

# The Effect of Welfare Fulfillment on Kindergarten Teacher Performance: The Mediating Role of Motivation in Tunjungan District, Indonesia

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## ABSTRACT

Teacher welfare is a crucial factor influencing motivation and performance, especially in early childhood education settings. This study investigates the effect of welfare fulfillment on teacher performance, with work motivation as a mediating variable, among kindergarten teachers in Tunjungan District, Blora Regency. A quantitative ex post facto design was employed, involving a total population of 82 kindergarten teachers through a total sampling technique. Data were collected using validated and reliable questionnaires and analyzed using path analysis in SPSS 25 to test both direct and indirect relationships among variables. The findings revealed that teacher welfare fulfillment significantly influenced work motivation, with a path coefficient of 0.742 ( $R^2 = 0.551$ ). Welfare fulfillment also had a direct positive effect on teacher performance, while motivation had a significant effect on performance with a path coefficient of 0.745 ( $R^2 = 0.250$ ). The indirect effect of welfare on performance through motivation (0.55) was greater than the direct effect (0.318), confirming the mediating role of motivation. These results suggest that fulfilling teachers' welfare needs—both material and psychosocial—enhances motivation and, consequently, improves professional performance. The study supports motivational theories such as Maslow's hierarchy of needs and McClelland's theory, emphasizing the importance of well-being in educational outcomes. Welfare fulfillment plays a vital role in enhancing teacher motivation and performance. Future studies should explore additional variables and broader contexts to increase the generalizability of the findings.

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## 1. INTRODUCTION

Choosing a career as an early childhood education (ECE) teacher presents unique challenges. These educators face not only the demands of curriculum delivery but also the critical responsibility of nurturing the emotional, social, and cognitive development of young children. As the frontline implementers of national education objectives, teachers are pivotal in shaping the quality of education and, by extension, the future of a nation's human resources (Alfanan, Ahmad, & Untari, 2021). Professional teachers are defined by high productivity and competencies aligned with their field of expertise (Massalim, 2019), making their performance an essential indicator of educational success.

Teacher performance encompasses the effectiveness with which educators carry out their duties to achieve learning goals. High-performing teachers are typically characterized by planning and delivering well-structured instruction, managing classrooms effectively, and contributing to students' holistic development (Hoerudin, 2022). In contrast, poor teacher performance can hinder the realization of national education goals, particularly when it leads to ineffective learning environments. In Indonesia, the importance of teacher performance is reinforced by Law No. 20 of 2003 on the National Education System, which mandates that educators are responsible for planning, implementing, and evaluating instruction, as well as conducting guidance, research, and community service (Undang-Undang Nomor 20 Tahun 2003, Pasal 39 ayat 2). The law also outlines four core competencies for teachers: pedagogical, personal, professional, and social.

Despite this legal foundation, many Indonesian teachers—particularly those in early childhood education—face challenges related to welfare, which in turn affects their performance. In Tunjungan District, Blora Regency, for instance, some kindergarten teachers who receive professional allowances still report inadequate compensation. The average income remains below the regional minimum wage (UMK) of IDR 2,238,430, indicating a significant gap between expectations and reality. This disparity suggests that teacher welfare is not merely a financial issue but reflects broader systemic concerns in resource allocation and policy implementation (Rahabav, Ratumanan, & Rumfot, 2024). Local governments are expected to play a strategic role in addressing these welfare issues, while educational institutions are responsible for cultivating environments that support teachers' professional and personal needs (Subair, 2024).

Teacher welfare includes both tangible and intangible dimensions. Financial support such as salaries and benefits represents only one aspect of welfare. Equally important are non-financial elements like a supportive work environment, collegial relationships, access to professional development, and recognition of teacher contributions (Mustika, Surbakti, & Anggraini, 2022; Subair, 2024). When these needs are unmet, teachers may experience reduced job satisfaction, low morale, and eventually decreased motivation, all of which negatively impact performance and student outcomes (Adni & Amelia, 2023; Diputra, 2018).

Ensuring teacher well-being requires collaborative action from multiple stakeholders. Government agencies are tasked with policy formulation and funding, school leaders manage workplace climate and culture, foundations or private school organizers control budgetary policies, and parents contribute by fostering an emotionally supportive environment (Saragih, Sihombing, & Sipayung, 2021; Lestari & Yuliana, 2020; Ramadhani & Pratiwi, 2021). However, discrepancies in the roles and responsibilities of these stakeholders often lead to inconsistent implementation of welfare policies, further exacerbating disparities in teacher well-being (Tagela, Sanoto, & Paseleng, 2023).

Welfare fulfillment itself encompasses physical and emotional dimensions. Physically, it includes remuneration, housing, and working facilities, while emotionally, it refers to social relationships, self-worth, and psychological well-being (Moh. As'adi & Slamet, 2022). Psychological well-being plays a vital role in reducing work-related stress, enhancing engagement, and promoting resilience (Mukhlisa & Nurmina, 2024; Yin, Huang, & Lv, 2018). Well-being is not merely the absence of stress but also involves experiencing fulfillment, meaning, and satisfaction at work (Seligman, 2012). As Wilensky and Lebeaux (2018) noted, well-being is a state in which individuals can lead healthy and dignified lives through adequate access to social services and personal fulfillment.

Teacher motivation is another critical factor closely linked to welfare. Motivated teachers are more likely to demonstrate commitment, persistence, and innovation in their teaching practices. Research shows that both intrinsic and extrinsic factors influence motivation, including compensation, recognition, opportunities for growth, and a sense of purpose (Ma'rifah, 2023; Moulina, 2022). Motivation drives the energy behind professional performance and mediates the relationship between welfare and work outcomes (Zakaria, Wahyudi, & Setiawan, 2023).

Theoretical perspectives such as Maslow's hierarchy of needs and McClelland's theory of motivation support this dynamic. Maslow (as cited in Pratiwi, Wahyuni, & Anggraini, 2021) proposed that human motivation is shaped by the fulfillment of hierarchical needs, beginning with physiological necessities and culminating in self-actualization. McClelland emphasized the importance of achievement, power, and affiliation in driving individual performance. These frameworks provide a foundation for understanding how welfare influences teacher motivation and, ultimately, performance.

Preliminary observations in several kindergartens in Tunjungan District indicate that many teachers continue to use outdated, teacher-centered instructional methods, focusing heavily on worksheets and rote learning. Such practices limit children's critical thinking and engagement and reflect a lack of pedagogical innovation—symptoms of deeper motivational and welfare-related challenges. Similar findings from prior studies underscore that welfare and motivation are key predictors of teacher performance (Ahiruddin, 2021; Massalim, 2019).

However, most previous research in this domain has focused on primary and secondary education. There remains a significant gap in the literature regarding early childhood education, where teachers face different working conditions, policy frameworks, and pedagogical challenges. Given the foundational role of early education in shaping future learning trajectories, there is an urgent need to explore how welfare fulfillment affects performance through motivation among kindergarten teachers.

Based on these issues, this study aims to analyze the influence of welfare fulfillment on teacher performance through the mediating role of motivation, with a specific focus on kindergarten teachers in Tunjungan District, Blora Regency.

## 2. METHODS

This study employed a quantitative method with an ex post facto approach, which investigated the relationships among variables, identified patterns, and generated strong generalizations to support the research findings by tracing factors that had occurred previously (Mulyana et al., 2024; Siroj et al., 2024). The population of this study consisted of all kindergarten teachers in Tunjungan District, Blora, totaling 82 teachers. The sampling technique used was total sampling, in which the entire population was included as research participants. This technique was chosen because the available population size was still manageable to be studied as a whole, namely, 82 teachers as the sample. The researcher ensured data confidentiality by not disclosing any personal identity of respondents in the article. In addition, this study obtained official approval from the relevant institutions prior to the data collection process.

The data in this study were collected using a questionnaire. The questionnaire was an instrument for data collection in which respondents filled out questions or statements provided by the researcher in accordance with the research topic (Sugiyono, 2016). The scale used was a Likert scale with five response options: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The research instrument was developed through several stages: (1) an initial observation to understand the problems; (2) the preparation of instrument items based on the dimensions of each variable; (3) content validity, which was conducted by one validator, namely a lecturer in the field of educational management. The validation results indicated that the instrument was feasible to be used with several editorial improvements in the statement items; and (4) a pilot test of the instrument on respondents outside the research sample to examine validity and reliability. The results of the validity and reliability tests showed that the variable of Teacher Work Motivation consisted of 30 items; after the validity test, 27 items were valid and reliable, while 3 items were invalid. The variable of Welfare Fulfillment consisted of 20 items; after the validity test, 19 items were valid and

reliable, while 1 item was invalid. The variable of Teacher Performance consisted of 32 items; after the validity test, 27 items were valid and reliable, while 5 items were invalid.

Data analysis was carried out using path analysis. According to Sugiyono (2022), path analysis was a development of multiple regression analysis, which not only tested direct effects but also indirect effects through intervening variables. The data analysis in this study was conducted through several stages. The first stage was descriptive analysis, which aimed to provide an overview of the characteristics of respondents and the distribution of responses to each research variable. Descriptive analysis included the calculation of minimum, maximum, mean, standard deviation, and frequency distribution of each indicator used. The second stage was the classical assumption test to ensure that the data met the necessary requirements before further analysis. The classical assumption test included the normality test to examine whether the data were normally distributed, the multicollinearity test to ensure there was no strong correlation among independent variables, and the heteroscedasticity test to determine whether there were differences in the variance of residuals across observations. The third stage was hypothesis testing using path analysis. Path analysis was chosen because it was able to examine both direct and indirect effects among variables, including the role of the mediating variable. In this study, teacher welfare fulfillment was designated as the independent variable, teacher performance as the dependent variable, and work motivation as the intervening variable. The hypotheses were tested through two path models, namely Model I and Model II.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

This study aimed to examine the effect of welfare fulfillment on teacher performance through work motivation. The research was conducted in May–June 2025, involving 82 kindergarten teachers in Tunjungan District, Blora. Path analysis was employed with three variables: welfare fulfillment, motivation, and teacher performance. Before conducting statistical analysis, the research instruments were systematically developed to ensure that each variable was measured comprehensively and in accordance with established theoretical frameworks. The construction of the questionnaire items was guided by relevant concepts of teacher well-being, work motivation, and teacher performance, with each variable operationalized into clear and measurable dimensions. To ensure content validity, the instrument grids were reviewed and evaluated by experts in educational management, and revisions were made based on their recommendations. The validated instruments were then declared appropriate for data collection. The distribution of items across variables and dimensions is summarized in Table 1, which presents the research instrument blueprint used in this study.

**Table 1.** Research Instrument Blueprint

Variable	Dimension	Total items
Teacher well-being fulfillment	Economic well-being	3
	Professional well-being	4
	Psychological and emotional well-being	4
	Social and relational well-being	4
	Role and policy support	4
Teacher motivation	Physiological needs	3
	Safety needs	4
	Social needs	6
	Esteem needs	5
	Self-actualization and achievement needs	6
	Need for power	4
	Teacher performance	Pedagogical competence
Personality competence	6	
Professional competence	9	
Social competence	3	

The descriptive analysis of the welfare fulfillment variable was carried out using SPSS 25. The results indicated that the variable had a minimum score of 47, a score range of 46, a mean value of 61.28, and a standard deviation of 6.67. Based on the research findings, the respondents who completed the welfare fulfillment variable questionnaire consisted of 82 teachers. It was found that among the 82 kindergarten teachers in Tunjungan District, Blora, 2 teachers (2.44%) demonstrated a very high level of welfare fulfillment, 15 teachers (18.29%) demonstrated a high level, 45 teachers (54.88%) demonstrated a moderate level, 18 teachers (21.95%) demonstrated a low level, and 2 teachers (2.44%) demonstrated a very low level. The details are presented in the following table:

**Table 2.** Descriptive Statistics of Welfare Fulfillment

Categorization Norm	Criteria	Frequency	Percentage
$X > \mu + 1.8\sigma$	Very High	2	2.44%
$\mu + 0,6\sigma < X \leq \mu + 1.8\sigma$	High	15	18.29%
$\mu - 0,6\sigma < X \leq \mu + 0,6\sigma$	Moderate	45	54.88%
$\mu - 1.8\sigma < X \leq \mu - 0,6\sigma$	Low	18	21.95%
$X \leq \mu - 1.8\sigma$	Very low	2	2.44%
Total		82	100%

The descriptive analysis of the teacher motivation variable was carried out using SPSS 25. The results showed that the variable had a minimum score of 74, a score range of 61, a mean value of 85.20, and a standard deviation of 8.50. Based on the calculation results, the respondents who answered the teacher motivation questionnaire consisted of 82 teachers. It was found that among the 82 kindergarten teachers in Tunjungan District, Blora, 2 teachers (2.44%) had a very high level of motivation, 9 teachers (10.98%) had a high level, 50 teachers (60.98%) had a moderate level, and 21 teachers (25.61%) had a low level of motivation. The details are presented in the following table:

**Table 3.** Descriptive Statistics of Teacher Motivation

Categorization Norm	Criteria	Frequency	Percentage
$X > \mu + 1.8\sigma$	Very High	2	2.44%
$\mu + 0,6\sigma < X \leq \mu + 1.8\sigma$	High	9	10.98%
$\mu - 0,6\sigma < X \leq \mu + 0,6\sigma$	Moderate	50	60.98%
$\mu - 1.8\sigma < X \leq \mu - 0,6\sigma$	Low	21	25.61%
$X \leq \mu - 1.8\sigma$	Very low	0	0%
Total		82	100%

The descriptive analysis of the teacher performance variable showed that it had a minimum score of 91, a score range of 38, a mean value of 108.18, and a standard deviation of 7.53. Based on the research findings, the respondents who completed the teacher performance questionnaire consisted of 82 teachers. Among them, 4 teachers (4.88%) demonstrated a very high level of performance, 21 teachers (25.61%) demonstrated a high level, 30 teachers (36.59%) demonstrated a moderate level, 26 teachers (31.71%) demonstrated a low level, and 1 teacher (1.22%) demonstrated a very low level of performance. The details are presented in the following table:

**Table 4.** Descriptive Statistics of Teacher Performance

Categorization Norm	Criteria	Frequency	Percentage
$X > \mu + 1.8\sigma$	Very High	4	4.88%
$\mu + 0,6\sigma < X \leq \mu + 1.8\sigma$	High	21	25.61%
$\mu - 0,6\sigma < X \leq \mu + 0,6\sigma$	Moderate	30	36.59%
$\mu - 1.8\sigma < X \leq \mu - 0,6\sigma$	Low	26	31.71%
$X \leq \mu - 1.8\sigma$	Very low	1	1.22%
Total		82	100%

The classical assumption tests were conducted, including the normality test, heteroscedasticity test, and multicollinearity test. Based on the Kolmogorov-Smirnov normality test results, it was found that the welfare fulfillment and teacher performance variables in relation to teacher motivation had a significance value greater than 0.05, namely 0.200. Therefore, it was concluded that the variables of

welfare fulfillment and teacher performance in relation to teacher motivation were normally distributed and met the requirements for conducting path analysis.

The multicollinearity test showed that none of the variables in the study indicated symptoms of multicollinearity. On the contrary, all variables used as predictor models in the regression demonstrated a VIF value of 1.004, which was less than 10, with a tolerance value greater than 0.1, namely 0.996. Thus, it was concluded that the variables did not exhibit multicollinearity. Furthermore, the results of the heteroscedasticity test also confirmed that none of the variables in the study indicated symptoms of heteroscedasticity. The variables had significance values of 0.637 and 0.469, both greater than 0.05, which indicated that heteroscedasticity was not present in the model.

Hypothesis testing was conducted using a two-path model. The path coefficient analysis of Model 1 was employed to examine the effect of welfare fulfillment on teacher motivation. Based on the results of the Model 1 analysis, the findings were as follows:

**Table 5.** Regression Analysis Model I

Model	Coefficients <sup>a</sup>			T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
1 (Constant)	27.232	5.888		4.625	.000
Welfare Fulfillment	.946	.096	.742	9.902	.000

a. Dependent Variable: performance

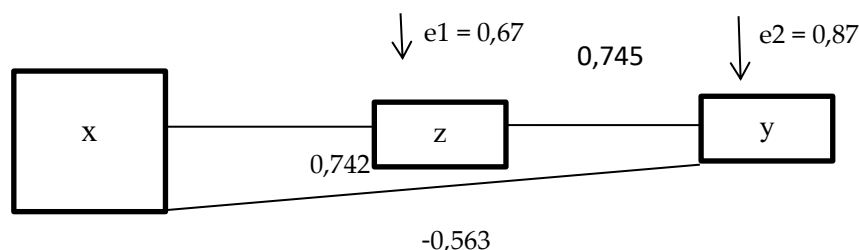
Referring to the regression output of Model 1 in the coefficients table, it was found that the significance value of the independent variable (X) was 0.000, which was smaller than 0.05. This result led to the conclusion that H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. Thus, welfare fulfillment had a significant effect on teacher motivation among kindergarten teachers in Tunjungan District, Blora. The coefficient of determination (R<sup>2</sup>) was 0.551, indicating that welfare fulfillment influenced teacher motivation by 55.1%, with an error value of  $\sqrt{1 - 0,551} = 0,67$ . Path Regression Model II was carried out using SPSS 25, and the results were as follows:

**Table 6.** Regression Analysis Model II

Model	Coefficients <sup>a</sup>			T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
1 (Constant)	90.856	7.634		11.902	.000
Welfare Fulfillment	-.635	.164	-.563	-3.871	.000
Teacher motivation	.660	.129	.745	5.127	.000

a. Dependent Variable: performance

Referring to the regression output of Model II in the coefficients table, it was found that the significance values of welfare fulfillment on performance and motivation on performance were 0.000, which were smaller than 0.05. This result led to the conclusion that H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. Thus, the hypothesis stating that welfare fulfillment had an effect on teacher performance and that teacher motivation had an effect on teacher performance among kindergarten teachers in Tunjungan District, Blora, was supported. The R Square value was 0.250, indicating that the effect of welfare fulfillment on performance through work motivation was 25%. Meanwhile, the error value obtained from Path Model II was  $\sqrt{1-0.250} = 0.87$ . Accordingly, the structural path diagram of Model II was derived from the results of Model I as follows:



**Figure 1.** Structural Path Diagram of the Effect of Welfare Fulfillment on Teacher Performance Through Work Motivation (Model II)

The results of Models I and II indicated that the direct effect of Welfare Fulfillment on performance was 0.318, while the indirect effect of Welfare Fulfillment on performance through teacher motivation was 0.55. Therefore, the total effect of  $x$  on  $y$ , consisting of both the direct and indirect effects, was  $0.55 + 0.318 = 0.868$ . Based on these calculations, it was found that the indirect effect of Welfare Fulfillment on performance (0.55) was greater than the direct effect of Welfare Fulfillment on performance (0.318). Thus, it was concluded that the indirect effect was stronger than the direct effect. These findings demonstrated that Welfare Fulfillment had a significant indirect effect on performance through teacher motivation.

### 3.2 Discussion

The results of the study showed that welfare fulfillment had a significant and positive effect on teachers' work motivation, as indicated by a significance value of 0.000 and a path coefficient of 0.742. This finding suggested that the more teachers' welfare was fulfilled, the higher their work motivation became. The R Square value of 0.551 indicated that 55.1% of the variance in teacher motivation was explained by welfare fulfillment, while the remaining variance was influenced by other factors. Theoretically, this finding was consistent with Maslow's hierarchy of needs (1943), which emphasizes that the fulfillment of basic needs, such as physiological and safety needs, forms the foundation for achieving higher levels of motivation. In the context of the teaching profession, welfare fulfillment encompasses adequate salary, allowances, job security, and a supportive work environment. When these aspects were not met, it became difficult for teachers to achieve self-actualization in carrying out their professional duties.

This study was supported by the findings of (Tagela et al., 2023), who discovered that the fulfillment of teachers' material and psychological needs significantly increased the work motivation of high school teachers. It was noted that when teachers felt that both their material and psychological needs were met, they became more motivated to carry out their professional responsibilities. Welfare fulfillment through adequate salaries, recognition of performance, and a supportive environment was identified as an important strategy for building teacher motivation and improving educational quality (Proudfoot & Boyd, 2025). Similarly, (Meng & Briscioli, 2024) emphasized that recognition of achievement had a positive impact on teacher performance. Moreover, (Zhang et al., 2021) reported that teachers who perceived greater support from the school environment demonstrated higher levels of motivation to engage in professional development.

The study by Gaji et al. (2024) emphasized that the PPPK (Government Employee with Work Agreement) policy had a positive impact on the welfare of honorary teachers through salary increases and social security benefits. However, its effectiveness was influenced by the uneven distribution of the policy and the limited opportunities for career mobility. (Sitaman, 2022) also affirmed that financial and mental well-being played a significant role in enhancing teachers' enthusiasm, dedication, and the overall quality of the learning process. Thus, optimal welfare fulfillment not only contributed to improving teachers' work motivation but also had a direct impact on the quality of education. Therefore, attention to teacher welfare should be prioritized as part of strategic efforts to improve the quality of national education.

The results of the regression analysis showed that welfare fulfillment had a significant effect on teacher performance. This finding confirmed that the more teachers' welfare was fulfilled, the more optimal their performance became, particularly in carrying out teaching duties, managing classrooms, and fulfilling their responsibilities in educating and guiding students. Teachers who felt well-supported in terms of welfare tended to work with greater discipline, focus, and professional accountability. These findings were consistent with (Hasanah & Zainuddin, 2024), who reported that the level of welfare's influence on teacher performance varied depending on the school environment and institutional support. In some schools, the contribution of welfare to performance reached 50.2%, while in others it was lower (28.7%), indicating that welfare was not the sole factor but remained an essential component in supporting teacher professionalism.

Furthermore, Massalim (2019) explained that both financial welfare (salary, allowances) and non-financial welfare (a supportive work environment, professional recognition) enhanced teachers' work enthusiasm. Teacher certification was also recognized as an incentive that positively influenced lesson planning, classroom management, and the implementation of assessments. Conversely, when welfare was not adequately fulfilled, teachers tended to lose focus as they were compelled to seek additional employment, which negatively affected the quality of learning. In line with Wahyudi, teacher welfare was identified as a key factor in determining work quality. Therefore, the fulfillment of welfare, both materially and psychologically, had to be prioritized to ensure optimal teacher performance and to contribute to the improvement of educational quality from early childhood education institutions to higher levels. Teachers who were supported to become active and independent facilitators as part of their professional welfare were more motivated to design learning activities and to enhance their overall performance (Maria Josephine Arokia Marie, 2021).

The results of the regression test for Model II showed that motivation significantly affected the performance of kindergarten teachers in Tunjungan District, Blora. This finding was consistent with the study of Yope & Azatil Isma (2022), who stated that the higher the motivation, the better the teacher performance tended to be. Teachers with intrinsic motivation demonstrated greater enthusiasm compared to those who relied more on extrinsic motivation. This result was further reinforced by the study of (Soviana et al., 2023), which emphasized that the relationship among variables strengthened motivation as a key predictor of teacher performance. When motivation increased, teachers were more encouraged to work efficiently, responsibly, and competently in the learning process. Similarly, Haingu, (2018) asserted that motivation was one of the key variables influencing the level of teacher performance. Motivation essentially referred to the driving force that fostered enthusiasm in carrying out tasks, whether derived from internal or external sources (Moulina, 2022; Purnama et al., 2020). Intrinsic motivation stemmed from individual satisfaction and commitment to the profession, whereas extrinsic motivation was shaped by external factors such as compensation, working conditions, and recognition (Han & Yin, 2016; Kholifah et al., 2024). From a theoretical perspective, Maslow emphasized the importance of fulfilling basic needs up to self-actualization (Pratiwi et al., 2021; Meng & Briscioli, 2024), while McClelland (1960) highlighted the needs for achievement, power, and affiliation as factors that influenced work motivation. In line with Haingu (2018), motivation was considered one of the key variables that determined the level of teacher performance.

The study also revealed that the indirect effect through work motivation (0.55) was greater than the direct effect (0.318), indicating that motivation functioned as a strong mediating variable in bridging the influence of welfare fulfillment on teacher performance. Thus, when teachers' welfare was fulfilled, it not only had a direct impact on performance but also enhanced motivation, which in turn exerted a greater influence on performance. This finding was consistent with Zulkifli et al. (2014), who demonstrated that adequate teacher welfare significantly encouraged performance improvement through increased work motivation. Furthermore, welfare that was not only material but also psychosocial contributed to the development of both intrinsic and extrinsic motivation, thereby encouraging teachers to enhance their competencies and deliver their best performance for educational institutions (Admiraal et al., 2021; Xu et al., 2025).

The results indicated that the indirect effect through work motivation (0.55) was greater than the direct effect (0.318). This implied that work motivation served as a strong mediating variable in bridging the influence of welfare fulfillment on the improvement of teacher performance. In other words, when teachers perceived that their welfare was fulfilled, it not only had a direct impact on their performance but also enhanced their motivation, which ultimately exerted a greater effect on performance. In line with this, Zulkifli et al.(2014) showed that adequate teacher welfare significantly encouraged performance improvement through increased work motivation. Welfare that was not only material but also psychosocial provided teachers with the space to work optimally.

#### 4. CONCLUSION

Based on the results of this study, the path analysis test indicates that the fulfillment of teacher welfare significantly influences teacher motivation, as evidenced by the significance value of the welfare fulfillment variable (0.000), which is lower than 0.05. Welfare fulfillment also affects teacher performance, motivation influences teacher performance, and welfare fulfillment affects performance through motivation among kindergarten teachers in Tunjungan District, Blora Regency. This is supported by the significance values of the relationships between variables x and z, and y and z, both of which are 0.000 (< 0.05). Adequate teacher welfare significantly enhances performance through increased work motivation. Welfare, which encompasses not only material aspects but also psychosocial support, provides teachers with the space to work optimally. This study offers several practical implications. Educational institutions are encouraged to pay serious attention to teacher welfare, both financial and non-financial, through the provision of incentives, training, recognition, and psychosocial support to further enhance teacher motivation and performance. Local governments and education authorities are also expected to design sustainable teacher welfare programs, such as professional allowances, health insurance, and professional development opportunities, as a long-term investment in improving the quality of early childhood education. Nevertheless, this study has certain limitations. The scope of the research was limited to kindergarten teachers in Tunjungan District, Blora Regency, and therefore, the findings cannot yet be generalized to broader contexts. Future researchers are recommended to include additional variables and expand the study locations in order to produce more comprehensive and generalizable results..

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