

ANALYSIS OF SOCIOECONOMIC FACTORS ON THE WELFARE OF ELEMENTARY SCHOOL TEACHERS IN DAWAN DISTRICT

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ABSTRACT

The numerous problems faced by elementary school teachers have the potential to cause dissatisfaction in work activities, which may ultimately affect teacher welfare and performance. Teachers with a high level of welfare tend to work more optimally, whereas low levels of welfare can reduce work motivation. One of the factors assumed to play a role in improving teacher welfare is wages, in addition to the level of education and household consumption. This study aims to analyze the effect of wages, level of education, and household consumption on the welfare of elementary school teachers in Dawan District, Klungkung Regency, both partially and simultaneously. The sample consisted of 62 respondents from 23 elementary schools in Dawan District. The collected data were analyzed using multiple linear regression analysis. The results show that partially, wages, level of education, and household consumption have a positive and significant effect on the welfare of elementary school teachers. Simultaneously, wages, level of education, and household consumption have a significant effect on the welfare of elementary school teachers in Dawan District.

Keywords: wages, level of education, household consumption, teacher welfare.

INTRODUCTION

In increasingly competitive living conditions, work becomes the primary means of meeting life needs and achieving welfare, which is no longer interpreted solely as the fulfillment of basic needs such as clothing, food, and shelter, but also includes aspects of health, peace of mind, and self-development. This is particularly relevant to the teaching profession, which holds a strategic role in educating the nation. Teacher welfare is an important foundation for the quality of educational services, as fair and adequate incentive support is expected to encourage teacher commitment and optimal performance as the main human resources in schools. However, based on data from the Bali Provincial Central Bureau of Statistics, the number of elementary school teachers in Klungkung Regency has shown a significant declining trend from 2021 to 2023, which has implications for the limited availability of educators and has the potential to disrupt the sustainability of basic education. This condition is influenced by various factors, including the low quality and unequal distribution of educators, limited educational facilities and infrastructure, low mastery of certain academic competencies, and an imbalance between the number of teachers reaching retirement age and the limited recruitment of new teachers, particularly in archipelagic areas.

Table 1. Number of Elementary School Teachers in Klungkung Regency, Bali Province, 2024

Region	Teacher School Base		
	Amount	MaLE	Female
Klungkung District	293	93	200
Nusa Penida District	431	257	174
Banjangkan District	239	86	153
Dawan District	169	56	113
Klungkung Regency	1,132	492	640

Source: Basic education data (Dapodik) 2025

Based on Basic Education Data (Dapodik) for 2024–2025, Dawan District is the area with the smallest number of teachers in Klungkung Regency, totaling 169 teachers consisting of 56 male teachers and 113 female teachers. Various problems faced by teachers, particularly related to low wages, have the potential to cause job dissatisfaction and affect professional performance, as welfare is an important factor in encouraging work motivation. To date, the level of teacher welfare remains relatively low, where wages are not yet fully proportional to dedication, while other aspects such as career certainty and employment relations also influence welfare. In addition to wages, household consumption, which includes expenditures on food and non-food items, is an important indicator of welfare because it directly reflects a family’s ability to meet daily living needs.

Table 2. Average Monthly Per Capita Consumption in Bali Province by Regency/City (Rupiah), 2018–2023

Regency	Average Consumption per Capita per Month					
	2018	2019	2020	2021	2022	2023
Jembrana Regency	977,506	946,424	1,088,252	1,114,672	1,128,905	1,213,080
Tabanan Regency	1,250,525	1,198,185	1,303,664	1,304,744	1,095,066	1,650,927
Badung Regency	1,837,644	1,839,555	1,913,831	1,811,807	1,741,969	2,196,165
Gianyar Regency	1,251,833	1,438,465	1,503,838	1,613,103	1,725,527	1,912,609
Klungkung Regency	1,116,629	1,115,170	1,185,690	970,829	1,283,547	1,360,177
Bangli Regency	1,055,237	981,098	1,105,238	1,086,908	1,196,580	1,421,697
Karangasem Regency	772,965	769,337	884,539	803,683	828,750	999,970
Buleleng Regency	950,532	930,018	969,964	961,202	968,052	1,150,043
Denpasar City	1,954,739	2,000,258	2,247,722	2,125,061	1,980,002	2,343,025

Bali Province	1,367,032	1,387,154	1,509,666	1,468,624	1,442,610	1,741,523
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Source: Central Statistics Agency of Bali Province, 2024

Table 2 shows that average per capita consumption fluctuated annually. In 2019, per capita consumption in Klungkung Regency declined quite significantly, which affected the community, including elementary school teachers. Consumption is always related to daily life in order to meet needs such as food, clothing, housing, and others. Consumption is required from birth until death; therefore, every individual engages in consumption activities throughout their life.

Factors that affect household consumption include disposable income and the level of consumption in the previous period. Keynes explained that current consumption is strongly influenced by current disposable income. According to Keynes, there is a minimum level of consumption that does not depend on income level. This means that this level of consumption must be met even when income is equal to zero. This is referred to as autonomous consumption. If disposable income increases, consumption will also increase; however, the increase in consumption is not as large as the increase in disposable income (Komalawati et al., 2021:2).

Economic factors that affect the level of household consumption include household income, household wealth, the amount of durable consumer goods in society, interest rates, expectations about the future, and government policies in reducing income distribution inequality. Demographic factors that affect the level of consumption include population size and population composition. Meanwhile, non-economic factors that most influence the level of consumption are socio-cultural factors, such as dietary habits, changes in ethics and values, and tendencies to imitate other social groups (Rahardja & Manurung, 2008 in Illahi et al., 2018:549).

According to Deaton and Muellbauer (1980), if the level of welfare in a country increases, the proportion of food consumption expenditure will decrease, and vice versa. Therefore, household consumption patterns can be used as one indicator of teacher welfare. Teacher welfare will be higher if households consume more non-food necessities than food necessities. Conversely, teacher welfare will be lower if households consume more food necessities than non-food necessities. Low teacher welfare can be associated with low-income communities, which are classified as poor households.

Another factor that affects welfare is the level of education. In general, a lack of education may be a cause of inadequate quality among teachers and may lead to limited capabilities based on narrow and traditional experience (Wekke, 2015). Poverty among coastal communities in Indonesia has reached a relatively high level, where most individuals have only low levels of education (Cahaya, 2015). Low levels of education are also closely related to poverty, as poor individuals tend to be unable to continue their education to higher levels, which then affects their abilities and skill levels required for work (Wekke, 2015).

Education has a significant impact on teacher welfare, especially for those who are university graduates. Teacher welfare is not only related to financial aspects but also to work motivation and teacher performance. On the other hand, teachers who experience inadequate welfare tend to seek additional jobs, which can negatively affect their performance in elementary schools. Teacher work motivation can be influenced by several factors such as achievement, recognition or rewards, responsibility, and development at work (Kalikulla, 2017). In relation to teacher performance, the behavior in question refers

to teacher activities in the learning process, including how teachers plan learning, implement learning activities, and assess learning outcomes. Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning instructional programs, implementing learning activities, and evaluating learning outcomes. Teacher welfare influences the quality of education, because if teacher welfare has not been fulfilled, it is likely to be difficult for teachers to deliver lessons optimally to students, as teacher motivation to transfer knowledge may decrease.

According to Sastrohadiwiryono, education is a task aimed at improving the knowledge, understanding, or attitudes of the workforce so that they can better adapt to their work environment. Education is related to increasing general knowledge and understanding of the entire work environment and is concerned with answering how and why. Education is usually more related to theoretical aspects of work, whereas training is education in a narrower sense, primarily involving instruction, specific tasks, and discipline. Training is a process of helping the workforce achieve effectiveness in their current or future jobs through the development of appropriate habits of thought, action, skills, knowledge, and attitudes (Bejo Siswanto Sastrohadiwiryono, 2005).

Consumption is one of the determining factors of Indonesia's economic growth and also an indicator of the welfare of the Indonesian population. Consumption is the main determinant of aggregate demand in a country's economy (Manuati, 2015). According to Sukirno (2015), household consumption is the total household purchases of goods and services made to meet their needs. According to Adnyani et al. (2022), the level of consumption carried out by individuals or families plays a role in determining the level of welfare. Family welfare can be measured through the percentage of household consumption expenditure, particularly related to annual rice consumption, which is then adjusted to the average rice price in the region.

RESEARCH METHOD

This study employs a quantitative approach with an associative design to analyze the effect of wages, level of education, and household consumption on the welfare of elementary school teachers in Dawan District, Klungkung Regency. The data used consist of numerical data analyzed using descriptive statistics and multiple linear regression analysis. The research population includes all elementary school teachers in Dawan District, totaling 162 individuals, with a sample of 62 respondents determined using the Slovin formula and the Proportionate Stratified Random Sampling technique. Data were collected through observation and structured interviews using questionnaires and were supported by secondary data from the Bali Provincial Central Bureau of Statistics.

The dependent variable in this study is the welfare of elementary school teachers, while the independent variables include wages, level of education, and household consumption. Teacher welfare is measured based on indicators of fulfillment of basic needs, access to education, family health, and social relations, which are assessed using a Likert scale. Wages are measured based on teachers' monthly income, level of education is measured by the length of formal education (in years), and household consumption is measured by total monthly household expenditure. All variables are operationally defined to ensure quantitative and objective measurement.

Data analysis is conducted using multiple linear regression analysis to determine the effect of each independent variable on teacher welfare. Prior to hypothesis testing, classical assumption tests are performed, including tests of normality, multicollinearity,

and heteroskedasticity, to ensure the feasibility of the regression model. Hypothesis testing is carried out through simultaneous testing (F-test) to examine the joint effect of the independent variables, as well as partial testing (t-test) to determine the effect of each variable individually on the welfare of elementary school teachers in Dawan District.

RESULTS AND DISCUSSION

General Overview of Dawan District, Klungkung Regency

Dawan District, Klungkung Regency, is one of the strategic areas in Klungkung Regency, Bali. Based on data from the Bali Provincial Central Bureau of Statistics for the period 2021–2023, the number of elementary school teachers in Dawan District has continued to decline, resulting in a shortage of educators, particularly at the elementary school level. Demographically, the heterogeneity of residents' livelihoods in both the agricultural and trade sectors creates diverse socio-economic conditions.

According to the Central Bureau of Statistics (2023), Dawan District consists of 13 villages. The distance from Dawan District to the capital of Klungkung Regency is approximately 6.5 km, while several districts have distances greater than or equal to 10 km from the regency capital. The total number of elementary schools distributed across Dawan District is 23 schools.

Characteristics of Respondents

The respondents in this study are elementary school teachers in Dawan District, with a total sample of 62 individuals who met the predetermined criteria. The characteristics of the research respondents are described as follows.

a) Age

The classification of respondents based on age aims to describe variations in career stages and teaching experience among elementary school teachers. Based on the processed data, the age group of 34–39 years constituted the largest proportion, with 19 respondents or 30.65%, indicating the dominance of the middle productive age group. This was followed by the age groups of 40–45 years and ≥ 52 years, each comprising 14 respondents or 22.58%. Meanwhile, the age groups of 28–33 years and 46–51 years accounted for 12.90% and 6.45%, respectively. The smallest proportion was found in the 22–27 year age group, with only 3 respondents or 4.84%. Overall, the respondents were dominated by teachers of productive age with relatively good levels of maturity and work experience.

b) Gender.

Based on the processed data, most respondents in this study were female, totaling 44 individuals or 70.97%, while male respondents amounted to 18 individuals or 29.03%. The dominance of female respondents indicates that the elementary school teaching profession at the research location is largely filled by female educators. This condition is consistent with the characteristics of basic education, which generally has a higher proportion of female teachers than male teachers.

c) Employment Status

Based on the processed data, the majority of respondents had civil servant (PNS) status, accounting for 91.94%, while the remaining 8.06% had PPPK status. There were no respondents with honorary or contract status in this study. This condition indicates that most elementary school teachers included as respondents have relatively stable employment status.

d) Teaching Location

Based on the processed data, the distribution of respondents according to teaching location in elementary schools in Dawan District shows a relatively even distribution. Most schools were represented by three respondents or 4.84%, while several other schools were represented by two respondents with a percentage of 3.23%. This condition indicates that respondent selection was conducted proportionally across schools. Thus, respondent characteristics based on teaching location are able to represent the overall condition of elementary school teachers in the research area.

Description of Research Variables

The description of variable categories is used to illustrate respondents' assessments of wages, level of education, and household consumption in relation to the welfare of elementary school teachers in Dawan District through frequency distribution based on the rating scale. A scale width of 0.80 is used as the basis for forming five assessment categories.

Table 3. Criteria for Measuring Variable Descriptions

No	Measurement Scale	Information
1	1.00-1.80	Very Low
2	1.81-2.60	Low
3	2.61-3.40	Currently
4	3.41-4.20	High
5	4.21-5.00	Very high

Source: Data processed by researchers

Table 3 serves as a reference for interpreting the average scores of respondents' responses to each variable used in the study. Table 3 presents an interval-based measurement scale divided into five categories: very low, low, moderate, high, and very high. This category range is considered appropriate to convey the strength of respondents' perceptions or welfare regarding a particular aspect, such as how high the level of welfare is perceived. The description of respondents' answers presents their assessments of each statement item included in the questionnaire. The results of respondents' answers are adjusted to the established measurement scale and then grouped into several class intervals that have been predetermined.

a) Welfare of Elementary School Teachers

The welfare of elementary school teachers in this study describes the level of fulfillment of economic, social, and health needs, as well as opportunities for professional development perceived by teachers in carrying out their duties. This variable is measured using various indicators to obtain a comprehensive overview. Based on the analysis results, the welfare of elementary school teachers in Dawan District falls into the high category with an average value of 3.66, indicating that teachers generally perceive their welfare condition as relatively good. The indicators with the highest values are opportunities to participate in training or professional development (3.95) and the ability to finance family health needs (3.82). Meanwhile,

indicators of access to health services, social acceptance, and relationships with the community are also in the high category. However, several economic indicators, such as fulfillment of basic needs for clothing, food, and housing, financial independence without debt, and the ability to finance family education, remain in the moderate category. This indicates that economic aspects remain a challenge for some teachers, even though overall welfare is classified as high.

b) Wages

Wages in this study represent the level of income received by elementary school teachers in Dawan District as compensation for their work and reflect their welfare conditions. Most teachers have monthly income in the range of > Rp2,600,000–Rp3,200,000, accounting for 43.55%, followed by incomes of Rp2,000,000–Rp2,600,000 at 24.19% and > Rp4,400,000–Rp5,000,000 at 19.35%. There are no respondents in the income range of > Rp3,200,000–Rp3,800,000, indicating a gap in income distribution within that group. Overall, this condition indicates that the income of elementary school teachers in Dawan District tends to be concentrated in the middle-income category.

c) Level of education

The level of education of respondents is an important aspect of this study because it affects comprehension and the quality of questionnaire responses, which in turn influences data validity and analysis. The majority of respondents have a bachelor’s degree (S1), accounting for 79.03%, while the remaining 20.97% have a master’s degree (S2). There are no respondents with senior high school, diploma (D2), or doctoral (S3) educational backgrounds. This composition indicates that all elementary school teachers included as respondents have met the academic qualifications required as professional educators.

d) Household Consumption

Household consumption in this study reflects the amount of household expenditure incurred by respondents to meet daily living needs and is used as an indicator of welfare. Most respondents fall within the household expenditure range of > Rp1,760,000–Rp2,520,000, accounting for 50.00%. Meanwhile, the number of respondents in higher expenditure ranges is relatively smaller. This condition indicates that household consumption or expenditure of elementary school teachers in Dawan District tends to be concentrated in the middle category.

Results of Research Data Analysis

Table 4. Validity Test Results

Variables	Indicator	Pearson Correlation	Description
Teacher Welfare	Fulfillment of basic needs	0.896	Valid
	Household financial independence	0.889	Valid
	Education financing capabilities	0.854	Valid
	Professional development opportunities	0.702	Valid

Variables	Indicator	Pearson Correlation	Description
	Health financing capacity	0.714	Valid
	Access to health services	0.804	Valid
	Social relations with society	0.865	Valid
	Social acceptance	0.868	Valid

Source: Processed primary data, 2026

Based on Table 4, all indicators have Pearson Correlation values greater than 0.361, indicating that all indicators are valid for measuring the teacher welfare variable. Thus, it can be concluded that all indicators within the teacher welfare variable are appropriate to be used as measurement instruments in this study and can be continued to the next stage of analysis.

Reliability Test Results

The reliability test is used to measure the consistency and stability of the data. Data that are not reliable cannot be further processed because they may lead to biased conclusions. A measurement instrument is considered reliable if it produces consistent results over time. The research instrument is deemed reliable if the Cronbach's Alpha value is ≥ 0.70 .

Table 5. Reliability Test Results

Variable	Cronbach's Alpha Information
Teacher Welfare (Y)	0.931 Reliable

Source: Processed primary data, 2026

Based on Table 5, the Teacher Welfare (Y) variable obtained a Cronbach's Alpha value of 0.931. This value is greater than the established criterion of reliability ≥ 0.70 ; therefore, it can be concluded that the research instrument used is highly reliable. Accordingly, all statement indicators in the teacher welfare variable are able to provide consistent measurement results and are suitable for use in subsequent analyses.

Results of Descriptive Analysis

Table 6. Results of Descriptive Statistical

	N	Minimum	Maximum	Mean	Standard Deviation
Wages	62	2000000.00	5000000.00	3324193,541	899122,6113
Level	62	16.00	18.00	16,4194	0.82080
Consumption	62	1000000.00	4800000.00	2322580	1046527,334
Education					
Welfare	62	16.00	37.00	26,3871	5.93781
Household					
Valid Teacher N	62				

(listwise)

Source: Processed primary data, 2026

Based on Table 6, the results can be interpreted as follows:

- a) Variable X₁ (Wages) Based on the data in Table 6, the wages variable has a minimum value

of Rp2,000,000 and a maximum value of Rp5,000,000. The mean value is Rp3,324,193 with a standard deviation of Rp899,122. This indicates a relatively large variation in wages among respondents.

- b) Variable X₂ (Level of Education) Based on the data in Table 6, the level of education variable has a minimum value of 16, representing the bachelor's degree (S₁), and a maximum value of 18, representing the master's degree (S₂), with a mean of 16.42 and a standard deviation of 0.82. These values indicate that the respondents' level of education is relatively homogeneous and concentrated at the higher education level.
- c) Variable X₃ (Household Consumption) Based on the data in Table 6, the household consumption variable has a minimum value of Rp1,000,000 and a maximum value of Rp4,800,000, with a mean of Rp2,322,580 and a standard deviation of Rp1,046,527. These results indicate that the level of household expenditure among respondents is quite varied.
- d) Variable Y (Teacher Welfare) Based on the data in Table 6, the teacher welfare variable has a minimum value of 16 and a maximum value of 37, with a mean value of 26.39 and a standard deviation of 5.94. This indicates that the level of teacher welfare is in the moderate category.

Results of Classical Assumption Tests

a) Normality Test

The normality test is important because it aims to examine whether the data used in the study are normally distributed. The statistical test applied is the One-Parameter Kolmogorov–Smirnov (K–S) test using the asymptotic method (Asymp. Sig.). Residuals are considered normally distributed if the Asymp. Sig. (2-tailed) value is greater than α (0.05) (Ghozali, 2021). The results of the normality test are presented as follows.

Table 7. Normality Test Results

Unstandardized Residual	
N	62
Asymp. Sig. (2-tailed)	0.200

Source: Processed primary data, 2026

Based on Table 7, the residual data are normally distributed. This indicates that the normality assumption is fulfilled, and thus regression analysis can be conducted using parametric methods without significant problems related to the residual distribution.

b) Heteroscedasticity Test

The heteroskedasticity test aims to examine whether there is inequality in the variance of residuals across observations in the regression model. The testing method used is the Glejser test, with the criterion that heteroskedasticity is not present if the significance value is greater than or equal to the significance level of 0.05 (Ghozali, 2021). The results of the heteroskedasticity test are as follows.

Table 8. Heteroscedasticity Test Results

Model	Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1	(Constant)	8,714	6,421	–	1,357	0.180
	Wage (X_1)	5,086	0,000	0.199	0.812	0.420
	Education Level (X_2)	-0.397	0.422	-0.136	0.896	0.374
	Household Consumption (X_3)	-5,683	0,000	-0.259	-1,090	0.280

Information:

a. Dependent Variable: ABS_RES

Source: Processed primary data, 2026

Based on Table 8, all significance values of the independent variables are greater than 0.05. This indicates that there is no indication of heteroskedasticity in the regression model. Therefore, the regression model in this study does not exhibit heteroskedasticity problems.

c) Multicollinearity Test

The multicollinearity test is an important requirement in regression analysis that aims to determine whether there is correlation among independent variables that could interfere with regression results and interpretation. A good regression model shows tolerance values greater than 0.10 and VIF values less than 10 for all independent variables, indicating the absence of multicollinearity (Ahmaddien & Susanto, 2020). The results of the multicollinearity test are presented as follows.

Table 9. Multicollinearity Test Results

Model	Variable	Tolerance	VIF
1	Wage (X_1)	0.274	3,656
	Education Level (X_2)	0.721	1,387
	Household Consumption (X_3)	0.291	3,436

Information:

a. Dependent Variable: Elementary School Teacher Welfare (Y)

Source: Processed primary data, 2026

Based on Table 9, the tolerance values for variable X_1 are 0.274, for variable X_2 are 0.721, and for variable X_3 are 0.291. Since all variables have tolerance values greater than 0.10 and VIF values less than 10, it can be concluded that there is no multicollinearity among the independent variables in this regression model.

Hypothesis Testing Results

a) Simultaneous Significance Test of Regression Coefficients (F-test)

The F-test aims to determine whether all independent variables included in the model have a simultaneous effect on the dependent variable. The joint hypothesis is tested using analysis of variance (ANOVA). The F-test meets the acceptance criteria if the

significance value is less than 0.05 (Ghozali, 2021). The results of the simultaneous significance test are presented in Table 10.

Table 10. results of the Simultaneous Significance Test of Regression Coefficients (F-test)

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1319,342	3	439,781	30,681	0,000
	Residual	831,368	58	14,334		
	Total	2150,710	61			

Information:

a. Dependent Variable: Yb. Predictors: (Constant), X₃, X₂, X₁

Source: Processed primary data, 2026

Based on the results shown in Table 10, the F-statistic value is 30.681 with a significance value of 0.000. This significance value is smaller than 0.05, indicating that wages (X₁), education level (X₂), and household consumption (X₃) simultaneously have a significant effect on teachers' welfare (Y). Therefore, the hypothesis stating that all independent variables simultaneously influence teachers' welfare is accepted.

b) Partial Significance Test of Regression Coefficients (t-Test)

Table 11. Results of the Partial Significance Test of Regression Coefficients (t-Test)

Model	Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1	(Constant)	-9,497	10,573	-0,898	-0,373	
	Wage (X ₁)	2.206E-6	0,000	0.334	2,141	0.037
	Education Level (X ₂)	1,455	0.695	0.201	2,093	0.041
	Household Consumption (X ₃)	2.004E-6	0,000	0.353	2,333	0.023

a. Dependent Variable: Y

Source: Processed primary data, 2026

Based on Table 11, the multiple linear regression equation obtained in this study is as follows.

$$\hat{Y} = -9,497 + 0.000002206X_1 + 1.455X_2 + 0.000002004X_3 \dots\dots\dots(4.1)$$

The interpretation of the regression equation is as follows.

- The constant value of -9.497 indicates that if wages, education level, and household consumption are assumed to be zero, the value of teachers' welfare is -9.497.
- The regression coefficient of wages ($\beta_1 = 0.000002206$) indicates that wages have a positive and significant effect on teachers' welfare. This means that an increase in wages will increase teachers' welfare.
- The regression coefficient of education level ($\beta_2 = 1.455$) indicates that education level has a positive and significant effect on teachers' welfare. This implies that a higher education level leads to an increase in teachers' welfare.
- The regression coefficient of household consumption ($\beta_3 = 0.000002004$) indicates that household consumption has a positive and significant effect on teachers' welfare. This

means that an increase in household consumption is associated with an increase in teachers' welfare.

Discussion of Research Results

The Simultaneous Effect of Wages, Education Level, and Household Consumption on the Welfare of Elementary School Teachers in Dawan District

Based on the results of the analysis, the F-test significance value is 0.000, which is less than 0.05. This indicates that wages, education level, and household consumption simultaneously have a significant effect on the welfare of elementary school teachers in Dawan District. Thus, the three independent variables in this study jointly explain variations in teachers' welfare in Dawan District.

According to Gisna et al. (2024), wages influence welfare because they contribute to sustainable economic growth, improvements in community welfare, and the creation of a more competitive and productive economic environment. This finding is consistent with the study conducted by Mita et al. (2025), which found that wages simultaneously have a significant effect on community welfare in Palopo City. Similarly, Nurhasanah et al. (2025) reported that wages have a significant and simultaneous effect on the welfare of private-sector workers in Palembang City.

Furthermore, the influence of education level on welfare is in line with the findings of Linda et al. (2025). Higher education not only provides better skills for obtaining employment, but also increases individuals' awareness in managing household finances and family health. Research by Luh et al. (2024) shows that education level simultaneously has a significant effect on welfare in South Kuta District. This result is also supported by Wandita et al. (2021), who found that education level simultaneously influences welfare.

In addition, household consumption also has a simultaneous effect on welfare, as supported by previous research conducted by Saragih et al. (2022). The study by Serlin et al. (2025) likewise reports similar results, indicating that household consumption simultaneously has a significant effect on welfare.

The Partial Effect of Wages, Education Level, and Household Consumption on the Welfare of Elementary School Teachers in Dawan District

a) The Partial Effect of Wages on the Welfare of Elementary School Teachers in Dawan District

Based on the results of the t-test, wages are proven to have a positive and significant effect on the welfare of elementary school teachers in Dawan District. This means that an increase in wages will lead to an improvement in teachers' welfare. A positive t-value indicates that higher wages are associated with higher levels of welfare among teachers in Dawan District. This occurs because wages directly affect the ability of households to meet their daily needs; when wages are insufficient, the level of welfare tends to decline.

This finding is supported by Saragih et al. (2022), who state that income has a positive and significant partial effect on welfare. It is also consistent with the research conducted by Mita et al. (2025), which found that wages partially and significantly affect community welfare in Palopo City.

b) The Partial Effect of Education Level on the Welfare of Elementary School Teachers in Dawan District

The results of the t-test indicate that education level has a positive and significant effect on the welfare of elementary school teachers in Dawan District. This suggests that the higher the education level attained by teachers, the higher the level

of welfare they experience. Teachers with higher educational attainment generally possess better competencies, skills, and career development opportunities, which in turn contribute to increased income and overall quality of life.

Education plays a crucial role in improving individual welfare. Through education, individuals have opportunities for social mobility, whereby those from lower socioeconomic backgrounds can move into middle or higher socioeconomic groups. This occurs because higher levels of education enable individuals to obtain better employment opportunities, thereby improving their economic conditions and overall welfare (Eha, 2024). Research by Luh et al. (2024) also finds that education level partially has a positive and significant effect on welfare in South Kuta District. This result is further supported by Wandita et al. (2021), who report similar findings regarding the partial effect of education level on welfare.

c) The Partial Effect of Household Consumption on the Welfare of Elementary School Teachers in Dawan District

Household consumption is proven to have a positive and significant effect on the welfare of elementary school teachers in Dawan District. This indicates that higher levels of household consumption are associated with better perceived welfare, as consumption reflects an individual's ability to meet daily living needs adequately. According to Serlin et al. (2025), consumption levels can reflect an individual's socioeconomic condition; higher consumption levels indicate better economic conditions and higher levels of welfare.

Households with consumption levels below the average are generally categorized as poor. Therefore, the level of household consumption is an important indicator in describing family welfare. Household consumption is not static but tends to increase along with the fulfillment of needs and rising income, until it reaches a level of satisfaction and prosperity at which families perceive themselves as being well-off. The results of this study are consistent with the findings of Luh et al. (2024), who state that household consumption partially has a positive and significant effect on welfare. The study by Abidin et al. (2023) also supports these findings.

CONCLUSION

Based on the results of the study presented previously, several conclusions can be drawn as follows:

- 1) Wages, education level, and household consumption simultaneously have a significant effect on the welfare of elementary school teachers in Dawan District.
- 2) Wages, education level, and household consumption partially have a positive and significant effect on the welfare of elementary school teachers in Dawan District.

RECOMMENDATIONS

Based on the conclusions described above, several recommendations can be considered from this study.

- 1) The Klungkung Regency Government, through the Education Office, is expected to formulate policies that are more oriented toward improving the welfare of elementary school teachers, not only through wage increases but also through controlling household consumption burdens. Policy measures that may be considered include subsidies for basic necessities, educational assistance for teachers' children, and the optimization of health insurance coverage for teachers.

- 2) Schools and teachers are advised to improve household financial management, particularly in regulating consumption patterns to be more efficient and aligned with income capacity. Financial literacy training for teachers can be one effort to help maintain the stability of family welfare.
- 3) Future research is recommended to include other variables that may influence teachers' welfare, such as employment status, length of service, professional allowances, workload, and work environment. In addition, future researchers may use a larger sample size or expand the research area so that the results obtained are more generalizable and representative.

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