

The Impact of Career Development, Remuneration, Work Motivation, and Organizational Commitment on Job Satisfaction

Halimatusha'diah^{1,2}, Bibin Rubini², Hendarman²

¹ Universitas Indraprasta PGRI, Indonesia

² Universitas Pakuan, Indonesia

 halimatushadiah31@gmail.com*

ABSTRACT

This study aims to test the hypothesis of direct and indirect relationships between the research variables—career development, compensation, work motivation and organisational commitment—and job satisfaction. The research method employed a quantitative study, with the sample size calculated using Taro Yamane's formula, resulting in a sample of 114 P3K teachers teaching at state senior secondary schools in Karawang Regency. The instruments used in this study comprised questionnaires for each research variable, which had previously undergone validation. Data were analysed using SPSS to test the hypotheses regarding direct and indirect effects. However, prior to hypothesis testing, the prerequisites for data analysis were assessed, namely the normality test, the homogeneity test and the linearity test. The results of the study indicate that there were four direct effects for which the hypotheses were accepted and three direct effects for which the hypotheses were rejected. Regarding indirect effects, two hypotheses were accepted and one hypothesis was rejected. The findings of this study indicate that improvements in career development, remuneration, work motivation and organisational commitment play a role in enhancing teachers' job satisfaction, particularly amongst P3K-status teachers at state senior secondary schools in Karawang Regency

Keywords: Career Development; Remuneration; Work Motivation; Organisational Commitment; Job Satisfaction.

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INTRODUCTION

The PPPK scheme is a solution adopted by the government to resolve various long-standing civil service issues within Indonesian government agencies, where the government actually lacks sufficient staff to manage public administration. The largest number of PPPK appointments has taken place in the education sector, specifically for teachers; this has provided a solution to the controversy surrounding the appointment of honorary teachers—who had previously served for a long period but whose status as honorary teachers had not yet been recognised by the state—as civil servants. The policy framework regarding PPPK is set out in Law No. 20 of 2023 on the Civil Service. Researchers recognise the importance of PPPK staff—particularly teachers—in carrying out their duties within the education sector. Consequently, the job satisfaction of PPPK teachers and the factors influencing this satisfaction must be collectively addressed to ensure that the delivery of educational services runs smoothly. There are many factors that may contribute to a lack of job satisfaction, including limited career progression and compensation that falls short of expectations, as reflected in the issues currently gaining prominence. These conditions can undoubtedly affect the motivation of PPPK

teachers in carrying out their duties and functions at school, raising concerns that this may also impact their commitment and productivity within the school.

An assessment of employees' job satisfaction is a combination of various highly complex elements (Robbins & Judge, 2022). Employees with low job satisfaction experience negative feelings when they think about their tasks or take part in work-related activities. The most common factors people consider when assessing job satisfaction include a 'want versus have' assessment that influences satisfaction with pay, promotion, supervision, colleagues and the job itself (Colquitt et al., 2019). Job satisfaction can be assessed through perceived job characteristics, the working environment and emotional experiences in the workplace. Satisfied employees hold a positive view of their work, based on their observations and emotional experiences (McShane & Von Glinow, 2018). Satisfaction also stems in part from more abstract beliefs about the job. These two factors – affective experiences and belief structures – together give rise to an evaluation known as job satisfaction (Weiss & Cropanzano, 1996). Based on the results of qualitative field research, it has been found that the variables which can influence job satisfaction are 1) career development, 2) remuneration, 3) work motivation, and 4) commitment to the organisation.

This series of activities includes exploratory activities, activities that contribute to establishing a career, activities that contribute to career success, and activities that contribute to career fulfilment (Dessler, 2020). Something that indicates a person's advancement within an organisation along a predefined career path within that organisation (Busro, 2018). Career development can be measured by: 1) career fairness; 2) supervisory support; 3) awareness of opportunities; 4) employees' interests; and 5) career satisfaction (Widodo, 2018). Based on these definitions, career development can be summarised as the process of advancing an employee's position and status within an organisation through various measurable activities, characterised by career clarity, personal development, improved performance, career fairness and support.

The provision of direct and indirect remuneration, in the form of money or goods, to employees in return for the services they provide to the Company. There are two types of remuneration: direct remuneration and indirect remuneration (Adamy, 2016). Remuneration is what employees receive in return for the services they provide in their work (Edison et al., 2018). Based on the views outlined above, compensation can be defined as the rewards received by a worker or employee – whether financial or non-financial – as a form of remuneration for services rendered to the organisation, measured by the presence of direct financial rewards, indirect financial rewards, non-financial rewards, and the tangible benefits derived from the rewards received.

Work motivation, defined as the willingness to act, relates to the extent to which a person desires and is prepared to make an effort to achieve work performance; this is referred to as motivation (Ivancevich et al., 2014). Motivation is a hypothetical construct – we cannot see or feel it. However, we can observe the effects or by-products that indicate different levels of motivation (Jex & Britt, 2014). There are two broad categories of motivation theory that seek to explain the psychological processes underpinning employee motivation: content theories and process theories (Kreitner & Kinicki, 2010). Work motivation can be defined as a strong inner desire to perform a task, whether driven by internal or external factors, which is characterised by a clear direction or goal that one is keen to achieve, the exertion of considerable effort, and perseverance in achieving that goal.

Organisational commitment (an employee's desire to remain a member of the organisation) (Colquitt et al., 2019). Organisational commitment is part (along with job satisfaction) of what some experts refer to as 'overall work attitude'. Organisational commitment is divided into two types: affective organisational commitment and continuance organisational commitment (McShane & Von Glinow, 2018). An attitude that reflects employees' loyalty to their organisation and is an ongoing process in which members of the organisation express their commitment to the organisation and to its continued success and well-being (Luthans et al., 2021). Commitment to an organisation can be summarised as an individual's willingness to remain and be part of that organisation, as measured by their involvement in the organisation's tasks, their acceptance of the organisational environment, a

strong desire to remain part of the organisation, a belief in the organisation's values and objectives, and a sense of identification with the organisation

METHOD

This study employed a quantitative approach using path analysis. The target population comprised 30 state senior secondary schools across 23 sub-districts in Karawang Regency. The accessible population consists of 158 teachers with P3K status. The research sample was determined using the Taro Yamane formula (Riduwan, 2015), resulting in a sample of 114 teachers with P3K status teaching at state senior high schools in Karawang Regency. The instruments used in this study comprised questionnaires for each research variable, which had previously been validated. Data were analysed using SPSS to test the hypotheses regarding direct and indirect effects. However, prior to hypothesis testing, the prerequisites for data analysis were assessed, namely the normality test, homogeneity test and linearity test.

RESULT AND DISCUSSION

Table 1. Descriptive Statistics for the Research Variables

Value	Y	X1	X2	X3	X4
Number of respondents	114	114	114	114	114
Lowest score (min)	109	91	80	102	112
Highest score (max)	154	145	124	140	166
Range	45	54	44	38	54
Number of classes	7.83	7.83	7.83	7.83	7.83
Class width	5.74	6.89	5.62	4.85	6.89
Mean	128.75	120.09	98.16	127.42	142.99
Median	127	118	98	131	142
Mode	117	116	98	136	132
Standard deviation	11.24	12.82	9.77	10.31	12.68
Frequency distribution (variance)	126.30	164.47	95.53	106.30	160.84

Based on Table 1, the descriptive statistics for the 114 respondents in the research sample show that the highest score was 166 for the variable 'commitment to the organisation'. Meanwhile, the mean score was 142.99, also for the variable 'commitment to the organisation'. The assumptions for data analysis were tested using normality, homogeneity and linearity tests..

Table 2. Normality Test

Relationships between Variables	Asymp. Sig.	Test Criteria	Decision
$X_1 \rightarrow Y$	0.200	$0.200 > 0.05$	Normally distributed
$X_2 \rightarrow Y$	0.200	$0.200 > 0.05$	Normally distributed
$X_3 \rightarrow Y$	0.200	$0.200 > 0.05$	Normally distributed
$X_4 \rightarrow Y$	0.051	$0.051 > 0.05$	Normally distributed
$X_1 \rightarrow X_4$	0.084	$0.084 > 0.05$	Normally distributed
$X_2 \rightarrow X_4$	0.200	$0.200 > 0.05$	Normally distributed
$X_3 \rightarrow X_4$	0.200	$0.200 > 0.05$	Normally distributed

Based on Table 2, which presents the results of the normality test using the Kolmogorov-Smirnov method, all regression models have an Asymp. Sig. (2-tailed) value greater than 0.05. Consequently, all regression model residuals in this study are normally distributed; thus, the assumption of normality has been met and the data are suitable for use in regression analysis and path analysis.

Table 3. Homogeneity Test

Variable	Sig. (Based on Mean)	Criteria	Decision
$X_1 \rightarrow Y$	0.252	> 0.05	Homogeneous
$X_2 \rightarrow Y$	0.025	< 0.05	Non-homogeneous
$X_3 \rightarrow Y$	0.365	> 0.05	Homogeneous
$X_4 \rightarrow Y$	0.263	> 0.05	Homogeneous

Based on the results of the homogeneity test using Levene's Test, it was found that the variables Career Development (X_1), Work Motivation (X_3) and Organisational Commitment (X_4) in relation to Job Satisfaction (Y) had homogeneous variances. However, regarding the relationship between Compensation (X_2) and Job Satisfaction (Y), a significance value of 0.025 (< 0.05) was obtained, indicating that the data variances are not homogeneous. Nevertheless, path analysis could still be carried out because the main assumptions that must be met for path analysis are the normality of residuals and the linearity of the relationship, whilst homogeneity of variance across groups is primarily used in comparative analysis or when comparing means across groups. This is supported by Ghozali's (2021) view that path analysis is an extension of multiple regression analysis that places greater emphasis on testing causal relationships between variables. Furthermore, Tabachnick and Fidell (2019) also state that in regression analysis, moderate violations of the assumption of equal variances generally do not have a significant impact on the estimation of regression coefficients, particularly when the sample size is sufficiently large and the data distribution is close to normal.

Table 4. Linearity Test

Relationships between Variables	Significance of Linearity	Significance of Deviation from Linearity	Keputusan
$X_1 \rightarrow Y$	$0.000 < 0.05$	$0.435 > 0.05$	Linear
$X_2 \rightarrow Y$	$0.000 < 0.05$	$0.376 > 0.05$	Linear
$X_3 \rightarrow Y$	$0.000 < 0.05$	$0.099 > 0.05$	Linear
$X_4 \rightarrow Y$	$0.000 < 0.05$	$0.096 > 0.05$	Linear
$X_1 \rightarrow X_4$	$0.000 < 0.05$	$0.550 > 0.05$	Linear
$X_2 \rightarrow X_4$	$0.000 < 0.05$	$0.946 > 0.05$	Linear
$X_3 \rightarrow X_4$	$0.000 < 0.05$	$0.919 > 0.05$	Linear

Based on Table 4, the results of the linearity test show that all relationships between variables in the research model satisfy the assumption of linearity. This is indicated by the 'Linearity' significance value for each pair of variables being less than 0.05 (Sig. < 0.05), whilst the 'Deviation from Linearity' significance value for all pairs of variables is greater than 0.05 (Sig. > 0.05). Consequently, there are no significant deviations from the linear relationships between the variables under investigation. The fulfilment of the linearity assumption indicates that all variables in this study meet one of the requirements for path analysis; therefore, the research model is suitable for proceeding to the stage of testing path coefficients and testing hypotheses. The next step is to test the hypotheses using path analysis as follows:

Table 5. Hypothesis Testing of the Direct Effect on Job Satisfaction (Y)Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.777	6.993		1.255	.212
	Pengembangan Karir	.105	.073	.120	1.435	.154
	Kompensasi	.530	.086	.461	6.158	<.001
	Motivasi Kerja	.069	.066	.064	1.049	.297
	Komitmen thd Organisasi	.325	.064	.367	5.042	<.001

a. Dependent Variable: Kepuasan Kerja

In this study, a variable is considered to have a significant effect if the Sig. value is < 0.05; if Sig. is ≥ 0.05 , the effect is not significant. Based on Table 4.37, the values of each path coefficient are explained as follows: 1) Career Development (X1) on Job Satisfaction (Y) has a path coefficient of 0.120 with a significance value of 0.154 (> 0.05). These results indicate that career development has a positive but non-significant effect on job satisfaction. 2) Compensation (X2) on Job Satisfaction (Y) has a path coefficient of 0.461 with a significance value of 0.000 (< 0.05). These results indicate that compensation has a positive and significant effect on job satisfaction. Based on the path coefficient values, compensation is the variable with the greatest direct influence on job satisfaction within substructure-1. 3) Work Motivation (X3) on Job Satisfaction (Y) has a path coefficient of 0.064 with a significance value of 0.297 (> 0.05). These results indicate that work motivation has a positive, but not significant, effect on job satisfaction. 4) Organisational Commitment (X4) on Job Satisfaction (Y) has a path coefficient of 0.367 with a significance value of 0.000 (< 0.05). These results indicate that organisational commitment has a positive and significant effect on job satisfaction.

Table 6. Hypothesis Testing of the Direct Effect on Organisational Commitment (X4)

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.049	10.220		1.668	.098
	Pengembangan Karir	.392	.102	.397	3.846	<.001
	Kompensasi	.135	.127	.104	1.062	.291
	Motivasi Kerja	.515	.085	.419	6.085	<.001

a. Dependent Variable: Komitmen thd Organisasi

In this study, a variable is considered to have a significant effect if the Sig. value is < 0.05; if Sig. is ≥ 0.05 , the effect is not significant. Based on Table 4.39, the values of each path coefficient are explained as follows: 1) Career Development (X1) on Organisational Commitment (X4) has a path coefficient of 0.397 with a significance value of 0.000 (< 0.05). These results indicate that career development has a positive and significant effect on organisational commitment. 2) Compensation (X2) on Organisational Commitment (X4) has a path coefficient of 0.104 with a significance value of 0.291 (> 0.05). These results indicate that compensation has a positive, but not significant, effect on organisational commitment. 3) Work Motivation (X3) on Organisational Commitment (X4) has a path coefficient of 0.419 with a significance value of 0.000 (< 0.05). These results indicate that work motivation has a positive and significant effect on job satisfaction and organisational commitment.

Table 7. Testing the Hypothesis of Indirect Effect Using the Sobe Testl

Indirect Effects	β coefficient (ab)	Test Statistic (Z)	Decision
$X_1 \rightarrow X_4 \rightarrow Y$	0.127	3.06	(3.06 > 1.96)
$X_2 \rightarrow X_4 \rightarrow Y$	0.044	1.04	(1.04 < 1.96)
$X_3 \rightarrow X_4 \rightarrow Y$	0.167	3.89	(3.89 > 1.96)

Table 7 shows that: 1) There is a positive and significant indirect effect of career development on job satisfaction via organisational commitment. 2) There is a positive but non-significant indirect effect of compensation on job satisfaction via organisational commitment. 3) There is a positive and significant indirect effect of work motivation on job satisfaction via organisational commitment.

Discussion

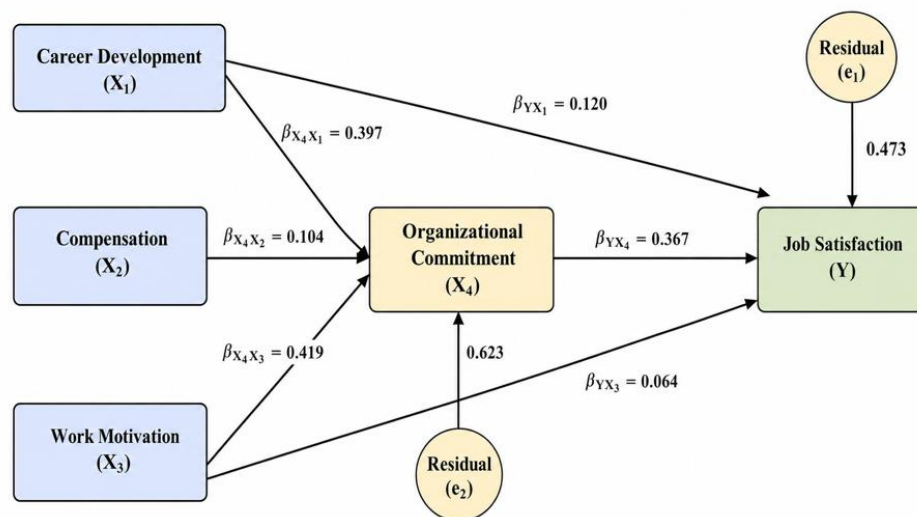


Figure 1 Empirical Path Diagram of the Variables Career Development (X_1), Remuneration (X_2), Work Motivation (X_3) and Organisational Commitment (X_4) in Relation to Job Satisfaction (Y)

The findings of a study by Muhammad Jasrol et al. (2022), entitled “The Effect of Motivation and Career Development on Organisational Commitment among Employees at PT. XXX”, indicate that motivation has a positive and significant influence on organisational commitment. This is supported by David McClelland’s theory of motivation, which identifies three basic components that motivate an individual to work: the need for achievement, the need for affiliation, and the need for power. The fulfilment of these needs will have an impact on the organisational commitment of PT. XXX employees, whereby employees feel there is no other reason to leave the organisation. Furthermore, career development also has a positive and significant effect on organisational commitment. Career development is a condition that indicates an improvement in status and an enhancement of an individual’s work capabilities within the organisation, with a view to achieving personal goals, which can serve as a reason to remain with the organisation (Jasrol et al., 2022). The findings of a study entitled “Employee Job Satisfaction Levels: Evidence in Private Higher Education Organisations” by Medina Nilasari et al. (2023) explain that the factors influencing employees’ job satisfaction include pay and opportunities for promotion (Nilasari et al., 2023). A study by Rio Andhika Putra et al. (2020) entitled “The Effect of Career Development and Organisational Commitment on Employee Performance, with Job Satisfaction as a Moderating Variable, at PT. P&P Lembah Karet”. The results of this study indicate a positive and significant influence of career development on performance, organisational commitment on performance, career development on performance via job satisfaction, and organisational commitment on performance via job satisfaction (R. A. Putra et al., 2020). A study entitled “The Effect of Compensation on Job Satisfaction of Permanent Employees and Contract Employees” by Fuad Abdul Baqi et al. (2021) shows that compensation has a significant impact on job satisfaction, both among permanent and contract employees (Baqi & Indradewa, 2021).

The findings of a study by Ahmad Prayudi & Imas Komariyah (2023) on “The Impact of Work Motivation, Work Environment, and Career Development on Employee Job Satisfaction” show that work motivation has a positive and significant effect on employees’ job satisfaction. High work motivation can increase employees’ job satisfaction because individuals will be more enthusiastic about their work and tend to be more satisfied with their jobs. Career development also has a positive and significant impact on employees’ job satisfaction. The availability of career development opportunities can influence employees’ job satisfaction, as they will be more motivated and satisfied in their work if they have the chance to develop themselves within their roles (Ahmad Prayudi & Imas Komariyah, 2023). The findings of a study by Andi Nurmaulidya Putri et al. (2024) on “The Influence of Motivation on Employee Job Satisfaction at Perumda Air Minum Kota Makassar” show that motivation has a positive and significant effect

on the job satisfaction of employees at Perumda Air Minum Kota Makassar. These findings indicate that the higher an individual's motivation at work, the greater their level of job satisfaction; conversely, if an employee has low work motivation, their level of job satisfaction will also be very low (Putri et al., 2024). The findings of a study by Cici Gustiandari (2020), entitled "The Effect of Compensation on Employee Job Satisfaction at PT. Sinar Agus Teknik Jambi", show that there is a close relationship between compensation and job satisfaction, with a correlation coefficient of 0.763, indicating that compensation accounts for 76.3 per cent of the variation in employee job satisfaction at PT. Sinar Agus Teknik Jambi (Gustiandasari, 2020).

The findings of a study by Ayu Vramita Sari et al. (2025), entitled "The Effect of Motivation and Working Environment on Teachers' Performance with Job Satisfaction as an Intervening Variable: The Case of PPPK Junior High School in Penukal Abab Lematang Regency", show that work motivation has a positive and significant effect on job satisfaction (Sari et al., 2025). The findings of a study by Sale & Quirap (2024) entitled "Teachers' Work Satisfaction and Service Execution". The findings indicate that teachers reported high levels of job satisfaction due to supportive colleagues, positive leadership, conducive teaching conditions and adequate remuneration, even though their workload remained manageable (S. Sale & Quirap, 2024). The findings of a study by Valensia & Wibowo (2023), entitled "The Correlation between Subjective Well-Being and Job Satisfaction among PPPK Teachers", show that the higher the level of subjective well-being, the higher the level of job satisfaction amongst PPPK teachers. These findings have important implications for PPPK teachers in terms of enhancing their job satisfaction and their effectiveness in carrying out their educational roles (Valensia & Wibowo, 2024). The findings of a study by Periantalo et al. (2024), entitled "Job Satisfaction among PPPK Lecturers at the University of Jambi", present the results of a survey of 54 PPPK lecturers: 16.7 per cent of lecturers reported low levels of job satisfaction, 72.2 per cent of respondents fell into the moderate category, and 11.1 per cent had a high level of job satisfaction, indicating a sense of satisfaction and positivity towards the work of PPPK lecturers at the University of Jambi (Periantalo et al., 2024).

The findings of a study by Maulina et al. (2024), entitled "The Influence of Work Discipline and Work Motivation on the Job Satisfaction of Teachers at Ciputat State High School No. 1", indicate that work motivation has a positive and significant effect on job satisfaction at Ciputat State High School No. 1 (Maulina & Lestari, 2024). The findings of the study by Panjaitan et al. on "The Effect of Work Competency and Compensation on Teachers' Organisational Commitment" indicate that compensation has a direct positive effect on organisational commitment of 0.337, with a significance level of > 0.05 (Panjaitan et al., 2024). Research by Sulistiasih and Widodo (2021) on "How Does the Mediating Effect of Work-Life Quality on the Compensation System Influence Teachers' Organisational Commitment?" produced findings indicating that the compensation system has a significant influence on teachers' organisational commitment through work-life quality (Sulistiasih & Widodo, 2021). A study by Putra and Renaldo (2020) entitled "Improving Job Satisfaction and Performance among Teachers through Commitment, Organisational Culture, Motivation and Leadership Style among Upper Secondary School Teachers in Rokan Hilir Regency" found that organisational culture and commitment have a significant impact on job satisfaction (R. Putra & Renaldo, 2020).

Research by Wau and Purwanto (2021) on "The Effect of Career Development, Work Motivation, and Job Satisfaction on Employee Performance" states that career development has a positive influence on performance and job satisfaction (Wau & Purwanto, 2021). The findings of a study by Purnamasari et al. (2021) on "The Effect of Career Development and Work Discipline on Job Satisfaction among Employees in the Programming Department at PT. X" show that career development and work discipline have a significant positive influence on job satisfaction, both individually and in combination. This implies that if there is an improvement in employees' career development and/or work discipline, their perceived job satisfaction will also increase (Anti Purnamasari et al., 2021). The findings of a study by Febrianti et al. (2020) on "The Effect of Career Development and Motivation on Employee Performance through Job Satisfaction at PT Jabar Jaya Perkasa" indicate that career development and motivation have an impact on job satisfaction (Febrianti et al., 2020). The findings of a study by Ningrum et al.

(2024), entitled “The Effect of Career Development and Work Motivation on Job Satisfaction of Employees of the Transportation Department of Central Lampung Regency”, indicate that opportunities for professional growth and intrinsic motivation in the workplace influence employees’ levels of job satisfaction (Ningrum & Oktaviannur, 2024). The findings of a study by Astuti and Amalia (2021) on “The Relationship Between Work Motivation, Job Satisfaction, and Employee Performance: The Moderating Role of Psychological Capital and the Mediating Role of Organisational Commitment”. The findings of this study conclude that work motivation, organisational commitment and job satisfaction influence employee performance; organisational commitment mediates the relationship between job satisfaction and employee performance but does not mediate the relationship between work motivation and employee performance; and psychological capital moderates the relationship between job satisfaction and employee performance (Astuti & Amalia, 2021).

A study by Prayudi and Komariyah (2023) entitled “The Impact of Work Motivation, Work Environment, and Career Development on Employee Job Satisfaction” presents findings indicating that work motivation, the work environment and career development influence job satisfaction (Prayudi & Komariyah, 2023). The findings of the study by Handoko et al. (2020), entitled “The Mediating Role of Compensation in the Effect of Work Competence and Workload on Organisational Commitment among Civil Servants: A Study of the Regional Civil Service Agency in East Java Province”, show that compensation has a significant positive influence on organisational commitment. Compensation also acts as an intervening variable in the relationship between work competence and workload and organisational commitment (Handoko et al., 2020). A study by Agung et al. (2024) entitled “The Effect of Compensation and Work Environment on Commitment to the Organisation with Job Satisfaction as an Intervening Variable (An Empirical Study at One of the F&B Companies in Bogor City)”, states that there is a direct effect of compensation on job satisfaction with a coefficient of 0.478, and that there is a direct effect of compensation on organisational commitment with a coefficient of 0.239 (Agung et al., 2024). The findings of a study by Hosen et al. (2024), entitled “Training & Development, Career Development, and Organisational Commitment as Predictors of Work Performance”, indicate that training and development are significantly correlated with employees’ work performance and career development in the hospitality sector, with organisational commitment acting as a mediator in this relationship. This means that an increase in training and development will have a greater impact on performance if accompanied by an increase in organisational commitment (Hosen et al., 2024). The findings of the study by Sinaga et al. (2024), entitled “Enhancement of Organisational Commitment among Management Trainee Graduates: The Influence of Training, Career Development, and Work-Life Balance Mediated by Work Motivation”, indicate that there is a positive and significant influence of training (X1), career development (X2), work-life balance (X3), and work motivation (Z) on organisational commitment (Y), as well as a positive and significant influence between training (X1), career development (X2), and work-life balance (X3) on work motivation (Z). The hypothesis test for indirect effects showed that training (X1), career development (X2) and work-life balance (X3) have a positive and significant effect on organisational commitment (Y), mediated by work motivation (Z) (Sinaga et al., 2024).

CONCLUSION

The research findings indicate that four direct effects were confirmed and three direct effects were rejected. Regarding indirect effects, two hypotheses were confirmed and one was rejected. These findings suggest that strengthening career development, remuneration, work motivation and organisational commitment play a role in enhancing teachers’ job satisfaction, particularly amongst P3K-status teachers at state senior secondary schools in Karawang Regency. This should serve as a consideration for stakeholders in formulating policies that improve the welfare of P3K teachers, whereby their job satisfaction can be enhanced by strengthening the variables of career development, remuneration, work motivation and organisational commitment.

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