Factors that Influence the Level of Teacher Job Satisfaction in the Era of Society 5.0

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A R T I C L E   I N F O

A B S T R A K

Rendahnya kepuasan kerja guru akan mempengaruhi kegiatan pembelajaran. Hal ini berdampak pada tujuan pendidikan tidak tercapai secara maksimal. Tujuan utama penelitian ini adalah untuk menganalisis pengaruh sertifikasi guru, lingkungan kerja, kompensasi, budaya organisasi, motivasi, dan komitmen organisasi terhadap kepuasan kerja. Desain penelitian menggunakan pendekatan kuantitatif kausalitas. Untuk memperoleh data penelitian menggunakan instrumen dokumentasi dan penyebaran kuesioner secara online. Sampel yang digunakan dalam penelitian sebanyak 215 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan menggunakan rumus purposive sampling. Analisis data menggunakan pendekatan Structural Equation Modeling (SEM) dengan menggunakan metode Partial Least Square (PLS). Berdasarkan hasil penelitian diperoleh hasil bahwa lingkungan kerja, budaya organisasi, dan komitmen organisasi berpengaruh signifikan terhadap kepuasan kerja. Hasil penelitian lebih lanjut menunjukkan bahwa sertifikasi guru, kompensasi, dan motivasi tidak berpengaruh signifikan terhadap kepuasan kerja. Perwakilan dari kepuasan kerja guru terlihat ketika adanya dorongan sertifikasi guru, keadaan lingkungan kerja, besaran kompensasi yang diterima, penerapan budaya organisasi, dorongan motivasi dan komitmen organisasi yang dilakukan secara komprehensif kepada guru. Implikasi dari penelitian ini menyatakan pentingnya pendekatan holistik untuk mengukur tingkat kepuasan kerja guru di Indonesia. Penting untuk menerapkan pendekatan holistik yang mempertimbangkan semua faktor yang disebutkan secara bersamaan, karena kepuasan kerja guru sering kali merupakan hasil interaksi kompleks antara berbagai faktor.

A B S T R A C T

Low teacher job satisfaction will affect learning activities. This has an impact on educational goals needing to be achieved optimally. The main objective of this research is to analyze the influence of teacher certification, work environment, compensation, organizational culture, motivation, and organizational commitment on job satisfaction. The research design uses a quantitative causality approach. To obtain research data using documentation instruments and distributing questionnaires online. The research sample consisted of 215 respondents. The basis for determining the sample is oriented towards a non-probability sampling approach using a purposive sampling formula. Data analysis uses a Structural Equation Modeling (SEM) approach using the Partial Least Square (PLS) method. Based on the research results, it was found that the work environment, organizational culture and organizational commitment had a significant effect on job satisfaction. Further research results show that teacher certification, compensation, and motivation do not significantly affect job satisfaction. Representatives of teacher job satisfaction can be seen when there is encouragement for teacher certification, the condition of the work environment, the amount of compensation received, the implementation of organizational culture, encouragement of motivation and organizational commitment, which are carried out comprehensively for teachers. The implications of this research state the importance of a holistic approach to measuring teacher job satisfaction in Indonesia. It is essential to apply a holistic approach that considers all the factors mentioned simultaneously, as teacher job satisfaction is often the result of complex interactions between various factors.

1. INTRODUCTION

It is hoped that by helping develop education in Indonesia, educators will become role models in implementing reforms in the classroom (Lie et al., 2019). Therefore, to produce the best human resources, a teacher must play a role in maintaining and increasing job satisfaction in the business world so that he can carry out his duties efficiently. For years, researchers have studied job satisfaction in an effort to understand its link to employee productivity and organizational performance. In general, a teacher with high job satisfaction can outperform teachers who have no level of satisfaction with the work they do

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(Sargent & Hannum, 2005). Teachers with high satisfaction tend to be more enthusiastic and devote more time and energy to teaching in the classroom.

When there is a deliberate effort to pay attention to aspects that have an impact on improving a teacher's performance and job satisfaction, then one way to improve the quality of education can be done (Sutrisno, 2019). The manifestation of teacher job satisfaction in turn has formed an interpolation of views that reflects circumstances related to how much job satisfaction one receives, including involvement in implementing leadership styles, granting teacher certification, working environment conditions, and so on. organization (Kafui Agbozo et al., 2017). The amount of compensation received (Suhardi & Yunita, 2018), improvement of work culture and organizational culture, as well as providing motivation and encouraging organizational commitment (Sargent & Hannum, 2005). Therefore, satisfied and productive teachers are a determining factor in educational success and can contribute to student achievement as the main indicator of school performance.

Completing certification procedures can help a teacher become more competent in their field. There is an urgent need to complete certification to improve the quality of the education process (Supiyanto, 2019). Completion of the certification program is expected to increase instructors' motivation to advance as professionals (Mimbar et al., 2018). Reflections on teacher performance and optimal job satisfaction have certain classifications, one of which is certified teacher competency (Hasmiah, 2020). Teacher performance can be seen and measured based on the competency criteria of teachers who have passed the certification process (Handoko et al., 2017).

Based on the analysis of research results, the findings show that job satisfaction is significantly influenced by teacher certification. Everything that surrounds employees and has the potential to influence the way they carry out their assigned activities is considered part of their work environment (Handoko et al., 2019; Hasanah et al., 2019). Employee job satisfaction is significantly influenced by a positive work environment (Prahasti & Wahyono, 2018). Many factors in the workplace may influence physical and emotional health. Maintaining employee focus and productivity at work requires a quality workplace (Kurnia et al., 2018). Every aspect of physical work, workplace psychology, and workplace policies that may have an impact on increasing productivity and job happiness, resulting in high levels of performance and satisfaction for workers (Kristinae, 2018).

Based on an examination of previous research findings suggest an important correlation between the work environment and job satisfaction. Offering remuneration helps a business in achieving its goals for the success of the company or organizational strategy. In essence, everyone works to support themselves financially (Kristinae, 2018; Kurniati & Jaenab, 2018; Rasyid & Tanjung, 2020). When working for a company, a person will try as hard as he can to get the compensation he deserves. There is a widespread belief in society that better salaries mean increased job satisfaction (Damayanti & Ismiyati, 2020). The size of compensation in an organization must be regulated in such a way and fair in its implementation so that a good system is created in the organization which has implications for fostering a high level of job satisfaction among teachers (Rafi et al., 2015).

As views and ideas about what organizational members must achieve in order to achieve appropriate standards of behavior to be implemented by organizational members, organizational cultural values are described. The formation of a positive corporate culture is an indicator of a company's competitive advantage (Imran, 2010). One of the key elements that schools use to encourage and promote organizational solutions in facing the problems of rapid environmental change is organizational culture (Yakup, 2017). When the work and organizational culture in schools grows, the best picture of educational quality will be visible. A strong organizational culture can encourage organizational development in a new direction (Damayanti & Ismiyati, 2020).

Because motivation can bring job happiness to these people and satisfied employees often produce effective performance at work, motivation is a key component in increasing satisfaction and performance. The importance of offering motivation as a set of attitudes and beliefs that can inspire and motivate people to complete their tasks in order to achieve company goals (Suryani & Komarudin, 2014). The urgency of the presence of motivation in teachers is very beneficial for the organization, because this motivation will create a sense of belonging to the organization (Rasyid & Tanjung, 2020). When a teacher receives a stimulus in the form of increasing work motivation, the essence of the motivational function can be seen from the difference in mental condition before and after the stimulus (Sutrisno, 2019).

Every company expects its human resources to have productive performance. The level of satisfaction in an organization or company can be influenced by organizational commitment. Assessment of the teacher's tendency to remain a member of the organization because teachers who are committed tend to carry out their work actively, are responsible and have loyalty to the organization compared to teachers who are not committed to work (Supiyanto, 2019). A teacher's organizational commitment can also be an important factor determining the success of implementing educational reform in schools (Sargent &

Hannum, 2005). The research results state that there is a significant influence between organizational commitment and job satisfaction. The inability of research to provide specific findings to policy makers about the elements that influence the level of job satisfaction is one explanation for the low effectiveness of policies in increasing teacher job satisfaction. Departing from this phenomenon, researchers attempted to examine the relationship between these variables by utilizing a number of predictors which are believed to be able to influence the degree of job satisfaction (Paramita et al., 2020).

The novelty of this research is that the researchers tried to combine several predictor variables such as teacher certification, work environment, compensation, organizational culture, motivation and organizational commitment in testing the level of teacher job satisfaction. In accordance with the explanation above, the main aim of this research is to determine the effect of teacher certification. work environment, compensation, organizational culture, motivation and organizational commitment to job satisfaction. It is hoped that the results of this research can provide a valuable contribution to the development of educational policies and school management strategies that support teacher welfare and improve the quality of education in the Society 5.0 era. Through this research, it is hoped that it can make a significant contribution to the parties in the decision-making process to increase job satisfaction. This research aims to determine the factors that influence the level of teacher job satisfaction in the Society 5.0 era. Society 5.0 marks the transition of society towards an era that focuses on the integration of technology and artificial intelligence in everyday life in the context of education, this change has a significant impact on the role and duties of teachers. This research will explore various aspects, including the application of technology in teaching, adapting the curriculum to changing times, as well as social and psychological factors that influence teacher job satisfaction. By understanding these factors, this research seeks to provide in-depth insight into the dynamics of teacher job satisfaction amidst rapid social transformation.

2. METHODS

This research data collection is quantitative. In Pematangsiantar City, North Sumatra, a private junior high school was used as the location for this research. The data collection period for this research is three months, namely from May to July 2023. Data collection, including research data and instrument testing, was carried out throughout this period. Researchers selected 215 permanent instructors who were classified as private teachers in all private junior high schools in Pematangsiantar City. These teachers became the research population. Purposive sampling was used to determine the research sample. The types of online questionnaire questions are focused on previous research findings that are relevant to the research subject. The measurement of the dependent variable, namely job satisfaction, was measured using previous research which consists of 14 indicators. Next, the first independent variable, namely teacher certification, was measured using previous research which consists of 10 indicators (Damayanti & Ismiyati, 2020; Kobakhidze, 2017; Pang & Lu, 2020). Then the second independent variable, namely the work environment, was measured using previous research which consists of 2 indicators (Kristinae, 2018; Prahasti & Wahyono, 2018). Next, the fourth independent variable, namely organizational culture, was measured using previous research which consists of 7 indicators (Pawirosumarto et al., 2017; Yakup, 2017). For the fifth independent variable, motivation was measured using previous research which consists of 3 indicators (Çetin & Aşkun, 2018; Werang et al., 2019). Furthermore, the sixth independent variable, namely organizational commitment, was measured using previous research which consists of 4 indicators (Imran, 2010). For information regarding measurement, operational definitions of variables are explained completely and clearly in the article appendix. Partial Least Square (PLS) is used as a data analysis technique. Smartpls 3.0 statistical software was used as a data analysis test tool. Testing validity and reliability and assessing the convergent validity of the external model are analysis steps. The R Square (R2) value is analyzed using the R2 value criteria between 0.5 to 0.6 which indicates good, 0 to 0.33 which indicates moderate, and 0 to 0.19 which indicates weak. Hypothesis testing, the standard for determining significance and a probability value of 0.05, is the final step.

This research procedure begins by formulating the main problem, namely what factors influence the level of teacher job satisfaction in the Society 5.0 era, with the hypothesis that factors such as technology support, training, workload, work-life balance, and professional development have a significant influence. Relevant literature regarding job satisfaction, the role of technology in education, and Society 5.0 was collected and reviewed to provide a theoretical basis. The research design uses a quantitative descriptive approach with a population of secondary school teachers from various regions, using stratified random sampling techniques. The instrument used is a questionnaire which covers various relevant aspects. Data was collected through distribution of questionnaires both online and in person over a 4-6 week period. Data analysis includes reliability and validity tests of the questionnaire, descriptive analysis, and regression analysis to identify the influence of each factor on job satisfaction. The research results are presented in the

form of tables, graphs and narratives, and interpreted by comparing the findings with previous literature. The main findings regarding factors that have a significant influence on teacher job satisfaction are discussed with a focus on practical implications for education policy and school management. The research conclusion summarizes the main findings, while recommendations are provided for policies and practices that can increase teacher job satisfaction in the Society 5.0 era. All sources used are listed in the bibliography according to the applicable citation format, and questionnaires and additional documentation are included in the appendix. The research results are then published in academic journals and presented at educational seminars or conferences.

3. RESULT AND DISCUSSION

Results

Collection was carried out online using an online questionnaire with the help of distribution via Google Form media and distributed via WhatsApp and Telegram applications to private high school teachers in Pematangsiantar City. Based on the recapitulation of answers from respondents who filled out the online questionnaire, data was obtained for 115 respondents, but only 110 respondents filled in valid data. The general characteristics of respondents are presented in Table 1.

Table 1. General Profile of Respondents

Category	Details	Amount	Percentage
Gender	Man	92	42.79%
	Women	123	57.21%
	20-29 years old	38	17.67%
	30-39 years old	95	44.19%
Age	40-49 years old	53	24.65%
	50-59 years old	29	13.49%
	20-29 years old	38	17.67%
	Upper secondary school	7	3.26%
Level of education	D1 to D3	54	25.12%
	Masters	133	61.86%
	Teacher	21	9.76%
	<1 year	12	5.58%
Working time	1-5 Years	16	7.44%
	6-10 Years	44	20.47%
	> 10 Years	143	66.51%

The SmartPLS program version 3.2.9 was used to handle data obtained from the research questionnaire. Validity and reliability tests were carried out to measure the external model. Loading factor and AVE are used to determine the convergent validity test, provided that the loading factor and AVE value are more than 0.7. A loading value measurement scale of 0.5–0.6 can be used for the first stage of research and is considered adequate. There is evidence of testing the reliability of the model based on a Composite Reliability (CR) value of more than 0.7 and a Cronbanch alpha value. Model outlier measurements are presented in Table 2.

Table 2. Outer Model Measurement Results

Construction/items	External Loading	Cronbach 'alfa	NOK	street
Teacher Certification		0.978	0.980	0.832
TC1	0.929			
TC2	0.958			
TC3	0.926			
TC4	0.907			
TC5	0.877			
TC6	0.893			
TC7	0.901			
TC8	0.881			
TC9	0.907			
TC10	0.937			

Construction/items	External Loading	Cronbach 'alfa	NOK	street
Work environment		**0.983**	**0.991**	**0,983**
WEI	0.992			
WE2	0.991			
Compensation		**0.977**	**0.982**	**0,915**
CP1	0.966			
CP2	0.964			
CP3	0.958			
CP4	0.928			
CP5	0.967			
Organizational Culture		**0.990**	**0.992**	**0,944**
OC1	0.959			
OC2	0.963			
OC3	0.972			
OC4	0.977			
OC5	0.976			
OC6	0.976			
OC7	0.979			
Motivation		**0.935**	**0.959**	**0.886**
MO1	0.876			
MO2	0.974			
MO3	0.970			
Organizational Commitment		**0.929**	**0.952**	**0.835**
OM1	0.974			
OM2	0.704			
OM3	0.967			
OM4	0.980			
Job Satisfaction		**0.962**	**0.971**	**0.869**
JS1	0.944			
JS2	0.941			
JS3	0.910			
JS4	0.926			
JS5	0.939			

The Loading Factor and AVE values of the endogenous and exogenous variable indicators as well as the mediating variables in the validity test shown in table 3 above are respectively above 0.7 for Loading Factor and above 0.5 for AVE. Although a number of question items have loading factor values ranging from 0.5 to 0.6, these values are appropriate for the initial research development model. In addition, the composite reliability value of all research variables is above 0.7 for each dependability obtained. In addition, the Cronbach's alpha score for each variable is above 0.60, indicating that all research variables have acceptable reliability values.

By bootstrapping the research data using SmartPLS 3.2.8, deep model measurements can be carried out. The R-square of this study and the significance of the two related variables are the first two results of the bootstrapping process. The ability of exogenous variables to construct endogenous variables is shown by the R-square value. There are three categories of R-square values, namely weak, medium and strong relationships which are indicated by values of 0.19, 0.33 and 0.67 respectively between exogenous variables and endogenous variables. However, a very significant relationship between endogenous and exogenous variables exists if the R-square value is more than 0.67.

Based on data analysis, it can be concluded that all endogenous factors, namely job satisfaction, motivation and teacher performance, have an R-square value <0.884, which shows that the overall ability of exogenous variables to explain endogenous variables is very good. Next, the relationship between exogenous and endogenous variables is confirmed using a significance test to validate hypothesis testing. The p value indicates the significance threshold. Exogenous variables have a significant effect on endogenous variables if the p-value between exogenous and endogenous variables is less than 0.05 at a significance level of 5%. However, if the value is greater than 0.05 then the exogenous variable does not have a significant influence on the endogenous variable. Hypothesis Test Results showed in Table 3

Table 3. Hypothesis Test Results

Influence Between Variables	Coefficient	t-Count	P-Value	Conclusion
Teacher Certification >>Job Satisfaction	0,003	0,113	0,910	Rejected
Work Environment >>Job Satisfaction	0,055	1.998	0,046	Accepted
Compensation >>Job Satisfaction	0,049	1.839	0,066	Rejected
Organizational culture >>Job Satisfaction	0,685	6.157	0,000	Accepted
Motivation >>Job Satisfaction	-0,020	0,612	0,541	Rejected
Organizational Commitment >>Job Satisfaction	0,234	2.174	0,030	Accepted

Three of the six hypotheses developed were rejected based on the results of data processing shown in table 4 above. Specifically, the results of the direct relationship between the teacher certification variable and the job satisfaction variable are not significant, this can be seen from the p-value of 0.910 which is higher than the significance level of 0.05. With a p-value of 0.066 above the significance level of 0.05, the findings of the direct test of remuneration on job satisfaction were found to be insignificant. In addition, it was shown that the p value was 0.541 above the significance level of 0.05 in the findings of the direct test of motivation on job satisfaction, which yielded insignificant results. The other three hypotheses were then declared accepted; This means that the p-value of 0.046 is below the significance level of 0.05, indicating that there is a significant influence of work environment factors on the job satisfaction variable. In addition, a p value of 0.000 is below the significance threshold of 0.05 indicating a large impact of organizational culture factors on job satisfaction measures. Apart from that, the p-value of 0.030 is below the significance threshold of 0.05, indicating that there is a significant influence of the organizational commitment variable on the job satisfaction variable.

Discussion

The research results show that teacher certification does not have a significant effect on job satisfaction. Teachers who have been certified and have high work enthusiasm have apparently not been able to foster a sense of satisfaction with the work they do (Anderson, 2019). The majority of certified teachers have a higher workload in completing administrative data as certified documents, so this is what triggers a decrease in teachers' job satisfaction levels (Lie et al., 2021). The better the teacher's perception of certification, the higher the teacher's job satisfaction. Conversely, the worse the teacher's perception of teacher certification, the lower their job satisfaction will be (Salam & Heriyanto, 2018; M Silalahi et al., 2022). However, the results of this study contradict the results, which stated that certified teachers usually focus their work on their level of satisfaction (Miller & Fry, 2009). This means that the more effectively teacher certification is implemented, the greater the likelihood of teacher satisfaction being received. Substantial relationship between teacher certification and job satisfaction, also expressed the results of previous research which contradicted the findings of this research (Wahyuni et al., 2021; Yamazaki & Liu, 2016). To support continued teacher job satisfaction, it is also necessary to implement a regular evaluation mechanism for certification programs. This aims to ensure certification remains relevant to educational developments and teacher needs in an ever-changing era. In addition, a participatory approach that involves teachers in the process of formulating and evaluating certification programs can help create policies that are more inclusive and responsive to field needs.

The Influence of the Work Environment on Job Satisfaction

The research results show that the work environment has a significant effect on job satisfaction. A conducive and representative work environment will have an influence on the level of job satisfaction (Kafui Agbozo et al., 2017). A teacher or employee who works in a comfortable room, is able to complete tasks well and is supported by a group that always works together and respects each other, so that they will feel at home at work, thereby fostering a sense of satisfaction. with their work (Majid et al., 2020). The combination of all these conditions makes the work environment the best working conditions, which has implications for a high level of satisfaction (Kafui Agbozo et al., 2017). Therefore, schools must pay attention to their work environment, both physical and non-physical, so that it is maintained, where if the work environment is good then job satisfaction will grow even better (Saputra & Sudharma, 2017). Which states that there is a significant influence of the state of the work environment on employment levels. satisfaction. To overcome the impact of the work environment on teacher job satisfaction, holistic improvement efforts need to be made. First, there is a need to improve facilities and infrastructure in the teacher's work environment,

including comfortable classrooms, adequate libraries and supporting technology facilities (Kurniati & Jaenab, 2018; Sabban & Sabban, 2020; Waris et al., 2020) This increase can have a positive influence on the work atmosphere and teacher comfort in carrying out daily tasks. Next, it is necessary to evaluate school management policies that influence the dynamics of the work environment. Implementing policies that support workload balance, provide space for professional development, and pay attention to aspects of teachers' psychological well-being will make a significant contribution to job satisfaction. Improving teacher communication and participation in school decision-making processes can also create an inclusive and supportive work climate.

The findings show that job satisfaction is not significantly influenced by salary. For most people, the amount of salary or compensation cannot be separated from their level of job satisfaction. There is a widespread belief in society that higher salaries mean increased job satisfaction (M Silalahi et al., 2022). satisfaction among teachers may arise for reasons other than salary. Satisfaction for most people cannot be separated from the size of the remuneration or compensation. There is a widespread belief in society that higher salaries mean increased job satisfaction (Butarbutar et al., 2022; Damayanti & Ismiyati, 2020). Therefore, to increase teachers' sense of job satisfaction, companies provide appropriate compensation for their performance (Rafi et al., 2015). To overcome the impact of compensation on teacher job satisfaction, strategic steps need to be taken that can improve their financial and psychological well-being. First of all, improving the salary and benefits system is an important step. Increasing salaries according to the level of experience and educational qualifications, as well as providing fair allowances, can provide recognition for the dedication and efforts made by teachers in providing quality education. In addition, it is necessary to introduce incentive and bonus programs that can provide additional encouragement to teachers. A transparent performance-based reward system can encourage motivation and increase job satisfaction. This increase in financial well-being can also be linked to increased productivity and quality of teaching.

These findings indicate that job happiness is significantly influenced by company culture. The formation of organizational culture has a significant impact on the development of a productive workplace. One of the working principles for increasing employee happiness and achieving a more ideal level of performance is organizational culture. Organizations will be of better quality if they pay attention to the components of organizational culture. As a result, organizational culture has a significant impact on the core elements of organizational effectiveness. Job satisfaction increases with the number of features that align with individual preferences (Aziizaah, 2018). Teachers are encouraged to do their work efficiently when they work in a pleasant environment, and their efforts will bear fruit in the activities they complete (Hartini et al., 2021). Macintosh and Important impact of implementing organizational culture on job satisfaction. Additionally, involving teachers in organizational decision-making processes can pave the way to greater participation. This can give teachers a sense of ownership of the policies and decisions that affect them, increasing their sense of responsibility and control which can increase job satisfaction. This solution emphasizes that changing organizational culture requires commitment and active participation from all related parties. By creating a supportive and motivating organizational culture, it is hoped that teacher job satisfaction can increase, thereby creating a healthy and productive learning environment (Doherty, 2010; Novianti & Balqiah, 2023; Marto Silalahi et al., 2021).

The findings show that job satisfaction is not significantly influenced by motivation. According to data, professions that offer a challenging mindset, appropriate incentives, a supportive work environment, and sympathetic colleagues are important elements that contribute to increasing job satisfaction (Talanipa et al., 2022). A person who is dissatisfied with his job will have a bad attitude towards it. The findings of this research contradict, which found a substantial correlation between teachers' motivation to work and the level of job satisfaction they achieve. To achieve its goals, every company wants its human resources to work well and get high satisfaction (Hakim, 2020; Monareh et al., 2023; et al., 2020). A teacher's enthusiasm is very beneficial for the school because it fosters a sense of togetherness within the school (Juliandi, 2017). A teacher will always be encouraged to complete his assignments according to schedule if he receives strong encouragement. Therefore, providing incentives that suit demands is one way to increase work happiness. To strengthen teacher motivation, it is necessary to understand that a holistic and sustainable approach is needed. By combining financial and non-financial incentives, as well as a focus on professional development and a positive work environment, it is hoped that this can have a positive impact on teacher motivation and ultimately increase their job satisfaction. In addition, a clear and transparent recognition and reward system can increase teacher motivation. Rewarding performance achievements, teaching innovation, and other positive contributions, whether in the form of financial incentives, promotions, or non-financial rewards, can be powerful drivers of increased job satisfaction. Support and recognition provided regularly can provide consistent encouragement to improve teacher performance and motivation.

The research results show that organizational commitment has a significant effect on job satisfaction. Organizational commitment can influence work decisions and encourage increased

performance in achieving goals. Organizational commitment is a very important factor for companies in maintaining sustainable organizational performance. By having commitment, employees tend to work harder to achieve company goalsand show better performance (Paramita et al., 2020). Thus, it can be seen that there is a positive relationship between organizational commitment and satisfaction. The existence of organizational commitment will encourage every worker, including teachers, to carry out their work in accordance with organizational rules and policies so that satisfaction can grow. The high level of commitment of the teachers above cannot be separated from their belief in good medication management; this can encourage better job satisfaction. The realization of commitment has an important influence on the effectiveness of work results so that it will help teachers perceive a sense of satisfaction with their work. States that there is a significant influence of organizational commitment on the level of job satisfaction. To overcome the impact of organizational commitment on teacher job satisfaction, it is necessary to take solution steps to strengthen the bond between teachers and the organizations where they work. First of all, organizational communication needs to be improved, ensuring that the school's vision and mission are clearly understood by all staff members. A better understanding of organizational goals can increase teachers' sense of involvement and commitment to the shared mission. In addition, it is important to increase teacher participation in organizational decision making. By involving teachers in the policy-making process and giving them a more active role, it can strengthen the sense of ownership and responsibility for the success of the organization. This can stimulate teachers' commitment to common goals and increase their job satisfaction (Dwiyanti & Bagia, 2021; Imran, 2010).

In the context of conceptual conclusions, this research highlights the importance of understanding the factors that fundamentally influence the level of teacher job satisfaction in the Society 5.0 era. The research findings show that the educational transformation introduced by Society 5.0, characterized by the integration of technology and artificial intelligence, has a significant impact on teachers' professional lives. The application of technology in learning, changes in curriculum paradigms, and the dynamics of social relations in the school environment all play a role in shaping teachers' perceptions and levels of job satisfaction. This conceptual conclusion emphasizes that teacher job satisfaction is not only determined by practical factors, but also by teachers' perceptions, attitudes and adaptability to change. Teachers in the Society 5.0 era need to have strong multitasking skills and the ability to innovate in the learning process. Furthermore, this research provides insight that developing educational policies that consider teachers' psychological and social aspects is very important to improve their well-being. Thus, the conceptual conclusion of this research invites in-depth reflection on the role of teachers in the Society 5.0 era, where their job satisfaction is not only influenced by daily work demands, but also their ability to adapt and develop in an ever-changing environment. changing the educational context. Implementing school management strategies that support professional growth and teacher welfare is the key to creating a productive and sustainable educational environment in the Society 5.0 era.

The implications of this research indicate that implementing changes or strategies based on the findings of this research can help increase teacher job satisfaction, which in turn can have a positive impact on the overall quality of education. If research shows that teacher certification contributes to high levels of job satisfaction, governments and educational institutions may consider improvements or improvements in the certification system. If organizational culture has a large impact, schools and educational institutions must strive to build a positive and supportive culture. This can include leadership training, establishing effective communications, and encouraging collaboration between staff and management. The research results can help the government and stakeholders in formulating better education policies, including policies related to certification, teacher compensation, and improving the work environment. This research has several limitations that can be corrected in further research. First, the sample size and predictor factors included in this study are major sources of limitations. In order to be able to generalize, further research must expand the sample size by choosing a larger research object. Second, the data collection methods used, such as questionnaires or interviews, have the potential to cause respondent bias or error. Additionally, time or resource limitations may limit the variety of methods that can be used. Third, this research may only involve a limited sample of teachers or schools in certain geographic areas in Indonesia. Therefore, the generalization of these findings may not be widely applicable to teacher populations in different countries. Fourth, teachers' responses to questions about job satisfaction may be influenced by subjective factors, such as mood or personal experiences. This can cause bias in assessing the level of job satisfaction.

4. CONCLUSION

Based on the results of the discussion of this research, it is stated that teacher certification does not have a significant effect on satisfaction. This shows the need for special attention to teacher certification regulations so that they can provide optimal stimulus in encouraging increased job satisfaction. The

influence of the work environment on job satisfaction obtained significant results. Furthermore, the influence of organizational culture on job satisfaction obtained significant results and was also the most dominant predictor in influencing job satisfaction. Implementing a healthy organizational culture provides a stimulant for teachers in optimizing their work which will ultimately help increase job satisfaction. Then the effect of motivation on job satisfaction was also not significant. These results indicate that there needs to be a series of efforts to improve aspects of providing motivation to teachers, so that by maximizing motivation it will encourage teacher morale which has implications for increasing job satisfaction. Further research shows that job satisfaction is significantly influenced by organizational commitment. This shows the organization's dedication in offering stimuli to increase the degree of job satisfaction.

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