

## **Determinant Factors Influencing Teacher Job Satisfaction during COVID-19 Outbreak**

**Annisa Nurpriani<sup>a\*</sup>**

<sup>a</sup> Universitas Pelita Harapan, Indonesia.

### **Author's contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

### **Article Information**

DOI: 10.9734/SAJSSE/2022/v14i230378

### **Open Peer Review History:**

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/87613>

**Received 11 April 2022**

**Accepted 22 May 2022**

**Published 31 May 2022**

**Original Research Article**

### **ABSTRACT**

Teachers have an essential role as spearheads in implementing the entire educational process. The pandemic conditions have an unpleasant effect on the process of educational activities. One of the effects of the pandemic is that universities, schools and their students start working and carrying out the educational process from home with online digital platforms for distance education and teaching systems. In Indonesia, several educational institutions have started implementing policies for remote working activities. In this case, one of the things that must consider is the job satisfaction of the teachers who are required to carry out online learning activities that they conduct distance learning. During the COVID-19 pandemic, it is essential to keep students motivated as classes move online. However, teacher motivation must also get a lot of attention, sometimes even ignoring the importance of their motivation in the profession. This research can be helpful for the South Tangerang Education and Culture Office as an operational consideration in the decision-making of principals and teachers. It focuses more on optimizing online learning media to improve student learning satisfaction. This research uses a quantitative approach using the postpositivist paradigm, with 95 respondents being junior high school teachers in South Tangerang City. The analysis technique in this study is the Structural Equation Model (SEM) using the SmartPLS program. This research indicates that motivation affects job satisfaction positively and significantly, remote working affects job satisfaction positively and significantly, and social environment affects job satisfaction positively and significantly.

**Keywords:** *Work motivation; remote working; social environment; job satisfaction; COVID-19.*

## 1. INTRODUCTION

“In the 21st century, the era of digitalization is developing, and the workplace concept has evolved from being limited to a physical location to a state of mind. Working remotely or from home has become the norm, aided by the growth and acceleration of information technology. Currently, employees in a company are no longer required to travel to work locations” [1]. The World Health Organization (WHO), on March 11, 2020, declared that the COVID-19 outbreak was a pandemic and established a lockdown strategy and announced social distancing policies, orders to stay at home, and changes in individual behaviour (e.g. wearing masks, washing hands, and touching the face is not recommended) is used worldwide to fight the coronavirus [2]. The coronavirus pandemic has finally changed the world of work and the work environment. One of the groups affected by the crisis of COVID-19 is schools or school staff and students. The current pandemic conditions are very likely to impact the mental health of school staff and students [3].

Research among 505 students in Bangladesh showed that stress, anxiety and depression had increased during the lockdown period. In addition, lack of physical activity and limitations in self-entertainment (recreation) also impact mental health and lead to higher feelings of stress, anxiety, depression, and post-traumatic symptoms [4]. Another study among 2,530 staff and students in Spain found moderate to high scale scores for stress, anxiety, and depression among participants affected by the pandemic [5]. One of the significant outcomes of the pandemic is that workers in colleges, schools and students are starting to work or study from home. In response to the emerging situation, most universities, colleges and schools worldwide have been forced to postpone and even cancel most of their regular events and start planning strategies for employees to be able to work from home by providing digital platform facilities to support remote teaching. So, in the end, schools and students should try to adapt to distance education methods by using online teaching around the world [6].

“Several studies have provided evidence that the advantages of teleworking from home can increase flexibility and autonomy and provide a side effect of a sense of isolation and less separation between home and work” [7]. Researchers have proposed several recommendations to help students, professors,

and researchers worldwide. For teleworking during the COVID-19 pandemic [8] by creating a routine, regularity, having adequate workspace at home and using office chairs and external monitors, increasing productivity, being responsible, avoiding extreme multitasking, creating communication facilities and network, use appropriate computer programs and platforms, develop creativity for remote teaching, explore options for remote research, use preventive telerehabilitation methods and learn from challenges [9,10].

“With the outbreak of the Covid-19 pandemic, this trend is becoming more common as companies want to ensure the safety of their employees. The growing popularity of work from home (WFH) culture has led to the introduction of various technologies such as web conferencing with Skype, and Zoom, virtual facilitation with MURAL, collaboration with MS Teams, project and task management with Trello, and Brainstorming and developing ideas with Miro” [11]. COVID-19 cases in Indonesia have increased rapidly and have a very large patient mortality ratio. Therefore schools and companies have taken policy steps to work from home (WFH) online [12]. Based on the data obtained from UNESCO, currently, there are 39 countries implementing School from Home (SFH) and school closures, with a total number of affected students reaching 421,388,462 children. So far, the students most affected by the COVID-19 virus, with more than 233 million students, are in China. Meanwhile, in other countries, 61 countries in Africa, Asia, Europe, the Middle East, North America and South America have announced or implemented restrictions on school and university learning. UNESCO provides direct support to countries worldwide, including solutions for inclusive distance learning. The policy of closing schools in these countries impacts nearly 421.4 million children and adolescents in the world [13]. “The number of potentially at-risk students from pre-primary to senior secondary education is 577,305,660. Meanwhile, the number of students who are potentially at risk from higher education is 86,034,287 people” [14]. Countries affected by COVID-19 are placing national responses in learning platforms and other tools such as distance learning.

“In Indonesia, several campuses and schools have started implementing policies for teaching and learning activities remotely (remote working) or online lectures. Staff and students worldwide

feel the tremendous impact of the coronavirus outbreak that first appeared in China. As a result of the pandemic spread to 156 countries, many schools have been forced to close. ABC News reports that at least 22 countries on three continents have closed their schools while the pandemic is still looming over their citizens" [15]. "These schools accommodate hundreds of millions of students from all over the world. In its report, ABC News also noted that 13 countries had closed schools. Victims of the COVID-19 outbreak, education at the Elementary School/Madrasah Ibtidaiyah, Junior High School/Madrasah Stanawiyah, and High School/Madrasah Aliyah levels, but also universities" [16]. "All levels of education, from elementary/ibtidaiyah schools to universities (universities), both those under the Ministry of Education, Culture, Research and Technology as well as those under the auspices of the Ministry of Religion, all have a negative impact because students, students and students are "forced" to study from home to study. Limit and prevent the spread of the Covid-19 virus. Even though not all students, students and students are accustomed to learning through online media. Moreover, many teachers and lecturers are not proficient in teaching using internet technology or social media, especially in some areas of Indonesia" [14].

Since March 16, 2020, several companies in Indonesia have started implementing the Work From Home policy, following the policies and recommendations by the Government. This also applies to teachers who participate in realizing preventive measures for the spread of COVID-19 by working from home or working from home. Teaching activities can be done remotely, working from home using technology. Teachers in areas affected by Covid-19 should not travel to school; this appeal to teachers was conveyed by the Minister of Education, Culture, Research and Technology, Nadiem Makarim, regarding the temporary suspension of face-to-face learning activities at schools and universities in areas affected by the coronavirus or Covid -19 [10].

Teachers have a very important role as the spearhead of implementing the entire educational process with the main task of educating, teaching, guiding, directing, training and evaluating students. As professionals, teachers have roles and responsibilities in implementing learning programs and achieving educational goals in schools [17]. Teachers have feelings, thoughts, and desires that can affect

attitudes in teaching. Gorton [18] states that satisfaction in the context of teaching refers to the level of fulfilment of a person's personal and professional needs in carrying out his role as a teacher. In this case, one thing that must be considered is teacher job satisfaction [19]. Job satisfaction is one of the factors that influence teacher performance. If the teacher is satisfied at work, it will create a family atmosphere in the work environment, work with full responsibility, good communication, and high morale so that the teacher's performance will also increase. In the end, the school's goals can be achieved optimally. Despite the pandemic, economic crisis, mass layoffs, and rising unemployment, job satisfaction did not decline in 2020 and even reached its highest level in the last 20 years, according to The Conference Board Job Satisfaction Survey from November 2020. The shift to remote work (remote working) does not seem to impair job satisfaction.

There is a strong relationship between job satisfaction and labour market conditions. Respondents who said that there were high job vacancies in their area were much more satisfied than respondents who said that finding a job was difficult. This may be affected by workers who resign and leave their jobs because they do not like and feel satisfied with their jobs. When labour market conditions are weak and there is a high risk of job loss, workers are more likely to be able to stay and enjoy their job even if they do not like them. The income (wages/salaries/benefits) they get is unsatisfactory. Several factors cause the increase in teacher job satisfaction during the COVID-19 pandemic. According to research conducted by Sholihin [117], which aims to determine the effect of workers' compensation on job satisfaction and employee performance, work compensation factors have an important role in encouraging job satisfaction at the Melinda Mother and Child Hospital (RSIA) Kediri. Cahya et al. [20] showed in their research that the workload factor did not significantly affect job satisfaction for Merapi Coffee employees in Yogyakarta. Furthermore, the turnover intention factor in a study conducted by Lestari et al. [21] was a driving factor for job satisfaction for employees of PT. Kereta Api Indonesia (Persero) Regional Division III Palembang. The principal's leadership factor in Hidayat's [22] research was a driving factor for teacher job satisfaction. Agusra et al. [23], in their research, found different factors from other studies where work motivation factors affect job satisfaction of oil palm

plantation employees of PT. Four Lawang Agro Perkasa in Empat Lawang Regency. In Grant's research [24], a remote working factor affects the job satisfaction of lecturers in Minnesota. Another case is in the study of Kumar [25], which found that social and environmental factors were driving factors for employee job satisfaction in Kerala in India.

To strengthen the above phenomenon, researchers want to find out what factors can affect teacher job satisfaction, such as work compensation [117], workload [20], and turnover intention [21] and principal leadership [22], work motivation [23], remote working [24], and social environment [25]. The factors that can affect teacher job satisfaction are very diverse and likely to differ from one unit of analysis to another. Factors that affect teacher job satisfaction are workers' compensation, workload, principal's leadership, work motivation, remote working, and social environment.

These factors are then used as pre-survey data on 20 respondents who are teachers who are domiciled in South Tangerang to determine the factors that influence teacher job satisfaction. Based on the pre-survey data, it can be seen that the respondents who are teachers who are domiciled in South Tangerang feel that the worker's compensation, workload and leadership of existing school principals are not good enough, but if seen in the percentage above, for work motivation factors, remote working and social environment is quite good and is considered to be one of the factors that might affect teacher job satisfaction. It can be identified and concluded that three dominant factors influencing teacher job satisfaction subsidized are work motivation, remote working and social environment. In the research of Megawati et al. [26], Riyanto et al. [27], Basalamah & As'ad [28]; Sari et al. [29]; Kumendong & Rumagit [30], work motivation has a positive effect on job satisfaction. Furthermore, the research of Schall [31]; Bellman & Hubler [107]; Felstead & Henseke [32]; Prasad & Mangipudi [33]; Muhammad & Siti [34] found that remote working affects job satisfaction. Another case in the research of Labrague et al., [112]; Rialmi & Ningrum [35]; Purwanti & Indradewa [36]; Kurniawan & Andriani [37]; Mahdiana & Ubaidillah [38] found that the social environment affects job satisfaction. Based on the exposure to the above factors, the authors need to conduct further research on work motivation, remote working, and social environment. Meanwhile,

researchers also found differences in the findings of previous studies on the relationship between work motivation, remote working, social environment and job satisfaction. Where research by Adam & Efni [39]; Bahri & Nisa [40]; Mappamiring [41] shows that the results of work motivation research do not affect job satisfaction. Unlike the research conducted by Schall [42]; Toscano & Zappalà [43] showed that the results of remote working research did not affect job satisfaction. Baernholdt & Mark [44]; Mahdiana & Ubaidillah [45] showed that social environment research did not affect job satisfaction. There are still differences in research results found in several previous studies, so researchers want to reconfirm work motivation, remote working, social environment, and job satisfaction factors with different years of research and analytical objects. This research can be helpful for the South Tangerang Education and Culture Office as an operational consideration in the decision-making of principals and teachers. It focuses more on optimizing online learning media to improve student learning satisfaction.

## 2. LITERATURE REVIEW

### 2.1 Job Satisfaction

Job satisfaction is a way for individuals to feel their work resulting from their attitude towards various aspects of work [46]. Job satisfaction is a favourable or unfavourable emotional state in which employees view their work. This feeling reflects the adjustment between what is obtained and what is expected [47]. "Job satisfaction is an emotional state of employees where there is or is not a meeting point between the value of employee remuneration from the company/organization and the level of remuneration value desired by the employee concerned" [48]. Therefore, every organizational leader needs to take various steps so that more and more members feel or get job satisfaction. Many theories explain the relationship between determinants and job satisfaction, such as Herzberg's two-factor theory [110], McClelland's needs theory (Harrell and Stahl 1984), self-determination theory [49], leader-member exchange theory [50], social exchange theory [51], social identity theory [52], career decision theory [53] and self-consistency theory [9]. Herzberg's two-factor theory has been used to examine the job satisfaction factors of public employees in Myanmar because it applies an inductive approach to find new determinants and covers various job satisfaction factors. In

addition, relatively few studies have used Herzberg's theory to examine the job satisfaction of civil servants in public administration [110]. Wibiseno & Dewi [54] argue that job satisfaction is one factor that influences how employees carry out their duties and responsibilities at work. The more satisfied an employee is with his work, the better the employee's performance will be. Therefore, employee job satisfaction in an organization must be maintained at a good level so that all work can be completed properly.

Job satisfaction occurs at a level where the work results are accepted by the individual as expected. The more people receive the results, the more satisfied they will be, and vice versa [55]. This theory focuses on any outcome that judges people regardless of who they are. In this approach, the key to satisfaction is the difference between the aspects of the job one has and wants. The bigger the difference, the lower the satisfaction of Han & Siregar [56] people. This theory suggests that job satisfaction can be obtained from many factors by emphasising values. Therefore an effective way to satisfy workers is to find what they want and, if possible, give it [57].

## 2.2 Work Motivation

In general, motivation is needed by everyone in everything. One of them is the motivation needed by an individual to work diligently and do his job as well as possible. A person will have high enthusiasm in doing all activities if he has high motivation. In language, motivation comes from the word "motive", which means "the driving force that has become active" [58]. Motives become active at certain times, especially if the need to achieve goals is felt or urgent. In Kompri [58], McDonald explains that motivation is a change in energy in individuals characterized by effective support and reactions to achieve goals. Meanwhile, according to Santrock, motivation is a process that gives enthusiasm, direction and persistence to behaviour. The point is behaviour that has the motivation, namely behaviour that is full of energy, directed and can last a long time. Motivation can also be interpreted as an impulse that arises from within the individual to move or carry out an activity to achieve predetermined goals. Everyone needs motivation in work, which is often also called work motivation. High work motivation can make a person more active and diligent in working and doing his job. Being active at work means carrying out tasks in any form well.

According to Deni [58], motivation is grouped into two types, namely: (1) Internal motivation, which can be defined as motivation that is generated from within oneself, where a person can work because he is interested, has interest and is happy with what he is doing so that in doing this activity or work can form satisfaction and happiness in him. The things included in the internal motivation include: needs, desires, cooperation, and pleasure at work; (2) External motivation is the motivation that comes from outside. External motivation includes rewards (salary), expectations and incentives (bonuses). For this reason, work motivation is an encouragement from within oneself and from outside the individual to do something that can be seen from the internal and external dimensions [60]: 65). Various characteristics that can be observed for someone who has work motivation, according to Kenneth and Yukl, as quoted in Uno [60], are as follows: (1) His performance depends on his efforts and abilities compared to performance through groups; (2) Can complete difficult tasks; (3) Often there is concrete feedback on how he should carry out the task optimally, effectively and efficiently. In carrying out their duties, a teacher also needs the motivation to work, both from themselves and from outside. The motivation here is encouragement from an individual or group working to achieve an organizational or individual goal. Teacher work motivation is a condition that makes a teacher have the will or need to achieve a goal by implementing his duties. With this, teacher work motivation is a condition that can provide energy to work or direct activities during learning activities and impacts a teacher to know of the existence of relevant goals between organizational goals and personal goals in a professional manner. *Teacher work motivation* is a spirit that encourages teachers to work to complete the duties and responsibilities of a teacher as an educator, mentor and facilitator for their students.

Principals also have a strategic role in efforts to increase teacher work motivation. School principals can do things to increase teacher motivation, including implementing open management, providing clarity by providing job descriptions or types of work and functions, implementing good relationships, implementing continuous and comprehensive supervision, and conducting an evaluation program [61]. Thus, each teacher has high work motivation and is expected to perform better than teachers with low work motivation.

## 2.3 Remote Working

Remote working has been around since 1970 when Jack Nilles initiated, in other words, namely Telecommuting. Telecommuting is work that can be done in a place that does not require much time to go home and go to work, work that can be done at home or in other locations, and is facilitated by the internet, computer or telephone networks and includes other work equipment [62]. Parris [63] stated that overall, all companies now prefer to use the term "working remotely" or "working from home" rather than the term telecommuting/teleworking because it sounds more modern. Therefore, the researcher concludes that the terms remote working, telecommuting and telework have synonymous meanings. In this study, researchers will use the term remote working. They will be based on a theory that uses telecommuting and telework as a choice of terminology.

With the rapid development of technology, companies must implement new strategies that reflect the current characteristics of the workforce. These characteristics include improving working conditions, relations with employees, productivity, and employee job satisfaction. Telecommuting or telework plays an important role in fulfilling these characteristics [64]. According to Putra et al. [65], telecommuting is a work arrangement system that allows employees to work at home or in an approved place using information technology to communicate with superiors. According to Mungkasa [66], telecommuting, also known as telework, uses information technology that allows employees to carry out their work remotely following work agreements. Remote working in practice has many benefits that companies can take into consideration in adopting it to improve company performance. In implementing remote working, the benefits are felt by both parties, both the company and workers. Companies get a productive workforce that saves space and cost because employees can work from home alone. Employees get the prospect of experiencing work-life balance, thereby increasing job satisfaction and commitment to the company [32].

Sooriyapperuma & Nawarathna [113]. Remote working in the workplace increases employee job satisfaction. Because remote work predisposes employees to have less work-family conflict, higher perceived autonomy and more intensity of telecommuting, their job satisfaction. Remote

working has a beneficial effect on employee job satisfaction and performance. Telecommuting positively affects work-family conflict but negatively affects relationships with coworkers [67]. "Teleworking has always been discussed because of the blurred boundaries of not being physically present at work regarding non-work and work, the personal and social consequences and risks and benefits of flexible working hours. There are several advantages of doing telework or working from home, namely time planning skills, the possibility to work during the most productive time and to access organizational documents from home, the suitability of having a workplace at home, the opportunity to work from home in case of illness and being able to care for members family" [109].

## 2.4 Social Environment

The social environment is one of the factors that can influence a person or group to take action and change the behaviour of each individual. We know the social environment includes family, peers, and neighbouring environments. Family is a social environment that individuals first recognize at birth [68]. The social environment is everything around humans that can influence these humans and other humans around them, such as neighbours, friends, and even other people around them who are not yet known [69]. The social environment is all humans around a person or a group. This social environment can be in the form of individuals or family groups, playmates, neighbours, villagers, townspeople, nations, etc. The role of peers in adolescent association becomes very prominent [70]. The social environment or society is to achieve learning success. The social environment is one of the supporting factors—a place and learning environment that is comfortable and makes it easier for students to concentrate. By preparing the right environment, students will get better results and can enjoy the learning process that students do. The learning environment can be interpreted as everything outside the child's self [71].

The environment is everything around us, both events that occur and the most critical community conditions that can strongly influence students, namely the environment in which the educational process takes place and the environment students interact with every day [72, 30]. According to Sartain in Dalyono [73]: 13), the social environment is all people or other humans who influence us. Influence directly as in

everyday interactions with other people, our family, friends, school friends, or work. Meanwhile, indirect influence can be through radio and television, by reading books, magazines, newspapers, and other ways. Each of us, especially in terms of our personality, is the result of the interaction between our genes and our social environment; because of this interaction, each person is unique, and everyone has a different personality. If individuals have the same genes or social environment, interaction produces wide variations or differences in personality [74]. Based on the above understanding, it can be concluded that the social environment is an interaction or social relationship that is closely related to everyday life.

Human Behavior and Social Environment (HBSE) or commonly called human behaviour in the social environment, is a merger between humans (Individuals) and groups that work together to form a group (Social Grouping); developing an organization is a social interaction that forms a network between fellow individuals to provide social order guarantees through the behaviour of individuals and groups [75]. The following is the scope of the social environment, namely extended families, community groups belonging to core groups, institutions in symbols and values and established norms, and those related to the natural environment (ecosystem) and the artificial environment (spatial planning). HBSE has an important position in social workers because, in the development of social work (theory and practice), it is often associated with problems of human behaviour, both individuals and groups associated with the social environment.

## 2.5 Research Methodology

### 2.5.1 Research design

The path analysis method was used to determine the effect of the variables studied in this study.

### 2.5.2 Data sampling

The population is the entire research subject; if someone wants to examine all the elements in the research area, the research is also called a population study or census study. Sugiyono [76] explains that the population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by research to be studied and then drawn conclusions. The population in this study were

1,953 junior high school teachers in South Tangerang City. The sample is part of the number and characteristics possessed by the population to calculate the minimum sample size using the slovin formula as quoted by Sugiyono [77] with a total final calculation of 95 respondents.

$$n = \frac{N}{1 + N \cdot e^2}$$

$$n = \frac{1953}{1 + 1953 (0.1)^2}$$

$$n = \frac{1953}{20,53}$$

$n = 95,129 \rightarrow$  Rounding 95 Respondents

## 2.6 Measurement Scale

The job satisfaction variable in this study was measured using the Minnesota Satisfaction Questionnaire (MSQ) instrument in Sirait and Siburian [114], which consisted of 20 question items. Meanwhile, motivation was adapted from previous research conducted by Uno [60] with 11 question items. Furthermore, the remote working variable was adapted from the research of Irawanto, Novianti and Roz [78] with a total of 10 questions. The social environment variable was measured using the items proposed by Tamara [115] with 11 questions.

## 2.7 Data Analysis Technique

The data analysis technique that will be used in this study will be using Component or Variance Based Structural Equation Modeling (VB-SEM) or Partial Least Square Structural Equation Modeling (PLS-SEM) where the data processing uses Partial Least Square (Smart-PLS) software version 3.3.3. PLS is intended for causal-predictive analysis in situations of high complexity and low theoretical support [79]. The use of Partial Least Square Structural Equation Modeling (PLS-SEM) in this study is based on exploratory research methods, where theoretical support and previous findings in this research are not sufficient to answer the existing research questions. This study uses a data analysis method using the Structural Equation Modeling (SEM) method which is one of the methods currently used to cover the weaknesses that exist in the regression method. The model specification in this study involves a structural model and a measurement model. Sarstedt and

Cheah [80] explain that the structural model shows the paths between constructs, while the measurement model shows the relationship between each construction and its indicators.

Structural Equation Modeling (SEM) is a method used to cover the weaknesses found in the regression method. According to Hair et al. [81] Structural Equation Modeling (SEM) research methods are grouped into two approaches, namely the Covariance Based SEM (CB-SEM) and Variance Based SEM or Partial Least Square (PLS) approach. Partial Least Square is a powerful analytical method which is not based on many assumptions. PLS approach is distribution free (does not assume certain data, can be nominal, category, ordinal, interval and ratio) PLS uses bootstrapping method or random doubling where the assumption of normality will not be a problem for PLS. In addition, PLS does not require a minimum number of samples to be used in research, studies with small samples can still use PLS. Partial Least Square is classified as non-parametric type, therefore, in PLS modeling, data with a normal distribution is not required. According to Husein, [111] said that the purpose of using PLS is to make predictions. Where in making these predictions is to predict the relationship between constructs, in addition to helping the author in his research to get the value of the latent variable that aims to make predictions. The latent variable is the linear aggregate of the indicators.

The weight estimate for creating the component score for the latent variable is obtained based on how the inner model (structural model that connects latent variables) and outer model (measurement model, namely the relationship between indicators and their constructs) is specified. The result is that the residual variance of the dependent variable (both latent and indicator variables) is minimized [82]. The parameter estimates obtained with PLS can be categorized as follows: The first category is the weight estimate used to create the latent variable score. The second reflects the path estimate that connects the latent variables and between latent variables and their indicator blocks (loading). The third category is related to the means and location of parameters (regression constant values) for indicators and latent variables. To obtain these three estimates, PLS uses a three-stage iteration process and in each stage produces estimates, namely (1) Generating weight estimates, (2) Generating estimates for

the inner model and outer model, (3) Generating means and location estimates (constants) [111].

### 3. RESULTS AND DISCUSSION

Respondents in this study were teachers, as many as 95 respondents who were in a work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang. Based on the results of the questionnaires that have been distributed to respondents, it can be seen that the characteristics of respondents are as follows: Based on the results of the questionnaire that has been distributed to the respondents, the gender of the respondents is dominated by female sex as many as 69 people (73%), for class teachers are dominated as Mapel Teachers as many as 31 people (33%), based on the subjects they teach are dominated by English maple as many as 19 people (20%).

#### 3.1 Measurement Model Evaluation

Evaluation of the measurement model is carried out to assess the validity and reliability. The research measurement model in PLS-SEM is an outer model consisting of relationships between indicators and latent variables [81]. According to Hair et al. [81], to assess convergent validity, the loading factor value must be more than 0.70. However, according to Hulland [83] in Henseler et al. [84], the reflective indicator loading factor can be considered a good measure for the latent variable if it is above 0.50 (reflective indicator loading factor > 0.50). So the decision that can be taken for the outer loadings acceptance limit is between 0.60. Furthermore, the analysis is continued by looking at the average variance extracted (AVE) value to test convergent validity with a cut off value above 0.50. Based on the test results, it can be seen that all have met the requirements for testing the loading factor and average variance extracted (AVE) values above 0.50 so that it can be said to be valid and can be used to measure each latent variable.

The next step to be tested is the problem related to discriminant validity for each construct with the correlation value between constructs in the model [79]. This method is often called Cross Loadings. The test results show that the loading value for each of the intended constructs is greater than the loading value with other constructs. It can be concluded that all existing indicators are valid, and there are no problems with discriminant validity. The evaluation is



**Table 1. Demographic of respondents**

<b>Descriptive</b>		<b>Total</b>	<b>Percentage</b>
<b>Gender</b>	Male	26	27%
	Female	69	73%
	<b>Total</b>	<b>95</b>	<b>100%</b>
<b>Classroom teacher</b>	Subject Teacher	31	33%
	Class VII	28	29%
	Class VIII	21	22%
	Class IX	15	16%
	<b>Total</b>	<b>95</b>	<b>100%</b>
<b>School Subjects Taught</b>	Bahasa Indonesia	10	11%
	Bahasa Inggris	19	20%
	Bimbingan dan Konseling	5	5%
	IPA	10	11%
	IPS	12	13%
	Matematika	11	12%
	PAI	7	7%
	Pendidikan Jasmani	6	6%
	Pendidikan Kewarganegaraan	7	7%
	Prakarya	3	3%
	Seni Budaya	4	4%
	TIK	1	1%
	<b>Total</b>	<b>95</b>	<b>100%</b>

continued by looking at the reliability of each latent construct, and the test is assessed using Cronbach's alpha and composite reliability scores; however, in addition to using Cronbach's alpha and composite reliability, the rho\_A value can be considered to ensure the reliability of the PLS construct score, as defined in Dijkstra and Henseler [85] that composite reliability 0.7 and Cronbach's alpha and rho\_a 0.6. The results of the composite reliability test show that all values for latent variables have Cronbach's alpha values, rho\_A 0.60 and composite reliability 0.70. Thus, all constructs can be accepted for reliability.

### 3.2 Structural Model Evaluation

After the estimated model meets the outer model criteria, the next step is to test the structural model (inner model). According to Hair et al. [81], the evaluation of the structural model (inner model) aims to predict the relationship between latent variables. Hair et al. [81] in Ramayah et al. [80] suggested looking at the coefficient of determination (R<sup>2</sup>), f-Square and predictive relevance (Q<sup>2</sup>) to assess the structural (inner model). Assessing the model with PLS begins by looking at the R-Square (R<sup>2</sup>) for each endogenous latent variable. The coefficient of determination R-square (R<sup>2</sup>) shows how much the exogenous variable explains the endogenous variable. The value of R-square (R<sup>2</sup>) is zero to

one. Suppose the value of R-Square (R<sup>2</sup>) is getting closer to one. In that case, the independent variables provide all the information needed to predict the variation of endogenous variables. On the other hand, the smaller the value of R-Square (R<sup>2</sup>), the more limited the ability of the independent variables to explain the variation of endogenous variables. The R-square (R<sup>2</sup>) value has a weakness; namely, the value of R-Square (R<sup>2</sup>) will increase every time there is an addition of one exogenous variable even though this variable has no significant effect on the endogenous variable.

From the test results in Fig. 1, it can be seen that the value of R-Square (R<sup>2</sup>) or the coefficient of determination of the Y construct is 0.836. These results indicate that exogenous variables can explain the endogenous variable Y by 84%. In contrast, the rest is explained by other exogenous variables outside of this study. Furthermore, the structural model's predictive relevance (Q<sup>2</sup>) measures how well the observed values are generated. According to Hair et al. [81], if the value of Q<sup>2</sup> is more significant than zero for certain endogenous latent variables, it shows that the PLS path model has predictive relevance for that construct. Based on the calculation of predictive relevance (Q<sup>2</sup>), it shows a value of 0.470 (greater than zero), so it can be concluded that the model has a relevant predictive value. The evaluation of the fit model

in this study was carried out using two test models; namely, the standardized root means square residual (SRMR) and the standard-fit index (NFI) proposed by Hu and Bentler [86] in Ramayah et al. [116] that the model will be considered to have a good fit if the standardized root means square residual (SRMR) is below 0.10 [78]. Another suitability index is the normed fit index (NFI) with the calculation of the Chi2 value [86]. The Chi-square value is then compared with the benchmark given in Goodness of Fit. Referring to Bentler and Bonett [86], the acceptable value of conformity when using Chi-square as a measurement is more significant than 0.9 ( $\chi^2 > 0.9$ ). The results show that the model in this study has a good fit because it has a standardized root mean square

residual (SRMR) value below 0.10, and the average fit index (NFI) value indicates that the model in this study is 55% (0.554) better than the null model. Meanwhile, Chi-square has met the criteria above 0.90, namely 3121, 962.

### 3.3 Hypothesis Testing

This hypothesis testing stage is carried out after the structural model evaluation stage. This stage is carried out to determine whether the research model's proposed hypothesis is accepted or rejected. To test the proposed hypothesis, it can be seen from the path coefficients and T-Statistic values through the bootstrapping procedure.

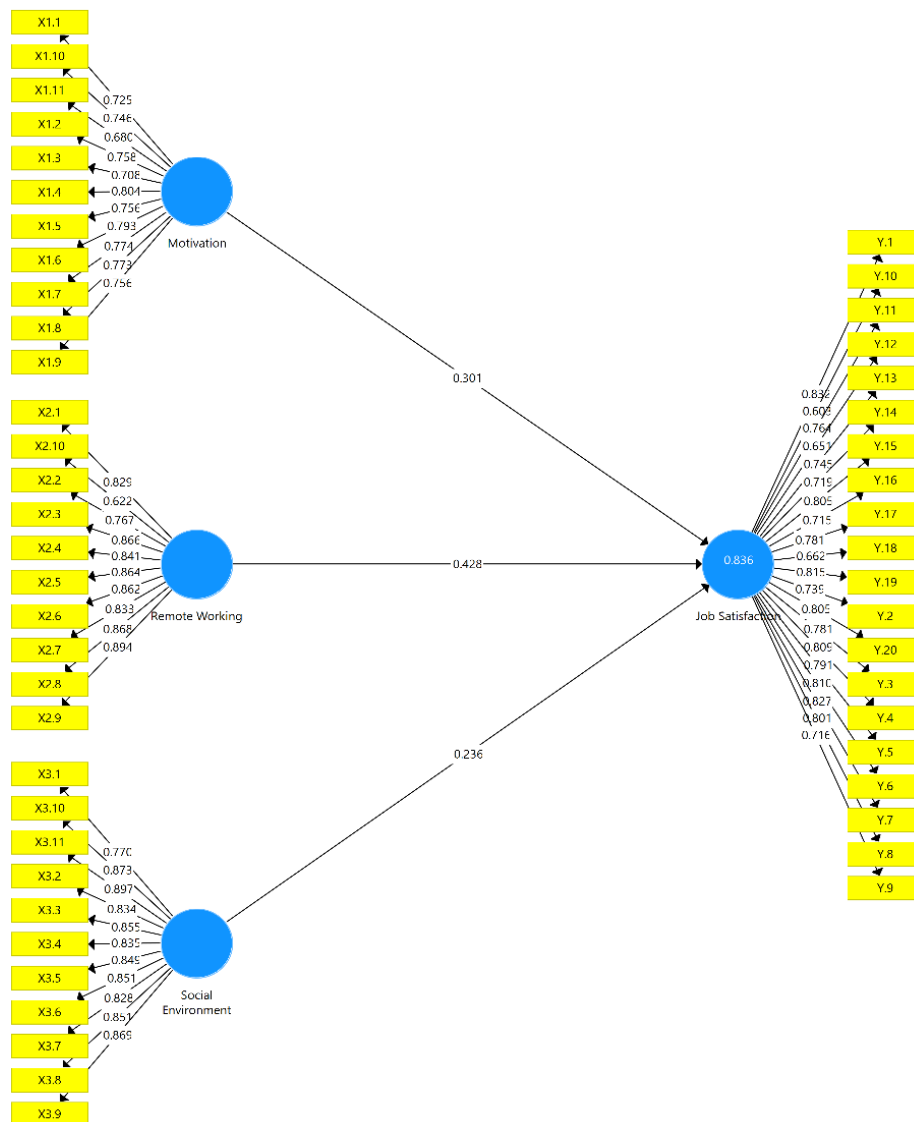


Fig. 1. PLS Algorithm Results

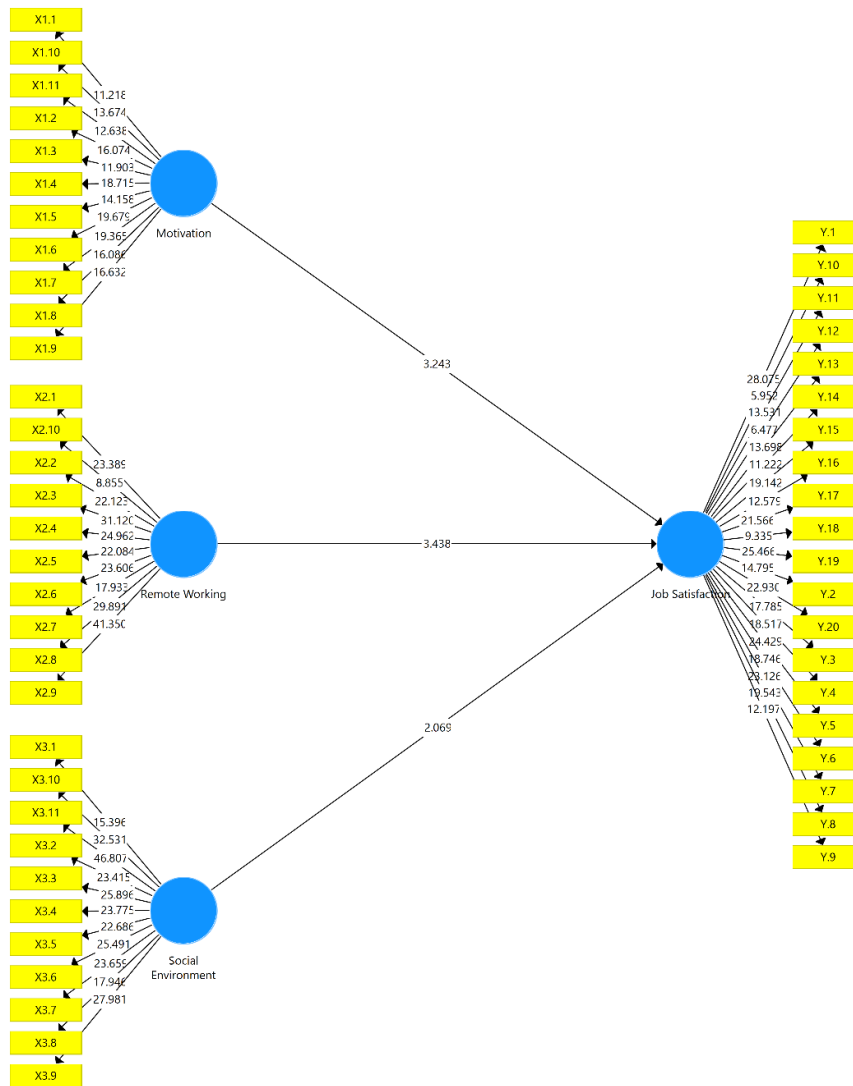


Fig. 2. Bootstrapping Results

Table 2. Hypothesis testing

Path	Path Coefficient	T Statistics	P Values	Kesimpulan
Motivation (X1) -> Job Satisfaction (Y)	0.301	3.243	0.001	Positive and Significant
Remote Working (X2) -> Job Satisfaction (Y)	0.428	3.438	0.001	Positive and Significant
Social Environment (X3) -> Job Satisfaction (Y)	0.236	2.069	0.022	Positive and Significant

Based on the test results in Table 2 and Fig. 2, it can be seen that motivation has a positive and significant effect on job satisfaction. This is indicated by the results of the test between motivation and job satisfaction having path coefficients value of 0.301, which is close to a +1 value, a T-Statistic value of 3.433 (> 1.96), the f-square value of 0.181 (large), and p-value of

0.001 (<0.05). Meanwhile, Remote work has a positive and significant effect on job satisfaction. This is indicated by the test results between remote working and job satisfaction which have path coefficient values of 0.428, which are close to the +1 value, T-Statistic value of 3.414 (> 1.96), the f-square value of 0.147 (small), and p-value of 0.001 (< 0.05). Furthermore, it can be

seen that the social environment has a positive and significant influence on job satisfaction. This is indicated by the test results between social environment and job satisfaction, which have a path coefficients value of 0.236, which is close to a +1 value, a T-Statistic value of 2.304 ( $> 1.96$ ), the f-square value of 0.051 (medium), and p-value of 0.022 ( $< 0.05$ ).

#### 4. CONCLUSION

The motivation was found to have a positive and significant effect on job satisfaction, so it can be concluded that the first hypothesis (H1) is accepted. It can be concluded that teachers' motivation in the Work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang respondents increased job satisfaction directly. The results of this study are in line with research conducted by Tukiyo [108], which shows that "motivation has a positive and significant effect on job satisfaction". The results of other studies by Mangaleswarasharma [87] and Nur et al. [88] showed that motivation had a positive and significant effect on job satisfaction. Unlike the results of Adam & Efni's research [39]; Bahri & Nisa [40]; Mappamiring [41] shows that the results of work motivation research have no effect on job satisfaction. Based on the test results, remote working was found to have a positive and significant effect on job satisfaction, so it can be concluded that the second hypothesis (H2) is accepted. It can be concluded that the higher the remote working the teacher has in the Work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang as a respondent, the more job satisfaction will increase. The results of this study are in line with research conducted by Sooriyapperuma and Nawarathna [89], which shows that remote work has a positive and significant effect on job satisfaction. The results of other studies by Irawanto et al. [90] and Schall [31] also show that remote work has a positive and significant effect on job satisfaction. Unlike the results of Schall's research [42]; Toscano & Zappalà [43] showed that the results of remote working research had no effect on job satisfaction.

Based on the test results, the social environment was found to have a positive and significant effect on job satisfaction, so it can be concluded that the third hypothesis (H3) is accepted. It can be concluded that the better the social environment for teachers in the Work from Home (WFH) situation during the Covid-19 prevention

period in South Tangerang, the more immediate job satisfaction will be. The results of this study are in line with research conducted by Novianti [91], which shows that the social environment has a positive and significant effect on job satisfaction. The results of other studies by Bakri & Yadi [92] and Lubis [93] also show that the social environment positively affects job satisfaction. Unlike the results of Baernholdt & Mark's research [44]; Mahdiana & Ubaidillah [38] showed that the results of social environment research had no effect on job satisfaction.

In this study, the researcher found several limitations in several matters of concern, namely as follows (1). The authors only took a sample of teachers in the South Tangerang area. It is hoped that further research will prefer or expand the scope of research; (2) In this study, the authors only use the variables of motivation, [94-98] remote working, social environment and job satisfaction. It is hoped that further research will add other related variables such as work leadership factors, workload, work leadership style, work stress, work compensation, job competition, career development and work competence [99-103]. This research can be useful for the South Tangerang Education and Culture Office as an operational consideration in the decision-making of principals and teachers, so that it focuses more on optimizing online learning media in an effort to improve student learning satisfaction [104-107]. For the world of academia as a recommendation to increase insight in the world of education management, so that scientifically can increase while having a significant impact on the next scientific search.

#### CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

#### DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

## REFERENCES

1. Shareena P, Shahid M. Work from home during COVID-19: Employees perception and experiences. *Global Journal for Research Analysis*. 2020;9(5):7-10.
2. Lunn PD, Timmons S, Julienne H, Belton CA, Barjaková M, Lavin C, McGowan FP. Using decision aids to support self-isolation during the COVID-19 pandemic. *Psychology and Health*. 2021;36(2):195–213.  
Available:<https://doi.org/10.1080/08870446.2020.1849701>
3. Al-Rabiaah A, Temsah MH, Al-Eyadhy AA, Hasan GM, Al-Zamil F, Al-Subaie S, Alsohime F, Jamal A, Alhaboob A, Al-Saadi B, Somily AM. Middle East Respiratory Syndrome-Corona Virus (MERS-CoV) associated stress among medical students at a university teaching hospital in Saudi Arabia. *Journal of Infection and Public Health*. 2020;13(5):687–691.  
Available:<https://doi.org/10.1016/j.jiph.2020.01.005>
4. Khan AH, Sultana MS, Hossain S, Hasan MT, Ahmed HU, Sikder MT. The impact of COVID-19 pandemic on mental health & wellbeing among home-quarantined Bangladeshi students: A cross-sectional pilot study. *Journal of Affective Disorders*. 2020;277(June):121–128.  
Available:<https://doi.org/10.1016/j.jad.2020.07.135>
5. Odriozola-González P, Planchuelo-Gómez Á, Iruñtia MJ, de Luis-García R. Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. *Psychiatry Research*. 2020;290:113108.  
Available:<https://doi.org/10.1016/j.psychres.2020.113108>
6. Sahu P. Closure of universities due to coronavirus disease 2019 (COVID-19): impact on education and mental health of students and academic staff. *Cureus*. 2020;12(4).
7. Harpaz I. Advantages and disadvantages of telecommuting for the individual, organization and society. *Work Study*. 2002;51(2):74–80.  
Available:<https://doi.org/10.1108/00438020210418791>
8. Gerding T, Syck M, Daniel D, Naylor J, Kotowski SE, Gillespie GL, Freeman AM, Huston TR, Davis KG. An assessment of ergonomic issues in the home offices of university employees sent home due to the COVID-19 pandemic. *Work*. 2021; 68(4):981–992.  
Available:<https://doi.org/10.3233/WOR-205294>
9. Lopez EM. A test of the self-consistency theory of the job performance-job satisfaction relationship. *Academy of Management Journal*. 1982;25(2):335–348.
10. Kayabınar E, Kayabınar B, Önal B, Zengin HY, Köse N. The musculoskeletal problems and psychosocial status of teachers giving online education during the COVID-19 pandemic and preventive telerehabilitation for musculoskeletal problems. *Work*. 2021 Jan 1;68(1):33-43.
11. Deloitte. The Deloitte Global Millennial Survey 2020: Millennials and GenZs hold the key to creating a “better normal”; 2020.  
Available:<https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>
12. Widhiastuti H, Winta MVI, Rachamn MJJ, Janie DNA. Peningkatan Pemahaman Kita-Kiat Cara Meningkatkan Kepuasan Pelanggan Pada Pengrajin Batik Di Kota Semarang. *Tematik*. 2021; 3(2).
13. Purwanto A, Pramono R, Asbari M, Santoso PB, Wijayanti LM, Choi CH, Putri RS. Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*. 2020;2(1):1–12.  
Available:<https://ummaspul.e-journal.id/Edupsycounts/article/view/397>
14. Rokhani CTS. Pengaruh Work From Home (WFH) Terhadap Kinerja Guru SD Negeri Dengkek 01 Pati Selama Masa Pandemi Covid-19. *EduPsyCouns: Journal of Education, Psychology and Counseling*. 2020;2(1):424–437.

- Available:<https://ummaspul.e-journal.id/Edupsyscouns/article/view/500>
15. Atho W, Musafik MN. Analisis Sistem Work From Home Dan Motivasi Terhadap Kinerja Guru Pada Saat Pandemi Covid-19 (Studi Kasus Di Yayasan Pendidikan Al Aziz Sawahan Lengkong Nganjuk). *Otonomi*. 2021;21(2):298-304.
  16. Purwanto. Evaluasi hasil belajar. Surakarta. Pustaka belajar; 2009.
  17. Hamdi H, Asrin A, Fahrudin F. Kepuasan Kerja Guru SD pada Masa Pandemi Covid-19 di Gugus 2 Kecamatan Pemenang Lombok Utara Provinsi NTB. *Jurnal Studi Guru dan Pembelajaran*. 2021;4(1):157-162.
  18. Gorton RA. School Administration Challenge and Opportunity Form Leadershi. Dubuque, Iowa: Wm. C. Brown; 1976.
  19. Mukhlison N. Pengaruh Pendidikan dan Pelatihan, Kompensasi dan Kepuasan Kerja Guru Terhadap Kinerja Guru Madrasah Tsanawiyah Swasta Kecamatan Bulakamba Brebes. Tesis pada Program Pascasarjana Fakultas Studi Manajemen Pendidikan Universitas Negeri Semarang; 2008.
  20. Cahya AD, Astuti RD, Palupi D. Analisis Beban Kerja Dan Lingkungan Terhadap Kepuasan Kerja Karyawan Masa Pandemi COVID-19 (Studi Kasus Pada UMKM Kuliner di Yogyakarta). *REVITALISASI: Jurnal Ilmu Manajemen*. 2021;10(1):87-93.
  21. Lestari A, Fitriah W, Hustia A. Pengaruh Turnover Intention dan Teknologi Informasi terhadap Kepuasan Kerja pada Masa Pandemi Covid-19. *Jurnal Nasional Manajemen Pemasaran & SDM*. 2021;2(1):15-24.
  22. Hidayat E. Kepemimpinan Kepala Sekolah dalam Meningkatkan Profesionalisme dan Kepuasan Kerja Guru pada Masa Pandemi Covid-19. *Literacy: Jurnal Ilmiah Sosial*. 2021;3(1):12-23.
  23. Agusra D, Handayani S. Effect of Motivation and Job Satisfaction on Work Productivity of Oil Palm Plantation Employees PT. Four Mighty Agro Lawang in Four Lawang District Pengaruh Motivasi dan Kepuasan Kerja terhadap Produktivitas Kerja Karyawan Perkebunan Kelapa Sawit PT.Em. 2021;48-56.
  24. Grant RA, Morales-Nebreda L, Markov NS, Swaminathan S, Querrey M, Guzman ER, Abbott DA, Donnelly HK, Donayre A, Goldberg IA, Klug ZM. Circuits between infected macrophages and T cells in SARS-CoV-2 pneumonia. *Nature*. 2021;590(7847):635-41.
  25. Kumar MN. Strategi Humas Dalam Membangun Citra Dan Mutu MIN 2 Kolor Sumenep (Doctoral dissertation, Institut Agama Islam Negeri Madura); 2021.3.
  26. Megawati S, Niswah F, Mahdiannur MA, Segara NB. AGIL scheme as social system to build characters caring for the environment through the Adiwiyata program. In *IOP Conference Series: Earth and Environmental Science 2022 (Vol. 950, No. 1, p. 012070)*. IOP Publishing.
  27. Riyanto S, Endri E, Herlisha N. Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management*. 2021; 19(3):162-174.
  28. Basalamah MSA, As'ad A. The Role of Work Motivation and Work Environment in Improving Job Satisfaction. *Golden Ratio of Human Resource Management*. 2021;1(2):94-103.
  29. Sari DC, Apino E, Setiawan A, Hamid A, Rulyansah A. The Economic In International Islamic Education Strategy Collaboration: A Rapid Review. In *International Conference On Social, Economics, Business, And Education (Icsebe 2021) 2022 Jan 24 (pp. 25-28)*. Atlantis Press.
  30. Kumendong JJ, Rumagit M. Pengaruh Lingkungan Kerja Dan Motivasi Kerja Terhadap Kepuasan Kerja Karyawan Pada Pt. Surya Mustika Nusantara Cabang Kiawa. *Jurnal Manajemen dan Bisnis*. 2022;7(1).
  31. Schall MA. The relationship between remote work and job satisfaction: The mediating roles of perceived autonomy, work-family conflict, and telecommuting intensity (Doctoral dissertation, San Jose State University); 2019.
  32. Felstead A, Henseke G. Assessing the growth of remote working and its consequences for effort, well-being and work-life balance. *New Technology, Work and Employment*. 2017;32(3):195-212.

- Available:<https://doi.org/10.1111/ntwe.12097>
33. Prasad KDV, Mangipudi MR. A General Linear Model Approach: Development Of Psychological Well-Being, Remote Working, Employee Engagement, Job Satisfaction, Scales, Data Analysis And Reporting Concerning To Information Technology Sector. *Journal of Contemporary Issues in Business and Government*. 2021;27(1).
  34. Muhammad IBB, Hajah-Siti RB. The Relationship between Remote Work and Job Satisfaction During the Outbreak of COVID-19: The Mediating Roles of Perceived Autonomy and Work-Family Conflict. *Education Sciences and Psychology*. 2021;(3):92-102.
  35. Rialmi Z, Ningrum HP. The Effect of Work Motivation, Compensation and Work Environment on Job Satisfaction of State Polytechnic Employees Creative Media. *International Journal of Business, Technology and Organizational Behavior (IJTOB)*. 2022;2(1):1-13.
  36. Purwanti D, Indradewa R. Influence of Work Environment and Organizational Culture on Turnover Intention is Mediated by Job Satisfaction Type B Private Hospital in Bekasi. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*. 2022;5(1).
  37. Kurniawan TZA, Andriani D. Influence of Organizational Culture, Work Environment and Compensation on Job Satisfaction of Production Sector Employees; 2022.
  38. Mahdiana D, Ubaidillah H. The Effect of Job Stress, Work Environment and Compensation on Job Satisfaction with Motivation as an intervening variable at PT. Setia Kawan Grup. *Indonesian Journal of Innovation Studies*. 2022;17:10-21070.
  39. Adam A, Machasin, Efni Y. Pengaruh Motivasi dan Kepemimpinan terhadap Kepuasan Kerja dan Kinerja Karyawan pada PT. Primalayan Citra Mandiri (Datascip Service Center) di Indonesia. *Jurnal Ekonomi KIAT*. 2021;32(1):48–56.
  40. Bahri S, Chairatun Nisa Y. Pengaruh Pengembangan Karir Dan Motivasi Kerja Terhadap Kepuasan Kerja Karyawan. *Jurnal Ilmiah Manajemen Dan Bisnis*. 2017;18(1):9–15.
  41. Mappamiring. Motivasi dan Kepemimpinan terhadap Kepuasan Kerja Karyawan PT. Telekomunikasi Indonesia (Persero) Tbk Pusat Makassar. *Jurnal Administrasi Bisnis (Jab)*. 2020;10(2):86–92.
  42. Schall MA. The Relationship Between Remote Work and Job Satisfaction : The Mediating Roles of Perceived Autonomy , Work-Family Conflict , and Telecommuting Intensity. *SJSU Scholar Works*. 2019;3(3):1–49.
  43. Toscano F, Zappalà S. Social isolation and stress as predictors of productivity perception and remote work satisfaction during the COVID-19 pandemic: The role of concern about the virus in a moderated double mediation. *Sustainability (Switzerland)*. 2020;12(23):1–14.  
Available:<https://doi.org/10.3390/su12239804>
  44. Baernholdt M, Mark BA, Faan. The nurse work environment, job satisfaction and turnover rates in rural and urban nursing units. *NIH Public Access*. 2009;23(1): 1–7.  
Available:<https://doi.org/10.1111/j.1365-2834.2009.01027.x>.The
  45. Mahdiana D, Ubaidillah H. The Effect of Job Stress, Work Environment and Compensation on Job Satisfaction with Motivation as an intervening variable at PT. Setia Kawan Grup. *Indonesian Journal of Innovation Studies*. 2022;15:1–13.  
Available:<https://doi.org/10.21070/acopen.4.2021.3032>
  46. Suwatno, Priansa D. *Manajemen SDM dalam organisasi publik dan bisnis*. Alfabeta; 2011.
  47. Handoko TH. *Manajemen Personalial dan SumberDaya Manusia*. BPFE; 2015.
  48. Martoyo S. *Manajemen Sumber Daya Manusia*. BPFE; 2008.
  49. Fernandez S, Moldogaziev T. Employee empowerment and job satisfaction in the US Federal Bureaucracy: A self-determination theory perspective. *The American Review of Public Administration*. 2015;45(4):375–401
  50. Janssen O, Van Yperen NW. Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction.

- Academy of Management. Journal. 2004;47(3):368–384.
51. Huang YH, Lee J, McFadden AC, Murphy LA, Robertson MM, Cheung JH, Zohar D. Beyond safety outcomes: An investigation of the impact of safety climate on job satisfaction, employee engagement and turnover using social exchange theory as the theoretical framework. *Applied Ergonomics*. 2016;55:248–257.
  52. Brunetto Y, Farr-Wharton R. Using social identity theory to explain the job satisfaction of public sector employees. *International Journal of Public Sector Management*. 2002;15(7):534–551.
  53. Perdue SV, Reardon RC, Peterson GW. Person—Environment congruence, self-efficacy, and environmental identity in relation to job satisfaction: A career decision theory perspective. *Journal of Employment Counseling*. 2007;44(1):29–39.
  54. Wibiseno Q, Dewi IGAM. Dampak Motivasi Kerja, Iklim Organisasi, Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan Lembaga Perkreditan Desa Pecatu. *E-Jurnal Manajemen*. 2018; 7(12):6759-6785.
  55. Yanidrawati K. Hubungan kepuasan kerja dengan kinerja perawat di ruang rawat inap rumah sakit umum daerah kabupaten bekasi. *Students e-Journal*. 2012;1(1):32.
  56. Han WP, Siregar ARA. Analisis Kepuasan Kerja dan Lingkungan Kerja Karyawan di Sekolah EN Mandarin—Medan. *Jurnal Ilmiah Maksitek*. 2019;4(2).
  57. Daoed TS, Zega AK. Pengaruh Kepuasan Kerja Dan Motivasi Terhadap Produktivitas Kerja Pegawai Pada Kantor Badan Perencanaan Pembangunan Daerah (Bappeda) Sumut. *Jurnal Bisnis Corporate*. 2020;5(1).
  58. Kompri. Motivasi Pembelajaran Perspektif Guru dan Siswa. Bandung: PT Rosda Karya; 2016.
  59. Deni M. Kedisiplinan dan Motivasi Terhadap Kinerja Pegawai Pelayanan Publik. *Jurnal Manajemen dan Bisnis Sriwijaya*. 2018;16(1):31-43.
  60. Uno HB. Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan. Bumi Aksara; 2014.
  61. Karwati E, Priansa DJ. Kinerja dan profesionalisme kepala sekolah. Bandung: Alfabeta; 2013.
  62. Sadida N, Febriani Z. Mengikat karyawan dengan telecommuting (studi keterikatan kerja karyawan telecommuting). *Journal Psikogenesis*. 2016;4(1):114-25.
  63. Parris J. Remote Work or Telecommute: What's the Difference. *Work Flexibility*; 2018.
  64. Ordóñez Parada AI. Factors that influence job satisfaction of teleworkers: evidence from Mexico. *Global Journal of Business Research*. 2018;12(1):41-49.
  65. Putra KC, Pratama TA, Linggautama RA, Prasetyaningtyas SW. The Impact of Flexible Working Hours, Remote Working, and Work Life Balance to Employee Satisfaction in Banking Industry during Covid-19 Pandemic Period. *Journal of Business and Management Review*. 2020;1(5):341-353.
  66. Mungkasa O. Bekerja dari rumah (working from home/WFH): menuju tatanan Baru era pandemi Covid 19. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*. 2020;4(2):126-150.
  67. Gajendran RS, Harrison DA. The good, the bad, and the unknown about telecommuting: Meta- analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*. 2007;92:1524-1541. DOI:10.1037/0021- 9010.92.6.1524
  68. Sobaya S, Hidayanto MF, Safitri J. Pengaruh literasi keuangan dan lingkungan sosial terhadap perencanaan keuangan pegawai di universitas islam indonesia yogyakarta. *Madania: Jurnal Kajian Keislaman*. 2016 Jul 1;20(1):115-28.
  69. Zahrotin S, Ismahmudi R. Studi Fenomenologi Gambaran Perilaku Terhadap Kesehatan Mental Anak Sekolah Dasar di SD Negeri 010 Palaran.
  70. Subagio A. Biocomposite characterization of bagasse starch derived from cassava reinforced by acetylated bamboo cellulose and plasticized by epoxidized waste cooking oil. *Rasayan journal of chemistry*. 2019;12(3):1470-7.
  71. Kartika DT. Pengaruh Kebiasaan Belajar dan Lingkungan Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas X Di SMA Negeri 1 Jombang. *Jurnal Pendidikan Ekonomi (JUPE)*. 2013;1(3).



72. Gazali M. Hubungan higiene perseorangan anak Sekolah dasar dan kondisi kesehatan lingkungan rumah dengan kejadian penyakit kecacingan di Kecamatan Air Periukan Kabupaten Seluma Provinsi Bengkulu (Doctoral dissertation, Universitas Gadjah Mada); 2008.
73. Dalyono. Psikologi Pendidikan. Jakarta. Rineka Cipta; 2005.
74. Ahmadi A. Konstitusional Review: Suatu Perbandingan Praktek Ketatanegaraan. Al-Izzah: Jurnal Hasil- Hasil Penelitian. 2014;9(1):43-60.
75. Branson DC. Speed Dating With Older Adults: Reducing Ageism in Social Work Students. Journal of Social Work Education. 2022;1-8.
76. Sugiyono. Metode Penelitian Kombinasi. Bandung, Alfabeta; 2016.
77. Sugiyono. Statistik Untuk Penelitian. Bandung: Alfabeta, CV; 2007.
78. Irawanto DW, Novianti KR, Roz K. Work from home: Measuring satisfaction between work–life balance and work stress during the COVID-19 pandemic in Indonesia. Economies. 2021;9(3): 96.
79. Putra WBTS. Problems, Common Beliefs and Procedures on the Use of Partial Least Squares Structural Equation Modeling in Business Research. South Asian Journal of Social Studies and Economics. 2022;14(1):1-20. Available:<https://doi.org/10.9734/sajsse/2022/v14i130367>
80. Hair Jr JF, Matthews LM, Matthews RL, Sarstedt M. PLS-SEM or CB-SEM: updated guidelines on which method to use. International Journal of Multivariate Data Analysis. 2017;1(2):107. Available:<https://doi.org/10.1504/ijmda.2017.10008574>
81. Ghozali I. Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS), Edisi 4. Badan Penerbit Universitas Diponegoro; 2014.
82. Hulland J. Use of partial least squares (PLS) in strategic management research: a review of four recent studies. Strategic Management Journal. 1999;20(2):195–204.
83. Dijkstra TK, Henseler J. Consistent partial least squares path modeling. MIS Quarterly: Management Information Systems. 2015;39(2):297–316. Available:<https://doi.org/10.25300/MISQ/2015/39.2.02>
84. Henseler J, Ringle CM, Sarstedt M. A new criterion for assessing discriminant validity in variance-based structural equation modeling. Journal of the Academy of Marketing Science. 2015;43(1):115–135. Available:<https://doi.org/10.1007/s11747-014-0403-8>
85. Hair JF, Sarstedt M, Hopkins L, Kuppelwieser VG. Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. European Business Review. 2014;26(2): 106–121. Available:<https://doi.org/10.1108/EBR-10-2013-0128>
86. Mangaleswarasharma R. Teacher motivation and job satisfaction: A study on teachers in three districts in northern Sri Lanka. People: International Journal of Social Sciences. 2017;3(1):314–323
87. Nur F, Rahman U, Musdalifa M. Effect of Motivation and Job Satisfaction on Teacher Performance in Private Madrasah Aliyah in Maros Regency. Jurnal Ilmiah Ilmu Administrasi Publik. 2019;9(1):9-18.
88. Sooriyapperuma W, Nawarathna CL. ‘Determinants of Employees’ Job Satisfaction when Working from Home; with particular reference to the telecommunication and software companies in Colombo district Sri Lanka. Asian J. Soc. Sci. Manag. Technol.. 2021 Apr;3(2).
89. Irawanto DW, Novianti KR, Roz K. Work from home: Measuring satisfaction between work–life balance and work stress during the covid-19 pandemic in indonesia. Economies. 2021;9(3). Available:<https://doi.org/10.3390/economies9030096>
90. Novianti N. Pengaruh Lingkungan Kerja Sosial, Keselamatan Dan Kesehatan Kerja Terhadap Kepuasan Kerja Karyawan PT Karya Yusup Di Bandung (Doctoral dissertation, Universitas Pendidikan Indonesia); 2016.
91. Bakri M, Yadi R. Pengaruh Perilaku Kerja, Lingkungan Kerja Dan Interaksi Sosial Terhadap Kepuasan Kerja Pegawai Pada UPT Kementerian Kehutanan Provinsi Aceh. Serambi Konstruktivis. 2020;2(4).
92. Lubis M. Pengaruh Motivasi dan Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan (Studi Kasus Karyawan Bagian Pelinting Di KSU PERDULA Ngoro Jombang). BIMA: Journal of Business and

- Innovation Management. 2022;4(2):271-282.
93. Flexjobs. Remote Work Statistics: Navigating the New Normal | Flex Jobs; 2019.  
Available:<https://www.flexjobs.com/blog/post/remote-work-statistics/>
94. Ghozali I. Ghozali, Imam. (2016). Aplikasi Analisis Multivariate dengan Program IBM SPSS 23. Semarang: BPFE Universitas Diponegoro. IOSR Journal of Economics and Finance; 2016.
95. Hair JF, Anderson JR, Tatham RERL, Black WC Multivariate data analysis with readings; 1995.
96. Hermawan H. Metode Kualitatif untuk Riset Pariwisata; 2018.
97. Hu L, Bentler PM. Fit indices in covariance structure modeling: Sensitivity to underparameterized model misspecification. *Psychological Methods*. 1998;3(4):424–453.  
Available:<https://doi.org/10.1037//1082-989x.3.4.424>
98. Kementerian Pendidikan Dan Kebudayaan RI. Keputusan Bersama Menteri (Pendidikan Dan Kebudayaan, Agama, Kesehatan, Dalam Negeri) Tentang Penyelenggaraan Pembelajaran Di Masa Pandemi Covid 19. Paper Knowledge. *Toward a Media History of Documents*. 2021;12–26.
99. Niebuhr F, Borle P, Börner-Zobel F, Voelter-Mahlknecht S. Healthy and Happy Working from Home? Effects of Working from Home on Employee Health and Job Satisfaction. *International Journal of Environmental Research and Public Health*. 2022;19(3).  
Available:<https://doi.org/10.3390/ijerph19031122>
100. Nilles JM. Telework: enabling distributed organizations: implications for IT managers. *Information Systems Management*. 1997;14(4):7-14.
101. Sarstedt M, Cheah JH. Partial least squares structural equation modeling using Smart- PLS: A software review. *Journal of Marketing Analytics*. 2019;7(3):196–202.
102. Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta; 2017.
103. Suharti SIP. Kepuasan Kerja Pustakawan Universitas Islam Indonesia Yogyakarta. UNILIB: Jurnal Perpustakaan. 2009;1-13.
104. Telavox. 25 remote work statistics you need to know; 2019.  
Available:<https://blog.telavox.com/en/25-remote-work-statistics-you-need-to-know>
105. Wildan Atho MNM. Analisis Sistem Work From Home Dan Motivasi Terhadap Kinerja Guru Pada Saat Pandemi COVID-19 (Studi Kasus Di Yayasan Pendidikan Al Aziz Sawahan Lengkong Nganjuk). *Angewandte Chemie International Edition*. 1967;6(11):951–952,1,5–24.
106. Wong RCP, Szeto WY, Yang L, Li YC, Wong SC. Public transport policy measures for improving elderly mobility. *Transport Policy*. 2018;63:73–79.  
DOI:10.1016/j.tranpol.2017.12.015
107. Bellmann, L., Hübler, O. (2020). Working From Home, Job Satisfaction and Work-Life Balance Robust or Heterogeneous Links? *International Journal of Manpower* 0143-7720, 1-18.
108. Tukiyo T. Motivasi Dan Kepuasan Kerja Guru Sekolah Dasar Di Kabupaten Klaten. *Prosiding Ilmu Pendidikan*. 2016;1(2).
109. Nakrošienė A., Bučiūnienė, I., & Goštautaitė, B. Working from home: characteristics and outcomes of telework. *International Journal of Manpower*; 2019.  
DOI:10.1108/ijm-07-2017-0172
110. Hur, Y. (2018). Testing Herzberg's two-factor theory of motivation in the public sector: Is it applicable to public managers? *Public Organization Review*, 18(3), 329–343.  
Available:<https://doi.org/10.1007/s11115-017-0379-1>.
111. Husein, Ananda Sabil.. Penelitian Bisnis dan Manajemen Menggunakan Partial Least Squares (PLS) dengan smart PLS 3.0, Universitas Brawijaya: Modul Ajar; 2015.
112. Labrague, L. J., Al Sabei, S., Al Rawajfah, O., AbuAIRub, R., & Burney, I. Interprofessional collaboration as a mediator in the relationship between nurse work environment, patient safety outcomes and job satisfaction among nurses. *Journal of Nursing Management*. 2022;30(1):268-278.
113. Sooriyapperuma, S. A. A. W., & Nawarathna, C. L. K. (2021). Determinants of Employees' Job Satisfaction when Working from Home; with particular reference to the telecommunication and software companies in Colombo district Sri Lanka. *Asian Journal of Social Science and Management Technology*, 3(2), 2313–7410. [www.ajssmt.com](http://www.ajssmt.com)

114. Sirait, J., & Siburian, P. (2021). The Impact of Transformational Leadership, Job Satisfaction, And Achievement Motivation On Performance Of State Primary School Principals In Deli Serdang North Sumatera, Indonesia. *Multicultural Education*, 7(04), 59-71.
115. Tamara, R. M. (2016). Peranan Lingkungan Sosial Terhadap Pembentukan Sikap Peduli Lingkungan Peserta Didik Di Sma Negeri Kabupaten Cianjur. *Jurnal Geografi Gea*, 16(1), 44. <https://doi.org/10.17509/gea.v16i1.3467>
116. Ramayah T, Cheah J, Ting FCH, Memon MA. Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 3.0: An Updated and Practical Guide to Statistical Analysis. *Practical Assessment, Research and Evaluation*. 2017;4(October):291.
117. Sholihin, U. (2021). Dampak Kompensasi Kerja terhadap Kinerja Karyawan di Masa Pandemi Covid 19 dengan Kepuasan Kerja Sebagai Variable Intervening. (JMK) *Jurnal Manajemen dan Kewirausahaan*, 6(1), 86-99.

---

© 2022 Nurpriani; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*

*The peer review history for this paper can be accessed here:*

*<https://www.sdiarticle5.com/review-history/87613>*