

The Influence of Leadership, the Working Environment, Teachers' Competence and Remuneration on Teachers' Job Satisfaction at the Hasyim Asy'ari Foundation in Sukodono, Sidoarjo

Siti Zulaichah¹, Didit Darmawan²

Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Sunan Giri Surabaya, Indonesia¹

Manajemen, Fakultas Ekonomi, Universitas Sunan Giri Surabaya, Indonesia²

zulaichah.263@gmail.com¹, dr.diditdarmawan@gmail.com²,

Kata Kunci:

Kepemimpinan,
Lingkungan Kerja,
Kompetensi Guru,
Kompensasi, Kepuasan
Kerja Guru, Guru,
Sukodono, Sidoarjo

Abstrak

Kompleksitas tuntutan profesional guru di berbagai jenjang pendidikan yang memerlukan pengelolaan SDM sistematis, sementara kajian empiris yang mengintegrasikan faktor manajerial dan profesional secara terpadu masih sangat terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan, lingkungan kerja, kompetensi guru, dan kompensasi terhadap kepuasan kerja guru di Yayasan Hasyim Asy'ari Sukodono Sidoarjo. Penelitian menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian mencakup seluruh guru pada jenjang PAUD, TK, MI, MTs, dan MA sebanyak 60 orang dengan teknik total sampling. Pengumpulan data dilakukan melalui kuesioner tertutup dan observasi. Analisis data menggunakan regresi linier berganda dengan bantuan SPSS yang didahului uji validitas, reliabilitas, serta uji asumsi klasik yang terdiri dari uji normalitas, uji multikolinieritas, uji heteroskedastisitas, dan uji autokorelasi. Hasil penelitian menunjukkan bahwa kepemimpinan, lingkungan kerja, kompetensi guru, dan kompensasi secara parsial maupun simultan berpengaruh positif dan signifikan terhadap kepuasan kerja guru. Nilai adjusted R square sebesar 0,709 mengindikasikan bahwa 70,9% variasi kepuasan kerja guru dapat dijelaskan oleh keempat variabel tersebut. Temuan ini menegaskan bahwa penguatan kepemimpinan transformasional, penciptaan lingkungan kerja yang suportif, peningkatan kompetensi profesional, serta pemberian kompensasi yang adil dan berkelanjutan berkontribusi signifikan terhadap peningkatan motivasi, kenyamanan, dan loyalitas guru. Penelitian ini merekomendasikan pengembangan model manajemen sumber daya manusia berbasis integrasi variabel organisasi dan profesional sebagai strategi peningkatan kepuasan kerja guru pada lembaga pendidikan berbasis yayasan.

Key Word:

Leadership, Work
Environment, Teacher
Competence,
Compensation, Teacher
Job Satisfaction, Teachers,
Sukodono, Sidoarjo

Abstract

This research is driven by the complexity of professional demands on teachers across various educational levels, which necessitates systematic human resource management; yet, empirical studies that integrate both managerial and professional factors into a unified model within integrated educational institutions remain notably limited. The study aims to analyze the influence of leadership, work environment, teacher competence, and compensation on teacher job satisfaction at the Hasyim Asy'ari Foundation, Sukodono, Sidoarjo. Adopting a quantitative approach with a survey method, the research population involves all 60 teachers across PAUD, TK, MI, MTs, and MA levels using a total sampling technique. Data were gathered through closed-ended questionnaires and observations. The analysis utilized multiple linear regression via SPSS, preceded by validity, reliability, and classical assumption tests including normality, multicollinearity, heteroscedasticity, and autocorrelation. The findings reveal that leadership, work environment, teacher competence, and compensation, both partially and simultaneously, exert a positive and significant influence on teacher job satisfaction. An adjusted R-square value of 0.709 indicates that 70.9% of the variation in job satisfaction is explained by these four variables. This confirms that strengthening transformational leadership, fostering a supportive work environment, enhancing professional competence, and providing fair, sustainable compensation contribute significantly to teacher motivation, comfort, and loyalty. The study recommends developing an integrated human resource management model that combines organizational and professional variables as a strategic approach to enhancing job satisfaction within foundation-based educational institutions.

Information Production:

© 2026 by the authors of this article. This work is licensed under an Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



INTRODUCTION

Education is a strategic pillar in national development because it plays a direct role in forming high-quality, adaptive human resources with global competitiveness. In the era of globalization and technological disruption, improving the quality of education has become an urgent necessity to address the challenges of rapid and complex social changes. Amidst the rapid pace of the times, technological access and digital skills serve as important bridges to narrow the gap in

educational opportunities for every individual (Arifin & Darmawan, 2021). Within the national education system, teachers hold a central position as the primary actors determining the quality of the learning process and outcomes. Various contemporary studies confirm that teacher professionalism which encompasses pedagogical, professional, social, and personal competencies is a key factor in educational success (Gusli *et al.*, 2025; Tintingon *et al.*, 2023). These efforts certainly need to be supported by the teachers' ability to utilize social media to disseminate educational publications so that beneficial information can reach the wider community (Darmawan & Fajar, 2024). With adequate competence, teachers are able to implement meaningful learning and contribute to the continuous improvement of educational quality (Suwartini, 2017). herefore, strengthening the capacity of educators through the development of creative teaching modules is highly necessary so that school learning remains relevant and engaging for students (Arum *et al.*, 2024). Thus, it can be affirmed that strengthening teacher professionalism is not only the responsibility of individual educators but also requires systemic support through educational policies, sustainable development, and a conducive learning environment. This is in line with efforts to build students' global awareness through a more active role of social education within the school environment (Hariani & Mardikaningsih, 2022). Through the synergy between increasing teacher competence and sustainable institutional support, national education is expected to produce human resources who are not only academically superior but also possess character, adaptability, and readiness to face future global dynamics.

A teacher's success in carrying out such professional roles is highly influenced by the level of job satisfaction they experience. Teacher job satisfaction is a psychological condition reflecting an individual's evaluation of their work, from both intrinsic and extrinsic aspects. A positive work atmosphere will make an individual feel more valued and enthusiastic in performing their daily duties (Darmawan, 2024). Research over the last decade shows that low teacher job satisfaction correlates with decreased motivation, organizational commitment, and classroom learning quality (Toropova *et al.*, 2021). Conversely, teachers with high job satisfaction tend to demonstrate better performance, loyalty to the institution, and active involvement in school development (Muhtadi & Bunyamin, 2023; Wulur *et al.*, 2024). A calm state of mind and a supportive environment are proven to maintain mental health and encourage positive behavior in service (Khayru *et al.*, 2025). This emphasizes that teacher job satisfaction is a strategic variable that cannot be ignored in efforts to improve educational quality. Tangible support in the form of structured guidance also greatly assists educators in developing their careers and potential in a more directed manner (Chada, 2023). Therefore, serious attention is required from educational stakeholders to create work conditions that are fair, supportive, and sustainable, whether through welfare policies, a positive organizational climate, or professional development opportunities. With the fulfillment of teacher job satisfaction, it is expected that optimal educator performance will be achieved, thereby having a direct impact on improving the quality of learning and the overall achievement of educational goals.

Several previous studies have identified that leadership influences teacher competence (Aziizah *et al.*, 2018; Sutomo & Egar, 2025). The work environment influences teacher job satisfaction (Badawi, 2014; Damayanti & Ismiyati, 2020). Teacher competence influences teacher job satisfaction (Ratnasari *et al.*, 2021; Vinnafatun *et al.*, 2021). Compensation influences teacher job satisfaction (Hakim & Muhdi, 2019; Rasyid & Tanjung, 2020). Comfort in the workplace is indeed the main reason why a teacher feels inclined to stay and is satisfied in teaching (Fachruddin *et al.*, 2023). Based on several research results above, it indicates that leadership, work environment, competence, and compensation can influence teacher job satisfaction. School principals who are able to build effective communication, trust, and a collaborative work climate will increase the teachers' sense of security and comfort in working. Good cooperation between the leader and teachers will create a healthy interaction environment for the emotional development of all school members (Gani, 2025). Furthermore, a conducive work environment including a positive school climate, harmonious interpersonal relationships, and the availability of infrastructure also contributes significantly to teacher job satisfaction (Febrianti *et al.*, 2023; Idris *et al.*, 2022). Good education ultimately aims to change social behavior to become more caring and responsible toward the future (Gautama & Mardikaningsih, 2022). Thus, teacher job satisfaction is the result of the interaction of various interrelated managerial and organizational factors. Effective school leadership, supportive work environment, and the fulfillment of competence and compensation aspects become the important foundation in creating a productive and sustainable work climate. By fulfilling these factors in a balanced manner, teachers will be encouraged to work optimally, improve the quality of learning, and contribute significantly to the achievement of educational goals at the educational unit level.

Besides leadership, work environment, competence, and compensation are important factors affecting teacher job satisfaction. Skilled teachers not only increase their personal satisfaction but also have a major influence on students' learning success (Alamsyah & Darmawan, 2025). Teachers who possess high competence tend to be more confident in implementing learning, able to adapt to technological developments, and feel satisfied with their profession (Jayanti & Heryanda, 2024; Saputra *et al.*, 2019). Discipline and teacher teaching skills are a synergy that plays a significant role in optimizing student learning achievement (Bayhaqi *et al.*, 2025). On the other hand, fair, transparent, and proportional compensation functions as a motivational factor that strengthens teacher satisfaction and work commitment (Anggini *et al.*, 2024). Additionally, teacher competence supported by parental attention also plays a vital role in shaping better student character (Firmansyah & Darmawan, 2023). These conditions were also found at the Hasyim Asy'ari Sukodono Sidoarjo Foundation, an educational foundation that has stood for over 33 years and oversees various levels of education. Based on initial observations, there are issues related to leadership, work environment, competency development, and compensation systems that impact low teacher job satisfaction. One of the challenges faced is how teachers must remain patient and have specific strategies in guiding student behavior to remain polite (Alfaaza *et al.*, 2025). Disproportionate administrative burdens, limited learning facilities, and minimal support for competency improvement amidst

technological developments are real challenges. Based on the review above, this study aims to analyze the influence of leadership, work environment, teacher competence, and compensation on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation.

RESEARCH METHODS

This research uses a quantitative approach with a survey method to analyze the influence of leadership, work environment, competence, and compensation on teacher job satisfaction. Data were collected through the distribution of questionnaires to the teachers of the Hasyim Asy'ari Sukodono Sidoarjo Foundation. The research population includes all teachers at the PAUD, TK, MI, MTs, and MA levels, totaling 60 people. The sampling technique used is total sampling, so that all members of the population serve as research respondents, ensuring that the sample provides a comprehensive representation of the organizational context (Salkind, 2017).

Data collection was conducted through closed-ended questionnaires distributed both directly (hardcopy) and online using Google Forms. The questionnaire contains structured statements to measure the variables of leadership, work environment, competence, compensation, and teacher job satisfaction. Additionally, non-participant observation was also conducted to obtain an empirical overview of the work environment conditions and leadership practices at the research site, providing a more holistic understanding of the social setting (Creswell & Creswell, 2018). The research data sources consist of primary data obtained from the results of questionnaire completion by respondents, as well as secondary data sourced from scientific journals, supporting literature, and internal documents of the Hasyim Asy'ari Sukodono Sidoarjo Foundation.

Data analysis was performed using statistical techniques through several stages. Data quality tests include validity tests using corrected item-total correlation with a criterion value of $\geq 0,3$ and reliability tests using Cronbach's alpha with a threshold of $\geq 0,7$, which is a widely accepted standard for internal consistency in social science research (Hair et al., 2019). Furthermore, classical assumption tests were conducted, including normality tests with Normal Probability Plots, multicollinearity tests through tolerance values and Variance Inflation Factor (VIF), heteroscedasticity tests using scatterplots, and autocorrelation tests with Durbin-Watson. Hypothesis testing was carried out using the t-test to determine the partial influence of independent variables and the F-test to determine the simultaneous influence of independent variables on the dependent variable (Field, 2018). Additionally, the coefficient of determination (Adjusted R^2) was used to measure the ability of the regression model to explain variations in teacher job satisfaction.

RESULTS AND DISCUSSION

Results

The following presents the results of the data analysis processed using SPSS software to test the quality of the collected research data. This data quality testing includes validity and reliability tests. In this study, the validity test was measured using the Corrected Item-Total Correlation method, with a threshold criterion value of 0.3. Based on these provisions, each statement item in the questionnaire is declared valid if its item-total correlation value is greater than 0.3.

Table 1. Results of the Validity Test for Independent Variables

Variable	Indicator	CITC	Status
Leadership (X1)	XI. 1	0.714	VALID
	XI. 2	0.767	VALID
	XI. 3	0.870	VALID
	XI. 4	0.750	VALID
	XI. 5	0.800	VALID
	XI. 6	0.815	VALID
	XI. 7	0.756	VALID
	XI. 8	0.747	VALID
	XI. 9	0.805	VALID
	XI. 10	0.789	VALID
Work Environment (X2)	X2. 1	0.715	VALID
	X2. 2	0.787	VALID
	X2. 3	0.758	VALID
	X2. 4	0.801	VALID
	X2. 5	0.751	VALID
	X2. 6	0.689	VALID
	X2. 7	0.806	VALID
	X2. 8	0.675	VALID
Teacher Competence (X3)	X3. 1	0.544	VALID
	X3. 2	0.781	VALID
	X3. 3	0.573	VALID
	X3. 4	0.451	VALID
	X3. 5	0.520	VALID
	X3. 6	0.652	VALID
	X3. 7	0.577	VALID
	X3. 8	0.711	VALID
	X3. 9	0.737	VALID

Variable	Indicator	CITC	Status
Compensation (X4)	X3. 10	0.610	VALID
	X4. 1	0.717	VALID
	X4. 2	0.859	VALID
	X4. 3	0.866	VALID
	X4. 4	0.797	VALID
	X4. 5	0.912	VALID
	X4. 6	0.906	VALID
	X4. 7	0.844	VALID
	X4. 8	0.850	VALID
	X4. 9	0.886	VALID
Job Satisfaction (Y)	X4. 10	0.842	VALID
	Y. 1	0.652	VALID
	Y. 2	0.826	VALID
	Y. 3	0.791	VALID
	Y. 4	0.837	VALID
	Y. 5	0.808	VALID
	Y. 6	0.809	VALID
	Y. 7	0.771	VALID
	Y. 8	0.759	VALID
	Y. 9	0.712	VALID
	Y. 10	0.587	VALID

Based on the presented validity test results, all statement items for the variables Leadership (X1), Work Environment (X2), Teacher Competence (X3), Compensation (X4), and Job Satisfaction (Y) are declared VALID. This is because the Corrected Item-Total Correlation (CITC) values for each indicator are consistently above the standard threshold of 0.30. In more detail, the Compensation variable (X4) shows the most prominent level of validity with a CITC value reaching 0.912, while the Teacher Competence variable (X3) has a more moderate distribution of values but remains within the valid category. Thus, it can be concluded that the instrument used is capable of accurately measuring the function of each variable, making all indicators feasible for research data collection and suitable to proceed to the reliability analysis and subsequent hypothesis testing stages.

After the validity testing requirements are met, the next step is to conduct a reliability test. This test aims to ensure the consistency of the research instrument, so that the questionnaire continues to yield stable results even when used in repeated measurements. The decision-making criterion in this test is based on the Cronbach's Alpha value; if the value is greater than 0.7, the instrument is declared reliable. Conversely, if the Cronbach's Alpha value is smaller than 0.7, the instrument is considered inconsistent. The results of the data processing using SPSS 27 software are presented as follows:

Table 2. Results of the Variable Reliability Test

NO	Variable	Cronbach Alpha	Status
1	Leadership (X1)	0.947	Reliabel
2	Work Environment (X2)	0.920	Reliabel
3	Teacher Competence (X3)	0.877	Reliabel
4	Compensation (X4)	0.966	Reliabel
5	Job Satisfaction (Y)	0.937	Reliabel

Based on the reliability test results presented in Table 2, it is known that all research instruments used have a very high level of consistency. Referring to the decision-making criteria with a Cronbach's Alpha threshold of 0.70, the data processing results show that the five research variables are well above the established reliability standard. The Compensation variable (X4) recorded the highest value at 0.966, followed by Leadership (X1) at 0.947, Job Satisfaction (Y) at 0.937, and Work Environment (X2) at 0.920. Meanwhile, the Teacher Competence variable (X3), although in the lowest position among the others, still demonstrates a very strong level of reliability with a value of 0.877. Thus, it can be concluded that all questionnaires in this study are statistically reliable and consistent, so the instruments are dependable for use in repeated measurements and data analysis in the next stage.

The next step is the classical assumption test, which consists of the normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test. The first test is the normality test, which aims to analyze whether the data is normally distributed or not by using the Probability Plot (P-plot) method as follows:

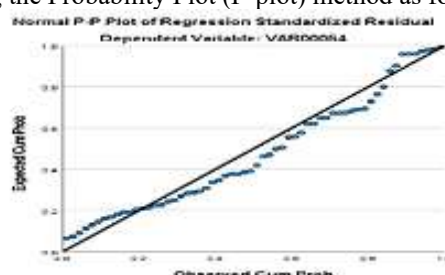


Figure 1. Results of the Probability Plot Test

Based on the normality testing using the Normal Probability Plot (P-Plot) method, the results of the analysis indicate that the regression model has fulfilled the normality assumption. This can be seen from the distribution pattern of the dots on the graph, which consistently spread around the diagonal line and follow the direction of the diagonal line from the bottom left corner to the top right. Since the data or dots do not spread far or deviate extremely from the diagonal line, it can be concluded that the residual values in this study are normally distributed. With the fulfillment of this normality assumption, the regression model is declared feasible and meets the requirements to be used in statistical testing in the next stage of analysis.

The next step is the multicollinearity test, which aims to examine whether or not there is a strong correlation between the independent variables within a regression model. Using VIF scores as follows:

Table 3. Results of the Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X.1	.960	1.042
	X.2	.464	2.155
	X.3	.450	2.224
	X.4	.545	1.834

Based on the multicollinearity test results presented in Table 3, it is known that this regression model does not experience multicollinearity symptoms, or no linear correlation was found between the independent variables. This is evidenced by the Tolerance and Variance Inflation Factor (VIF) values for the four variables Leadership (X1), Work Environment (X2), Teacher Competence (X3), and Compensation (X4) all of which meet the specified threshold requirements. In detail, all variables have Tolerance values well above 0.10, with the lowest value being 0.450 for variable X3, and VIF values that are all below the number 10, where the highest value only reaches 2.224 for variable X3. Thus, it can be concluded that the independent variables in this study are independent of one another, so the regression model is declared valid and reliable for further analysis without interference from relationships between independent variables.

The next step is the heteroscedasticity test to ensure that the residual variance remains consistent. A good model must not exhibit symptoms of heteroscedasticity. In this study, the testing was conducted by observing the distribution pattern of points on a scatterplot graph. If the points spread randomly above and below the number 0 without forming a specific pattern, then the assumption is fulfilled. The testing results are as follows:

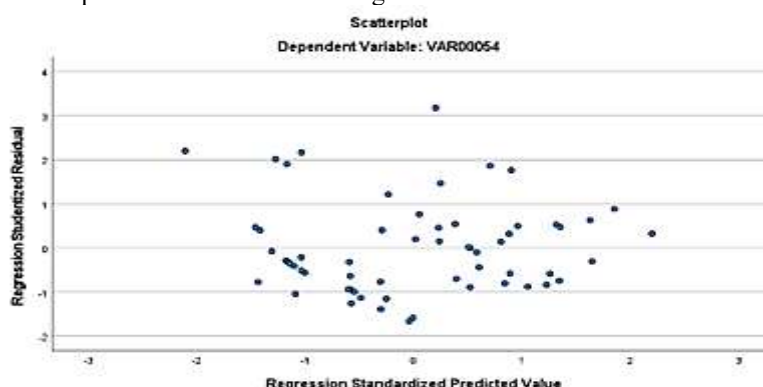


Figure 2. Scatterplot Results

Based on the results of the heteroscedasticity test using the Scatterplot graph in Figure 2, it can be concluded that the regression model in this study does not experience symptoms of heteroscedasticity. This is evidenced by the distribution pattern of the points on the graph, which are scattered randomly, both above and below the number 0 on the Y-axis, and do not form any specific regular pattern (such as waving, widening then narrowing, or a line pattern). With the absence of a clear pattern and the points being evenly distributed, it can be confirmed that the residual variance from one observation to another is homogeneous or constant. The fulfillment of this non-heteroscedasticity assumption indicates that the regression model used is feasible and possesses good accuracy for predicting the dependent variable in the research.

The next stage in the series of classical assumption tests is the implementation of the autocorrelation test through the Durbin-Watson method. This procedure is conducted to verify that there is no correlation between the disturbance errors in a certain period and those of the previous period, so that the resulting regression model has a high level of validity. Through the results of these statistical calculations, researchers can guarantee that the analyzed data has met the criteria for independence between residuals.

Table 4. Results of the Autocorrelation Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.854 ^a	.729	.709	3.39041	1.933

Based on the autocorrelation test results in Table 4, a Durbin-Watson (DW) value of 1.933 was obtained. This value indicates that the regression model is free from autocorrelation issues as it falls within the ideal range of -2 to +2. This means that there is no correlation between the disturbance errors in the current period and the previous period, thus the assumption of independence between residuals is fulfilled and the model is declared reliable.

In addition, an R value of 0.854 indicates a very strong relationship between the independent variables (Leadership, Work Environment, Teacher Competence, and Compensation) and the dependent variable (Job Satisfaction). The strength of this influence is further confirmed by an R Square value of 0.729, which means that these independent variables simultaneously account for 72.9% of the variation in Job Satisfaction, while the remainder is influenced by other factors outside the model. With a Std. Error of the Estimate value of 3.39041, this model has a good level of predictive accuracy because the standard deviation of the data is relatively small. Overall, these results show that the regression model not only meets the classical assumption requirements but also possesses high and valid predictive power in explaining the factors that influence job satisfaction.

The next step in the data analysis is to perform multiple linear regression analysis to prove the research hypotheses formulated through the t-test, F-test, and the coefficient of determination test. This testing aims to determine the extent of the influence of the independent variables on the dependent variable, both partially and simultaneously. Presented below are the data processing results using SPSS software for the t-test to observe the significance of the influence of each variable individually.

Table 5. Results of the t-test

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	5.053	6.050		.835	.407		
	X.1	.269	.091	.305	2.958	.005	.464	2.155
	X.2	.248	.121	.260	2.047	.045	.960	1.042
	X.3	.345	.094	.383	3.655	.001	.450	2.224
	X.4	.224	.083	.256	2.693	.009	.545	1.834

Based on the partial hypothesis testing results (t-test) in Table 5, it can be concluded that all independent variables have a significant influence on Job Satisfaction (Y) because each possesses a significance value smaller than the 0.05 threshold. In detail, the Leadership variable (X1) has a significance value of 0.005 with a regression coefficient of 0.269, meaning that Leadership has a positive and significant effect on Job Satisfaction. The Work Environment variable (X2) shows a significance value of 0.045 with a coefficient of 0.248, thus declared to have a significant influence. Furthermore, Teacher Competence (X3) is the variable with the strongest statistical influence, as indicated by the smallest significance value of 0.001 and the highest regression coefficient of 0.345. Lastly, the Compensation variable (X4) is also proven to have a significant effect with a significance value of 0.009 and a coefficient of 0.224. Consequently, these results indicate that an improvement in the quality of leadership, work environment, teacher competence, or compensation will each provide a real contribution to increasing the respondents' job satisfaction partially.

The next step is to conduct the F-test to verify whether all independent variables in this model have a simultaneous influence on the dependent variable. This testing aims to ensure the research model's goodness of fit in predicting fluctuations in the Job Satisfaction variable through the combination of Leadership, Work Environment, Teacher Competence, and Compensation variables. With the fulfillment of this test, it can be confirmed that the proposed regression model is statistically appropriate to explain the phenomenon being studied.

Table 6. Results of the F-test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1696.516	4	424.129	36.897	.000 ^b
	Residual	632.217	55	11.495		
	Total	2328.733	59			

Based on the test results in Table 6, an F-calculated value of 36.897 was obtained with a significance level of 0.000. Since this significance value is much smaller than the 0.05 threshold, it can be concluded that the variables of Leadership (X1), Work Environment (X2), Teacher Competence (X3), and Compensation (X4) collectively (simultaneously) have a significant influence on Job Satisfaction (Y). These results indicate that the regression model used is appropriate (fit) and proves that the combination of these four management factors is a strong predictor in determining the level of job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation.

The next step is to conduct the coefficient of determination test to measure the model's ability to explain the variation in the dependent variable. This test focuses on the Adjusted R Square value because it provides a more accurate picture of the contribution of the independent variables in this study. The calculation results can be seen in the following table:

Table 7. Results of the Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.854 ^a	.729	.709	3.39041	1.933

Based on the analysis results in Table 7, an Adjusted R Square value of 0.709 or 70.9% was obtained. This indicates that the Job Satisfaction variable at the Hasyim Asy'ari Sukodono Sidoarjo Foundation is simultaneously influenced by the variables of Leadership (X1), Work Environment (X2), Teacher Competence (X3), and Compensation (X4) by 70.9%. Meanwhile, the remaining 29.1% (resulting from 100% - 70.9%) is explained by other factors outside of this research model that were not observed. This high determination figure indicates that the constructed regression model has a strong ability to predict the respondents' level of job satisfaction.

Discussion

The Influence of Leadership on Teacher Job Satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation

The research results show that leadership has a significance score of 0.005. Since the variable value does not exceed the 0.05 threshold, it can be stated to have an influence. This indicates that there is a positive and significant influence of leadership on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation. A leader in a school is indeed the primary determinant in directing the work spirit of teachers (Karina *et al.*, 2015). This finding is in line with research results showing that leadership has a significant influence on teacher job satisfaction (Aziizah *et al.*, 2018; Merdiana *et al.*, 2022; Rahayu, 2017). This is because leadership has a positive and significant effect on teacher job satisfaction. The influence of leadership on teacher job satisfaction is a widely discussed topic in the field of educational management. Leaders who are able to provide direction, inspiration, emotional support, and recognition will create a more positive work environment for teachers. Visionary, inspiring, and empowerment-oriented leadership is capable of creating a positive work climate, increasing a sense of belonging, and strengthening teacher commitment to the organization. Additionally, the role of school leaders is crucial in triggering staff work motivation so that educational goals can be achieved together (Musthofa & Darmawan, 2024). The implementation of leadership that encourages change is also increasingly important for building more effective digital communication within the educational environment (Hariani *et al.*, 2025). Thus, strengthening leadership capacity in educational management serves as a strategic step to support teacher well-being and the sustainable improvement of educational quality.

Optimal leadership is believed to be capable of significantly increasing teacher job satisfaction through the implementation of effective communication, emotional support, and measurable professional empowerment. An active leadership style plays an important role in creating a positive work environment, which in turn strengthens motivation and a sense of belonging among educators. This high level of teacher satisfaction will provide a multiplicative impact on the foundation's educational system, particularly on the quality of Islamic Religious Education (PAI) learning. Theoretically and practically, effective leadership functions as the main driver in increasing teacher motivation and commitment. This is manifested through the creation of a healthy and supportive work atmosphere, the provision of a fair reward system, and support for active involvement in professional development (Alzahra *et al.*, 2025; Darmansah *et al.*, 2024; Faoziyah & Muslihun, 2025). Thus, optimal leadership holds a strategic role in building an educational ecosystem oriented toward the balance between organizational performance and individual well-being. The leader's success in integrating these various supporting factors will ultimately lead to an improvement in learning quality and the achievement of sustainable national education goals.

The Influence of Work Environment on Teacher Job Satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation

Based on the research results, the Work Environment has a significance score of 0.045, which means the variable value does not exceed 0.05; thus, it is considered to have an influence. Therefore, the work environment has a positive and significant influence on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation. A good and supportive work environment in the educational process at the Hasyim Asy'ari Sukodono Sidoarjo Foundation will have an impact on every teacher, so that teachers find satisfaction in working at the institution. A stable workplace condition greatly influences the discipline and performance of an educator in the long run (Darmawan, 2015). These research findings are consistent with results showing that the work environment has a positive and significant influence on teacher job satisfaction (Badawi, 2014; Damayanti & Ismiyati, 2020; Nurhasanah *et al.*, 2024). These results indicate that a good work environment can increase teacher motivation levels and productivity, reduce stress and burnout, and enhance loyalty and commitment to the school. This supportive school atmosphere is also a primary key in maintaining students' enthusiasm for learning in the classroom (Latif, Darmawan, & El Yunusi, 2024). A good and conducive work environment does not only play a role in increasing motivation and teacher productivity but is also capable of suppressing stress levels and work fatigue, as well as fostering loyalty and commitment to the school. Therefore, efforts to create a healthy, safe, and supportive work environment need to be a major focus in school management to support teacher performance and the sustainable improvement of educational quality.

A work environment that is comfortable, clean, safe, with adequate facilities, harmonious relationships between colleagues, and management support makes teachers more inclined to stay and comfortable in carrying out their duties. Factors such as the availability of classrooms, teaching equipment, lighting, ventilation, and supporting facilities have a significant influence on their job satisfaction. When teachers feel supported by a positive environment, their social interactions with students and colleagues will become of higher quality (Rafuiddin & Darmawan, 2023). A good work

environment that supports the ongoing teaching and learning process in the classroom will lead to job satisfaction for teachers during the instructional process. A good work environment that supports the smooth flow of teaching and learning in the classroom plays a crucial role in creating teacher job satisfaction (Green *et al.*, 2025; Mansyur *et al.*, 2025). When teachers feel supported by adequate facilities, a positive school climate, and harmonious work relationships, they will be more comfortable and optimal in implementing instruction. This condition ultimately not only increases teacher job satisfaction but also directly impacts the quality of the process and learning outcomes for students.

The Influence of Teacher Competence on Teacher Satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation

Based on the results of the third variable, Teacher Competence obtained a significance value of 0.001; thus, in this case, the variable value does not exceed the 0.05 threshold, so it is said to have an influence. This means that teacher competence has a positive and significant influence on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation. This finding is aligned with research results showing that teacher competence has a significant impact on teacher job satisfaction (Ardi, 2021; Ratnawati & Efendi, 2020; Vinnafatun *et al.*, 2021). A teacher's proficiency in teaching is indeed a very important fundamental asset for achieving maximum student learning outcome (Latif & Darmawan, 2024; Yanti & Darmawan, 2016). Teacher competence is a fundamental factor in shaping teacher job satisfaction. A high level of competence not only increases teacher confidence in carrying out professional duties but also provides a sense of achievement and appreciation for their abilities. Furthermore, a teacher's understanding of proper classroom assessment is also part of the competence that must be continuously developed (Prasetyo *et al.*, 2022). The alignment of this finding with previous research further strengthens the argument that continuous teacher competence development needs to be a priority for educational institutions, as it has direct implications for job satisfaction, performance, and the quality of learning within the school environment.

Teacher competence encompasses the abilities, skills, and attitudes that a teacher must possess while performing professional duties. Teachers who feel competent in teaching will feel more confident and capable of completing tasks well, resulting in high job satisfaction. This high level of teacher competence impacts increased job satisfaction because teachers feel their work is meaningful and aligned with their expertise (Awang, 2021; Hanifati *et al.*, 2024). The higher a teacher's competence, the greater their opportunity to complete work effectively, receive appreciation, feel satisfied with work results, and grow professionally. The quality of a teacher's personality also influences how student character and morals are formed at school (Mardikaningsih & Hariani, 2016; Niswatin & Darmawan, 2025). Good teacher competence will create an effective and efficient learning process. Teachers who feel capable of performing their duties professionally tend to have high levels of job satisfaction.

The Influence of Compensation on Teacher Job Satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation

Based on the results of the fourth variable, Compensation obtained a significance value of 0.009; thus, in this case, the variable value does not exceed the 0.05 threshold, so it is said to have an influence. This means that compensation has a positive and significant influence on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation. The results of this study are supported by previous researchers showing that compensation has a significant influence on teacher job satisfaction (Damayanti & Ismiyati, 2020; Rasyid & Tanjung, 2020). Providing decent rewards is not just a matter of money, but a form of appreciation for the teacher's dedication and discipline at school (Mubasysyir & Darmawan, 2024). From previous study results, it is stated that in order to increase the level of job satisfaction, high compensation must be provided to the members of an institution.

Adequate compensation for teachers will result in good job satisfaction, making teachers feel valued, financially secure, and motivated. Incentives, allowances, and proper salaries strengthen loyalty and performance. Satisfaction arising from fair compensation will ultimately impact the improvement of overall organizational performance (Yuliana *et al.*, 2016). When teacher job satisfaction increases, the educational process in the institution will improve because good satisfaction will bring a positive impact (Fatthurosi *et al.*, 2024; Fithrie *et al.*, 2023). Compensation is every form of reward received by teachers as a return for the work they have performed; therefore, it will increase the level of teacher job satisfaction so that the institution can properly provide good education to the students in the organization.

The Influence of Leadership, Work Environment, Teacher Competence, and Compensation on Teacher Job Satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation

The results of the multiple linear regression analysis show that all independent variables consisting of leadership, work environment, teacher competence, and compensation have a significant influence on teacher job satisfaction. This is proven through partial testing (t-test), which shows that each variable has a significance value below the required threshold of $\alpha = 0.05$. The leadership variable obtained a significance value of 0.005, indicating that the more effective the leadership style applied, the more teacher job satisfaction tends to increase. This finding indicates that the leader's role in providing direction, motivation, and professional support is an important factor in creating work comfort for teachers (Sirajuddin *et al.*, 2024). Furthermore, the work environment variable obtained a significance value of 0.045, meaning that conducive work environment conditions, both physical and non-physical, contribute to the improvement of job satisfaction. A work environment that is safe, harmonious, and supported by positive interpersonal relationships can encourage teachers to work optimally (Christie *et al.*, 2026). Meanwhile, the teacher competence variable showed the lowest significance value of 0.001, indicating that competence has the most dominant influence compared to other variables. This proves that the combination of competence and appropriate teaching methods is the primary key to

educational success (Darmawan, Andini, & Sholihah, 2026; Mardikaningsih & Darmawan, 2021). This suggests that the mastery of pedagogical, professional, social, and personal skills plays a major role in shaping self-confidence and satisfaction in performing teaching duties (Pujiarti *et al.*, 2023). Meanwhile, the compensation variable obtained a significance value of 0.009, indicating that providing fair and decent rewards, both in financial and non-financial forms, is able to increase the welfare and job satisfaction of teachers. The synergy between a teacher's teaching style and existing facilities is proven to be able to create extraordinary learning motivation for students (Juaini *et al.*, 2024; Safitri & Darmawan, 2023). This finding shows that a compensation system provided fairly, proportionally, and transparently can improve teachers' perceptions of welfare, both in financial aspects such as salary, allowances, and incentives, and non-financial aspects such as awards, performance recognition, and career development opportunities (Muiz *et al.*, 2025). Adequate compensation functions not only as a fulfillment of economic needs but also as a form of institutional appreciation for the professionalism and contribution of teachers in the learning process.

The F-test results show a significance value of 0.000, which is smaller than 0.05; thus, it can be concluded that leadership, work environment, teacher competence, and compensation simultaneously have a significant influence on teacher job satisfaction. This emphasizes that job satisfaction is not influenced by only a single factor, but rather is the result of interactions between various organizational and individual aspects (Maulidiya, 2025). Therefore, efforts to increase teacher job satisfaction need to be carried out comprehensively through strengthening transformational leadership, creating a conducive work environment, continuous competence improvement, and providing proportional compensation. Such an integrative approach is expected to improve performance, professionalism, and the quality of learning in a sustainable manner.

The results of the coefficient of determination test show an adjusted *R square* value of 0.709 or 70.9%. This indicates that the variables of leadership, work environment, work competence, and compensation are able to explain the variation in teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation by 70.9%. Of course, the institution's role in helping new teachers adapt to the world of work also greatly determines their professional resilience (Liwak *et al.*, 2023; Rozikin *et al.*, 2023). Thus, these four variables have a strong contribution in influencing the level of teacher job satisfaction. Meanwhile, the remaining 29.1% is influenced by other variables outside the research model, such as intrinsic motivation factors, organizational culture, workload, work-life balance, and non-formal reward systems not measured in this study. The high value of the coefficient of determination indicates that the regression model used has good explanatory power in predicting teacher job satisfaction. This shows that improving the quality of participative and supportive leadership, creating a conducive work environment, strengthening teachers' professional competence, and providing fair and proportional compensation are strategic factors in increasing job satisfaction. High job satisfaction will ultimately impact improved performance, organizational commitment, and the quality of the learning process in schools.

CONCLUSION

Based on the results of the data analysis and discussion presented, it can be concluded that leadership, work environment, teacher competence, and compensation have a positive and significant influence on teacher job satisfaction at the Hasyim Asy'ari Sukodono Sidoarjo Foundation. These findings provide strong evidence that an educator's job satisfaction does not stand alone, but is rather the result of synergy between a supportive leadership style, a comfortable work atmosphere, the professional proficiency of the teacher, and a reward system that values their dedication. When these four factors are managed well together, the teachers' positive perception of their profession will increase, which ultimately strengthens the pillars of human resource management within the foundation. As a step for future improvement, it is suggested that the Hasyim Asy'ari Sukodono Sidoarjo Foundation remains consistent in strengthening policies that favor teacher welfare and career development. This can be realized through leadership training programs for school principals, improvement of physical facilities and interpersonal relationships at school, as well as the formulation of more competitive and transparent compensation schemes. Continuous efforts in attending to these teacher needs are vital so that educational institutions can retain high-quality and loyal educators amidst the increasingly complex challenges of the educational world. Furthermore, for future researchers, it is highly recommended to expand the scope of this study by exploring other unobserved variables, such as organizational culture, workload, or work-life balance. Using different methodological approaches, for example, through qualitative studies to delve into the deep experiences of teachers or longitudinal research designs, is also very necessary. Such steps aim to monitor changes in job satisfaction levels periodically so that a more comprehensive and in-depth understanding of human resource dynamics in educational institutions can be obtained in the long term.

REFERENCE LIST

- Alamsyah, M., & Darmawan, D. (2025). Pengaruh Kompetensi Guru Terhadap Hasil Belajar Siswa Madrasah Tsanawiyah. *Tsaqofah Ypeðumenu: Darul Yasin Al Sys*, 5(1), 1-13.
- Alfaaza, M. F., Rofiuddin, A. N., & Darmawan, D. (2025). Strategies of Islamic Religious Education Teachers in Overcoming Students' Habit of Swearing and Profanity (Study on Formal and Non-Formal Educational Institutions). *Journal of Islamic Elementary Education*, 3(2), 340-349.
- Alzahra, T. A., Irawan, Y. C., Yoesyifa, K. A., Ramadhani, R. A., & Putri, S. R. (2025). Implementasi Gaya Kepemimpinan Demokratis Kepala Sekolah Dalam Meningkatkan Kinerja Guru di SMK Muhammadiyah Majalaya. *Journal of Administration, Governance, and Political Issues*, 2(1), 1-16.

- Anggini, V., Mustofa, N. A., & Pahrudin, A. (2024). Teacher Professionalism : Opportunities and Challenges in The Education Delivery System Profesionalisme Guru: Peluang dan Tantangan dalam Sistem Penyelenggaraan Pendidikan. *Jurnal 12 Waiheru*, 10(2), 135–148.
- Ardi, H. A. (2021). Pengaruh Kompetensi dan Motivasi Berprestasi Terhadap Kinerja Guru Sekolah Dasar dengan Kepuasan Kerja Sebagai Variabel Intervening. *Jurnal Akuntansi & Ekonomika*, 11(1), 101–108.
- Arifin, S., & Darmawan, D. (2021). Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0. *Journal of Social Science Studies*, 1(1), 163-168.
- Arum, D. S., Hardiyanti, M. T., Noor, T., Wibowo, A., Mardikaningsih, R., & Darmawan, D. (2024). Penguatan Kompetensi Guru dalam Penyusunan Modul Ajar Kurikulum Merdeka. *Ekspresi: Publikasi Kegiatan Pengabdian Indonesia*, 1(3), 25–34.
- Awang, M. I. (2021). Kepuasan Kerja Guru secara Optimal dalam Proses Belajar Mengajar di Sekolah Dasar. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan Dan Penelitian*, 2(3), 98–104.
- Aziizah, D. R., Wirawan, & Thalib, S. (2018). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Kinerja Guru Dengan Kepuasan Kerja Sebagai Variable Intervening. *Jurnal Ilmiah Ekbank*, 1(2), 9–18.
- Badawi, A. (2014). Pengaruh Lingkungan Kerja , Disiplin Kerja , dan Motivasi Kerja terhadap Kepuasan Kerja serta Implikasinya pada Kinerja Guru. *Kontigensi*, 2(1), 17–27.
- Bayhaqi, H. N., Rafsanjani, M. Z., & Darmawan, D. (2025). Pengaruh Kedisiplinan Belajar dan Kompetensi Guru terhadap Prestasi Belajar Siswa. *FONDATIA*, 9(2), 393-408.
- Chada, N. S. (2023). Structured Evaluation in Mentoring Programs for Student Career Development in Higher Education. *Bulletin of Science, Technology and Society*, 2(3), 64–71.
- Christie, O., Tanuwijaya, J., & Nilasari, B. M. (2026). Pengaruh Dimensi EVP dan Ethical Leadership terhadap Employee Loyalty melalui Job Satisfaction pada Guru Sekolah Swasta. *PAEDAGOGIE*, 21(1), 135–152.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Darmansah, T., Siregar, M., Affandi, R. H., Sitorus, L. S., Siregar, N., & Isnaini. (2024). Peningkatan Kinerja Guru Dengan Optimalisasi Peran Kepemimpinan Kepala Sekolah. *PEMA*, 4(3), 138–140.
- Damayanti, E., & Ismiyati. (2020). Pengaruh Kompensasi, Lingkungan Kerja, dan Budaya Organisasi terhadap Kepuasan Kerja Guru. *Economic Education Analysis Journal*, 9(1), 33–49.
- Darmawan, D. (2015). Peranan Motivasi Kerja, Kedisiplinan, dan Lingkungan Kerja terhadap Kinerja Guru SD di Kecamatan Gempol Kabupaten Pasuruan, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(3), 173-182.
- Darmawan, D. & Fajar, A.S. M. (2024). The Role of Social Media in the Distribution and Dissemination of Education Publications in the Digital Age. *Studi Ilmu Sosial Indonesia*, 4(2), 41-58.
- Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.
- Darmawan, D., Al Madury, N. S. S. S., & Najibah, M. A. (2026). Pengaruh Kompetensi Pedagogik Guru dan Motivasi Belajar Terhadap Hasil Belajar Pendidikan Agama Islam Setingkat Sekolah Menengah Pertama. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 12(01), 61-88.
- Darmawan, D., Andini, H., & Sholihah, P. F. (2026). Pengaruh Kompetensi Guru dan Metode Pembelajaran Terhadap Hasil Belajar pada Siswa MTS. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 12(01), 188-208.
- Fachruddin, A., D. Darmawan., & B. A. S. Eddine. (2023). Satisfaction of MI Darul Ulum Tambakrejo Waru Sidoarjo Teachers: The Role of Work Environment and School Compensation. *Jurnal Cahaya Mandalika*, 4(2), 1317-1323.
- Faoziyah, Y., & Muslihun, M. (2025). Manajemen Kepemimpinan Kepala Madrasah dalam Meningkatkan Kinerja Guru di MTs . Nurul Falah Pasanggrahan Petir Serang. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2.
- Fatthurosi, Chamariyah, & Suryani, N. (2024). Pengaruh Pendidikan Terhadap Kepuasan Kerja Melalui Kinerja Guru SMPI Miftahul Ulum Tambelangan Kabupaten Sampang. *Journal of Management and Creative Business (JMCBUS)*, 2(2), 286–302.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Firmansyah, B. & D. Darmawan. (2023). The Importance of Islamic Education Teacher Competence and Parental Attention in Enhancing Students' Character Formation at Nur Al-Jadid ExcellentIslamic High School. *Jurnal Cahaya Mandalika*, 4(2), 1353-1363.
- Febrianti, K., Nurmayanti, S., & Ardana, I. N. N. (2023). Pengaruh Lingkungan Kerja Dan Kepuasan Kerja Terhadap Kinerja Guru Sman 1 Praya. *JMM Unram*, 12(2), 149–164. <https://doi.org/10.29303/jmm.v12i2.775>
- Fithrie, S., Farwitawati, R., & Masirun. (2023). Analisis Faktor-Faktor yang Mempengaruhi Kepuasan Kerja Guru Sekolah Menengah Kejuruan (SMK) Di Riau. *Jurnal Daya Saing*, 9(3), 657–664.
- Gani, A. (2025). Character Education and Children's Socio-Emotional Development in the Social Interaction Environment. *Studi Ilmu Sosial Indonesia*, 5(1), 103-116.
- Gautama, E. C., & Mardikaningsih, R. (2022). Driving Sustainable Behavior Change Through Education and Public Awareness. *Journal of Social Science Studies*, 2(1), 259-264.
- Green, B., Bessie, W., & Lao, H. A. E. (2025). Analisis Faktor-Faktor yang Mempengaruhi Kepuasan Guru terhadap Kinerja dan Lingkungan Kerja. *Pengharapan : Jurnal Pendidikan Dan Pemuridan Kristen Dan Katolik*, 2(2), 47–69.
- Gusli, R. A., Sesmiarni, Z., Lestari, K. M., & Akhyar, M. (2025). Peran Kepala Madrasah Dalam Pengembangan Mutu

- Pendidikan Islam Di MTsN 2 Kota Pariaman. *Management of Education: Manajemen Pendidikan Islam*, 11(1), 41–63.
- Hakim, A. R., & Muhdi. (2019). Pengaruh Motivasi Kerja Dan Kompensasi Terhadap Kepuasan Kerja Guru Smk Swasta Di Wilayah Timur Kabupaten Pematang. *JPIS: Jurnal Pendidikan Ilmu Sosial*, 29(2), 105–115.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Cengage Learning.
- Hanifati, S., Khairani, J., Dalimunthe, S. A., & Wahyuni, S. (2024). Faktor-Faktor yang Mempengaruhi Kepuasan Kinerja Guru. *Jurnal Pendidikan Tambusa*, 8(e3), 48893–48900.
- Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55-60.
- Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025, October). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers* (Vol. 3, No. 1).
- Idris, A. M., Kurniawan, A. W., & Dipotatmojo, T. S. P. (2022). Pengaruh Lingkungan Kerja Terhadap Kepuasan Kerja Guru Sekolah Menengah Pertama. *Pinisi Journal of Art, Humanity & Social Studies*, 2(6), 178–189.
- Jayanti, G. P. J., & Heryanda, K. K. (2024). Pengaruh Kompetensi dan Motivasi terhadap Kepuasan Kerja pada UPTD Pelayanan Pajak dan Retribusi Daerah di Kabupaten Buleleng. *Prospek: Jurnal Manajemen Dan Bisnis*, 6(3), 343–350.
- Juaini, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Fasilitas Belajar Dan Gaya Mengajar Guru dan Lingkungan Belajar Terhadap Motivasi Belajar Siswa MTS NW Kotaraja Lombok Timur, NTB. *Jurnal Cahaya Mandalika ISSN 2721-4796 (online)*, 1890-1909.
- Karina, A., R. Mardikaningsih, & E. Retnowati. (2015). Dampak Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(2), 69-84.
- Khayru, R. K., Issalillah, F., Mardikaningsih, R., Putra, A. R., & Darmawan, D. (2025, October). The Impact of Islamic Digital Literacy on College Students Mental Health and Charity Behavior. In *Proceedings of International Conference on Educational Management* (Vol. 3, No. 1, pp. 103-113).
- Latif, A. & D. Darmawan. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.
- Latif, A., Darmawan, D., & El Yunusi, M. Y. M. (2024). Pengaruh Lingkungan Sekolah, Kompetensi Guru dan Pola Asuh Orang Tua Terhadap Motivasi Belajar Siswa MA Al Fatich Tambak Osowilangun Surabaya. *Jurnal Ilmu Pendidikan Islam*, 23(2), 290-299.
- Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213-222.
- Mansyur, Y. Al, Alimu, B. N., Hibatullah, S. N., & Ali, M. (2025). Lingkungan Yang Higienis Dalam Mendorong Prestasi Belajar Peserta Didik Menurut Teori Hezberg. *Meriva: Jurnal Pendidikan Dan Studi Islam*, 2(1), 69–78.
- Mardikaningsih, R. & M. Hariani. (2016). Peningkatan Hasil Belajar Siswa Dengan Kontribusi dari Kompetensi Kepribadian Guru serta Kreativitas Siswa. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(1), 1-12.
- Mardikaningsih, R. & D. Darmawan. (2021). Peran Kompetensi Pedagogik Guru dan Lingkungan Belajar untuk Meningkatkan Minat Belajar Siswa. *Jurnal Ilmiah Manajemen dan Pendidikan Indonesia*, 8(1), 33-39.
- Maulidiya, L. (2025). Kepuasan Kerja Dalam Organisasi : Sebuah Tinjauan Literatur Sistematis. *Jejaring Administrasi Publik*, 17(c), 71–85.
- Merdiana, O., Dacholfany, M. I., Andayani, S., & Harjoko. (2022). Pengaruh Peran Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Guru Terhadap Kinerja Guru. *POACE: Jurnal Program Studi Administrasi Pendidikan*, 2(2), 124–134.
- Mubasysyir, M. M., & Darmawan, D. (2024). Improving Performance: The Role of Teacher Professionalism and Discipline at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya. *Hikamatzu| Journal of Multidisciplinary*, 1(1), 337-354.
- Muhtadi, M. A., & Bunyamin, I. A. (2023). Pengaruh Kepuasan Kerja Guru dan Kebijakan Sekolah terhadap Peningkatan Efektivitas Manajemen Pendidikan di Sekolah Menengah Pertama di Jawa Tengah. *Jurnal Pendidikan West Science*, 01(11), 681–691.
- Muiz, R. N., Hasan, A. L. A., Zohriah, A., & Muin, A. (2025). Dinamika dan Strategi Implementasi Kompensasi di Satuan Pendidikan. *Jurnal Administrasi Pendidikan Islam*, 07(02), 162–175.
- Musthofa, M. A. R., & Darmawan, D. (2024). School Principal Leadership and Work Environment: Driving Teacher Motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean Foundation. *Hikamatzu| Journal of Multidisciplinary*, 1(2), 46-61.
- Niswatin, K., & Darmawan, D. (2025). Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Akhlak Setingkat Sekolah Menengah Pertama. *TSAQOFAH Vypedumeju: Darul Yasin Al Sys*, 5(1), 40-54.
- Nurhasanah, Ariani, M., & Yuliani, T. (2024). Pengaruh Lingkungan Kerja, Motivasi, Dan Disiplin Kerja Terhadap Kepuasan Kerja Guru Smk Negeri 3 Balikpapan. *Jurnal Media Riset Ekonomi*, 3(1), 23–32.
- Prasetyo, J., M. Irfan, M. Hariani, Y. R. Al Hakim & D. S. Sigita. (2022). Studi Tentang Pemahaman Guru SMP Mengenai Asesmen Autentik. *Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 2(2), 7-2.

- Pujiarti, E., Amiruddin, Ratnasari, Purba, F. D., Ahmadi, K. D., & Mulya, S. (2023). Implementasi Kurikulum Merdeka dalam Meningkatkan Kompetensi Profesionalisme Guru di SMKS 2 Tamansiswa Pematangsiantar. *Jurnal Penelitian, Pendidikan Dan Pengajaran (JPPP)*, 4(1), 11–18.
- Rafiuddin, A. & D. Darmawan. (2023). The Dynamics of Student Social Interaction with Teachers and Peers: Its Influence on Academic Achievement at MA Miftahut Thullab Sampang. *Kabilah: Journal of Social Community*, 8(2), 161–170.
- Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199–212.
- Rahayu, S. (2017). Komunikasi Interpersonal Kepemimpinan Kepala Sekolah Dan Budaya Kerja Organisasi Terhadap Motivasi Kerja Dan Dampaknya Pada Kepuasan Kerja Guru Sekolah Menengah Pertama. *Jurnal Manajemen Pendidikan*, 12(1), 73–84.
- Rasyid, M. A., & Tanjung, H. (2020). Pengaruh Kompensasi, Lingkungan Kerja dan Motivasi Terhadap Kepuasan Kerja Guru pada SMA Swasta Perkumpulan Amal Bakti 4 Sampali Medan Mhd. Andi Rasyid Hasrudy Tanjung. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 3(1), 60–74.
- Ratnasari, S. L., Sutjahjo, G., Susanti, E. N., Tanjung, R., & Ismanto, W. (2021). Pengaruh Kompetensi, Motivasi, dan Kreatifitas terhadap Kinerja Guru melalui Kepuasan Kerja. *Manajemen Pendidikan*, 16(1), 1–11.
- Ratnawati, E., & Efendi, R. (2020). International Journal of Multicultural and Multireligious Understanding The Effect of Work Motivation and Work Experience on Employee Performance. *International Journal of Multicultural and Multireligious Understanding*, 7(8), 109–116.
- Salkind, N. J. (2017). *Exploring Research* (9th ed.). Pearson.
- Safitri, S. M. & D. Darmawan. (2023). Enhancing Students'learning Interest: The Role of Teacher's Teaching Style and Parental Support at SD Negeri Wadungasri Waru Sidoarjo. *Jurnal Cahaya Mandalika*, 4(2), 1343–1352.
- Saputra, M. D., Joyoatmojo, S., Wardani, D. K., & Sangka, K. B. (2019). Developing Critical-Thinking Skills Through The Collaboration Of Jigsaw Model With Problem-Based Learning Model. *International Journal of Instruction*, 12(1), 1077–1094.
- Sirajuddin, M., Haqiqy, A., & Muttaqin, M. I. (2024). Peran Kepemimpinan Dalam Meningkatkan Kinerja Tenaga Pendidik Di Sekolah Islam. *Jurnal Penelitian Multidisiplin Bangsa*, 1(7), 712–724.
- Sutomo, A., & Egar, N. (2025). Pengaruh Lingkungan Kerja , Budaya Organisasi , dan Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru SMK. *Andragogi Jurnal Pendidikan Dan Pembelajaran*, 5(1), 116–129.
- Suwartini, S. (2017). Pendidikan karakter dan pembangunan sumber daya manusia keberlanjutan. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 4(1), 220–234.
- Tintington, J. Y., Lumapow, H. R., Nicodemus, V., & Rotty, J. (2023). Problematika dan Perubahan Kebijakan Pendidikan di Indonesia. *Jurnal Educatio*, 9(2), 798–809. <https://doi.org/10.31949/educatio.v9i2.5088>
- Toropova, A., Myrberg, E., Johansson, S., & Myrberg, E. (2021). Teacher job satisfaction : the importance of school working conditions and teacher characteristics conditions and teacher characteristics. *Educational Review*, 73(1), 71–97.
- Vinnafatun, Fathorrahman, & Bukhori, M. (2021). Gaya Kepemimpinan, Budaya, dan Kompetensi terhadap Kepuasan Kerja dan Kinerja Guru SMP Swasta Islam. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, 15(1), 57–72.
- Wulur, F. C., Bagaskara, D., Nurdin, A., Auliyani, W., & Paramarta, V. (2024). Pengaruh Kompetensi Pedagogik , Kompetensi Profesional Dan Kepuasan Kerja Terhadap Kinerja Guru Di Sma Islam Bakti Asih. *MUQADDIMAH: Jurna Ekonomi, Manajemen, Akuntansi Dan Bisnis*, 2(2).
- Yanti, Y., & D. Darmawan. (2016). Pengaruh Kompetensi Guru dan Lingkungan Belajar terhadap Hasil Belajar melalui Motivasi Belajar Sebagai Variabel Intervening. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(4), 269–286.
- Yuliana, H. K., Khasanah, & R. Mardikaningsih. (2016). Peran Motivasi Kerja, Budaya Organisasi, dan Kepuasan Kerja terhadap Kinerja Dosen. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(4), 213–226.