Happiness at Work among Teachers across Cultural Settings: A Guide of Teacher Effectiveness to Apply Technology-Assisted Teaching in Indonesia

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Abstract

Education reformation should involve the development of psychological aspects, whose main goal is to create happiness at work for teachers. This study aims to determine a dynamic process or model of happiness at work across cultural settings for teachers in the digital era, which is appropriate for further research on Indonesian teachers. The method uses a Systematic Literature Review (SLR). Based on the reviews from 23 articles, research on teacher happiness can be explored from the point of view of the independent and dependent variable. Teacher happiness as an independent variable is a causal on other variables. Happiness at work on teachers as an independent variable affects the individual level (innovative behavior, work engagement, affective commitment, health, achievement and satisfaction), and group level such as collective efficacy and classroom management. Teacher work happiness as the dependent variable is the existence of variables that function as factors that affect teacher happiness at work. The factors of happiness at work among teachers involve individual factors (ICT efficacy, stress, personality, job satisfaction, quality of work-life and spirituality) and organizational factors (distributed leadership, transformational leadership and school climate). Measuring tools that specifically measure teacher happiness also need to be developed further. The results of this review, apart from being a theoretical review for further research, can be used as a basis for reflecting on how teacher productivity in schools can increase when work happiness is promoted. Schools can develop school happiness management by involving various variables from the results of this systematic review.

Keywords: happiness at work, teacher, digital era, systematic review

Teachers play an important role in the education process, and because teachers have a responsibility to guide students, it is important to continue to improve teacher professionalism in line with the development of science and technology (İhtiyaroğlu, 2018). Meanwhile, according to Mat et al. (2020), the teacher can be regarded as a person whose job is focused on educating humans in many ways, including spiritually, emotionally, and intellectually. Based on this definition, the teacher is not only an academic supervisor but also a supervisor in the cultural transition period.

Generally, most teachers in various countries are facing the era of digital education (Moreira-Fontán et al., 2019). Digital education refers to

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direct, integrated, and fully online learning efforts, as well as efforts to capture various teaching and learning contexts that use digital technology. Of course, this digital education affects the need for adjustment in the world of education (Cilliers, 2017). Moreover, as a method that has been widely used as an adjustment technique during the teaching process in different countries, various information technology tools are currently being used for the delivery of learning in the classroom, and digital learning models are also starting to trend in the world of education.

The challenges being faced in the teaching area due to the shift toward digital education, teachers must also be ready to teach students who are currently the digital generation (Nzai et al., 2014). Other problems faced are lack of training programs for teachers, lack of basic infrastructure and support systems, resistance to change, and lack of assessment of teacher readiness for e-learning adoption (Alshaher, 2013). Based on the academic, technology, and cultural challenges faced by teachers, it can be concluded that teaching is a profession that is associated with high levels of stress because of the teaching responsibilities that are often required, including balancing the abilities of all students, concerns about their behavior, and rapid classroom decision making (Sellen, 2016). Moreira-Fontán et al. (2019) explains some positive emotions that need to be researched and developed in ICT (Information and communication Technology) related teachers are enjoyment, happiness and emotional involvement.

 Nevertheless, the essential grounds for improving teacher capabilities should not be based solely on physical or material factors. Attention and development programs for the psychological aspects of teachers are still lacking. The basic question is whether or not the teacher is happy. Only happy teachers can teach happy students (Zhongying, 2013). For this reason, education reformation should involve the development of psychological aspects, whose main goal is to create happiness at work for teachers.

Happiness at Work

Research on happiness in teachers is very important to undertake, because, from 1996 to 2000, research on teachers still only focused on problems such as fatigue, stress, frustration, and anxiety (Kun & Gadanecz, 2019). The results of research conducted by Smith (2007, Aziz, 2011) found that many teachers feel unhappy in their lives. Based on the results of a survey of twelve professions that are considered to be the happiest, it turns out that the teaching profession is not included.

Happiness at work is crucial for teachers. Happiness has been proven to be the source of increased productivity, job performance, motivation, quality of work, creativity and innovation in tasks, as well as organizational excellence, a sense of job satisfaction, higher income, reduced failure rate, reduced absenteeism, less stress, fewer accidents and less illness (Pryce-Jones, 2010; Fisher, 2010). This is also supported by Wang et al. (2015) who stated that teacher happiness is important for achieving the essence of education and will ultimately have an influence on education, which, in turn, will affect student satisfaction and achievement.

How, then, do we define happiness at work? The concept of happiness at work, was first described by Pryce-Jones (2010). The new concept of a form of happiness or positive affective experience at work is a concept that refers to a favorable assessment (positive attitude) or a pleasant experience (positive feelings and emotions) at work (Fisher, 2010). Pryce-Jones (2010) explains that happiness at work can be characterized by the development of the individual's behavior and state of mind while working to achieve his/her goals with the belief that it can be achieved. In the last two decades, research on happiness has become a necessity to be further researched and developed.

Happiness at work is a necessity for individuals and organizations. One of the important points of the findings about happiness is that a person's work is significantly influenced by the contribution of their well-being. This is in line with the development of positive psychology, such that there is an increasing interest in looking at organizational life by considering positive phenomena, such as engagement, happiness, and positive affective experiences at work (Rodríguez-Muñoz & Sanz-Vergel, 2013).

In the context of teaching, research has shown that teacher happiness have a positive impact on student well-being and student learning outcomes (Jennings & Greenberg, 2009). The study of Bakker (2005) found that teachers who have high work happiness may perform better by displaying a better teaching process so that it will lead to students being happier and more motivated to learn. For this reason, this research will examine in depth so that theoretical concepts or constructs can be generated about work happiness, especially for teachers in Indonesia.

Based on our search on various happiness studies in Indonesia, the research of teacher happiness at work is still rarely conducted in Indonesia. For this reason, as a basic step toward researching work happiness among teachers in Indonesia, it is necessary to perform a systematic review. Through a systematic review, we will find comprehensive factors, impacts, and determinants of work happiness for teachers in various cultural settings.

This systematic review research is important, because based on the search results, there are only two research articles that have involved the systematic review process, namely, research conducted by Zhongying (2013) and Bhatia & Mohsin (2020), and of these, none have conducted a comprehensive systematic review of teacher happiness. Zhongying (2013) just analyzes the meaning of teacher happiness based on the perspective of philosophy, psychology, and western pedagogy. Meanwhile, Bhatia & Mohsin (2020) just conducted a systematic review only on the determinants of teacher happiness at work.

Positive Emotion and Digital Education

Digital literacy is needed by teachers in learning activities. The rapid development of technology requires teachers to be able to using technology. If technological developments are not matched by teacher's ability to use technology, there will be a gap in capabilities and technological advances. Moreover, at this time teachers are required to have both skills, namely teaching and using digital media (Tyner, 2008). In digital literacy, teachers involve knowledge and skills on educational policies and appropriate use of technology norms, as well as following the development of

innovation in based learning digital, and has the ability to combine the ability to use technology effectively with learning in schools.

According to Moreira-Fontán et al. (2019), the most studied emotions relating to teacher's emotions during the delivery of digital education, are still mostly associated with negative emotions, such as anxiety and worry about the application of new technology in the classroom. This is in accordance with Chen's (2016) explanation that teacher's emotions are often ignored or underestimated. However, emotions are contagious, and students are aware of and influenced by the teacher's emotions (Sutton & Wheatley, 2003). Positive emotions occur when teachers are happy to be involved in the use of ICT and make progress in teaching development (Sutton & Wheatley, 2003).

Some positive emotions that need to be researched and developed ICT-related teachers are enjoyment (Teo & Noyes, 2011), happiness (Kay, 2008), and emotional involvement (Kim et al., 2015). Computer knowledge is positively correlated with happiness, and negative with anxiety (Kay, 2008). On the other hand, in a study of elementary school teachers, Cross & Hong (2012) found that school support for implementing innovation is quite entertaining for the teachers. Furthermore, teachers who are more satisfied with the level of support provided by the school indicates a more positive attitude towards teaching.

Purpose of the Present Study

The questions posed in this systematic review study are 'What are the factors that influence happiness at work among teachers?', 'What are the impacts of teacher happiness?', 'What are the determinants of teacher happiness at work?', and 'What is the model for researching work happiness teachers in the era of digital education?'.

The results of this study can then be used to determine the dynamic process or model of happiness at work that is right for further research and development for Indonesian teachers in the digital education era.

Method

This research is a Systematic Review using the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA). This method is carried out systematically by following the research protocols. Systematic review is one method that uses reviews, studies, structured evaluations, classifications, and categorizations from previously produced evidence. The steps in implementing a systematic review can be seen in figure 1.

Figure 1

PRISMA Diagram: Stages of A Systematic Review
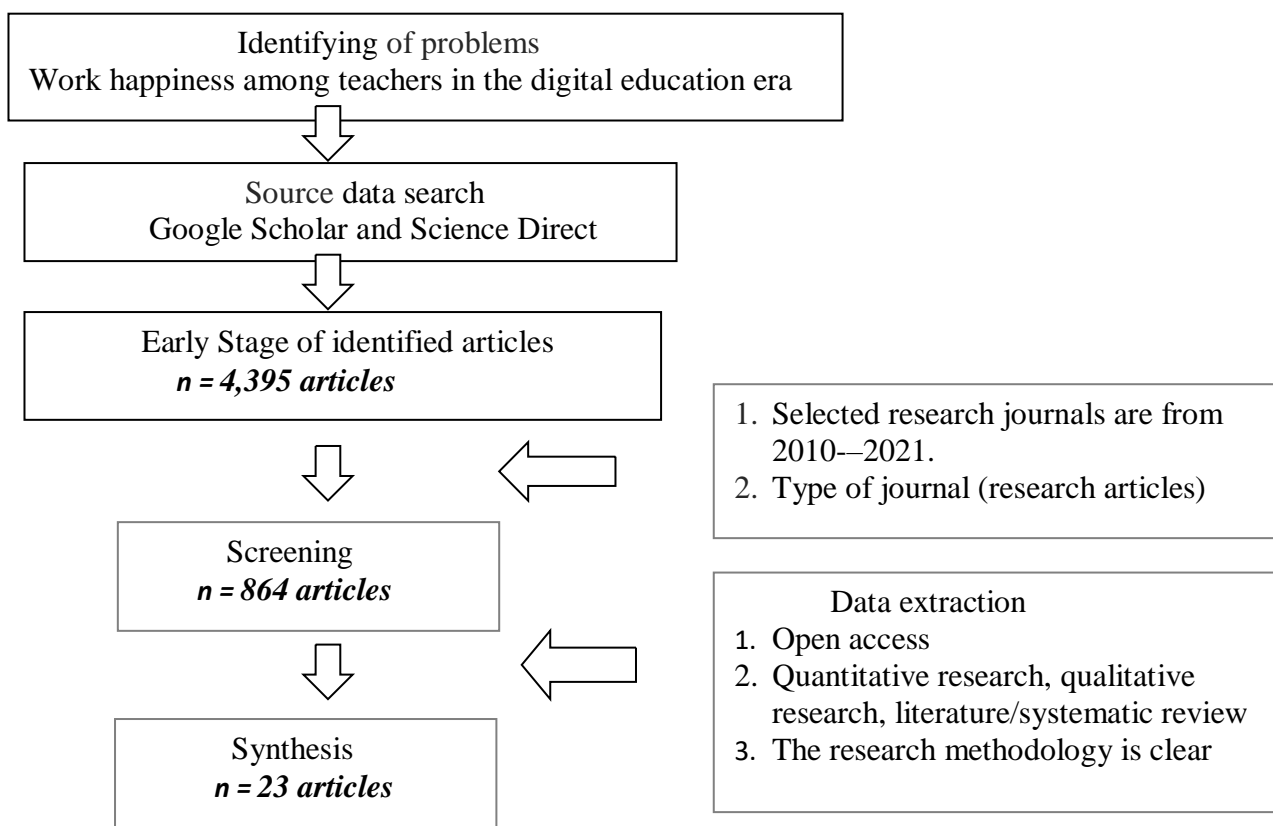
Note. Search parameters based on inclusion and exclusion criteria

Search Strategy and Data Sources

The first step in a systematic review is to develop the objectives of the research. The purpose of the research proposed in this study is to explore research on work happiness among teachers to be used as a basis for determining future research models in Indonesia. Based on the results of this systematic review, it is expected to be able to explore the factors, determinants, and impacts of teacher happiness at work.

This systematic review research conducted data searches through easily accessible journal portal websites, such as Science Direct and Google Scholar based on a predetermined theme, namely about work happiness among teachers. Search journal data using the keywords "happiness at work, happiness, workplace happiness, teachers, digital era, digital education". The results obtained at this stage were 4,395 articles.

Inclusion Criteria and Sreening

Kitchenham (2004) mentions that a systematic review should use the determination of clear inclusion and exclusion criteria so that selected research results in a systematic review is really

research with variables topics and using scientific research methods. The next screening process is to select really quality research. The quality assessment used in this study was to exclude or include research that had previously been included in a systematic review. An assessment was performed on journals to determine whether the journal was published within the years 2010–2021, and whether the journals were conducting proper research on teachers' happiness at work. The number of articles screened was 869.

Data Extraction

After the screening process is conducted, the results of the data extraction can be ascertained as to how many still meet the requirements for further analysis. In this systematic review, data extraction was performed by looking at a total of 869 articles. The criteria for data extraction are that the journal has open access and has a clear methodology (quantitative research, qualitative research, and literature/systematic review).

Methodological quality assessment for correlational studies carried out by adapting Cummings et al. (2010) which consists of

evaluation study design quality, sampling technique, measurement, theoretical basic and result analysis. As for qualitative research using criteria from the Critical Skills Assessment Programs (2010). According to the methodological quality assessment tool, 23 articles met the methodological criteria that have been set. The 23 selected articles were then used to record the important findings in the article involved author name, year, journal name, countries, aims, methodological approach, sample or participants, variable, and results.

Data synthesis and Analysis

The last stage is to synthesize the results using a narrative technique based on the results of 23 articles (table 1). The narrative technique is the method used in synthesizing this type of research, as this method groups the extracted data. In this stage of the process, the data were grouped so it could be studied in depth alongside the data and information obtained from the research articles so that further conclusions could be drawn to fulfill the objectives.

Table 1

Summary of information on articles included in the study

Author	Sample	Methods	Studies
Matt et al. (2020)	Articles (*n* = 10)	Systematic review	Instruments that can be used to measure teacher happiness
İhtiyaroğlu (2018)	Middle school teacher in Turkey (*n* = 384)	Quantitative research	Correlation of Teacher Happiness and Satisfaction with Life Level on Class Management Profile.
Abdullah et al. (2016)	Malaysian teacher (*n* = 180)	Mix method	Determinants of teacher happiness in the context of Malaysian teachers
Mertoğlu (2018)	Turkish teacher (*n* = 448)	Quantitative research	Happiness level of teachers and analyzing its relations with some variable of

			demographic factors.
Irianto & Subandi (2015)	Indonesia teacher ($n = 3$)	Qualitative research	Phenomenological study of teacher happiness in Papua, Indonesia.
Kun & Gadanecz, 2019	Hungarian teacher ($n = 297$)	Mix Method research	The determinants of work happiness among teachers
Gyeltshen & Beri (2019)	Bhutanese teacher ($n = 225$)	Descriptive research	Levels of work place happiness, organizational commitment, work motivation, and job satisfaction among secondary school teachers
Poormahmood et al. (2017)	Primary school teachers in Iran ($n = 330$)	Quantitative research	Relationship between stress and teacher happiness
Zhongying (2013)	Articles from 2007-2013	Literature review	The meaning of teacher happiness based on the perspective of philosophy, psychology, and western pedagogy.
Tan & Majid (2011)	Singapore teacher ($n = 100$)	Quantitative research.	Self-perception creativity and creative personality have correlation with happiness.
Benevene et al, (2018)	Italian teacher ($n = 330$)	Quantitative research.	Correlation between happiness, job satisfaction and self-esteem, and teacher health.
Toulabi et al (2013)	High school teachers ($n = 702$)	Quantitative research.	The relationship between happiness and quality of work life

Abdullah & Ling (2016)	Teachers in 167 national secondary schools Malaysia (n = 835)	Quantitative research	A relationship between workplace happiness at school and teacher efficacy, affective commitment and innovative behavior.
Aziz (2011)	Indonesian teachers (n = 247)	Quantitative research.	Spiritual experience is able to be a predictor of the high and low level of teacher happiness.
Toisuta & Loekmono (2017)	Secondary school teachers from 5 sub-districts in Ambon city, Indonesia (n = 117)	Quantitative research	The relationship of job satisfaction, teacher stress and happiness of middle school religious education teachers
Agustina (2020)	Teachers in Yogyakarta, Indonesia (n = 70)	Quantitative research	Significant positive relationship between authentic happiness and work engagement on inclusive school teachers
Algan & Ummanel (2019)	Preschool teachers in Turkey (n = 208)	Mix method research	Distributed leadership has a positive and significant effect on the quality of work life through organizational happiness.
Moreira-Fontán, et al. (2019)	Teacher (n = 350)	Quantitative research	The teacher's self-confidence in the use of ICT has a relationship with the teacher's positive emotions
Mahipalan & Sheena (2019)	Teacher in India (n = 353)	Quantitative research	Relationships between workplace spirituality, gratitude and subjective happiness.
Bhatia & Mohsin, (2020)	Articles (n = 24)	Literature review	Definition of teacher happiness from the perspective of China ,Pakistan, India, American Latin countries), Turkey and Netherlands

Moscowitz & Dewaele (2019)	Students (*n* = 129)	Quantitative research	Student perception of teacher happiness was significantly linked with students' overall attitude and motivation
De Stercke et al. (2015)	Articles (*n* = 10)	Literature review	Strategies that teachers can do to be happy and can improve the quality of students
Abdullah et al. (2017)	Malaysian teachers (*n* = 167)	Quantitative research	Transformational leadership affective commitment have direct influence towards workplace happiness

Results

Impact of Teachers' Happiness at Work

Based on the results of a review, it was found that teacher happiness had positive impacts. The impact of work happiness on teachers, which has been mentioned in table 2, is discussed in depth which will determine the urgency of research and become the basis for determining the model of happiness at work for Indonesian teachers in the digital era.

Table 2

The Impact of Teachers' Happiness at Work

Impact	Definition	Author
Classroom management	Activities pursued by a teacher to create a conducive classroom situation in order to achieve maximum learning objectives.	İhtiyaroğlu (2018) Kun & Gadanecz (2019)
Student satisfaction	The positive attitude of students toward the teaching and learning process services conducted by the teacher.	Moscowitz & Dewaele (2021)
Student achievement	Increase the capacity of students to achieve the goals that have been set and have high motivation to be involved in the learning process.	İhtiyaroğlu (2018) De Stercke et al (2015) Moscowitz & Dewaele (2021)
Collective efficacy Affective commitment Teacher's innovative	Collective efficacy is the belief of individuals and teams in their ability to perform a job. Affective commitment is the attitude of the teacher to fully support in the school. Innovative behavior is the teacher's willingness to introduce, propose and apply new ideas, products, processes, and procedures.	Abdullah & Ling (2016)

| Health | The physical and psychological health of teachers. | Benevene et al (2018) |
| Work engagement | The behavior of a person to bind himself to a job or organization, which is characterized by having passion, devotion, and appreciation. | Agustina (2020) |

Note. The results of the review found 8 variables about the impact of teacher work happiness. This table is accompanied by definition and the source of the article.

Classroom Management

Research on 384 secondary school teachers in Turkey, conducted by Ihtiyaroğlu (2018), showed that teacher happiness has a positive impact on classroom management. The results of the study indicate that the research subjects had a high level of happiness and classroom management abilities. By having work happiness, the class management profile that is most widely applied by teachers in Turkey is the Appreciation Class Management Profile. This type of classroom management is the best classroom management because the happy teacher allows students the freedom and control to support their autonomy and individuality.

Student Achievements

Teacher quality is one of the important factors for the success of every student in school. A teacher's happiness has a large and positive effect on his productivity and creativity in school. The level of happiness of a teacher greatly determines the productivity and success of the school to be able to survive in achieving competitive advantage.

Results of research conducted by Moscowitz & Dewaele (2021) and De Stercke et al. (2015) explain that students who feel that their teachers are happy with their lives and satisfied with their chosen profession, turn out students with a higher level of achievement and motivation toward the learning process. Happy teacher may be deduced by a variety of different cues, such as smiling, joking, and the ability to regulate the social and emotional atmosphere in the classroom. Happy teachers are teachers who are able to focus when teaching in class. Teachers must have mindfulness skills so that students can feel the positive atmosphere of the teacher. Therefore, based on the results of the study, we can conclude that there is a positive relationship between how students feel about their teacher and how they feel about the subject matter.

Student Satisfaction

The research results of Moscowitz & Dewaele (2021), who based their studies on 129 students from various countries in the world, found that when students assume that their teachers appear to be satisfied with their achievements, they express this satisfaction through their behavior, and this, as a result, positively affects the classroom atmosphere and, by extension, increases students' positive feelings. When teachers are satisfied they enjoy teaching more, and this pleasure becomes contagious to students, so we can surmise that enjoyment in the classroom is generated by the teacher and shared between teachers and students, resulting in students experiencing satisfaction in the classroom learning process.

Collective Efficacy, Affective Commitment, and Innovative Behavior

Research conducted by Abdullah and Ling (2016) on 853 secondary school teachers in Malaysia, found that teacher happiness has a positive impact on teachers' collective efficacy, as well as affective commitment and innovative behavior. The effectiveness of collective efficacy, affective commitment, and innovative behavior can actually influence teachers through the selection of the types of tasks to be achieved collectively, working hard, and being patient when collective efforts fail to produce the expected work.

Health

A teacher's health, both physically and psychologically, is influenced by level of work happiness. A healthy and happy teacher will be able to produce a good quality teaching process. Research conducted by Benevene et al. (2018) on 300 teachers indicated this to be true. The results of this study indicate that happy teachers are less likely to experience

complaints or physical pain. Based on this result indicate a need for policy development to increase work happiness among school teachers and intervene in their working conditions to further promote teacher health.

Work Engagement

The results of the research analysis conducted by Agustina (2020), show that the happiness variable affecting teachers has an impact on work engagement. This research was conducted on 70 teachers of inclusive schools in Indonesia. High work affinity in teachers who teach students will have a positive impact on the teachers' level of resilience when facing various pressures at work. Teachers who have a high work engagement are teachers who want to do their job well appreciation and energy that is seen in the main work performance (in-role) and additional performance (extra-role).

Factors of Teacher Happiness at Work

The results of this systematic review show that teacher job satisfaction can be influenced by several factors (table 3). The following is a more detailed explanation of these factors.

Table 3

Factors of Teachers' Happiness at Work

Factor	Definition	Author
Stress	Unpleasant experiences for a teacher, such as tension, frustration, anxiety, and anger as a result of aspects of work as a teacher	Poor Mahmood (2017) Toisuta & Loekmono (2017)
Creative personality	Personality of individuals who are able to produce new ways of working	Tan & Majid (2011).
Demographic factors	Individual characteristics such as age, gender, income, status, and seniority in teachers	Mertoğlu (2018) Tan & Madjid (2011) Meiza (2016)
Distributed leadership	Leadership based on collaborative (shared) decision making, problem-solving, negotiation, and reflection adopted by groups	Algan & Ummanel (2019)
School climate	The school's ability to create a healthy learning place, a place for students' aspirations that stimulate the enthusiasm and creativity of teachers, and elevates the status of all school members	Abdullah et al (2016) Kun & Gadanecz (2019) İhtiyaroğlu (2018) Mertoğlu (2018) Moreira-Fontán et al (2019)
Teachers' ICT-related self-efficacy	Teacher beliefs that involve positive emotions to be ready to use ICT (Information and Communication Technology)	Moreira-Fontán et al (2019)
Spirituality	Perception of the existence of something transcendent in everyday life and the involvement with transcendent events in everyday life	Aziz (2011) Irianto & Subandi (2015) Mahipalan & Sheena (2018)

		Bhatia & Mohsin (2020)
Job satisfaction	The results of the assessment that cause a person to achieve his work goals or fulfill his basic needs and help determine the extent to which a person likes or dislikes his job	Benevene et al (2018)
		İhtiyaroğlu (2018)
		Gyeltshen & Beri (2019)
		Toisuta & Loekmono (2017)
Quality of work life	Management system approach with the goal of improving the quality of life of employees in their work environment continuously	Toulabi et al (2013)
Transformational leadership	A leadership style that identifies changes that are needed, formulates a vision that will pave the way for changes to be made and implements the plans needed for those changes to happen	Abdullah et al (2017)

Note. The factors of teachers' happiness at work found 10 variables. This table is accompanied by a definition of each of these factors along with the author's source

Stress

Teachers who are happy at work will have a low level of work stress. This finding is in line with the result of two studies conducted by Poormahmood et al (2017) and Toisuta & Loekmono (2017) which explain that happy people are more secure, make decisions easier, have a spirit of partnership, and are satisfied in life. Toisuta & Loekmono (2017) explains that with an increasing workload, teachers experience direct pressure that causes a decreased level of happiness. Poormahmood et al. (2017) explains that happy teachers are those able to use coping strategies, seek social support, and emphasize the positive aspects.

Creative Personality

Creative personality is one of the potentials in humans which is usually interpreted as creativity, the ability to create new things, or the ability to combine various data, information and experiences that already exist within the individual into something new. The creative personality aspect influencing teacher happiness has been investigated by Tan & Majid (2011) using 100 teachers in Singapore. Creative personality includes self-efficacy. When a person has a high level of self-efficacy, he will try hard to complete a task. As a result,

personal achievement and well-being will increase. When performance results are unsatisfactory, people with high levels of self-efficacy will not give up but instead work harder to master challenges.

Demographic Factors

The results of research conducted by Mertoğlu (2018) explain that teacher happiness scores did not differ significantly according to age, marital status, number of children, and income level. However, regarding seniority, research conducted by Tan and Majid (2011) states that teachers with more than a decade of service scored higher in self-creativity or happiness than their colleagues with less than ten years of service. Meiza (2016) explains that teacher happiness for teachers is influenced by teacher status, namely, whether they are permanent employees or not. Therefore, teachers who have permanent employee status will have a higher level of work happiness.

Distributed leadership

Distributed leadership is leadership based on collaborative (shared) decision making, problem solving, negotiating and reflecting all taken in groups. Distributed leadership is a leadership concept that aims to maximize human resources in the organization as optimally as possible. This is achieved by giving each individual joined the opportunity to try to lead in their respective areas of expertise. Therefore, distributed leadership is the

leadership style that most enhances the ability of schools to produce sustainable school quality improvements. The results of the study were obtained from research on 208 preschool teachers and suggest that this distributed leadership needs to be investigated in primary and secondary school teachers (Algan & Ummanel, 2019).

Organizational or School Climate

Abdullah et al. (2016) conducted an exploratory study of happiness in the workplace from the perspective of Malaysian teachers, using the performance-welfare model (Pryce Jones, 2010) which then found that school climate is an important factor determining teacher happiness in Malaysia. Kun and Gadanecz (2019), who also conducted an exploratory study on 297 primary, kindergarten, and inclusive school teachers, also found that one of the determinants of happiness at work is a school climate where people support and share with each other. Moreira-Fontán et al. (2019) found that school support for implementing innovation made teachers feel comfortable. In addition, teachers who are more satisfied with the level of support provided by the administrator, show a more positive attitude toward teaching. In accordance with the theory of happiness at work, in general, this suggests that organizational climate is an important area to be studied (Fisher, 2010).

Teachers' ICT Efficacy

From the results of the research by Moreira-Fontán et al (2019), we found that enjoyment of technology usage was positively correlated with the perceived ease of computer use. However, emotions are contagious, and students are aware of and influenced by the teacher's emotions. Positive emotions occur when teachers are happy to be involved in the use of ICT and make progress in teaching development. With the help of ICT, it will make innovations in education that aims to have new skills in order to balance between educational targets that have been traditional (old) and modern (new). The ability, skills and psychological readiness of teachers will increase effectiveness from the use of information and communication technology (ICT) in schools. The effectiveness of information and communication technology in the learning process makes the learning model is not monotonous so that it does not make students bored or sleepy in absorbing the knowledge given by the teacher.

Spirituality

Based on qualitative research, by Aziz (2011) and Irianto & Subandi (2015), on teachers in Indonesia, we found that spiritual experience was useful in predicting high and low levels of teacher happiness at work, such as finding the meaning of life and motivation to work because of their religious beliefs. The general theme that emerged from the three participants regarding the positive characters they have in supporting happiness when serving as a teacher is the ability to socialize, religion as motivation, openness in cooperation, enthusiasm in carrying out the task and grateful as a teacher.

Research from Mahipalan & Sheena (2018) and Bhatia & Mohsin (2020) mentions that meaning and gratitude are important aspects of spirituality as determinants of teacher happiness. Through the spirituality of the teacher, the teacher will still have positive emotions and be ready to teach in any teaching situation and challenge.

Job Satisfaction

For teachers to become happy with high levels of life satisfaction, improving the process of self-actualization as individuals is recommended. As part of this process, a critical step that a teacher must take is self-awareness, by exploring their personal characteristics. Policy makers in schools would be well advised to meet the physiological and welfare needs of teachers who are at the first step of the self-actualization process. As initial planners of the school environment, principals should create a positive environment, thereby supporting the teacher's need for a sense of school belonging (Benevene et al., 2018; İhtiyaroğlu, 2018; Gyeltshen & Beri, 2019; Toisuta & Loekmono, 2017)

Quality of Work Life

In research on the quality of work life, the focus is on the influence of school services and policies to provide assistance to teachers regarding conflicts between work and school teacher's life. The research of Toulabi et al

(2013) revealed that the components of the quality of work life (payment level, professional, development opportunities, promotion opportunities, management support, involvement in decision making, employment) will increase teacher happiness. Teachers who are happy at work are teachers who perceive a good quality of life namely being grateful or feeling sufficient for income, being able to do a good job without delay, getting enough love and affection from the social and family environment, and having a healthy body. Quality of work-life is also related to teachers who have a positive view of education. This positive view is evidence that teachers have a desire to adapt to whatever challenges they will face.

Transformational leadership

Change is something that is needed in school organizations. Schools must make continuous changes in order to improve the quality of education so that they can compete in the global era. Therefore, teachers as agents of change are required to have a commitment to change. Factors that are thought to be able to encourage teachers to commit to change are transformational leadership and work happiness. Research from Abdullah et al. (2017) shows that well-being in the workplace as a mediator between the principal's transformational leadership and affective commitment to teachers. Thus, principals must wisely manage schools effectively by adopting a transformational leadership style that can develop well-being in the workplace. Transformational leadership is a leadership style that identifies the changes needed, develops a vision that will pave the way for the changes to be made and executes the plans needed for those changes to occur. A leader who has a transformational leadership style must have characteristics including visionary, inspirational and adaptable.

Determinants of Teacher Happiness at Work

There are four studies based on the results of this systematic review that explore the determinants or aspects of teacher work happiness. Two studies are systematic review studies, namely those conducted by Zhongying

(2013) and Bhatia & Mohsin (2020). Two studies are exploratory research conducted by Abdullah et al (2016) and Kun & Gadanecz (2019).

Zhongying (2013) explained that the determinants of teacher happiness based on a pedagogical perspective are optimism, faith and ethics based external factors, namely the pleasure generated by employment and acknowledgment of existence. From a philosophical perspective, the determinant of teacher happiness is optimism, good moral and spiritual qualities. From a psychological point of view, the determinant of teacher happiness is teachers must have the ability to adjust psychologically to work with a high mentality.

The result of a systematic review form Bhatia & Mohsin (2020), there are different meanings from eastern (India, Pakistan, China) and western (USA, Netherlands, Latin America) countries about determinant of teacher job happiness. Teachers in India, Pakistan, and China described job happiness in terms of a comfortable and pleasant environment such as honesty, relationships and support from colleagues. Meanwhile, teachers in western countries explain that job happiness is related to organizational self-development opportunities.

The exploratory research by Abdullah et al. (2016) explained that the characteristics of happiness at work based on research on Malaysia teachers as follows:

1.   Contribution, refers to the work that the teacher does in relation to school organization. There are two aspects, namely inside-out contribution, which consists of the four indicators (achieving teacher goals, having clear goals, raising important issues for teachers and feeling safe in the workplace). The second aspect is an outside-in contribution, containing the four indicators (being ready to hear criticism, receiving positive feedback, feeling valued at work, and respecting the principal).

2.   Faith, refers to the effort or work that the teacher puts in being on the right track and working according to the rules. Confidence includes four aspects, namely, being motivated at work, believing the teacher is effective and efficient, being tenacious in the face of

difficulties, and perceiving that the teacher's work has a positive impact on the world.

3.   School climate relates to the norms, values, and behavior in school organizations. The school climate consists of five aspects, namely, working, liking co-workers, respecting the values of the organization, being fair at work, and managing daily activities.

4.   Teachers' involvement in school work over a long period of time. Teacher involvement consists of four aspects, namely, making work valuable, being interested in work, believing in the vision of the organization, and feeling a strong positive emotional drive.

5.   Confidence, related to completing tasks well, having a high level of self-confidence, and understanding one's past and future roles.

Kun & Gadanecz (2019), who conducted research on 297 teachers in Hungary, explained that the characteristics of happy teachers are having the following characteristics:

1.   Results and success: namely the existence of successful work results in the past, present, and potentially in the future. As such, happy teachers are characterized by successful work and are judged to be successful by their environment.

2.   Assessment of and feedback on the work: having positive feelings due to a positive environment, such as getting positive assessments from students, fellow teachers, parents, and school principals.

3.   Meaningful work: happy teachers are characterized by high levels of motivation and interest in the teaching process, resulting in honest and meaningful work that will affect student learning outcomes.

4.   Social relationships: A happy teacher is one who clearly behaves positively toward anyone.

Discussion

Based on the results of this systematic review, although the literature review of the 23 research articles above has defined the constructs, outcomes and predictors of teacher job

happiness, much more remains to be found in the dynamics of teacher happiness at work. The following are things that can be developed in teacher happiness research in the digital era.

Culture

It is important to see if there are different mechanisms of happiness in other cultures. There are two studies that suggest that research on teacher happiness needs to be investigated in different cultures (Mertoğlu, 2018; Benevene et al, 2015). Benevene et al. (2015) pointed out the lack of studies or research on teacher welfare in Asian countries. This is in accordance with Wesarat et al (2015), who explained that the relationship between independent variables and happiness at work, in any job, needs to be moderated by cultural values. For example, collectivist cultures in Asia, such as Indonesia, are associated with the social environment. Research from Wulandari and Widyastuti (2014), on the factors of work happiness in the non-teaching profession in Indonesia, found that the highest factors were positive relationships with other people. This finding confirms that the concept of relationships with other people is still something inherent in the collective culture so that it reinforces the need for research on work happiness for teachers in Indonesia.

Based on this systematic review, there are still few studies on work happiness for teachers in Indonesia. Research that has been carried out in Indonesia includes a phenomenological study of teacher happiness in Papua (Irianto & Subandi, 2015), research on the relationship between job satisfaction, teacher stress and the happiness of high school religious education teachers in Ambon city (Toisuta & Loekmono, 2017), differences in happiness on teachers with civil servant and honorary status (Meiza, 2016).

Determinant of Teacher Happiness at Work

Although studies of teacher happiness have been carried out to determine teacher job happiness (Zhongying, 2013; Bhatia & Mohsin, 2020; Abdullah et al, 2016; Kun & Gadanecz, 2019) however, it is important to diagnose the determinants of teacher job happiness

comprehensively and specifically according to the conditions of each country in order to bring about a substantive improvement in teacher welfare and overall standards of education in schools. In addition, most of the research results from this systematic review of 23 articles on both primary and secondary data are cross-sectional studies. Happiness at work varies not only between individuals, but also from one point in time to another. Thus, it is important to measure teacher happiness through longitudinal studies, which are likely to provide more comprehensive results.

Multilevel Research

Grounded research from Sezer & Can (2020) on school happiness, explains that there is a need for comprehensive research on teacher work happiness in the digital era because it is expected to be a guideline for creating a quality learning process. Teachers who are happy when working will produce innovative work behavior. Innovative teachers are expected to be more sensitive to educational problems and able to find solutions. Innovative teachers will make new changes in learning so that students are happier and the quality of learning will increase.

Based on the results of the systematic review in this study, research on teacher happiness can be explored from the point of view of the independent (predictor) variable and dependent (criterium) variable. Research on teacher work happiness in the digital era, both as an independent variable and a dependent variable, is needed to research comprehensively by involving individual units and organizational units. This is in accordance with that described by Fisher (2010) explains that research on happiness at work needs to be researched on a multilevel basis, namely, by involving the person unit and organizational unit. In the person unit, research on happiness at work relates to differentiating individuals who are happy at work and those who are not. This is related to personality and efficacy, both of which are the two main factors that create stability in individual happiness at work. An organizational unit is a unit construction that describes collective happiness, such as at a team, work unit, or organization level. The factors included in the organizational unit are

leadership and organizational climate. However, based on a review of 23 articles dealing with work happiness among teachers, researchers found that these studies still separate the person unit and organizational unit. Research on teacher happiness at work, from a person unit perspective, involves researching happiness and life satisfaction within the class management profile (İhtiyaroğlu, 2018), researching demographic factors on teacher work happiness (Mertoğlu, 2018), research on happiness and work engagement (Agustina, 2020), research on teacher happiness, life satisfaction, and work motivation (Gyeltshen & Beri, 2019), and research on creative personality and teacher work happiness (Tan & Majid, 2011). Meanwhile, those related to the organization unit are distributed leadership (Algan & Ummanel, 2019), transformational leadership (Abdullah et al, 2017) and organizational or school climate (Abdullah & Ling, 2016).

Work happiness among teachers as a predictor variable, can be seen based on the results of a systematic review in table 1. Teacher happiness at work as a predictor variable affects the individual level of teachers (innovative behavior, work engagement, affective commitment, and health) and students (student achievement and student satisfaction). In addition, work happiness among teachers as a predictor variable can be related to group impacts such as teacher collective efficacy and positive classroom management. It can be concluded that teacher happiness turns out to not only have a positive impact on the teachers themselves and students, but also has an impact on colleagues and the school environment, because happiness at work can influence and inspire colleagues in the surrounding environment, which referred to as a positive school climate (Barnová, 2015). Based on table 2, the results of a systematic review, the variable of teacher work happiness can also be studied as the dependent variable (criterium). The variables that affect the happiness of the teacher's work happiness also involve individual units and organizational units. Individual unit variables include stress, creative personality, job satisfaction, quality of work life and spirituality. Organizational unit variables include distributed leadership, transformational leadership and school climate.

The role of school climate in influencing work happiness for teachers in the digital era is in accordance with the explanation of Cummings & Worley. (2005) in his book entitled Organizational Development and Change, which explains that schools as educational organizations can be grouped into formal organizations that provide educational services. Communities need educational services for their children to have intellectual, spiritual, emotional and social intelligence. In order to develop this intelligence in a balanced way, schools as formal organizations provide comprehensive services by delivering learning in accordance with the educational curriculum. Within the school, there are principals, vice principals, homeroom teachers, teachers, education staff, students and school committees who interact and work together to achieve educational goals. Cummings & Worley (2005) further explained that the challenges faced by school management are changes in technology and the education system so that it requires psychological readiness of all human resources involved. In improving the positive work behavior of teachers in the organization, it is necessary to support the organizational climate. According to Ivancevich et al (2006) organizational climate involves shared expectations, values and attitudes, and all of these can affect individuals, groups and organizational processes. Sugiarta et al (2013) organizational climate has a positive effect on teacher performance and competency.

Based on the importance of multilevel research on teacher work happiness in the digital era, which must involve individual and organizational factors, the urgency that must be carried out next is research based on the theoretical framework of the social exchange theory. The social exchange theory shows that through reciprocal relationships, happy individuals contribute more to the organization, because they attribute their happiness to the organization. Positive sources possessed by individuals such as personality and job satisfaction, commitment may mediate the relationship between HRM practices and

performance, based on Social Exchange Theory, which has a reciprocal relationship with leadership and organizational climate (Alfes, Truss, Soane, Rees, & Gatenby, 2013, in Fisher, 2010).

Based on the results of this systematic review about the importance of multilevel research to create a comprehensive model for teacher job happiness, Figure 2 presents a multilevel research framework for teacher happiness at work.

Figure 2

Multilevel Framework of the Antecedents and Consequences of Happiness at Work among Teachers
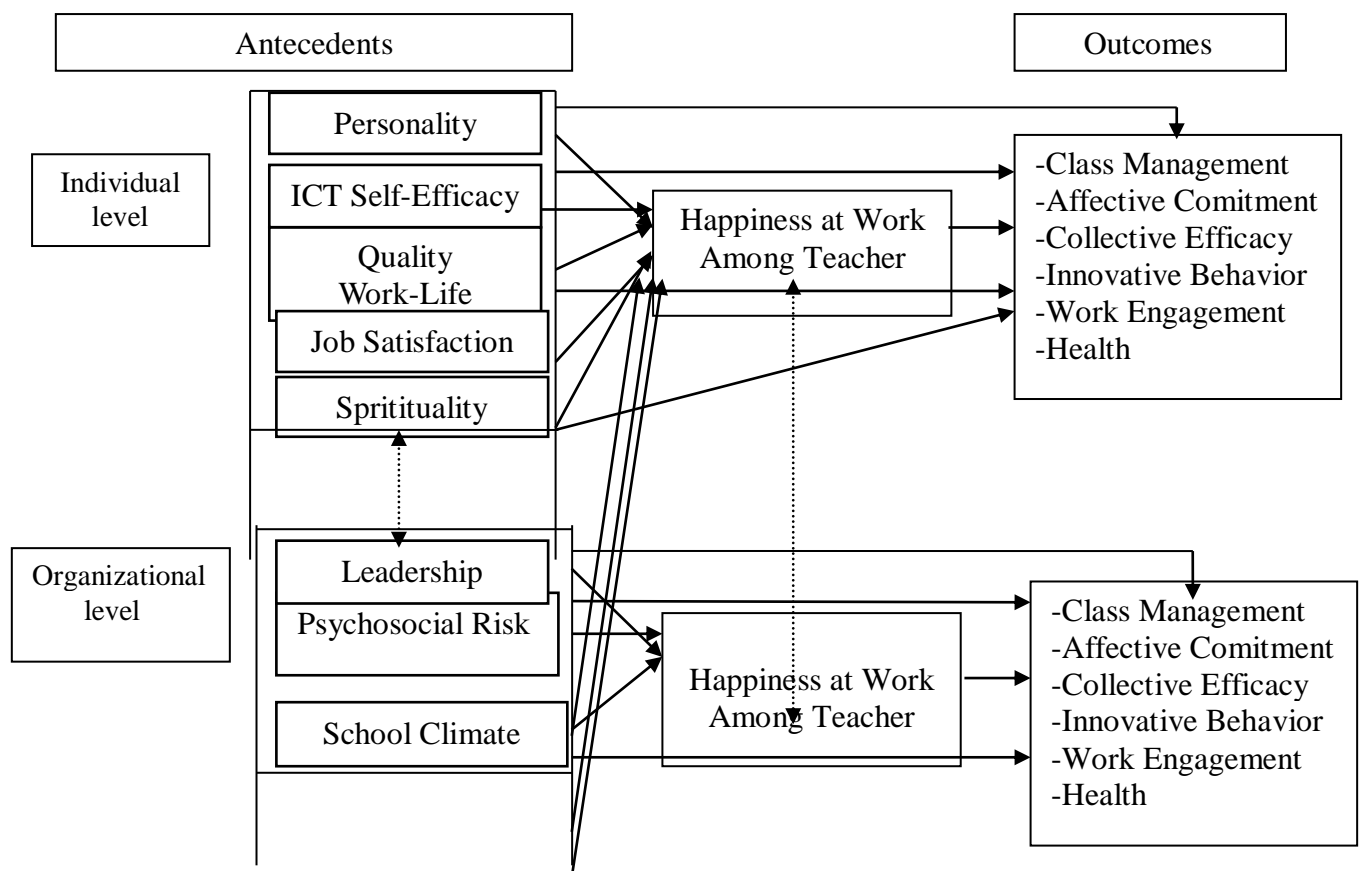
Happiness School Management

The findings of this systematic review with various variables that can be associated with teacher happiness at work, namely the factors and impacts of job happiness, can be used as the basis for developing teacher school happiness management. This systematic review result is in accordance with the explanation of organizational psychology theory from Luthans & Youssef (2007) that job happiness is the main factor for generating innovation in organizations. Gupta & Singh's (2012) research on the importance of being happy at work found that happy individuals tend to be more productive. This means that there is a relationship between productivity and happiness at work.

School happiness management is a framework for developing job happiness development model from Fisher (2010) by involving individual and organizational factors to produce productivity and innovation. Based on the

results of this systematic review, schools can develop school happiness management by involving the following aspects:

1.   School work environment.   School work environment based on the principles of fairness, respect, teamwork, tolerance and solidarity.

2.   School leadership. School leadership should aim to facilitate and promote organizational well-being and technological innovation. Schools can choose the right leadership style to develop a happy work culture at school. Based on the results of this systematic review, distributional leadership and transformational leadership can be selected as aspects of school happiness management.

3.   Individual factor such as self-efficacy and personality. Develop teachers' self-efficacy levels and personality to build their happiness in the workplace can be some of the many ways to further help encourage innovative behavior of teachers, strengthen effectiveness teaching

process, and make learning an interesting activity.

Teacher's measuring tool for work happiness

Another finding that can be developed for further research on work happiness for teachers is the teacher's measuring tool for work happiness. Based on a literature review conducted by Mat et al. (2020), there are five instruments that can be used to measure teacher happiness, namely, Approaches to Happiness, The Authentic Happiness Inventory, iOpener People Performance Questionnaire), Oxford Happiness Questionnaire, and Subjective Happiness Scale. However, the scale above is a general happiness scale, so there is no specific measuring instrument that measures teacher happiness in the workplace.

Implications for Future Research

Based on the results of the systematic review above, this study aims to fill the gap from previous studies related to job happiness for teachers in the digital era. The future research will begin by exploring the determinants of job happiness for teachers in the digital era, discovering the dimensions of teacher job happiness and compiling a model of work happiness for teachers in the digital era.

The results of this study are expected to be able to provide further research ideas to examine the model of teacher work happiness in the digital era in various countries, especially can also be applied in Indonesia. This research model can then be used as the basis for preparing a work happiness intervention program for teachers in the digital era.

Conclusion

The results of this study, happiness at work among teachers in the digital era can be seen as a predictor variable and a criterion variable by involving individual and organizational unit variables so that the resulting research model can be more comprehensive to be used as the basis for preparing workplace happiness intervention programs for teachers involved in digital education era. The results of the research are expected to be used as guidelines to actively create conditions to bring together students teacher professional growth and

student needs by increasing teacher job happiness. Definition, factor, impact and determinant of the teacher happiness must be distinguished from other jobs because the teacher's job is a specific task.

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The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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