

Analysis of Self-Efficacy, Work Motivation, Work Environment, and Teacher Job Satisfaction: Testing the Mediating Role of the Work Environment

Amrizal¹, Adolf Bastian^{2*}, Adi Rahmat³

¹Magister of Management, Graduate Scholl, Lancang Kuning University, Indonesia

²Magister of Management, Graduate Scholl, Lancang Kuning University, Indonesia

³Magister of Management, Graduate Scholl, Lancang Kuning University, Indonesia

Correspondence *:
adolfo@unilak.ac.id

Abstract

Teachers' job satisfaction constitutes a key factor in improving the quality of education; however, empirical realities indicate that many educators in Indonesia continue to face challenges, including low levels of welfare, heavy workloads, and limited supporting facilities. This study was designed to examine the effects of self-efficacy and work motivation on teachers' job satisfaction, with the work environment positioned as a mediating variable. A quantitative research approach was employed through a survey of 100 public junior high school teachers located in Tuah Madani District, Pekanbaru City. Data were analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) technique with the assistance of SmartPLS 3 software. The findings reveal that work motivation has a significant effect on job satisfaction, both directly and indirectly through the work environment, which functions as a partial mediator. In contrast, self-efficacy does not demonstrate a significant effect on job satisfaction, either with or without mediation by the work environment. These results underscore that the achievement of teachers' job satisfaction is highly dependent on the presence of a supportive work environment. Therefore, efforts to enhance teachers' welfare should prioritize strengthening work motivation, fostering a positive work climate, and providing sustained institutional support.

Keywords : Professional Self-Confidence, Work Motivation Drive, Organizational Work Atmosphere, Job Satisfaction

I. Introduction

Education plays a central role in shaping an intelligent, competitive, and morally grounded generation. Law Number 20 of 2003 concerning the National Education System affirms that the primary objective of national education is to develop individual potential, instill character values, and build a dignified national civilization in order to realize the constitutional mandate of educating the nation. Education is also oriented toward fostering learners' capacities so that they become individuals who are faithful and devoted to God Almighty, possess noble character, maintain physical and mental well-being, master knowledge and skills, and demonstrate independence, creativity, and responsibility, both as members of society and as citizens. Within this framework, the role of teachers becomes highly strategic, as the quality of education is closely correlated with the competence and professionalism of educators. The higher the quality of teachers' performance, the better the learning process and students' academic achievement. One factor believed to contribute to teachers' performance is job satisfaction, as satisfied teachers tend to be more dedicated, creative in designing instruction, and strongly committed to their profession (Ainley & Carstens, 2018).

Nevertheless, empirical realities indicate that teachers' job satisfaction in Indonesia continues to face serious challenges. A survey conducted by the Institute for Demographic and Poverty Studies (IDEAS) in collaboration with GREAT Edunesia Dompot Dhuafa in 2024 revealed that approximately 74% of teachers earn below IDR 2,000,000, with a substantial proportion receiving less than IDR 500,000 per month. These figures are significantly below the Provincial Minimum Wage and Municipal Minimum Wage for the same period (IDEAS, 2024). Such low levels of welfare constitute a major source of job dissatisfaction. In addition to income-related concerns, teachers are burdened with excessive administrative tasks, continuous curriculum policy changes, and increasingly complex student behavioral issues influenced by digital technology and social media (Riau Online, 2025). These conditions are exacerbated by limited supporting facilities, weak institutional support, and high teaching loads resulting from the imbalance between the number of educators and institutional needs. This complexity not only affects teachers' psychological well-being but also has the potential to diminish motivation and performance, ultimately impacting the quality of learning in schools.

In the fields of management and educational psychology, teachers' job satisfaction is viewed as the outcome of interactions among multiple factors rather than as an isolated variable. These factors can be categorized into internal and external aspects. Internal aspects include self-efficacy and work motivation, whereas a significant external factor is the work environment (Robbins & Judge, 2017). Self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve specific goals (Bandura, 1997). In the educational context, teachers' self-efficacy is reflected in their confidence in managing classrooms, developing instructional methods, and creating conducive learning environments. Teachers with strong self-efficacy tend to be more persistent, capable of coping calmly with obstacles, and optimistic about achieving instructional goals, thereby potentially enhancing job satisfaction (Klassen & Chiu, 2010). Conversely, teachers with low self-efficacy are more prone to stress, emotional exhaustion, and a tendency to withdraw when confronted with classroom challenges (Schunk, 2012).

In addition to self-efficacy, work motivation is another crucial factor influencing teachers' job satisfaction. Motivation can be understood as the driving force, whether intrinsic or extrinsic, that directs individuals to exert optimal effort in achieving certain objectives (Robbins & Judge, 2017). Herzberg (1966), through the Two-Factor Theory, explains that motivation is shaped by two primary categories: intrinsic factors or motivators (such as achievement, recognition, and responsibility) and extrinsic factors or hygiene factors (including organizational policies, working conditions, and compensation). Teachers with high motivation generally demonstrate strong professional commitment, positive work enthusiasm, and a determination to provide the best possible learning experience for students. Previous studies also indicate that motivation significantly contributes to job satisfaction, as motivated teachers tend to feel satisfied both in terms of professional accomplishment and students' academic success (Liu et al., 2020). However, high motivation alone does not necessarily guarantee job satisfaction if it is not supported by a conducive work environment.

The work environment itself constitutes an external factor with substantial influence on teachers' job satisfaction. This environment encompasses not only physical aspects, such as the availability of school facilities and classroom conditions, but also non-physical dimensions, including the quality of collegial relationships, principals' leadership styles, organizational communication patterns, and the overall work climate (Sedarmayanti, 2009). A healthy and supportive work environment fosters a sense of security, creates comfort, reduces stress levels, and strengthens collaboration among teachers, ultimately promoting job satisfaction (Toropova, Myrberg, & Johansson, 2021). Conversely, unfavorable working conditions—whether due to limited facilities or weak social interactions—can diminish motivation, generate dissatisfaction, and even lead to burnout.

Recent studies suggest that the work environment may function as a mediating variable capable of strengthening or weakening the relationship between internal factors such as self-efficacy and work motivation and job satisfaction (Jung & Woo, 2022; Zakariya, 2020). This implies that even when teachers possess

high levels of self-confidence and strong motivation, optimal job satisfaction may not be easily achieved without supportive working conditions.

Based on the foregoing discussion, this study seeks to address several primary research questions: (1) Does self-efficacy influence teachers' job satisfaction, either directly or through the mediating role of the work environment? (2) Does work motivation affect job satisfaction, both with and without the mediation of the work environment? and (3) To what extent does the work environment function as a mediator in the relationship between self-efficacy and work motivation on job satisfaction? The study focuses on public junior high school teachers in Tuah Madani District, Pekanbaru City, who continue to encounter challenges such as limited supporting facilities, high workloads, and relatively low welfare levels. The primary objective of this research is to analyze the influence of self-efficacy and work motivation on job satisfaction by positioning the work environment as an intervening variable. It is expected that the findings will contribute theoretically to the development of educational psychology and organizational management studies, as well as provide practical implications for policymakers in formulating strategies to enhance teachers' job satisfaction.

This study is grounded in several theoretical frameworks. First, Social Cognitive Theory introduced by Bandura (1997) emphasizes that self-efficacy is a fundamental factor influencing individual behavior. Individuals' beliefs in their capabilities determine their patterns of thinking, levels of motivation, and responses to challenges. In the teaching profession, self-efficacy is closely related to the ability to design instruction, manage classroom dynamics, and resolve issues arising during the teaching process. Teachers with high self-efficacy tend to be more resilient under pressure, consistent in fulfilling their responsibilities, and more satisfied with their work.

Second, this study draws upon Herzberg's (1966) Two-Factor Theory, which posits that job satisfaction is determined by two groups of factors. The first group comprises motivators, including achievement, recognition, and responsibility, while the second group consists of hygiene factors such as compensation, organizational policies, and working conditions. This theory underscores the critical role of intrinsic motivation in fostering job satisfaction. Third, this research also employs the Job Demands–Resources (JD-R) Model proposed by Bakker and Demerouti (2017). The JD-R model asserts that the availability of job resources including a supportive work environment can strengthen the influence of personal factors such as self-efficacy and motivation on job satisfaction. Thus, the interaction between internal and external factors provides a more comprehensive understanding of how teachers' job satisfaction is formed.

The novelty of this study lies in the simultaneous examination of the mediating role of the work environment in the relationship between self-efficacy and work motivation on teachers' job satisfaction. Unlike previous studies that predominantly focused on direct relationships among variables or positioned the work environment as an independent variable (Klassen & Chiu, 2010; Liu et al., 2020; Toropova et al., 2021), this research integrates psychological factors (self-efficacy and work motivation) with organizational factors (work environment) within a comprehensive structural framework. Positioning the work environment as a mediating variable offers a more holistic perspective on the mechanisms underlying teachers' job satisfaction. Furthermore, studies with this specific focus remain relatively limited, particularly within the context of public junior high school teachers in Indonesia. The relevance of this research is further strengthened by its implementation in Pekanbaru City, a region characterized by diverse socioeconomic conditions among teachers, limitations in educational facilities, and regulatory complexities within the education sector. Accordingly, the findings are expected to provide both empirical and practical contributions in formulating strategies to enhance teachers' job satisfaction through strengthening self-efficacy, increasing motivation, and creating a supportive work environment.

2. Literature Review and Hypotheses Development

Teacher job satisfaction has long been recognized as a critical determinant of educational quality and organizational effectiveness in schools. Within the field of organizational behavior, job satisfaction refers to a positive emotional state resulting from the appraisal of one's job or job experiences (Robbins & Judge, 2017). In the educational context, satisfied teachers tend to demonstrate stronger professional commitment, higher instructional creativity, and greater persistence in overcoming classroom challenges (Ainley & Carstens, 2018). Conversely, low job satisfaction may contribute to burnout, absenteeism, and reduced instructional performance.

The formation of teacher job satisfaction is widely understood as the result of interaction between internal psychological factors and external organizational conditions. Among the most prominent internal factors are self-efficacy and work motivation, while the work environment represents a critical external determinant. The present study integrates these dimensions into a comprehensive structural framework in order to explain how teacher job satisfaction is shaped within the context of Indonesian public junior high schools.

Self-efficacy is grounded in Bandura's (1997) Social Cognitive Theory, which posits that individuals' beliefs in their capabilities significantly influence their behavior, effort, resilience, and emotional reactions. In

educational settings, teacher self-efficacy reflects confidence in managing classroom dynamics, delivering effective instruction, and facilitating student learning (Tschannen-Moran & Hoy, 2001). Teachers with high self-efficacy are generally more persistent, innovative, and resilient when facing professional challenges (Schunk, 2012).

Empirical evidence suggests that self-efficacy can positively influence job satisfaction. Klassen and Chiu (2010) found that teachers with stronger efficacy beliefs tend to report higher satisfaction due to their ability to manage job demands effectively. Similarly, Skaalvik and Skaalvik (2011) argued that teachers who feel competent are less likely to experience emotional exhaustion, thereby enhancing job satisfaction. However, other studies indicate that the relationship between self-efficacy and satisfaction may be context-dependent (Van der Heijden et al., 2018). In organizational environments characterized by limited support or inadequate resources, high self-efficacy may not necessarily translate into higher satisfaction. Based on theoretical reasoning and prior findings, the following hypothesis is proposed:

H1: Self-efficacy has a positive and significant effect on teachers' job satisfaction.

Beyond its direct influence, self-efficacy may also shape how teachers perceive their working conditions. Teachers who believe in their capabilities may interpret workplace challenges more constructively and engage more actively in shaping their environment. According to the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2007), personal resources such as self-efficacy can influence how individuals experience job demands and resources. Therefore, self-efficacy may contribute to more positive perceptions of the work environment.

H2: Self-efficacy has a positive and significant effect on the work environment.

Work motivation constitutes another critical psychological determinant of job satisfaction. Herzberg's Two-Factor Theory (1966) differentiates between intrinsic motivators (achievement, recognition, responsibility) and extrinsic hygiene factors (salary, policy, work conditions). Intrinsic motivation, in particular, has been shown to foster satisfaction because it fulfills higher-order psychological needs. Deci and Ryan (2000), through Self-Determination Theory, further argue that autonomous motivation enhances well-being and professional fulfillment.

Within the teaching profession, motivated teachers tend to demonstrate greater dedication and engagement, which in turn enhances their satisfaction levels (Liu et al., 2020). Nelitawati (2021) similarly found that work motivation plays a dominant role in shaping teacher job satisfaction. Therefore, it is reasonable to expect a direct positive relationship between work motivation and job satisfaction.

H3: Work motivation has a positive and significant effect on teachers' job satisfaction.

Motivation may also influence teachers' perceptions of their work environment. Individuals with strong internal drive are more likely to adopt adaptive coping strategies and maintain positive organizational attitudes (Gibson et al., 1996). Yıldız et al. (2020) found that motivated employees tend to evaluate their organizational climate more favorably. In educational institutions, motivated teachers may perceive leadership support, collegial interaction, and organizational policies more positively, thereby reinforcing their sense of workplace comfort.

H4: Work motivation has a positive and significant effect on the work environment.

The work environment itself encompasses both physical and non-physical aspects, including facilities, leadership style, collegial relationships, and organizational communication (Sedarmayanti, 2009). A supportive work environment reduces stress, fosters collaboration, and enhances psychological safety, which ultimately promotes job satisfaction (Toropova et al., 2021). According to the JD-R Model, job resources such as supportive leadership and collaborative climate serve as protective factors that enhance engagement and well-being (Bakker & Demerouti, 2007).

Prior studies consistently demonstrate that work environment significantly influences teacher job satisfaction (Arini et al., 2020; Apriliani & Kurniawan, 2023). Therefore, the following hypothesis is formulated:

H5: The work environment has a positive and significant effect on teachers' job satisfaction.

In addition to its direct impact, the work environment may function as a mediating variable linking internal psychological resources to job satisfaction. Recent research indicates that school climate can strengthen or weaken the relationship between personal attributes and satisfaction (Jung & Woo, 2022; Zakariya, 2020). Even when teachers possess high self-efficacy or motivation, satisfaction may not be fully realized unless the

work environment provides adequate support and opportunities for professional actualization. Accordingly, the mediating hypotheses are proposed as follows:

H6: The work environment mediates the relationship between self-efficacy and teachers' job satisfaction.

H7: The work environment mediates the relationship between work motivation and teachers' job satisfaction.

By integrating Social Cognitive Theory, Two-Factor Theory, and the Job Demands–Resources Model, this study proposes a comprehensive framework in which personal psychological factors (self-efficacy and work motivation) interact with organizational context (work environment) to shape teacher job satisfaction. This integrative perspective provides a more holistic understanding of satisfaction formation within educational institutions, particularly in contexts characterized by structural and resource limitations

3. Method

This study employed a quantitative approach with a survey design to analyze the effects of self-efficacy, work motivation, and the work environment on teachers' job satisfaction, while simultaneously examining the mediating role of the work environment. The research is explanatory in nature, as it focuses on testing causal relationships among variables based on previously formulated hypotheses. The research subjects consisted of public junior high school teachers located in Tuah Madani District, Pekanbaru City.

The data utilized in this study were primary data collected through questionnaires. The research population included all public junior high school teachers in the specified area. Given that the population size was relatively small, a total sampling technique was applied, involving all 100 teachers as respondents. The research instrument was a questionnaire using a five-point Likert scale, comprising four main constructs: self-efficacy, work motivation, work environment, and job satisfaction. The indicators for each construct were adapted from prior studies and were subjected to validity and reliability testing to ensure accuracy and consistency.

The data collection process began with obtaining official permission from school principals. Upon receiving approval, the researcher explained the objectives, benefits, and procedures for completing the instrument to the respondents. The questionnaires were completed independently by the teachers, with the researcher providing assistance to ensure completeness of responses. All collected questionnaires were subsequently checked, coded, and prepared for analysis.

Data analysis was conducted using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS 3 software. This method was selected due to its capability to test models involving mediating variables. The analytical procedures included: (1) evaluation of construct validity and reliability through loading factors, Average Variance Extracted (AVE), and Composite Reliability; (2) assessment of multicollinearity to ensure that no excessive correlations existed among independent variables; and (3) testing of the structural model using path coefficients, R-square values, and significance levels based on t-statistics and p-values. The mediating effect of the work environment was examined using the bootstrapping technique in SmartPLS to determine whether the mediation was full or partial. All statistical tests were conducted at a 5% significance level ($\alpha = 0.05$).

4. Result and Discussion

This study involved 100 public junior high school teachers in Tuah Madani District, Pekanbaru City, selected through a total sampling technique. The demographic composition of respondents provides an important contextual foundation for interpreting the structural relationships identified in the model. The majority of respondents were female (81.7%), reflecting the broader feminization of the teaching profession in Indonesia. Most teachers were within the productive age range of 20–50 years (83%), indicating a workforce that is still professionally active and oriented toward career development. However, nearly half of the respondents were honorary teachers (46.2%), followed by civil servant teachers (36.6%) and government contract teachers (17.2%). This employment distribution is significant, as honorary status is typically associated with lower income stability, limited job security, and fewer institutional benefits, all of which may influence motivational patterns and perceptions of job satisfaction. Additionally, 47% of respondents had teaching experience of less than ten years, suggesting that many participants were still in relatively early career stages, where professional aspirations and adaptation pressures coexist.

The measurement model evaluation confirmed that the research instrument possessed satisfactory psychometric properties. Most indicators demonstrated loading factors above 0.70, indicating strong convergent validity, while several indicators within the 0.50–0.70 range were retained in accordance with acceptable

standards for exploratory social research (Hair et al., 2014). Discriminant validity assessed through the Fornell-Larcker Criterion indicated that the square root of the Average Variance Extracted (AVE) for each construct exceeded its correlations with other constructs, confirming that the variables were empirically distinct. Reliability testing further showed that all constructs achieved Cronbach's Alpha and Composite Reliability values above 0.70, demonstrating internal consistency. Although several indicators exhibited non-normal distribution based on skewness and kurtosis statistics, this does not undermine the robustness of the findings, as Partial Least Squares-Structural Equation Modeling (PLS-SEM) does not require strict normality assumptions.

The structural model revealed that the R^2 value for job satisfaction was 0.697, indicating that approximately 69.7% of the variance in job satisfaction is explained collectively by self-efficacy, work motivation, and work environment. This represents a moderate-to-substantial explanatory power in behavioral and educational research. Meanwhile, the R^2 value for the work environment was 0.286, suggesting that self-efficacy and motivation explain a relatively limited proportion of variance in environmental perceptions. This implies that work environment perceptions are likely influenced by additional organizational and structural variables beyond individual psychological characteristics.

The findings demonstrate that self-efficacy does not significantly influence job satisfaction ($\beta = 0.050$; $p = 0.569$). This result diverges from prior studies that identified a positive relationship between teacher self-efficacy and job satisfaction (Tschannen-Moran & Hoy, 2001; Skaalvik & Skaalvik, 2011). According to Bandura's Social Cognitive Theory (1997), self-efficacy should enhance persistence, effort, and professional fulfillment. However, in this particular context, high confidence in one's professional ability did not automatically translate into greater satisfaction. One plausible explanation lies in the institutional conditions of the schools studied. Many of the public junior high schools in Tuah Madani are relatively new institutions, operating for only three to five years. Infrastructure, administrative systems, and organizational management are still in developmental stages. Under such circumstances, teachers with high self-efficacy may experience limitations in implementing innovative instructional strategies or fully exercising their professional competencies. When expectations regarding institutional support remain unmet, the positive psychological effect of efficacy beliefs may diminish. Thus, dissatisfaction appears to be more strongly associated with structural constraints than with individual competence.

Similarly, self-efficacy did not significantly influence perceptions of the work environment ($\beta = 0.022$; $p = 0.822$). This indicates that teachers' confidence in their professional capabilities does not substantially shape how they evaluate the objective conditions of their workplace. Environmental perceptions appear to be driven more by tangible realities such as facilities, leadership style, administrative systems, and collegial interaction rather than by internal psychological beliefs. In contexts where bureaucratic structures and resource availability are still evolving, subjective confidence alone may be insufficient to transform environmental evaluations.

In contrast, work motivation emerged as a significant predictor of job satisfaction ($\beta = 0.285$; $p = 0.005$). This finding aligns strongly with Herzberg's Two-Factor Theory, which emphasizes the role of intrinsic motivators such as achievement, recognition, and responsibility in fostering job satisfaction. Teachers with high intrinsic motivation appear to derive fulfillment from professional engagement itself, including student progress and instructional success. The predominantly productive-age demographic may further strengthen this relationship, as younger teachers often demonstrate stronger career aspirations and professional growth orientation. Motivation enables teachers to maintain enthusiasm and dedication despite structural limitations, thereby sustaining their sense of satisfaction.

Moreover, work motivation significantly influenced perceptions of the work environment ($\beta = 0.539$; $p = 0.000$). This indicates that motivated teachers tend to interpret their working conditions more positively. Motivation may function as a psychological resource that shapes cognitive appraisal processes, allowing teachers to reframe administrative burdens and facility limitations as manageable challenges rather than insurmountable obstacles. This adaptive mechanism strengthens positive environmental perceptions, which in turn enhance job satisfaction.

The work environment demonstrated the strongest direct influence on job satisfaction ($\beta = 0.608$; $p = 0.000$), making it the most dominant predictor within the model. This finding is consistent with the Job Demands-Resources (JD-R) Model, which posits that supportive job resources reduce stress and enhance well-being. In this study, aspects such as supportive school leadership, harmonious collegial relationships, collaborative culture, and participatory communication appear to serve as critical organizational resources. Teachers who feel valued, supported, and included in decision-making processes are more likely to experience professional fulfillment, even in the presence of workload demands.

The mediation analysis further revealed that the work environment partially mediates the relationship between work motivation and job satisfaction ($p = 0.000$). This indicates that motivation influences satisfaction both directly and indirectly through more positive perceptions of the work environment. Thus, motivation operates through dual pathways: an intrinsic pathway that directly enhances professional fulfillment and an environmental pathway that strengthens positive organizational evaluation. Conversely, no mediation effect was

found between self-efficacy and job satisfaction ($p = 0.817$), reinforcing the conclusion that efficacy beliefs alone are insufficient to generate satisfaction in contexts where structural support is limited.

Overall, these findings suggest that teacher job satisfaction in Tuah Madani District is shaped predominantly by motivational strength and environmental support rather than by personal efficacy alone. The results highlight the contextual nature of psychological constructs: self-efficacy may contribute meaningfully to job satisfaction only when institutional conditions allow teachers to actualize their competencies. In contrast, work motivation demonstrates more consistent and robust influence, particularly when supported by a conducive organizational climate. Therefore, sustainable improvement in teacher job satisfaction requires an integrated strategy that combines psychological empowerment with structural and organizational reform, ensuring that internal drive is reinforced by a supportive and resource-rich working environment.

5. Conclusion

This study demonstrates that teachers' job satisfaction does not solely depend on internal aspects, but is also strongly influenced by the quality of external factors. The work environment has been proven to be a key element in fostering a sense of satisfaction with one's job, while also playing a significant role as a link between internal drives and workplace comfort. Strong work motivation can stimulate positive adaptation and an optimistic attitude toward existing limitations, thereby supporting the attainment of job satisfaction. Conversely, high self-confidence alone will not generate meaningful impact if it is not accompanied by adequate organizational support and facilities. Therefore, enhancing teachers' job satisfaction requires strategies that not only focus on strengthening individual competencies, but also on creating a conducive work climate through structural support, a collaborative culture, and policies that promote teachers' welfare and professionalism.

References

- Ainley, J., & Carstens, R. (2018). *Teaching and learning international survey (TALIS) 2018 conceptual framework*. OECD Publishing.
- Amalia, N., & Pramusinto, H. (2020). Pengaruh persepsi, efikasi diri dan lingkungan keluarga terhadap minat menjadi guru. *Business and Accounting Education Journal*, 1(1), 84–94.
- Apriliansi, E., & Kurniawan, D. (2023). Pengaruh motivasi kerja, lingkungan kerja, dan kepuasan kerja terhadap kinerja pegawai pada PT Sumber Alfaria Trijaya Tbk Cabang Balaraja. *Jurnal Riset Manajemen*, 3(1), 480–492.
- Arini, S., Arafat, Y., & Wahidy, A. (2020). Pengaruh kepemimpinan kepala sekolah dan lingkungan kerja terhadap kepuasan kerja. *Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, 1(2), 1–15.
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands–Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Ghozali, I. (2016). *Aplikasi analisis multivariate dengan program IBM SPSS 23*. Badan Penerbit Universitas Diponegoro.
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland, OH: World Publishing.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.

- IDEAS. (2024). *Hasil survei kesejahteraan guru di Indonesia*. Institute for Demographic and Poverty Studies.
- Jung, J., & Woo, S. (2022). Teachers' job demands, resources and their job satisfaction: Satisfaction with school, career choice and teaching profession of teachers in different career stages. *Teaching and Teacher Education*, 98, 103277.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756.
- Liu, S., Onwuegbuzie, A. J., & Meng, L. (2020). Teacher motivation and job satisfaction in the context of educational reform: A review. *Educational Research Review*, 31, 100361.
- Nelitawati. (2021). Peranan motivasi terhadap kepuasan kerja guru. *Jurnal Pendidikan Tambusai*, 6(2), 77–87.
- Nghi, T. T., et al. (2024). The impact of professional development on teacher motivation, self-efficacy, and job satisfaction. *International Journal of Educational Development*, 98, 102719.
- Nur Rohim, A., & Umam, K. (2020). Pengaruh motivasi kerja dan lingkungan kerja terhadap kepuasan kerja guru. *Jurnal Pendidikan Ekonomi*, 8(2), 164–175.
- Riau Online. (2025). *Guru menghadapi tantangan kesejahteraan dan beban kerja di Pekanbaru*. Retrieved from <https://www.riauonline.co.id>
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson.
- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Boston: Pearson.
- Sedarmayanti. (2009). *Manajemen sumber daya manusia dan produktivitas kerja*. Bandung: Mandar Maju.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Toropova, A., Björk, L., Grönlund, Å., Hyde, M., & Lidhult, M. (2021). Teachers' job satisfaction: The importance of school working conditions and teacher characteristics. *Teaching and Teacher Education*, 105, 103459.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805.
- Van der Heijden, B., et al. (2018). The relationship between self-efficacy and job satisfaction: A meta-analysis. *Journal of Vocational Behavior*, 107, 369–384.
- Yıldız, E., Aydın, E., et al. (2020). The effect of motivation and organizational climate on job satisfaction. *Journal of Education and Learning*, 9(1), 97–106.
- Zakariya, Y. F. (2020). Self-efficacy and job satisfaction among Norwegian teachers: The mediating role of school climate. *Social Psychology of Education*, 23(4), 1103–1126.