

The Effect of Job Satisfaction and Sense of Calling On the Teaching Resilience of Teachers at The Cileunyi State Special School

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Abstract

Heavy workloads have been reported to cause high levels of stress among teachers in special-needs schools (SLBs) in Indonesia. Resilience enables teachers to adapt to work pressures, regulate their emotions positively, overcome difficulties, and maintain professionalism in accordance with established norms and environments as they carry out their roles as educators. This study aims to examine the effects of job satisfaction and sense of calling on teaching resilience among teachers at the Cileunyi public special-needs school (SLBN). This study uses a quantitative, sampling-based method. The research sample consisted of 55 special education teachers selected through purposive sampling, with the inclusion criterion of at least 1 year of teaching experience. Data were collected via questionnaires and analyzed using multiple linear regression. The results show that job satisfaction and sense of calling simultaneously affect teachers' teaching resilience ($F = 0.000$; $p < 0.05$), explaining 52.4% of the variance ($R^2 = 0.524$). Partially, job satisfaction did not significantly affect teachers' resilience ($B = 0.124$; $t = 0.693$; $p = 0.491$), whereas sense of calling had a positive effect on the resilience of special education teachers ($B = 0.692$; $t = 4.539$; $p = 0.000$). This shows that the meaning of calling in the teaching profession is important for building resilience in teaching. This study fulfills the research objectives but could be further developed. This shows that the meaning of calling in the teaching profession is important for building resilience in teaching. This study meets its research objectives but could be expanded to examine additional factors that may influence teachers' resilience in teaching.

Keywords: Resilience; Job Satisfaction; Sense of Calling; Burnout; Teacher Special Education.

1. Introduction

Education is a key pillar of national development because it shapes a competitive pool of human resources. The Indonesian government affirms its commitment to non-discriminatory education

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through Law No. 20 of 2003 on the National Education System, particularly regarding special and inclusive education. Inclusive education is expected to accommodate the diversity of students and provide optimal opportunities for each individual to develop according to their potential ([Arriani et al. 2021](#)).

The number of Special Schools (SLBs) has continued to grow each year. According to data from the Center for Data and Information Technology of the Ministry of Primary and Secondary Education (PUSDATIN KEMENDIKDASMEN) for the 2024/2025 academic year, West Java records the highest population of students enrolled in Special Schools across Indonesia. This growing demand underscores the importance of ensuring the presence of qualified and sustainable educators in the field of special education

Teachers are key actors in the success of inclusive education. However, various studies show that the number of special education teachers in Indonesia is still limited, and some of them do not have a background in teaching ([Atsnan et al., 2020](#); [Somad & Haryanto, 2024](#)). On the other hand, special education teachers face complex work demands, including diverse student characteristics, administrative burdens, parental pressure, and limited compensation. These conditions increase the risk of physical and emotional exhaustion (burnout), which is associated with reduced performance, diminished psychological well-being, and increased intention to leave the profession. In fact, around 60% of SLB teachers in Indonesia are reported to experience high levels of stress (Suryana & Sa'roni, 2020 in [Nadianti et al., 2025](#)).

In this context, resilience becomes an important psychological capacity for special education teachers. Resilience enables teachers to adapt to work pressures and regulate themselves positively, bounce back from difficulties, and maintain professionalism in accordance with standard norms and the environment in carrying out their role as educators ([Akbar, 2022](#); [Fikri & Nuradina, \(2023\)](#); [Mansfield et al., 2016](#)). Numerous studies indicate that resilience plays a significant role in maintaining the mental health and performance sustainability of special education teachers.

A preliminary study conducted at SLB Negeri Cileunyi, Bandung Regency, one of the state special needs schools with a large number of teachers and students in West Java Province, shows that even though teachers face high workloads and emotional exhaustion, most of them are still able to persevere and demonstrate confidence in their professional abilities. Support from colleagues, a positive work climate, and personal meaning in teaching children with special needs are factors that help teachers manage work pressure. These findings indicate that internal psychological factors and work experience play an important role in shaping the resilience of teachers in special-needs schools.

Previous studies have shown that job satisfaction contributes to teachers' psychological well-being, motivation, and resilience in facing professional demands ([Amin et al., 2022](#); [Mrstik et al., 2019](#)). In addition, a sense of calling in work is known to strengthen intrinsic motivation, dedication, and individual resilience to work pressure ([Dik & Duffy, 2009](#)). Teachers who perceive their work as a calling tend to be more optimistic, resilient, and show high work engagement even when faced with external constraints.

Research on the resilience of special education teachers has predominantly focused on individual or contextual factors in isolation. However, empirical evidence integrating job satisfaction and a

sense of calling as concurrent predictors of teaching resilience remains limited, particularly in public special school settings. To address this gap, the present study investigates the teaching resilience of SLB teachers and examines how job satisfaction and sense of calling contribute to resilience among educators at the Cileunyi State Special School in Bandung Regency.

2. Literature Review

Resilience in the teaching profession, especially in special education, is crucial. Teacher resilience is an individual's ability to adapt positively, maintain professional commitment, and sustain psychological well-being when facing pressure and challenges in the work context. In education, resilience not only refers to resilience but also encompasses a dynamic process of emotional, cognitive, and behavioral adjustments in the performance of teaching.

[Mansfield et al., \(2016\)](#) emphasize that teacher resilience is not a static personal characteristic, but rather an adaptive process that develops through interactions between personal factors and the work environment. Teaching resilience encompasses several key dimensions, such as emotional regulation, self-efficacy, professional commitment, and the ability to interpret challenges as part of professional growth. Teachers with high resilience tend to maintain motivation, work engagement, and teaching effectiveness even in demanding work situations.

In the context of special education, such as teachers in Special Schools (SLB), resilience is a very important psychological resource. SLB teachers face more complex challenges, including diverse student learning needs, high emotional demands, and limited resources. These conditions require continuous adaptation so that teachers can continue to perform their professional roles optimally. Therefore, understanding the factors that contribute to the teaching resilience of SLB teachers is crucial.

Job satisfaction is indicated as one of the factors that motivates teachers externally to improve their teaching resilience. Within the framework of the Job Demands Resources Model, job satisfaction can be understood as an indicator of the functioning of job resources that help individuals manage work demands adaptively ([Bakker & Demerouti, 2007](#)). Job satisfaction is a condition that makes employees feel emotionally connected to their work and has a positive impact on the way they work ([Saputra, 2025](#)). According to Herzberg's theory, job satisfaction is divided into two factors, namely motivators such as work, relationships with colleagues, and hygiene factors such as salary, working conditions, and job conditions. These two factors serve as stimuli for working effectively and feeling satisfied with one's job ([Hinton, 1968](#)). Research by [Widati & Muafi, \(2020\)](#) states that job satisfaction has been proven to mediate resilience against Intention to Leave.

Sense of calling may be conceptualized as an internal psychological resource that enhances both work motivation and long-term professional engagement. [Jain & Kaur, \(2021\)](#) emphasize that finding meaning in one's work and maintaining commitment to the profession are central components in the development of resilience. In this regard, a sense of calling is likely to facilitate teachers' capacity to respond adaptively to occupational demands, particularly within the complex environment of special education. Teachers who perceive their work as a calling tend to demonstrate greater optimism and persistence when encountering professional challenges. Moreover, sense of calling fosters positive expectations toward teaching tasks and student development, as reflected in supportive interactions with students([Ekanesia1 et al., 2024](#)), and

contributes to positive emotional experiences during the teaching process. Empirical evidence further indicates that sense of calling is positively associated with teacher performance outcomes ([Shohib, 2025](#)).

3. Research Method

The present study employs a quantitative research design and multiple linear regression analysis to investigate the influence of job satisfaction and a sense of calling on teaching resilience among teachers at Cileunyi State Special School. This analytical approach was selected to allow for the examination of both partial and simultaneous relationships among the psychological variables under study.

The research was conducted at the Cileunyi Public Special School in the Bandung District. Data were collected through interviews as part of preliminary research and by distributing questionnaires, with the inclusion criterion that respondents were teachers at the Cileunyi public special school who had been teaching students with special needs for at least 1 year. A total of 55 respondents were selected from a population of 120 teachers, with the inclusion criterion of at least 1 year of teaching experience.

The measurement instruments used in this study consisted of three standardized scales that had been adapted into Indonesian and employed a 5-point Likert scale. Each item was developed based on the indicators of the respective research variables. Job satisfaction was measured using the Job Satisfaction Teacher Scale–Short Form (TJSS-9) developed by Pepe et al., (2017), which assesses teachers' perceptions of their professional roles, work environment, and overall job satisfaction. Sense of calling was measured using the Teacher Sense of Calling Scale (TSCS) consisting of ten items ([Jain & Kaur, 2021](#)), which evaluates the meaningfulness of teaching, professional commitment, and the perception of teaching as a personal calling. Teaching resilience was measured using the Multidimensional Teacher Resilience Scale–Indonesian version (MTRS-I) developed by [Nurshadrina et al., \(2023\)](#), which assesses emotional regulation, adaptability to challenges, and teachers' professional engagement.

The analysis indicated that all scales had item–total correlation values above 0.736, thereby meeting the validity criteria. The job satisfaction variable comprised nine items; the sense of calling, ten items; and teacher resilience, thirteen items; all were deemed valid. Reliability testing was conducted using Cronbach's Alpha. The findings demonstrated that all instruments exhibited very high reliability ($\alpha > 0.90$), with Cronbach's Alpha values of 0.942 for job satisfaction, 0.950 for sense of calling, and 0.963 for teacher resilience. Thus, all instruments used in this study were considered consistent and reliable.

Prior to hypothesis testing, all measurement instruments were evaluated to ensure psychometric adequacy, including validity and reliability assessments of resilience, job satisfaction, and sense of calling. Subsequently, prerequisite statistical conditions were examined to confirm the suitability of the data for further analysis, including tests of distribution normality, intercorrelations among predictors, and variance consistency. Upon meeting these assumptions, multiple linear regression was employed to examine the predictive contribution of job satisfaction and sense of calling to teachers' resilience. The analytical outcomes provided empirical support for addressing

the research questions and served as a foundation for the subsequent interpretation and discussion of findings.

4. Result and Discussions

Before conducting the main analysis, the measurement tools used in this study were rigorously evaluated to confirm their reliability and construct soundness, covering the variables of resilience, job satisfaction, and sense of calling. After establishing the adequacy of the instruments, several statistical prerequisites were assessed to ensure the dataset was appropriate for regression modeling, including evaluations of data distribution, predictor independence, and error variance stability. Once these conditions were met, a multiple linear regression was used to examine how job satisfaction and a sense of calling predict teachers' resilience.

The results obtained from this analytical process directly informed the research questions and strengthened the interpretation of the study's findings

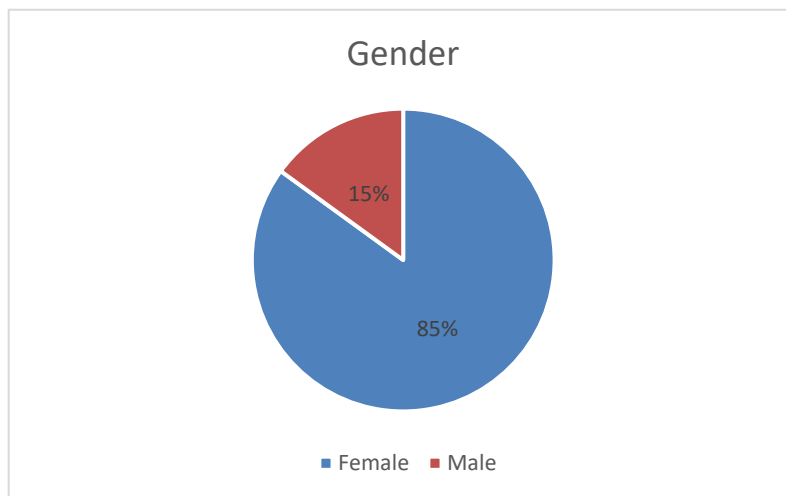


Figure 1. Gender of the teacher

Based on Figure 1, the majority of teaching staff at SLBN Cileunyi who were respondents were female, namely 47 people (85%), while male respondents numbered 8 (15%).

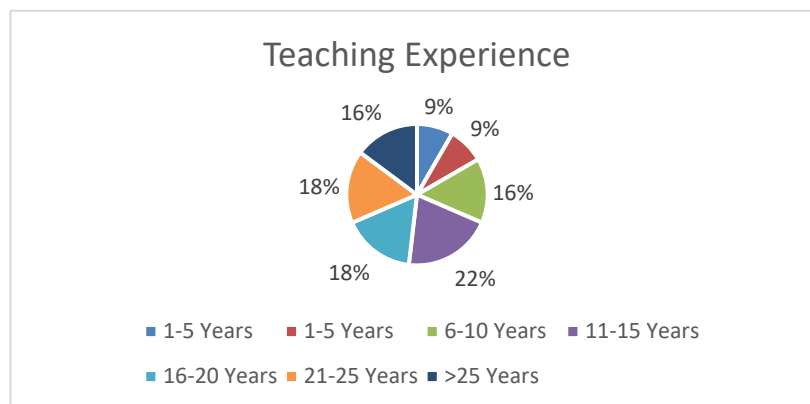


Figure 2. Teaching Experience

The teacher handled the most common type of student disability, which was autism spectrum disorder (ASD), at 34% or 16 people. This was followed by intellectual disability at 28% (13 people) and multiple disabilities at 21% (10 people), indicating the diversity of special needs that respondents had to handle.

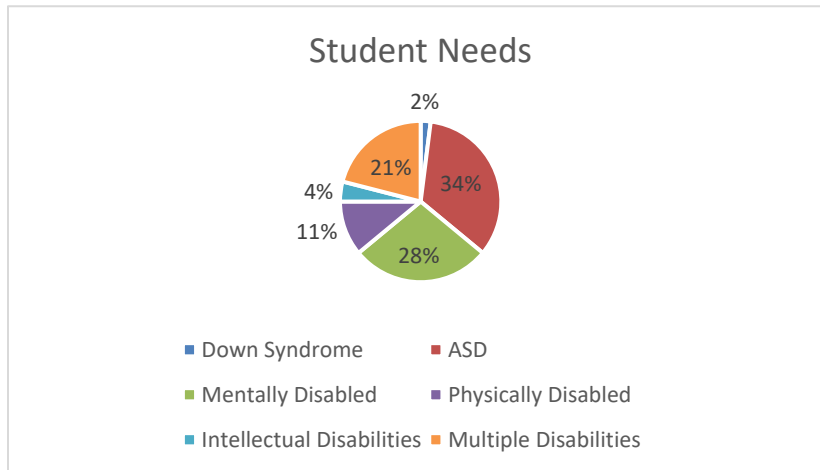


Figure 3. Based on Student Needs

Based on Figure 3, respondents handled the most common type of student disability, which was autism spectrum disorder (ASD), at 34% or 16 people. This was followed by intellectual disability at 28% (13 people) and multiple disabilities at 21% (10 people), indicating the diversity of special needs that respondents had to handle.

Table 1. Multiple Linear Regression Analysis Results

	B	Std. Error	Beta	t	sig
1 (Constant)	20.779	4.983		4.170	.000
Job Satisfaction	.124	.179	.099	.693	.491
Sense of Calling	.692	.152	.648	4.539	.000

Based on the table above, the β coefficient is a form of regression equation that can be generated as follows:

$$Y = 20.779 + 0.124 X_1 + 0.692 X_2$$

This means that when X_1 and X_2 are zero, Y is at 20.779. The regression coefficient X_1 is positive but relatively small, while the coefficient X_2 shows a stronger positive effect on Y

Table 2. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1362.647	2	681.324	28.647	.000 ^b
Residual	1236.734	52	23.783		

Total	2599.382	54
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The simultaneous test (F test) showed an F value of 28.647 with a significance level of 0.000 ($p < 0.05$). The significance value was below 0.05, so it can be concluded that job satisfaction and sense of calling simultaneously affect teachers' teaching resilience..

Table 3. Determination Coefficient (R^2) Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.724 ^a	.524	.506	4.87682

The coefficient of determination indicates that job satisfaction and sense of calling collectively account for 52.4% of the variance in teachers' teaching resilience, while the remaining 47.6% is attributable to other variables beyond the scope of the present model. This result suggests that, although job satisfaction does not emerge as a statistically significant predictor when examined independently, it nevertheless contributes to the model's explanatory power when considered alongside sense of calling.

Further analysis using partial t-tests indicates that job satisfaction does not significantly affect teaching resilience (Sig. = 0.491, $p > 0.05$). In contrast, sense of calling demonstrates a positive and statistically significant influence on teachers' resilience (Sig. = 0.000, $p < 0.05$).

Taken together, these findings confirm that a sense of calling is a key determinant of teaching resilience, indicating that teachers with a stronger sense of calling tend to exhibit higher levels of resilience in their instructional roles. This is in line with (Jain & Kaur, 2021), who stated that a sense of calling makes teachers resilient in facing work challenges.

Meanwhile, job satisfaction does not show a significant partial effect on teaching resilience, but it continues to support a sense of calling. This is in line with Herzberg's satisfaction theory, proposed by (Hintton, 1968), which divides job satisfaction into two factors: motivators (internal factors) and hygiene (external factors).

Overall, this discussion shows that job satisfaction is intended as extrinsic motivation and a sense of calling as intrinsic motivation. These two motivations are not interdependent but support each other in shaping and increasing the resilience of special education teachers.

5. Conclusion

This study shows that job satisfaction does not significantly affect teachers' teaching resilience. On the contrary, sense of calling shows significant results and affects teachers' teaching resilience, indicating that the meaning of calling in the teaching profession is important for building resilience in teaching. In addition, job satisfaction and sense of calling have a significant effect of 52.4% on the teaching resilience of special school teachers, with the remaining influence attributable to factors outside this model.

Thus, all the findings in this study meet the research objectives but could be further developed to examine other factors that may affect teacher resilience and are not included in this study.

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