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Managing Teacher Well-Being and Early Signs of Quiet Quitting at SDS Walisongo: A Qualitative Case Study

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ABSTRACT

This qualitative case study examines teacher well-being management and reported signs of quiet quitting at SDS Walisongo, Ogan Komering Ilir, South Sumatra. The source reports seven informants (one principal and six teachers), eight observations, and school documents collected from July 1 to August 30, 2026. It describes proportional allocation of duty rosters and extracurricular tasks, brief weekly consultation meetings, principal support, and nonmaterial recognition, including opportunities to lead workshops. Informants also described limiting work to mandatory tasks, reduced initiative and school participation, reluctance to undertake extra duties, and lower participation in professional development. The manuscript connects some accounts to perceived workload imbalance and insufficient recognition. After task mapping and more open communication, one teacher reported greater involvement in extracurricular planning. Interpreted through job demands–resources and self-determination theory, the findings suggest that fairness, voice, relatedness, and professional growth may support engagement. Islamic values of justice, consultation, responsibility, and care inform the local approach. The evidence comes from one school, and the manuscript does not provide enough longitudinal or comparative information to establish that management practices prevented quiet quitting.

Keywords: Teacher Well-Being; Quiet Quitting; School Leadership; Work Engagement; Islamic Elementary School



ABSTRAK

Studi kasus kualitatif ini mengkaji pengelolaan kesejahteraan guru dan tanda-tanda yang dilaporkan terkait quiet quitting di SDS Walisongo, Ogan Komering Ilir, Sumatera Selatan. Naskah sumber melaporkan tujuh informan (satu kepala sekolah dan enam guru), delapan observasi, serta dokumen sekolah pada 1 Juli–30 Agustus 2026. Praktik yang dideskripsikan mencakup pembagian piket dan tugas ekstrakurikuler secara proporsional, musyawarah singkat mingguan, dukungan kepala sekolah, dan penghargaan nonmateri seperti kesempatan memimpin lokakarya. Informan juga menceritakan pembatasan kontribusi pada tugas wajib, penurunan inisiatif dan partisipasi, keengganan menerima tugas tambahan, serta berkurangnya pengembangan profesional. Sebagian pengalaman dikaitkan dengan ketidakseimbangan beban kerja dan kurangnya penghargaan. Setelah pemetaan tugas dan komunikasi lebih terbuka, seorang guru melaporkan peningkatan keterlibatan. Nilai keadilan, musyawarah, amanah, dan kepedulian mewarnai praktik setempat. Bukti satu sekolah ini belum cukup untuk menyimpulkan bahwa praktik pengelolaan tersebut mencegah quiet quitting secara kausal.

Kata kunci: Kesejahteraan Guru; Quiet Quitting; Kepemimpinan Sekolah; Keterlibatan Kerja; Sekolah Dasar Islam

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1. INTRODUCTION

Teacher well-being includes psychological experience, supportive relationships, working conditions, and the capacity to sustain professional work. A systematic review shows that the concept extends across personal, interpersonal, and organizational dimensions (Hascher & Waber, 2021). In schools, workload and available resources shape how teachers can respond to classroom demands.

Quiet quitting is used here as a descriptive term for reported withdrawal of discretionary effort while a person remains in their role. Its meaning requires caution: teachers may reasonably limit unpaid additional work, and such boundaries should not automatically be interpreted as poor commitment. Research with teachers associates occupational stress, burnout, and change fatigue with quiet quitting indicators (Dilekçi et al., 2025).

The job demands–resources perspective connects excessive demands and insufficient support with strain, while resources can support engagement (Bakker & Demerouti, 2017). Self-determination theory highlights autonomy, competence, and relatedness (Ryan & Deci, 2000). These frameworks help interpret workload allocation, recognition, principal support, collegial relationships, and opportunities to grow.

This case study examines how SDS Walisongo manages well-being, what participants identify as signs of reduced engagement, and how support practices are experienced. The school’s Islamic orientation also brings justice, consultation, responsibility, and care into staff relations. The study describes one local setting and does not measure the prevalence or causal prevention of quiet quitting.

2. RESEARCH METHODS

The manuscript describes a qualitative case study at SDS Walisongo in Ogan Komering Ilir, South Sumatra, with data collection from July 1 to August 30, 2026. Its consolidated conclusion specifies seven informants: the principal, identified as KS, and six teachers, G1–G6. The analysis uses those seven informants as reported in the source’s consolidated account.

The source reports semi-structured interviews, eight observations, and documentation. Interviews concerned workload, recognition, principal support, peer relations, opportunities for development, and participation in school activities. Observations focused on the work environment and staff interaction; documents included duty rosters and school participation records. The manuscript does not provide full transcripts or a complete observation schedule.

Data were described as condensed, displayed, and checked through conclusion drawing, with comparisons across informants, observations, and documents (Miles et al., 2019). The source additionally reports member checking with KS, G1, and G3 on August 28, 2026. We distinguish descriptions of observed practices, participant accounts, and the authors’ interpretation.

The seven well-being dimensions used to organize the case are workload, working conditions, recognition, principal support, interpersonal relationships, professional development, and work–life balance. Five indicators of possible withdrawal were considered: limiting extra contributions, reduced initiative, lower school participation, reluctance toward additional work, and reduced professional learning. These are qualitative prompts rather than a validated diagnostic scale.

3. RESULTS AND FINDINGS

The source describes proportional distribution of duty rosters and extracurricular tasks, supported by an observation dated July 22, 2026 and a principal interview dated July 12. The principal associated task allocation with fairness. This account suggests an attempt to address workload, although no hours-worked series or independent assessment of the distribution is supplied.

Principal support included a reported 15-minute Monday consultation meeting and attention to teachers’ concerns. Accounts attributed to G1 and G4 describe the value of being heard. Nonmaterial recognition included trust to lead workshops and an “Inspirational Teacher of the Month” board reportedly observed on August 10. Together these practices represent voice, recognition, and opportunity within the school.

Informants gave examples of reduced discretionary participation: G6 described limiting contribution to obligatory duties; G4 reported less initiative; G5 reluctance toward extra work; and G2 reduced professional development participation. August ceremony attendance records were also cited as evidence of reduced school involvement. These accounts were linked by participants to perceived workload imbalance or insufficient recognition, but the complete records were not supplied.

The consolidated case account reports that, after task mapping and more open discussion, G6 joined extracurricular planning and expressed feeling more involved when listened to. An August

20 observation and August 28 member checking are cited in the source. This is an illustrative account of perceived change, not evidence that quiet quitting was eliminated across the staff.

4. DISCUSSION

Task distribution provides a concrete starting point for well-being management. Job demands–resources theory explains why adding administrative and extracurricular responsibilities without matching time or support may contribute to exhaustion (Bakker & Demerouti, 2017). The principal’s attention to rotating duties is therefore plausible, though the source does not quantify individual loads or show whether the arrangement stayed equitable.

The Monday consultation meeting illustrates how access to the principal may create a channel for teacher voice. Such conversations can reveal scheduling or support needs before they become larger problems. Perceived organizational support has been associated with employee attitudes and well-being in wider organizational research (Rhoades & Eisenberger, 2002). The single-case evidence here describes local experience, not a measured support score.

Nonmaterial recognition may address the experience of being valued while also creating opportunities for competence. Asking a teacher to lead a workshop can signal trust and strengthen professional learning, provided it does not merely add an uncompensated burden. Self-determination theory helps interpret the possible roles of autonomy, competence, and relatedness (Ryan & Deci, 2000).

The five proposed indicators of quiet quitting should be interpreted with care. Declining optional participation may accompany exhaustion or organizational dissatisfaction, but it can also reflect time constraints and legitimate personal boundaries. Dilekçi et al. (2025) identify associations among stress, burnout, fatigue, and quiet quitting in another teacher population. Those associations do not diagnose any particular Walisongo teacher.

The case suggests that teachers’ interpersonal relationships and opportunities for professional growth are relevant to engagement. Reviews of teacher well-being treat the workplace and collegial context as important components (Hascher & Waber, 2021). Sustained professional learning also requires meaningful opportunities to apply and discuss practice (Desimone, 2009). The source names these dimensions, although its strongest specific examples concern workload, leadership, and recognition.

The Islamic values of justice, consultation, responsibility, and care provide language for fair distribution of duties and respectful communication. Their contribution should be examined through concrete decisions: whose workload is adjusted, whose concern is heard, and who can access development opportunities. The manuscript offers examples of these practices but no systematic comparison of staff experiences before and after the changes.

G6’s account of renewed extracurricular planning shows a plausible connection between being heard and willingness to participate. A qualitative case cannot isolate the contribution of consultation from staffing, personal circumstances, or other changes. Broader studies of work engagement distinguish individual experience from organizational outcomes (Bakker & Albrecht,

2018). The appropriate claim here is that participants perceived greater involvement in a reported instance.

The source provides dates and participant codes, but independent verification is limited because full interview extracts, complete logs, and a coded evidence table are unavailable. Future research should present an anonymized evidence matrix, workload records, and repeated observations, and distinguish appropriate workload boundaries from harmful withdrawal.

5. CONCLUSION AND SUGGESTIONS

At SDS Walisongo, the source describes task rotation, weekly consultation, principal support, and nonmaterial recognition. Seven informants provided accounts of teacher engagement and signs of withdrawal, and one teacher reported renewed involvement after more open communication. The case suggests that fairness, voice, and professional support are useful questions for school management.

The evidence remains contextual and does not establish causal prevention of quiet quitting. Further documentation of staff workload, the timing of practices, teachers' differing experiences, and longer-term participation would strengthen the case and help schools evaluate the effects of their well-being efforts.

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