



Determinants of Teacher Satisfaction: A Study of School Policies, Resource Allocation, and Managerial Support

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Abstract: This study aims to analyze the influence of school policies, resource allocation, and managerial support on teacher satisfaction. Using a quantitative approach, the study employed a survey method and applied Structural Equation Modeling with Partial Least Squares (SEM-PLS) using SmartPLS 4 software. A census sampling technique was used, in which all 63 teachers at SMAN 3 Rembang were included as respondents, representing the entire population. The results show that: (1) school policies have a positive and significant influence on teacher satisfaction; (2) resource allocation has a positive and significant influence on teacher satisfaction; (3) managerial support has a positive and significant influence on teacher satisfaction; and (4) school policies, resource allocation, and managerial support simultaneously have a positive and significant influence on teacher satisfaction. These findings suggest that well-managed schools, in terms of structure and administration, can enhance teachers' satisfaction, enthusiasm, and commitment to both their institution and their profession.

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Introduction

Education is a crucial foundation for national development. In Indonesia, the dynamics of education continue to evolve, both in terms of curriculum and community participation in formal education. One important indicator is the School Participation Rate (APS). Data from the Central Java Statistics Agency (BPS) in 2024 shows that the APS for the 16–18 age group reached only 71.60%, significantly lower than the 7–12 and 13–15 age groups, which approached 100%. This indicates that senior secondary education still faces challenges in retaining students in school.

This phenomenon is more pronounced in Rembang Regency, a region in Central Java, where data shows that only 14.7% of the population graduated from high school and 3.4% graduated from a bachelor's degree. This low level of education raises concerns about the effectiveness and quality of education services in the region. Schools like SMAN 3 Rembang, which are adequately equipped, continue to face issues such as teaching equity, dual teacher roles, and teacher job satisfaction. Therefore, a deeper understanding of the factors influencing teacher satisfaction is needed, particularly in the context of school policies, resource allocation, and managerial support.

Several previous studies have identified that teacher satisfaction plays a crucial role in supporting the effectiveness of educational management. Research by Ahiri et al. (2023) states that teacher job satisfaction is positively correlated with teacher performance. Similarly, Onikoyi (2024) and Muhtadi et al. (2023) show that teacher satisfaction contributes

to the effectiveness of school management. Rahman (2022) also states that teacher competence is crucial to the success of an education system. Theoretically, Maslow's (1943) hierarchy of needs explains that individual job satisfaction, including that of teachers, is strongly influenced by the fulfillment of physiological, safety, social, esteem, and self-actualization needs. In the school context, this could include a decent salary, a fair work environment, good social relationships, professional recognition, and career development opportunities. Furthermore, Mandal & Dhar (2023) classify factors influencing teacher satisfaction into three main categories: personal, organizational, and environmental. Managerial support, school policies, and the availability of educational resources fall into two of these three categories, meaning they are important variables influencing teacher satisfaction.

Previous studies have shown that teacher job satisfaction is influenced by various factors, including managerial support, principal leadership, working conditions, resource allocation, communication, and school policies. Ertürk (2021) and Mohammad (2023) found that supportive principal behaviors, such as coaching and mentoring, significantly impact teacher satisfaction and well-being. Similar findings were presented by Hidayat et al. (2024) and Tarigan & Nurmiati (2024), who emphasized the importance of transformational leadership and school culture in improving teacher satisfaction and retention. Furthermore, Toropova et al. (2021), Sadikin et al. (2023), and Islami et al. (2025) highlighted the importance of comfortable working conditions and a comfortable school physical environment in supporting teacher satisfaction and performance. Wati et al. (2021) and Muhtadi et al. (2023) confirmed that teacher job satisfaction is closely correlated with principal managerial competence and educational management effectiveness. In general, these findings reinforce that managerial support, a conducive work environment, and good policies and communication are the main determinants in creating teacher job satisfaction.

Educational policy is defined as a decision taken by the government and state institutions mandated in the field of education, with the ongoing hope of regulating and directing the implementation of education in accordance with the general mission and vision to achieve predetermined educational goals (Pratiwi, et al., 2024). In terms of meaning (Sulasmri, 2021) explains that educational policy means a legal system of regulations or rules or regulations that govern the education system, including the determination of educational goals and efforts or strategies to achieve these goals. Educational policy is considered a policy related to the education sector, to support the rapid development of the nation-state in the field of education as an accompaniment to the rapid national development as a whole (Mukhtar, et al., 2018). The term school policy, policy comes from the English word policy, meaning taking care of problems and public interests, therefore the meaning of policy functions as a measure of the heart, good or bad (Hasbullah, 2015, p. 37) which aims at productive affairs (in the form of actions). The word policy when matched with students in short means taking care of problems or interests in their school according to its basic goals. According to Madjid (2018), in the school policy analysis book, strategies or policies that can be developed to determine educational quality include continuous improvement, quality assurance, cultural change, and maintaining close customer relationships. Therefore, school policy refers to a series of policies, regulations, and rules established and developed by schools to manage, implement, and oversee the school's education system to achieve its goals.

Resource allocation is the allocation and allocation of available resources, including materials, teaching staff, financial resources, technology, and so on, to specific units, areas,



and aspects within educational activities (Fadli, 2024). Resource utilization is one component of school policy. Resource allocation policies, including budgets, educational staff, and educational equipment, are designed to support and enhance educational needs (Kannada and Zulkipli, 2024). Other resources mentioned can also be categorized as equipment, supplies, materials, natural resources, money, and other devices used as a resource container to support the educational process in schools (Sidik et al., 2024).

Management of educational staff includes all parties involved in the world of education, including teachers, school operators, school guards, and other staff who work together to create an effective learning environment (Gideon, 2023). According to Iswandi (2025), school-based management aims to improve the efficiency, effectiveness, and quality of education and learning by giving schools the freedom to direct their operations. Managerial roles are the work behaviors of managers in managing human resources, organizing organizational structures, and utilizing internal and external resources to support the achievement of established organizational goals (Sulhan, Didik, and Widodo, 2024). Based on the three definitions above, managerial support for educational staff involves facilitating contributions to education to improve the effectiveness and quality of learning through efficient management of school resources and processes.

Job satisfaction is a person's emotional state influenced by their behavior and attitude, both positive and negative, regarding the work they perform (Sari, 2024). Similarly, according to Riyadi (2022), job satisfaction is a stable emotional state, an individual's feelings toward their work. According to Suwanto (2019), teacher job satisfaction is another, or specific, form of teacher attitude; teacher satisfaction is closely related to their work productivity, both in academic work (teaching, educating) and in administrative matters and providing services to students. Therefore, according to the three definitions above, teacher satisfaction can be defined as an individual's emotional feelings related to the content of their work, which can be positive or negative, and will influence how well they connect, specifically as teachers, in teaching and supporting students.

Teachers who are satisfied with their work will have a positive attitude towards their work, which will motivate them to do their work as well as possible. Conversely, if there are poor work results, they will be less enthusiastic about teaching, and they will be more careful.

Although numerous studies on teacher satisfaction have been conducted, there is an empirical gap: no research has simultaneously examined the three key variables: school policies, resource allocation, and managerial support, on teacher satisfaction, particularly in areas with low secondary education enrollment rates, such as Rembang Regency. There is also a geographical gap: similar research has not been conducted at SMAN 3 Rembang, a school with various excellent programs but which has not been comprehensively evaluated in the context of teacher satisfaction. Furthermore, there is an evidence gap, with several previous studies showing insignificant or even contradictory results regarding the relationship between leadership style or administrative support and teacher satisfaction (Michael & Jimenez, 2024). This study aims to analyze the relationship between school policies, resource allocation, and managerial support on teacher satisfaction using a quantitative approach using multiple linear regression. The novelty of this research lies in the integration of three organizational variables that have not been studied simultaneously before in the local context at SMAN 3 Rembang, as well as the use of pre-research data in the form of direct interviews with teachers as the basis for the research.



Research Method

This study used a quantitative approach to statistically test hypotheses regarding the influence of school policies, resource allocation, and school management on teacher satisfaction at SMAN 3 Rembang. This research was conducted at SMAN 3 Rembang, Central Java, over a three-month period from March to May 2025. The sampling technique used was saturated sampling, with a total of 63 SMAN 3 Rembang teachers as respondents.

Data sources were obtained from a questionnaire with 19 items covering all variables. The questionnaire consisted of 19 items distributed across three main variables: Resource Allocation (5 items) adapted from *Toropova et al. (2020)*, Managerial Support (4 items) adapted from *Sebullen & Jimenez (2024)*, and Teacher Satisfaction (6 items) adapted from *Toropova et al. (2020)*. Indicators used to measure resource allocation were smart policy design, inclusive stakeholder engagement, a conducive institutional, policy, and societal context, and a coherent implementation strategy to reach schools (Viennet & Pont, 2017). The indicators used to measure resource allocation are resource space, resource material, resource maintenance, resource technology, and resource support (Toropova et al., 2020). The indicators used to measure school managerial support are emotional support, instrumental support, informational support, and appraisal support (Sebullen & Jimenez, 2024). Then, the indicators to measure teacher satisfaction variables are enthusiasm, inspiring, proud, and continuing (Toropova et al., 2020). Data were analyzed using PLS SEM with SmartPLS 4 software. Hypothesis testing used regression coefficients and simultaneous hypothesis testing used R-square values. Prior to the full-scale analysis, a **pilot test** was conducted to ensure the instrument's clarity and consistency. **Validity testing** in PLS-SEM included both *convergent* and *discriminant validity*. Convergent validity was assessed using the Average Variance Extracted (AVE) with a minimum threshold of 0.5, while discriminant validity was evaluated through the Fornell-Larcker criterion, cross-loading, and the Heterotrait-Monotrait Ratio (HTMT < 0.9). **Reliability** was tested using *Composite Reliability* and *Cronbach's Alpha*, each with acceptable values above 0.7 (Musyaffi, 2021). The results confirmed that all indicators and constructs met the required validity and reliability criteria before hypothesis testing.

Results and Discussion

Validity

The factor loadings for the teacher satisfaction variable were all valid (above 0.7). This indicates that all aspects of the statements regarding teacher satisfaction were deemed relevant by respondents. The conclusion is that all variables have valid indicators (factor loadings > 0.7), so no indicators need to be eliminated. A high average loading value indicates that respondents understood and consistently answered according to the concept of each variable. All AVE values were > 0.50, indicating that convergent validity for all constructs was met, so no indicators needed to be eliminated or improved. Based on the HTMT output results above, all results were well below the 0.9 threshold, indicating that discriminant validity between the variables was met.

Reliability

All Cronbach's alpha values for the four variables (X1, X2, X3, and Y) were above 0.7. The highest value was found for variable X1 (school policy) at 0.951, indicating high consistency of the indicators. Other variables also demonstrated good reliability, including variable X3 (school managerial support) at 0.931, variable Y (teacher satisfaction) at 0.911,

and variable X2 (resource allocation) at 0.894. The composite reliability values (ρ_c) and (ρ_a) were all above 0.7, confirming that all four variables have excellent reliability.

Regression Coefficient - Partial Hypothesis Test

The regression coefficient (β) for the school policy variable (X1) on the teacher satisfaction variable (Y) is 0.261. A value of 0.261 can be categorized as a weak to moderate influence. This indicates a positive influence, meaning that better school policies tend to increase teacher satisfaction. The regression coefficient (β) for the resource allocation variable (X2) on the teacher satisfaction variable (Y) is 0.418, indicating a positive influence. This variable has the largest influence among the other independent variables. A value of 0.418 falls into the moderate to strong influence category. The school managerial support variable (X3) on the teacher satisfaction variable (Y) has a regression coefficient (β) of 0.315. This indicates that school managerial support has a positive influence. A value of 0.315 falls into the moderate influence category. The following table illustrates the interpretation of the partial hypothesis test using p-values and t-values.

Table 1. p-value and t-value

Path	p-value	t-value	Result
X1 \rightarrow Y	2,797 > 1,96	0,005 > 0,05	Significant
X2 \rightarrow Y	4,566 > 1,96	0,000 > 0,05	Significant (strong)
X3 \rightarrow Y	3,254 > 1,96	0,001 > 0,05	Significant

The p-value of 0.005 (<0.05) indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, meaning that school policy (X1) has a significant effect on teacher satisfaction. This indicates that teachers perceive a tangible impact from the implemented policy, thus creating a positive work environment and supporting their job satisfaction. However, despite its significance, the coefficient value for the influence of school policy is relatively small compared to other variables, indicating that policy alone is not strong enough to maximally increase teacher satisfaction. Therefore, to achieve higher levels of satisfaction, school policy needs to be balanced with the support of other factors, such as adequate facilities and effective managerial support.

The p-value of 0.000 (<0.05) indicates that the null hypothesis (H_0) is rejected and the second alternative hypothesis (H_2) is accepted, meaning that resource allocation (X2) has a significant effect on teacher satisfaction. This very small p-value is the lowest among the other variables, indicating that resource allocation is one of the most dominant factors influencing teacher satisfaction. This indicates that the availability and management of adequate facilities, infrastructure, and resources significantly assist teachers in carrying out their duties, creating a comfortable work environment, and reducing work stress. However, to maximize its impact, resource allocation still needs to be managed appropriately and effectively to truly align with teachers' needs in the field.

The p-value of 0.001 (<0.05) indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_3) is accepted, indicating that school managerial support (X3) significantly influences teacher satisfaction. This finding confirms that school leadership and management play a crucial role in creating a positive and satisfying work environment for teachers. A supportive, communicative, and fair principal who is able to build good relationships with teachers can increase their sense of appreciation, attention, and involvement in the decision-making process. Teachers who receive this kind of support tend to have higher motivation and job satisfaction, as they feel they are an important part of an inclusive and collaborative school community. The most dominant variable is the resource

allocation variable (X2) because it has the largest t-value (4.566) and the smallest p-value (0.000). This shows that good management and utilization of facilities and infrastructure and resources will increase teacher satisfaction at SMAN 3 Rembang. For other variables X1 (school policy) and X3 (school management support) still need to be improved so that they can provide stronger significance in the future. Therefore, it can be said that all independent variables (X1, X2, and X3) have a partial significant effect on teacher satisfaction (Y).

Regression Coefficient - Simultaneous Hypothesis Test

The R2 value reached 0.506, and the adjusted R2 value (0.481) approached 0.5. It can be concluded that the model has good simultaneous predictive ability. This indicates a significant simultaneous influence between school policies (X1), resource allocation (X2), and school management support (X3) on teacher satisfaction (Y). Teachers who were satisfied with their jobs would have a positive attitude toward their work, which will motivate them to perform their work to the best of their ability. Conversely, poor work results, lack of enthusiasm for teaching, theft, low achievement, and teacher transfers and turnover are all results of teacher dissatisfaction with the organization's treatment of them (Riyadi, 2022, p. 83).

Therefore, based on the results of this analysis, the school policies, resource allocation, and school management support simultaneously influence teacher satisfaction. These three variables cannot be separated because they collectively have a positive influence on teacher satisfaction. If school management is able to formulate and implement school policies effectively, allocate school resources optimally, and provide appropriate support to teachers, teachers will be satisfied. Teacher satisfaction will influence their performance and, consequently, their ability to achieve educational goals. For further research, researchers can further examine teacher performance, as this study only examined teacher satisfaction.

School Policy

Respondents' perceptions of each variable can be compared. The lambda loading (λ) value in the SmartPLS context is the outer loading with the mean value of each variable. The following table shows the outer loading and mean for the school policy variable.

Table 2. Lambda Loading and Mean School Policy

Indicator	Lambda Loading	Mean
X1.1	0,917	2,98
X1.2	0,923	2,98
X1.3	0,966	3,05
X1.4	0,925	3,00

Based on the analysis of school policy variable indicators, indicator X1.3 shows the strongest contribution statistically (loading factor 0.966) and has the highest perception from teachers (mean 3.05), indicating that school governance at SMAN 3 Rembang is considered good and is a major strength in school policy. Other indicators such as X1.1, X1.2, and X1.4 are also valid, but indicate that the implementation of discipline policies, teacher involvement in school programs, and understanding of development strategies are still not optimal. This indicates the need for evaluation of policy implementation, increasing teacher participation in policy formulation, and socializing the school's vision and strategy in a more inclusive manner so that the policies made have a more effective impact. These findings align with Madjid (2018) framework, which emphasizes that policy success depends on simplifying policy complexity, clearly formulating problems and solutions, utilizing available resources, and ensuring strong support from target audiences. In the context of SMAN 3 Rembang, this

means that while governance is a strong foundation, the effectiveness of discipline policies, teacher involvement, and strategic communication must be strengthened. Continuous evaluation of bureaucratic efficiency and policy execution is therefore essential to enhance teacher participation, increase policy effectiveness, and ultimately improve teacher satisfaction and performance.

Resource Allocation

The following table shows the outer loadings and means of the resource allocation variables.

Table 3. Resources Allocation Variables

Indicator	Lambda Loading	Mean
X2.1	0,799	3,41
X2.2	0,878	3,43
X2.3	0,867	3,32
X2.4	0,783	3,43
X2.5	0,861	3,44

Based on the analysis of the resource allocation variable indicators (X2), all indicators showed good validity with a lambda loading value above 0.78. Indicator X2.2 (resource materials) had the highest loading value (0.878) and the strongest contribution to this variable, reflecting that the provision of quality teaching materials is the most prominent aspect in resource allocation at SMAN 3 Rembang. Meanwhile, indicator X2.5 (resource support) had the highest mean value (3.44), indicating that computer equipment was considered very adequate by teachers. Although in general teachers' perceptions of resource allocation were quite positive (mean values ranged from 3.32–3.44), several aspects such as facility maintenance (X2.3) and technology strengthening (X2.4) still need to be improved. Therefore, resource management in schools was considered quite effective, but remains open to improvement through facility evaluation, expanding technology access, and teacher training.

This finding aligns with Sidik et al. (2024) and Kanada & Zulkipli (2024), who emphasize that effective resource allocation in education should consider key aspects such as human resources, sustainable financial planning, adequate infrastructure, and organizational culture, along with macro-level priorities like equitable access, innovation, and continuous evaluation. Therefore, resource management in schools was considered quite effective, but remains open to improvement through facility evaluation, expanding technology access, and teacher training.

School Managerial Support

The following table shows the outer loadings and means of the school managerial support variable.

Table 4. Lambda Loading and Mean School Managerial Support

Indikator	Lambda Loading	Mean
X3.1	0,923	4,43
X3.2	0,888	4,46
X3.3	0,931	4,35
X3.4	0,892	4,43

Based on the analysis of the school managerial support variable indicators (X3), all indicators have high lambda loading values (≥ 0.888), indicating very strong validity.

Indicator X3.3, which relates to information communication from the principal, has the highest loading (0.931) and a mean of 4.35, reflecting that effective communication is the strongest element of managerial support at SMAN 3 Rembang. All indicators show a mean value above 4.30, indicating that teachers strongly agree and are satisfied with the form of support provided by the principal, both emotionally (X3.1), policy tools (X3.2), communication (X3.3), and constructive evaluation (X3.4). This indicates that school management has succeeded in creating a work environment that supports and motivates teachers, although there is still room for improvement such as teacher involvement in policy evaluations, regular communication forums, and follow-up on feedback.

These results are in line with Nugroho (2024), who highlights that effective educational management should uphold principles of efficiency, accountability, openness, and continuous evaluation—particularly through transparent communication, teacher participation in decision-making, and consistent professional development efforts.

Teacher Satisfaction

The following table shows the outer loadings and means of the school managerial support variable.

Table 5. Lambda Loading and Mean Teacher Satisfaction

Indikator	Lambda Loading	Mean
Y.1	0,813	3,41
Y.2	0,875	3,43
Y.3	0,805	3,40
Y.4	0,862	3,41
Y.5	0,869	3,37
Y.6	0,760	3,37

Based on the analysis of the teacher satisfaction variable (Y), all indicators have a lambda loading value above 0.7, indicating good validity in measuring this variable. Indicator Y.2, which relates to the feeling of happiness being part of the school, has the highest contribution ($\lambda = 0.875$), making it the most representative indicator of teacher satisfaction. The average mean value ranges from 3.37 to 3.43 indicating that the level of teacher satisfaction is in the fairly high and consistent category. Although teachers are generally satisfied with their profession, aspects such as work enthusiasm, meaning of work, pride in contribution, and long-term commitment still need to be improved. Overall, all indicators of the four variables in this study are declared valid ($\lambda > 0.7$), so they are suitable for use to represent a research model that examines school policies, resource allocation, managerial support, and teacher satisfaction at SMAN 3 Rembang.

The findings of this study conceptually reinforce the relationship between school leadership, policy effectiveness, and teacher satisfaction, emphasizing the importance of both managerial support and balanced resource allocation. Practically, the results suggest that SMAN 3 Rembang should enhance its coaching, mentoring, and recognition systems while continuously evaluating school policies to better align with teachers' professional and emotional needs. These improvements can foster a more supportive environment and sustain higher levels of teacher satisfaction. This aligns with Adi et al. (2023), who explain through the Two-Factor Theory of Herzberg and Maslow's Hierarchy of Needs that job satisfaction arises not only from fulfilling basic and security needs but also from providing motivation through recognition, achievement, and opportunities for self-actualization.

Conclusion

Based on the results of the study at SMAN 3 Rembang, the three variables studied—school policies, resource allocation, and managerial support—have a significant influence on teacher satisfaction. Of these, resource allocation has the most dominant influence, indicating that adequate facilities and infrastructure are crucial in creating a supportive work environment. Meanwhile, managerial support from the principal also plays a significant role in building positive relationships and creating a pleasant work atmosphere. School policies remain relevant, although their impact tends to be indirect and requires managerial support to be truly felt by teachers.

Recommendation

It is recommended that schools continue to evaluate policies and strengthen managerial support systems and resource management to optimally improve teacher satisfaction. Teachers also need to be more active in expressing their concerns, and further research is expected to add new variables and expand the scope of locations and educational levels for more comprehensive and comparable results on teacher satisfaction.

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