, for the Education Quality variable, the validity test results show that the r-count of each statement item given to respondents is greater than the standard value or r-table value of 0.349 and has a positive value, which means that all statements are declared valid. In the reliability test, Cronbach's Alpha value was greater than the r-table value of 0.600, so it can be said that the statements in the questionnaire for the *job demands-resources* (X) variable and the education quality (Y) variable were reliable. Therefore, the items in each variable concept are suitable for use as a measuring tool.

Table 1
Results of Simple Linear Regression Test

Model	B	Beta	t	Sig.
Constanta	27.453	-	4,259	0.000
Job Demands-Resources	0.457	0.685	6.789	0.000

Source: Processed data

Based on the test results in Table 1, column B shows a *constant* value (a) of 27.453. The *job demands-resources* (X) value is 0.457. Thus, the regression equation can be written as follows: $Y = 27.453 + 0.457X$ This explains that:

1. The constant value (a) of 27.453 indicates that if the independent variable, namely job demands-resources, does not change, the quality of education is estimated to be 27.453.
2. The value of *job demands-resources* (X) on Education Quality (Y) at Raudhatul Athfal, Parongpong District, has a positive value of 0.457. This means that if *job demands-resources* increase by 1%, education quality will increase by 0.457 ().

Based on the results of the test in Table 1, the calculated T-value for *job demands-resources* is 6.789 with a significance of 0.000. With the conditions $\alpha=0.05$ and $df=n-k-1$ or $(54-1-1)$, the t-table value is 2.00665 (based on the t-table value distribution), so it can be seen that the hypothesis test of the *job demands-resources* variable (X) on the quality of education at RA in Parongpong District is valid. The hypothesis is stated as follows: H_a : the *job demands resources* variable (X) affects the quality of education (Y) at Raudhatul Athfal in Parongpong District. The calculation results show a t-value of 6.7789. Therefore, it can be concluded that the hypothesis is accepted (H_a), so that *job demands resources* (X) affect the quality of education (Y) at Raudhatul Athfal in Parongpong District.

Table 2
Coefficient of Determination

Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.685 ^a	.470	.460	3.84445

Source: Processed Data

Table 2 shows that the R Square value is 0.470, indicating that variable X contributes to the dependent variable. (*job demands-resources*) contributes 47% to variable Y (quality of education) in Raudhatul Athfal in Parongpong District. In other words, 47% of the variation in education quality can be explained by *job demands-resources*, while the remaining 53% is influenced by other factors outside the scope of this study. The R Square value of 0.470 indicates that the relationship between job demands-resources and education quality is quite strong, but is still influenced by other factors. Overall, these results emphasize the importance of balancing *job demands-resources* in improving education quality in Raudhatul Athfal in Parongpong District.

DISCUSSION

Job Demands-Resources in Raudhatul Athfal in Parongpong District

Bakker and Demerouti (2007) divide work factors into job demands that trigger stress, such as workload and time pressure, and job resources that help overcome demands and support professional development. Job demands refer to the physical, psychological, social, and organizational aspects of work that require continuous effort and are associated with psychological and physical strain (Xanthopoulou et al., 2007). These include work overload, emotional load, and mental load (Bakker et al., 2003). Job resources include physical, psychological, social, and organizational aspects that help achieve work goals, reduce the impact of job demands, and support individual development (Xanthopoulou et al., 2007). The main dimensions of job resources include independence at work, social support, feedback, development opportunities, and guidance from superiors (Bakker et al., 2003).

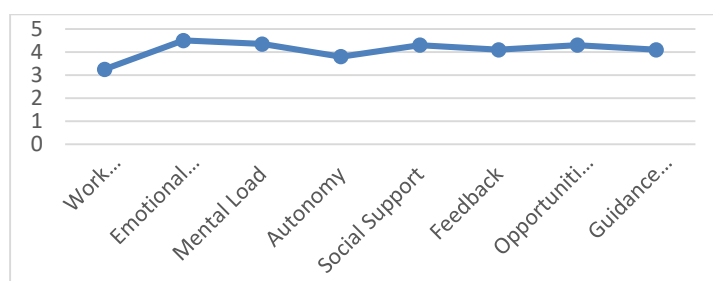


Figure 1 Graph of Research Results for Variable X

Figure 1 shows a graph illustrating the average values of the eight indicators in *job demand-resources* from the questionnaire distributed to 54 respondents. The highest score was achieved by the indicator "*emotional load*" with a score of 4.5 (), indicating that educators at Raudhatul Athfal in Parongpong District have high emotional demands. Conversely, *work overload* or work demands received the lowest score of 3.25, indicating that educators do not have an excessive workload in terms of either quantity or quality. Other indicators, namely *mental load* (4.35), *autonomy* (3.8), *social support* (4.3), *feedback* (4.1), *opportunities for development* (4.3), and *guidance from superiors* (4.1), ranged from 3.8 to 4.3.

This shows that even though *job demands* are quite high, RA in Parongpong Subdistrict also has high *job resources* so that it can overcome work stress. Based on all of the above explanations, the final results of the statistical test state that *job demands-*

resources at Raudhatul Athfal in Parongpong Subdistrict meet the criteria for the "High" qualification because they obtained an overall mean score of 4.1. In conclusion, Raudhatul Athfal in Parongpong District is categorized as "High" by applying the dimensions of *work overload, emotional load, mental load*, independence at work, social support, feedback, development opportunities, and guidance from superiors in accordance with the theory or indicators proposed by Bakker et al. (2003).

This study reinforces the results obtained by Hakanen et al. (2006) in a journal entitled "*Burnout and work engagement among teachers*," which states that there are three significant mediating relationships in the Job Demands–Resources (JD-R) model. First, work exhaustion was found to mediate the effect of high job demands on poor health, indicating that excessive workloads can lead to exhaustion that negatively impacts physical and mental well-being. Second, work engagement mediates the relationship between job resources and organizational commitment, indicating that when individuals receive adequate support, autonomy, and feedback, they tend to be more engaged and show higher loyalty to the organization. Third, fatigue also mediates the impact of a lack of resources on low work engagement, meaning that a lack of support in the work environment can cause fatigue, which ultimately reduces employee participation and morale.

Quality of Education in Raudhatul Athfal

According to Yusuf (2008), the quality of education in the process includes teaching methods, facilities, educators, funding, and the environment. Meanwhile, the quality of educational achievement is related to school performance, both academic, such as exams, report cards, and national exams, and non-academic, such as sports, arts, and skills. Quality management in education is also known as TQM (Total Quality Management). According to Sallis, TQM is a philosophy of continuous improvement that provides educational institutions with an effective means of meeting the needs and expectations of current and future students.

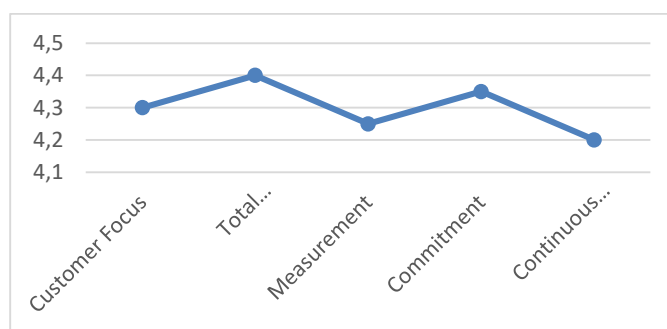


Figure 2 Graph of Variable Y Results

Figure 2 shows the average scores of five education quality indicators based on the results of a questionnaire given to 54 respondents. The total involvement indicator stands out with the highest score of 4.4, indicating that all school elements, including educators, educational staff, and the parent committee, are involved in improving the quality of education at Raudhatul Athfal in Parongpong District. Conversely, continuous improvement received the lowest score of 4.2, indicating the need for improvement in terms of consistency. Other indicators, namely customer focus (4.3), measurement (4.25), and commitment (4.35), ranged from 4.25 to 4.35. This shows that overall education quality management is running quite well. Based on all the above explanations (), the final statistical test results state that

the quality of education at Raudhatul Athfal in Parongpong District meets the criteria for a "High" qualification because it is in the interval range of 3.6–4.5 with an overall mean score of 4.3.

In conclusion, the quality of education at Raudhatul Athfal in Parongpong District is in the "High" category by applying the aspects of customer focus, full involvement, measurement, commitment, and continuous improvement in accordance with the theory proposed by Acaro et al. (2007). The research by Azizah & Witri (2021) concluded that improving the quality of education can be achieved through the application of Total Quality Management, which includes continuous improvement, setting quality standards, changing culture and organization, maintaining relationships with customers, and focusing on customer satisfaction and commitment to change (Azizah & Witri, 2021).

The Influence of Job Demands Resources on Education Quality

In the coefficient of determination test results, the coefficient of determination (R Square) value obtained was 0.470. This indicates that the *job demands-resources* variable (X) contributed 47% to the quality of education variable (Y) in Raudhatul Athfal in Parongpong District. In other words, 47% of the variation in education quality can be explained by *job demands-resources*, while the remaining 53% is influenced by other factors outside this study, indicating that although *job demands-resources* have a significant effect, there are still many other factors that influence education quality. In conclusion, an R Square value of 0.470 indicates that the influence between *job demands-resources* and education quality is quite strong, although there is room for other factors to also have an influence.

These findings reinforce that *job demands-resources* in education play a crucial role in improving the quality of education at Raudhatul Athfal in the subdistrict. The test results reaffirm Rafsanjani's (2024) research, which shows a correlation value of $0.410 > r_{Table} 0.115$. The findings of this study support the influence of *job demands-resources* on teaching quality in higher education. The purpose of this activity is to evaluate the mediating role of *emotional exhaustion* and *teaching enthusiasm* in the relationship between role conflict and self-efficacy with teaching quality. By effectively implementing lecturer workload management and strengthening personal resources, higher education institutions can improve the quality of teaching provided by lecturers. This will support the creation of a more optimal learning environment, increase teaching motivation, and reduce emotional exhaustion due to excessive role conflict. However, the potential for such quality improvement will not be achieved if the psychological and structural factors that affect lecturer performance are not managed and supported professionally and sustainably.

Referring to this description, it is important for educational institutions to implement effective workload management and personal resource development to support the creation of optimal education quality. Overall, these findings confirm the Job Demands-Resources (JD-R) theoretical framework by Demerouti et al. (2001), which emphasizes that the balance between *job demands* and *job resources* is a crucial foundation for the creation of quality educator performance. When workloads are managed appropriately and supported by internal factors such as self-efficacy and enthusiasm for teaching, aspects of educational quality such as learning effectiveness, student engagement, and job satisfaction can increase significantly. Empirically, a coefficient of determination of 0.470 confirms that almost half of the variation in education quality in Raudhatul Athfal in Parongpong Subdistrict can be

explained by the effectiveness of *job demands-resources*. Therefore, managerial principles in human resource management in the education sector need to be applied consistently, accompanied by continuous guidance and evaluation, so that the balance between demands and work resources can truly drive continuous improvement in education quality.

CONCLUSION

The results of the study show a positive and significant influence between job demands-resources (X) and the quality of education at Raudhatul Athfal (Y) in Parongpong District. This can be seen from the significance of $0.000 < 0.05$ and the t-value of $6.789 > t\text{-table } 2.00665$, so that H_0 is rejected and H_a is accepted. The coefficient of determination (R Square) value of 0.470 indicates that the independent variable contributes 47% to the quality of education, while the remaining 53% is influenced by other factors outside this study. Thus, the more optimal the management of job demands-resources, the better the quality of Raudhatul Athfal education.

RECOMMENDATIONS

Based on the results of this study, there are several suggestions that are expected to be useful for various parties. Among them are the increased role of IGRA in advocating for educational institutions to provide more space for teachers in determining learning methods, time management, and decision-making in the classroom, as well as increasing teacher autonomy through professional development programs such as training or seminars. Educational institutions are also expected to create a conducive work environment by paying attention to the psychosocial needs of teachers and giving them the autonomy to choose teaching methods or media to improve the quality of education. Further research is needed to explore other factors that affect the quality of education, such as work culture and leadership support. In addition, it is hoped that further research can add variables such as the leadership style of school principals and organizational climate, as well as provide scientific contributions for researchers and readers to deepen their understanding of the influence of job demands and job resources on the quality of education, especially in the context of early childhood education.

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