

# The Impact of Side Jobs on Teaching Professionalism among Teachers in Islamic Boarding Schools and Regular Schools

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## ABSTRAK

Penelitian ini menyelidiki dampak pekerjaan sampingan (*moonlighting*) terhadap profesionalisme mengajar di kalangan guru di pondok pesantren dan sekolah umum dengan menggunakan metodologi kuantitatif. Dilaksanakan di Kabupaten Majene dan Polman, penelitian ini melibatkan 109 guru yang dipilih secara acak yang menyelesaikan survei pekerjaan sampingan dan kuesioner profesionalisme guru. Instrumen ini memberikan data tentang partisipasi pekerjaan sampingan, profesionalisme, dan variabel demografi seperti jenis kelamin, jenis sekolah, dan status pekerjaan sampingan. Untuk menganalisis data, analisis statistik deskriptif digunakan untuk merangkum tren utama, mengukur tendensi sentral, dan menilai variabilitas dalam kumpulan data. Selain itu, Analisis Varian (ANOVA) diterapkan untuk menguji perbedaan skor profesionalisme antar kelompok, guna menentukan apakah keterlibatan dalam pekerjaan sampingan atau jenis sekolah memiliki pengaruh yang signifikan secara statistik. Hasil analisis menunjukkan tidak ada perbedaan signifikan dalam skor profesionalisme antara guru dengan dan tanpa pekerjaan sampingan, terlepas dari jenis sekolah. Temuan ini menunjukkan bahwa keterlibatan pekerjaan sampingan tidak berdampak negatif pada praktik profesional guru atau komitmen mengajar. Meskipun tanggung jawab tambahan, guru tampaknya secara aktif mengurangi potensi dampak negatif pada tugas mereka.

## ABSTRACT

This study investigates the impact of side jobs (*moonlighting*) on teaching professionalism among teachers in Islamic boarding schools and regular schools using quantitative methodologies. Conducted in Majene and Polman Districts, the study involved 109 randomly selected teachers who completed a side-job survey and a teacher professionalism questionnaire. These instruments provided data on side job participation, professionalism, and demographic variables such as gender, school type, and side job status. Descriptive statistical analysis was used to summarize key trends, measure central tendencies, and assess variability within the dataset. Additionally, Analysis of Variance (ANOVA) was employed to examine differences in professionalism scores among groups, determining whether side job engagement or school type had a statistically significant effect. The results showed no significant differences in professionalism scores between teachers with and without side jobs, regardless of school type. The findings suggest that side job engagement does not negatively affect teachers' professional practices or teaching commitment. Despite added responsibilities, teachers actively mitigate any potential negative impacts on their duties, maintaining their professionalism across diverse educational environments.

## INTRODUCTION

In Indonesia, the crucial role Islamic boarding schools (IBS) play in the education system is obvious, and this recognition is directly related to the dedicated work of their teachers. Teachers in IBS play an important role in fostering students' intellectual, spiritual, and moral growth in a unique educational atmosphere. They prepare and deliver learning material and create an interactive and conducive classroom atmosphere (Siregar *et al.*, 2023). These teachers, commonly called *ustaz* or *ustazah*, use a holistic approach to education that includes traditional academic courses, religious studies, and Islamic values.

Like regular schools, practical education in IBS is built on the fundamental tenet of teacher professionalism, emphasizing educators' critical role in influencing students' intellectual and personal development. Professionalism means having a clear understanding of one's duties and responsibilities, preparing and planning before taking action, and performing tasks with utmost dedication and competence (Wahyuddin & Ismayanti, 2020). Fundamentally, teachers' professionalism rests on their constant attention to the pedagogical facets of their work. According to Gardner and Shulman in Tatto (2021), a professional teacher has a strong knowledge base, the ability to make ethical and technical decisions under uncertainty, continuous learning through practice, and active participation in professional learning communities to enhance collaboration and skill development. In addition, professional teachers can be characterized by prioritizing their duties in the classroom, maintaining ethical standards, supporting student growth, and creating a healthy learning environment. This commitment enhances students' educational experiences and makes the educational system more credible and effective.

However, the increasing number of part-time teachers poses a serious obstacle to teaching professionalism. Teachers taking multiple jobs are generally motivated by financial constraints (Elshafei, 2022; Klungseth & Anderson, 2024). If the government provides teachers with adequate salaries, they will no longer need to seek side jobs to support their families (Rosmanida *et al.*, 2022). This is relevant to the Indonesian context, where teacher salaries are relatively poor and unequal. Many teachers look for additional jobs because they need extra earnings. This condition is experienced by both IBS and regular school teachers, civil servants, and honorary teachers.

Although taking up side jobs is a typical coping strategy (Mahajan *et al.*, 2024; Samaraweera, 2023), it inflicts a risk on teachers' dedication to their careers. These additional obligations could interfere with teachers' ability to fulfill their school duties. Dissatisfaction with workload, salary, and unfavorable working conditions influences teachers' intentions to resign by negatively impacting their well-being (Mahajan *et al.*, 2024; Steiner *et al.*, 2023).

The fact that so many teachers take side jobs may seem unusual in developed countries because of their significantly higher salary levels compared to their counterparts in less wealthy regions. That means there is less need for teachers in those countries to look for other jobs due to financial constraints. Consequently, research on side jobs among teachers may be limited because they may not be as prevalent as in lower-income or less-developed education nations.

Based on the narrative above, this study aims to investigate the impact of side jobs or moonlighting on teaching professionalism among teachers in IBS and regular schools. The study applies a comparative perspective, so the research hopes to clarify potential differences between IBS teachers and their counterparts in regular schools.

Unlike previous studies highlighting the adverse effects of side jobs, this study examines whether teachers can maintain their professionalism despite additional work commitments. Furthermore, it compares conditions in two different school settings, each with unique institutional characteristics. It provides deeper insights into how workplace factors moderate the impact of side job engagement on teaching performance. Taking the school environment as a variable that influences teacher professionalism is important. Siregar *et al.* (2023) stated that the environment influences teacher performance, which is seen in teaching work. As a result, this study's findings can serve as a valuable reference for policymakers in designing more adaptive educational policies that acknowledge the socio-economic realities of teachers.

This study is of great importance as it delves into crucial matters concerning the relationship between teacher professionalism and involvement in side jobs in the distinct settings of Islamic boarding schools and regular schools. The study offers important insights that can guide educational policies and practices by examining how educators balance their primary obligations and additional work. This is very important as educators, administrators, and legislators looking to improve the general quality of education must comprehend how side job participation affects teacher professionalism.

## Review of Relevant Previous Research

Reviewing relevant previous studies commenced with a meticulous search for patterns of key terms in the online literature. To achieve this objective, the researcher employed two sophisticated software tools: Publish or Perish and VOS Viewer. These tools proved instrumental in systematically identifying gaps within the existing literature while ensuring that the concepts under scrutiny had not been exhaustively explored.

Subsequently, a comprehensive list of references was meticulously compiled from the Google Scholar database, employing key search terms, namely "professionalism of teacher," "side job of teachers," "extra job of a teacher," "teacher part-time," and "Islamic boarding schools." A substantial pool of 500 journal references published between 2014-2024 was gathered and efficiently saved in a RIS file through the Publish or Perish software.

Upon completing this initial phase, the RIS file was imported into VOS Viewer, which yielded a detailed network visualization comprising 98 items, 8 clusters, and 661 links. The visualization features, including network, overlay, and density visualizations, were thoughtfully applied to scrutinize the connections and occurrences of terms within the dataset. The ensuing network visualization vividly portrayed interconnected themes of part-time jobs, Islamic boarding schools, Islamic education, and professional teachers. However, it revealed that these connections, while present, remained relatively weak. Notably, an intriguing observation emerged from this analysis: there was an absence of a direct link between the professionalism of teachers and Islamic boarding schools. This observation underscores the nuanced nature of the relationships within the scholarly discourse on teachers' professional practices and side job engagements, laying the groundwork for a more focused and targeted investigation into these connections.

The following step thoroughly reviews studies pertinent to these topics and research concerns. It is evident from the literature that apart from compulsory educational responsibilities, many teachers frequently take on additional duties or side jobs. Coaching, conducting professional learning, and getting involved with non-teaching activities, including early care work and working with state programs and elections, are examples of these additional tasks (Goss & Sonnemann, 2020). Some teachers might go "out of the area" of their expertise (Bawalla, 2020), which may necessitate extra effort, time, and resources.

Such an option started even before teachers were deployed to schools as Suryani (2021) found that teachers' education students believe that teachers can choose to work in education-related fields (private tutoring, school administration, educational consulting, or part-time teaching at private schools) and education-unrelated jobs (managing small stores, catering services, and agriculture). This indicates that educators taking side jobs for pre-service and in-service teachers look normal regardless of the factors that make them take such jobs.

Having a side job may have an impact on a teacher's professionalism (Kukome, 2021; Tan, 2022). On the one hand, side jobs can hurt the quality of teaching and the overall reputation of the teaching profession because teachers with a second job could lose focus on their primary responsibilities in schools (Suryani, 2021). Consequently, side job engagement may limit teachers' access to professional development opportunities, engagement, and commitment. Moreover, teachers moonlighting can lead to conflicts of interest, misuse of resources, absenteeism, fatigue, and reduced efficiency, ultimately affecting teachers' performance and well-being (Sood, 2023).

On the other hand, some research suggests that combining teaching with another occupation can improve teachers' professional well-being. The positive effect of moonlighting provides teachers with additional income, skill development, networking opportunities, improved job retention, and enhanced productivity in their primary roles (Sood, 2023). Those conflicting assertions compel the researcher to propose a balancing act that teachers with multiple occupations should adopt. Balancing teaching with part-time or extra work can have a significant impact on teachers' well-being, teaching quality, and student achievement (Elshafei, 2022).

Besides side job engagement, it is also important to consider the influence of external factors on teachers' performance in schools. According to Sodiya and Hajiyeva (2022), teachers' job involvement and dedication can be influenced by remuneration, professional identity, professional development system, and school administration structure. The school's workplace professional learning can also influence teachers' attitudes and techniques, which in turn influence the learning experience for students (Park et al., 2023). In addition, a head teacher's managerial skill, workplace culture, and job motivation all affect how professional teachers are (Hasibuan, 2022; Noorhapizah et al., 2023). Therefore, more research is required to understand better the unique effects of combining teaching with another career and the elements that influence teachers' professionalism in various circumstances (Ema, 2023).

Taking a unique characteristic of Islamic boarding schools compared to the regular school environment could be a factor influencing teachers' professionalism. IBS teaches religious knowledge in depth while covering general knowledge, while public schools offer a more extensive curriculum that incorporates subjects other than religious education. IBS also frequently uses a boarding system where students live in dorms, whereas public schools do not typically use this setup. With its 24-hour schooling system and devotion to character development, the boarding school environment provides a controlled and disciplined setting for educators to improve their professionalism (Mardi et al., 2023). However, we are

unsure if this professionalism still exists when *Ustaz* or *Ustazah* have other jobs outside the boarding schools.

**RESEARCH METHOD**

This study applied quantitative methodologies. This method could examine the link between a dependent variable (teacher professionalism) and independent variables (side job and school type).

The study took place in Majene and Polman District. These locations were picked to reflect a wide variety of learning environments. The respondents of this study were 109 teachers recruited randomly. They filled out a side-job survey and a teacher professionalism questionnaire. These research instruments provided quantitative data on side work participation and teacher professionalism. The survey was intended to collect teachers' demographic data and side job engagement. The examples of information asked in the survey were gender, type of school, and side job status.

There were 30 items in the questionnaire to collect data on teacher professionalism. A validity test of teacher professionalism items using Pearson correlation was conducted on 20 teachers in Mamuju Regency. Based on the "correlation" output, the calculated r value for Item\_1 (Pearson Correlation of Item\_1 value with the total score) was 0.769. The next step was to find the r table value for N=20 at 5% significance, 0.361. Because the calculated r-value of item\_1 is 0.769 > r table 0.361, then as the basis for decision-making in the validity test, it could be concluded that item\_1 was valid.

Decision Making was also Based on Sig. Value (2-tailed) with Probability 0.05. Based on the "correlations" output, the Sig. Value (2-tailed) for the correlation of item\_1 with the total\_score was 0.000, which was less than 0.05 (0.000<0.05), and Pearson Correlation was positive, namely 0.769. Based on this criterion, it could be concluded that the item\_1 was valid. Because item number 1 was valid, it could be used as an accurate data collection tool in this study.

The method for analyzing items 2 to 30 was the same as for analyzing question item 1. The validity test results show that 30 questionnaire items were valid.

In addition to the validity test, a reliability test for the questionnaire was also conducted to evaluate its quality. The reliability test for the questionnaire used a sample of 20 cases, with all responses considered valid and no exclusions, indicating complete data. Cronbach's Alpha for the questionnaire was calculated at 0.972, with a standardized items alpha of 0.974 across 30 items. These high-reliability scores suggested an excellent level of internal consistency, meaning the items were highly correlated and reliably measured the intended constructs. A Cronbach's Alpha above 0.972 was generally considered very strong, confirming the questionnaire's quality and suitability for research purposes.

The examples of valid and reliable questionnaire items can be seen in the following table.

**Table 1.** Examples of questionnaire items

No.	Items	SA	A	N	D	SD
1	I deeply understand students based on the principles of cognitive development.					
2	I have a deep understanding of students based on the principles of personality.					
3	I am always able to identify students' prior knowledge.					
4	I have a strong understanding of educational foundations.					
...	...					
30	I have a strong mastery of research steps and critical studies to deepen my knowledge of the subject matter.					

Note: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

Descriptive statistical analysis was employed to summarize and present the quantitative data meaningfully, providing insights into central tendencies, variability, and overall distribution patterns within the dataset. Additionally, Analysis of Variance (ANOVA) was used to examine potential differences in means among groups, enabling the identification of statistically significant relationships or effects between variables.

**RESULTS AND DISCUSSION**

**Results**

**Demographic Data of Participants**

The demographic analysis of the 109 teachers surveyed reveals several key characteristics of this educational workforce. In terms of gender, the sample consists of 60 women (55%) and 49 men (45%),

indicating a slightly higher representation of female educators. The age distribution shows that many teachers are relatively young, with 44 individuals (40%) falling within the 20-30 age bracket. This is followed by 26 teachers (24%) in the 31-40 age range, 23 teachers (21%) aged 41-50, and 16 teachers (15%) who are 51-60 years old.

Regarding teaching experience, 43 teachers (39%) have been in the profession for over 10 years, reflecting a substantial presence of seasoned educators. Conversely, 25 teachers (23%) have 0-1 year of experience, while 23 teachers (21%) have between 6-10 years of experience & 18 teachers (17%) have between 2-5 years. This variation highlights a mix of both novice and experienced teachers within the sample.

**Table 2.** Demographic data of participants

Teacher Attributes		F (N=109)	%
Gender	Man	49	45%
	Woman	60	55%
Age	20-30 years old	44	40%
	31-40 years old	26	24%
	41-50 years old	23	21%
	51-60 years old	16	15%
Teaching tenure	0-1 years	25	23%
	2-5 years	18	17%
	6-10 years	23	21%
	Above 10 years old	43	39%
Teaching level	Elementary School	37	34%
	Junior High School/MTs	33	30%
	High School/MA	39	36%
Types of schools where they teach	Islamic Boarding School	21	19%
	Regular School	88	81%
Have a side job	Yes	62	57%
	Not	47	43%

The teaching levels represented include 37 teachers (34%) in elementary schools, 33 teachers (30%) in junior high schools, and 39 teachers (36%) in high schools, indicating a well-distributed teaching assignment across different educational stages. Additionally, the type of schools where these teachers work shows that 88 teachers (81%) are employed in Regular Schools, while 21 teachers (19%) teach in Islamic boarding schools.

Finally, the data on side employment reveals that 62 teachers (57%) have a side job, suggesting that many educators seek additional income or professional development outside their primary teaching roles. This demographic overview provides a comprehensive understanding of the teachers' attributes and professional environments, contributing valuable insights for further educational research and policy-making.

**Impact of Having a Side Job on Teaching Professionalism**

This study investigates the impact of teachers' side job engagement on their teaching professionalism by exploring whether teachers who engage in side jobs exhibit different levels of professionalism than those who do not. Therefore, an ANOVA test was applied, and its results are displayed in the table below.

**Table 3.** Descriptive Statistics of Professionalism Scores: Between-Subjects Factors

		Value Label	N
School Types	1	Islamic Boarding School	21
	2	Regular School	88
Side Jobs	1	Have Side Job	62
	2	Not Have a Side Job	47

The descriptive statistics reveal slight differences in professionalism scores across the groups. Teachers in Islamic boarding schools who engage in side jobs show a mean professionalism score of 123.85, while those without side jobs have a mean score of 117.50. In Regular Schools, teachers with side jobs have a mean score of 123.24, and those without side jobs score 122.59. These mean differences, however, are minimal, and the standard deviations indicate some variability. We look at the ANOVA results to determine whether these differences are statistically meaningful.

**Table 4.** Descriptive Statistics of Dependent Variable: Teaching Professionalism

School Types	Side Jobs	Mean	SD	N
Islamic Boarding School	Have Side Job	123.85	17.257	13
	Not Have a Side Job	117.50	8.586	8
	Total	121.43	14.644	21
Regular School	Have Side Job	123.24	14.249	49
	Not Have a Side Job	122.59	9.011	39
	Total	122.95	12.148	88
Total	Have Side Job	123.37	14.778	62
	Not Have a Side Job	121.72	9.057	47
	Total	122.66	12.608	109

In the ANOVA Test, a commonly accepted threshold for statistical significance is a p-value of 0.05. If the p-value exceeds 0.05, the effect is considered not statistically significant. Based on the ANOVA results, we can interpret each aspect of the analysis to understand how school type and having a side job may (or may not) influence teaching professionalism. Levene’s Test for Equality of Variances yields a significance value of 0.006, below the standard alpha level of 0.05. This indicates that the assumption of equal variances is unmet, meaning variances in professionalism scores significantly differ across groups. Consequently, the ANOVA results should be interpreted with caution, as unequal variances can compromise the robustness of the analysis.

The Tests of Between-Subjects Effects section provides insight into the central and interaction effects of school type and side job engagement on professionalism scores. First, the main effect of school type has an F-value of 0.504 with a p-value of 0.479, suggesting no statistically significant difference in professionalism between Islamic and Regular School teachers. Similarly, the main effect of side jobs has an F-value of 1.227 and a p-value of 0.271, indicating that having a side job does not significantly impact professionalism scores. The interaction effect between school type and side job engagement, with an F-value of 0.811 and a p-value of 0.370, also shows no significant impact. This suggests that the effect of side job engagement on professionalism does not differ by school type.

**Table 5.** Descriptive Statistics of Univariate Analysis of Variance (ANOVA) test output

Source	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3	82.750	.514	.674	.014
Intercept	1	957143.843	5939.656	.000	.983
School_Type	1	81.245	.504	.479	.005
Side_Jobs	1	197.677	1.227	.271	.012
School_Type * Side_Jobs	1	130.609	.811	.370	.008
Error	105	161.145			
Total	109				
Corrected Total	108				

a. R Squared = .014 (Adjusted R Squared = -.014) a. R Squared = .014 (Adjusted R Squared = -.014)

Partial eta squared indicates the proportion of variance in the dependent variable explained by a particular factor or interaction. Commonly accepted benchmarks for interpreting  $\eta^2$  values are: 0.01 or below = Small effect (minimal practical significance), 0.06 = Moderate effect, and 0.14 or above = Large effect. The partial eta-squared values for school type (0.005), side jobs (0.012), and interaction (0.008) are very low, indicating that these factors explain only a tiny portion of the variance in professionalism scores. This reinforces the finding that neither school type, side job engagement, nor their interaction have a meaningful impact on teaching professionalism.

Therefore, according to the results above, there are no significant differences in professionalism scores across school types or side job engagement groups, nor any interaction effect between these factors. These results imply that professionalism remains relatively consistent regardless of teachers’ engagement in side jobs or the type of school where they teach. Since side job engagement and school type do not affect teaching professionalism, other factors such as personal time management, school support, or individual motivation may be more influential in maintaining teaching standards across different settings.

**Discussion**

This study explored whether teachers who engage in side jobs exhibit different levels of professionalism than those who do not, aiming to understand how secondary employment may affect teachers’ professional responsibilities and teaching quality.

The quantitative results show that while teachers with side jobs had a slightly higher mean professionalism score ( $M = 123.37$ ) than those without side jobs ( $M = 121.72$ ), this difference was not statistically significant. With a p-value more remarkable than the 0.05 threshold in equal and unequal variances scenarios, we conclude that there is no meaningful difference in overall professionalism between teachers with side jobs and those without. This finding suggests that, on average, engaging in a side job does not significantly affect teachers' self-reported professionalism scores.

Despite initial expectations that side jobs might reduce teaching focus and thus professionalism, the data indicates that teachers may be able to maintain similar levels of professionalism regardless of side employment. The impact of side job engagement on professionalism, as revealed by the ANOVA results, suggests that teachers with side jobs do not demonstrate a significant decline in professional standards, which aligns with social identity theory (Rincy & Panchanatham, 2014). Despite the additional demands, teachers' identity as educators remains primary, with professionalism scores indicating that they are committed to upholding quality teaching practices. Their dedication to teaching suggests a hierarchical prioritization of roles, where their identity as educators takes precedence. This prioritization and role management allow them to meet the financial needs that drive their side jobs without compromising their professional responsibilities in teaching.

This finding implies that teachers who manage side jobs do so without compromising key professional responsibilities or that the effects on professionalism vary widely among individuals. In addition, the workload resulting from side work engagement may not reduce teacher professionalism. This result is relevant to Greggs's (2022) finding that most participants in his study, besides occasionally feeling tired, moonlighting had no significant physical, emotional, mental, or psychological impact on their well-being. However, this is contradicted by the finding of Jomuad *et al.* (2021) that workload significantly affects teachers' burnout levels and overall performance. Additionally, teachers' work-life balance will be disrupted, and their performance will suffer if they are overworked (Rashid *et al.*, 2022).

This contradiction can happen when teachers with side jobs can maintain professionalism with close network support. Generally, married teachers are more likely to take on side jobs than their unmarried counterparts to help alleviate family financial burdens (Klungseth & Anderson, 2024). However, many moonlighting teachers have expressed that their family members and friends were largely supportive of their additional work (Greggs, 2022).

Additionally, school leaders may play a vital role in helping teachers manage their work performance. It is the responsibility of a leader to inspire educators to perform at their highest level (Perkasa *et al.*, 2023). Various strategies are employed by school administrations to manage teachers' moonlighting, including teaching supervision, enforcing a fixed timetable, fostering positive relationships among teachers, boosting teacher morale, issuing warning letters, and conducting physical follow-ups (Kukome, 2021).

The results highlight that while side jobs do not significantly impact overall professionalism scores, they can still affect specific aspects of teaching quality and engagement. School administrators and policymakers may consider the following strategies to effectively support teachers in balancing multiple roles. First, offering professional development opportunities in time management and work-life balance could help teachers manage the demands of side jobs without compromising their teaching responsibilities. Second, flexible scheduling or support networks enable teachers to engage in side jobs while maintaining their commitment to teaching duties. Increasing teacher salaries or providing stipends for extracurricular involvement could reduce the need for side jobs, improving teachers' focus and energy for school responsibilities.

## CONCLUSION

The ANOVA analysis of teaching professionalism scores shows no statistically significant difference between teachers with side jobs and those without, regardless of whether they teach at boarding or regular schools. This indicates that side job engagement does not negatively impact teachers' teaching professional practices or their commitment to teaching. The quantitative findings suggest that while side jobs add to teachers' responsibilities, they generally do not hinder their professionalism, as teachers may actively work to prevent any negative impact on their teaching duties.

This study has several limitations. First, the sample size was relatively small, with only four teachers interviewed for qualitative insights, which may limit the generalizability of the findings. Additionally, the study focused on teachers within a specific geographic area and educational context, which may not represent teachers' experiences in other regions or types of schools. Future research could expand the sample size and explore different school contexts to provide a more comprehensive understanding of how teachers manage side jobs alongside their teaching responsibilities. Quantitative studies could also deepen insights by measuring the direct impact of side jobs on teaching performance and student outcomes.

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