

THE KEY TO ISLAMIC SCHOOL TEACHER HAPPINESS: ORGANIZATIONAL CLIMATE AND POSITIVE THINKING

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Abstrak: Pengembangan Sumber Daya Manusia (SDM) di dunia pendidikan penting terutama pada guru sehingga diperlukan peningkatan kebahagiaan di lingkungan tempat bekerja. Penelitian bertujuan untuk menguji pengaruh iklim organisasi dan berpikir positif terhadap *happiness at work* guru SMK Islam "X" di Banyumas, Jawa Tengah. Sampel dipilih dengan simple random sampling sejumlah 107 guru SMK Islam "X" di Banyumas, Jawa Tengah. Skala iklim organisasi, skala berfikir positif dan skala *happiness at work* digunakan sebagai instrumen pengumpul data. Teknik analisis data menggunakan teknik analisis regresi linear berganda. Hasil analisis menunjukkan bahwa terdapat pengaruh yang signifikan iklim organisasi terhadap *happiness at work* ($t = 9,121$; $p = 0,54 < 0,05$) dan terdapat pengaruh yang signifikan berpikir positif terhadap *happiness at work* ($t = 9,231$; $p = 0,159 < 0,05$). Hasil analisis simultan ditemukan skor $F = 60,258$; $\text{sig. } (p) = 0,000 < 0,05$ sehingga dapat dikatakan iklim organisasi dan berfikir positif menentukan kebahagiaan guru di tempat kerja.

Kata kunci: Iklim organisasi; Berpikir positif; Happiness at work; Guru

Abstract: Human resource development (HRD) in education is crucial, particularly for teachers, making it essential to enhance workplace happiness. This study aims to investigate the impact of organizational climate and positive thinking on teachers' happiness at work in Islamic Vocational School "X" in Banyumas, Central Java. The sample consisted of 107 teachers from SMK Islam "X" in Banyumas, Central Java, selected through simple random sampling. Data collection instruments included organizational climate scale, positive thinking scale, and happiness at work scale. Data analysis involved multiple linear regression techniques. The results indicate a significant influence of organizational climate on happiness at work ($t = 9.121$; $p = 0.54 < 0.05$) and a significant impact of positive thinking on happiness at work ($t = 9.231$; $p = 0.159 < 0.05$). Simultaneous analysis revealed an F score of 60.258; $\text{sig. } (p) = 0.000 < 0.05$, indicating that organizational climate and positive thinking play a crucial role in determining teachers' happiness at work.

Keywords: Organizational Climate; Positive Thinking; Happiness at Work; Teachers.

Introductions

Human resource development is important at this stage (Rahayu et al., 2022), because it affects the progress of an organization. Therefore, all employees must hone their abilities to improve the quality of human resources, following organizational standards. Organizations have various containers, including in schools, where primary human resources are held. Teachers have many responsibilities in teaching and learning processes. The main task of the teacher is to deliver educational materials following Islamic law and ensure educational interaction between teachers and students.

Completing tasks well not only helps achieve educational goals but also creates happiness for teachers.

Successful performance of duties and effective implementation of the learning process will have a positive impact on teacher welfare. In Islamic schools, teachers have the added responsibility of educating students in terms of faith and morals. In addition, students' attitudes, such as discipline and adherence to school rules, also affect teachers' moods.

The status of teachers can be divided into two types, civil servants (PNS) and Non-PNS. Regardless of these differences, they must continue to conduct their profession according to applicable laws and regulations. In addition to being required to keep up with the times and the curriculum implemented by the government, teachers are also required to pay attention to their welfare (Halim & Firmana, 2018). Both civil servants and non-civil servant teachers have the same responsibilities and duties. Non-civil servant teachers are given the opportunity and freedom to adapt to their work. Regarding classroom teaching, they are always more creative and innovative than some government employees. However, there has been little growth in the field of education and training (Israpil, 2020). Teachers who teach in Islamic schools have a heavy responsibility because, in addition to teaching the subject matter, they must also follow Islamic Shari'ah. In addition, the addition of Islamic subjects to Islamic schools must follow the latest curriculum (independent curriculum) which requires teachers to be more creative and patient in learning. In the new curriculum, teachers are required to be able to direct their students to become more independent and creative, which is a new task and a burden for teachers. This new responsibility often causes problems that affect the teacher's mood and happiness.

Fisher, (2010) argued that happiness at work is a positive assessment of the work environment, which includes pleasant attitudes and experiences, such as positive feelings, good moods, positive emotions, and conditions that make a person feel involved and "flow" in their work. There are 3 dimensions of happiness at work: 1) Engagement is personal involvement as "the self-utilization of organizational members in their work tasks on engagement, people express themselves as well as assign them both physical, cognitive, emotional, and mental throughout the task demonstration, indicating that it is an 'act that people do in giving themselves to their work' (Kahn, 1990) ; 2) Job Satisfaction is defined as a form of positive emotion resulting from an appraisal of one's work or work experience ; 3) Affective organizational commitment is defined as the interest and relationship between the employee and the organization.

Teacher happiness is a multifaceted construct that is influenced by various factors. Research has revealed that teacher happiness is influenced by complex interactions among social, school environment, and personal factors. Low professional recognition from society can affect teachers' social status. Many people view teaching as part of the lower middle class, which can reduce happiness. Inhumane school management that pays little attention to teachers' needs can reduce happiness. Poor physical and mental health due to high work pressure and physical demands in the teaching profession can also affect teachers' happiness (Zheng, 2022).

In addition, craft at work has been shown to significantly increase teacher happiness, especially when mediated by work engagement (Dwijayanthi et al., 2023). Gratitude and organizational support also play an important role in shaping teacher happiness (Rosita et al., 2023). Otrębski (2022) argued that teachers who have positive perceptions of the organizational climate tend to experience higher job satisfaction. This is directly related to their positive emotions. In other words, a supportive and collaborative work atmosphere can increase teachers' positive feelings. The organizational climate, which includes factors such as student relationships, decision-making, infrastructure, teamwork, and creativity, significantly impacts teacher job satisfaction (Don et al., 2021).

Furthermore, teacher happiness can be improved through positive thinking training (Gür & Eser, 2022) and by providing social support (Handayani, 2021), and positive relationships with others (Siska Wulandari & Ami Widyastuti, 2014). The empirical gaps in these studies point to the need for further research that explores in more depth how various factors, both individual and organizational, simultaneously affect teacher happiness.

Many internal and external factors can make someone happy in their work environment. Research on the organizational climate and positive thinking are important because both have significant impacts on teacher well-being. A positive organizational climate creates a supportive work environment, while positive thinking helps teachers manage stress and increase positive emotions. In Islamic schools, an organizational climate can increase job satisfaction so that a positive climate can increase teacher happiness (Yusup et al., 2023). Western scientists, such as Litwin, assert that the organizational climate can be related to behavioral theory and organizational theory. Tagiuri examines philosophical considerations and defines an organizational climate as the internal conditions of an organization and certain value characteristics. The organizational climate refers to the behavior, internal conditions, and characteristics of an organization ((Kun & Gadanez, 2022). According to Albrecht (1980) positive thinking is an assessment individuals give of things from a positive perspective. Positive thinking can be improved by identifying positive and negative aspects.

Based on this phenomenon, the following question arises, does the organizational climate and positive thinking influence teacher happiness in Islamic schools?

Method

This research method employs a quantitative approach. The respondents included 107 teachers of SMK Islam “X” in Banyumas, Central Java who were selected by simple random sampling.

The research instruments used were the Organizational Climate Questionnaire (OCQ), Positive Thinking scale, and Happiness At Work (HAW) scale.

The Organizational Climate Questionnaire (OCQ) was developed based on aspects of Litwin (1968) namely : Role and clarity, Respect, Communication, Reward, Career Development, Planning and decision, Innovation, Relationships, Teamwork and support, Quality of service, Conflict management, Commitment and morale, and Direction. The positive thinking scale is based on the dimensions of Albrecht (1980), which include the non-judgmental taking dimension, positive expectation dimension, reality adaptation dimension, and self-affirmation dimension. The happiness at work scale is based on the dimensions of Fisher (2010), which consist of Engagement, Job satisfaction, and Affective Organizational Commitment.

Findings and Discussion

The description of the research data is described in table 1:

Table 1. Description of research data

Variable	N	Min	Max	Mean	SD
Organizational Climate	107	169	329	251,70	27,206
Positive Thinking	107	104	195	157,83	15,980
Happiness at Work	107	60	122	95,467	11,191

From the table above, it can be seen that on the organizational climate scale, there are 107 respondents, with the lowest score of 169 and the highest score of 329, with an average score of 251.70 and the lowest standard deviation of 27.206. On the positive thinking scale, there were 107 participants, with the lowest score of 104 and the highest of 195, with an average score of 157.83 and the lowest standard deviation of 15.980. In addition to on the happiness at work scale, there were 107 subjects, with the lowest score of 60 and the highest of 122, with an average score of 95.467 and the lowest standard deviation of 11.191.

Furthermore, an assumption test is carried out to determine whether the analysis used is free or not from deviations. The assumption tests are normality, linearity, and multicollinearity tests, which are explained as follows:

1. Normality Test

In this study, a normality test was carried out to evaluate whether the distribution of values of the research variables followed a normal distribution (Ghozali, 2018). The normality test was applied using the Kolmogorov-Smirnov technique, with a p-value criterion ≥ 0.05 to determine the normality of the distribution. The normality test results showed that the significance value (p-value) of the Kolmogorov-Smirnov test was 0.200. Since the p-value ≥ 0.05 , the data distribution of the research variables (Organizational Climate, Positive Thinking, and Happiness at Work) did not deviate significantly from the normal distribution.

2. Linearity test

A linearity test was conducted to determine whether there was a linear relationship between the independent and dependent variables, as well as to identify the linear relationship between the three variables studied. A relationship is considered linear if the significance value (p) of the deviation from linearity is greater than 0.05. The results of the linearity test can be seen in table 2.

Table 2. Linearity test results

Variable	Nilai sig.	Note
Organizational Climate* Happiness at Work	0,54	Linear
Positive Thinking*Happiness at Work	0,159	Linear

Based on table 2, we conclude that the Organizational Climate variable on Workplace Happiness has a linearity value of 0.54, while the Positive Thinking variable on Workplace Happiness has a linearity value of 0.159. Since both deviations from linearity values are greater than 0.05, it can be concluded that the relationship between the Organizational Climate and Workplace Happiness variables, as well as between the Positive Thinking and Workplace Happiness variables, is a linear relationship.

3. Multicollinearity Test

The multicollinearity test is carried out with the aim of determining whether there is an intercorrelation (strong relationship) between variables. A good regression model is established by the absence of intercorrelation between independent variables. A relationship is considered not to experience multicollinearity if the tolerance value is >0.10 and the Variance Inflation Factor (VIF) value < 10.00 (Ghozali, 2018). The multicollinearity test results can be reviewed in table 3.

Table 3. Multicollinearity test results

Variable	Tolerance	VIF	Note
Organizational Climate	0,567	1,764	There is no multicollinearity
Positive Thinking	0,57	1,764	There is no multicollinearity

Based on the table above, the Organizational Climate and Positive Thinking variables each have a tolerance value of 0.567 and a VIF value of 1.764. Because the tolerance value is greater than 0.10 and the VIF value is smaller than 10.00, we conclude that there is no multicollinearity in the regression model involving the variables of Organizational Climate and Positive Thinking on Happiness at Work.

Hypothesis 1 test results

The regression test results at the 5% significance level indicate that the effect of Organizational Climate on Workplace Happiness has an F value of 83.189 with a significance probability value (p) of 0.000 ($p < 0.05$), indicating that the effect is significant. In addition, the calculated t-value of 9.121 with a significance probability value (p) of 0.000 ($p < 0.05$) was also significant. Based on these results, the first hypothesis is accepted, namely, that an organizational climate significantly affects employee happiness. The results of the analysis show that the coefficient of determination (R^2) of 44.2% indicates that Organizational Climate makes a significant contribution to the concept of "happiness at work." This finding is reinforced by the results of the regression line equation as follows:

$$y = a + bx$$

$$y = 26,630 + 0,273X$$

The value of 26.630 is the intercept or constant in the regression equation, which indicates that when the value of Organizational Climate (X) is 0, Happiness at Work (y) is estimated at 26.630. The value of 0.273 is the regression coefficient indicating the direction and strength of the relationship between Organizational Climate and Workplace Happiness. Because the coefficient value of b is positive, there is a positive relationship between Organizational Climate and Workplace Happiness. That is, every one unit increase in the organizational climate causes the average happiness level at work to increase by 0.273 units

Hypothesis 2 test results

The regression test results at the 5% significance level indicate that the effect of Positive Thinking on Happiness at Work produces an F value of 85.203 with a significance probability value (p) of 0.000 ($p < 0.05$), which indicates that the effect is significant. In addition, a t-value of 9.231 with a significance probability value (p) of 0.000 ($p < 0.05$) also demonstrates statistical significance. Thus, the second hypothesis is accepted, which indicates a significant effect of Positive Thinking on Happiness at Work. The results of the analysis show a coefficient of determination (R^2) of 44.8%, indicating that positive thinking contributes effectively to the concept of "happiness at work." This finding is reinforced by the results of the regression line equation, namely:

$$y = a + bx$$

$$y = 21,490 + 0,469x$$

The value of 21.490 is the intercept or constant in the regression equation. It indicates that when the value of Positive Thinking (x) is 0, happiness at work (y) is estimated at 21.490. The value of 0.469 is the regression coefficient indicating the direction and strength of the relationship between Positive Thinking and Workplace Happiness. The coefficient value of b is positive, which indicates a positive relationship between Positive Thinking and Workplace Happiness. That is, every one unit increase in positive thinking caused the average Workplace Happiness to increase by 0.469 units.

Hypothesis 3 test results

The regression test results at the 5% significance level indicate that the effect of Organizational Climate and Positive Thinking on Happiness at Work has an F value of 60.258 with a significance probability value (p) of 0.000 ($p < 0.05$). The p-value is less than 0.05, indicating that the effect of both variables is significant. Thus, the third hypothesis is accepted, which indicates a significant joint influence between Organizational Climate and Positive Thinking on Happiness at Work. The analysis results show that the coefficient of determination (R -squared value of 0.537, Organizational Climate and Positive Thinking variables simultaneously make an effective contribution to Happiness at Work. Specifically, this model explains 53.7% of the variance in workplace happiness, indicating a significant influence of both variables on the dependent variable.

This finding is reinforced by the results of the multiple regression line equation, namely :

$$y = a + bx_1 + cx_2$$

$$y = 0,163 + 0,286$$

The coefficient b measures the effect of Organizational Climate on Workplace Happiness. The b coefficient value of 0.163 indicates that every 1% increase in Organizational Climate will increase Happiness at Work by 0.163 units. Since this coefficient is positive, it indicates a positive relationship between Organizational Climate and Workplace Happiness. The coefficient c measures the effect of Positive Thinking on Workplace Happiness. The coefficient c of 0.286 indicates that every 1% increase in Positive Thinking will increase Happiness at Work by 0.286 units. This coefficient is also positive, which indicates a positive relationship between Positive Thinking and Workplace Happiness.

Discussion

The findings of this study empirically prove that an organizational climate significantly predicts happiness at work ($t=9.121$; $p<0.000$). Teachers in Islamic schools feel supported by their organizations in the form of facilities, training, and recognition for their work. This support creates a positive and empowering work environment, which is important for teachers' well-being and happiness. When teachers feel valued and supported, they are more likely to feel motivated and satisfied with their work (Rosita et al., 2023). The organizational climate can influence positive peer relationships. An organization that can manage employees so that they feel happy when they are within the scope of the workplace is a good organizational climate that affects employee happiness. (Wijayanto, 2017 ; Hasan et al., 2020).

Similarly, other studies have highlighted that a supportive organizational climate contributes to improved teacher performance, which can indirectly increase teachers' happiness through increased job satisfaction (Prasetyo, 2021). A positive organizational climate fosters a supportive environment in which teachers feel safe to express ideas and take risks. This is essential for implementing innovations without the fear of punishment or ridicule. Psychological safety is an important aspect of an organizational climate that allows teachers to feel secure in their roles and know that they can seek help from colleagues and administrators. This sense of security is linked to

happiness at work (Kurt & Duyar, 2023).

This finding also shows that teachers who have positive thinking skills tend to feel happy at work. Positive thinking will make a person able to face problems realistically and well (Irma & Raudatussalamah, 2018). Positive thinking is an emotion that arises from within a person and can minimize negativity that arises in the workplace. Positive individual habits can increase positive emotions. Positive thinking will have an impact on one's happiness, a happy person will display positive emotions to create happiness in others (Ramadhani & Ulfia, 2022).

Roodbari et al., (2015) and M. Suud & Na'imah (2023) argued that positive thinking can reduce stress. Reduced stress is particularly important because high stress levels can negatively impact happiness. Cultivating a positive mindset can directly increase joy and satisfaction. Na'imah et al., (2023) argued that Muslims who can think positively tend to be husnudzon toward Allah and others. Thus, they tend to feel peaceful when dealing with Allah and humans. Therefore, positive thinking has a major influence on happiness by increasing psychological well-being and resilience, especially in jobs that are high stressors (Kyani et al., 2020).

The results also provide empirical evidence that an organizational climate and positive thinking simultaneously determine teacher happiness in Islamic schools. The combination of a supportive organizational climate and positive thinking creates an environment conducive to teacher happiness. The organizational climate provides structural support, while positive thinking influences individual attitudes and emotional responses; thus, the two factors together play a role in determining the level of teacher happiness in Islamic schools. A good environment will lead to many positive emotions. In education personnel or teachers, an organizational environment that can attract and generate positive emotions so that there is happiness in the workplace (Ramadhani & Ulfia, 2022).

The organizational climate and positive thinking skills are crucial for fostering happiness. A supportive and appreciative work environment, combined with a positive mindset, can lead to increased job satisfaction, enhanced performance, and overall well-being at work (Misra & Srivastava, 2023). A positive organizational climate fosters a supportive and collaborative environment. When individuals feel supported and valued, their overall happiness at work increases.

Conclusions

The results revealed that an organizational climate and positive thinking simultaneously have a significant influence on teacher happiness in Islamic schools. A supportive organizational climate makes an important contribution by creating a positive work environment, while positive thinking helps teachers manage stress and improve emotional well-being. This combination strengthens teachers' job satisfaction and motivation. This research shows that environmental factors and a positive mental attitude complement each other in influencing happiness at work. Therefore, schools must build a good organizational climate and encourage a positive mindset among teachers to improve their happiness and performance.

This study has several methodological limitations that need to be considered. The population and sample only included teachers at SMK Islam "X" in Banyumas, Central Java. This limits the generalizability of the findings to the populations of teachers in other Islamic schools or with different levels of education. Future research should include teachers from various Islamic schools in different regions to increase the generalizability of the findings. A broader sample will provide a more comprehensive picture of the influence of organizational climate and positive thinking on teacher happiness.

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