

The Motivation Bridge: How Career Development and Work Environment Shape Job Satisfaction via Work Motivation

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Abstract

Teacher job satisfaction plays an important role in maintaining the quality of learning in schools. This study aims to analyze the effect of career development and work environment on teacher job satisfaction, with work motivation as a mediating variable. The study was conducted on 53 subject teachers at a public high school in Banjarmasin using a quantitative approach through questionnaires and analyzed using SEM-PLS.

The results show that career development and work environment have a positive and significant effect on work motivation and job satisfaction. Work motivation also has a positive and significant effect on job satisfaction, and mediates the relationship between career development and job satisfaction, as well as between work environment and job satisfaction. These findings confirm that efforts to strengthen career development programs and create a conducive work environment not only increase job satisfaction directly but also through increased teacher work motivation.

Keywords: *Career Development, Work Environment, Work Motivation, Job Satisfaction.*

INTRODUCTION

Teacher job satisfaction is an important foundation for maintaining the quality of learning and school performance. Amidst curriculum changes and increasingly complex work demands, job satisfaction is not only determined by salary, but also by career development opportunities, a comfortable work environment, and work motivation that encourages teachers to continue to perform at their best. When these factors are met, teachers tend to be more committed, creative, and consistent in their teaching.



Various previous studies have shown that career development, work environment, and work motivation play an important role in shaping job satisfaction. Several studies have found a positive and significant effect (Katharina & Dewi, 2020; Pujiarti et al., 2019; Omar et al., 2021), while others have reported non-significant effects for both career development and work environment, as well as for the mediating role of motivation (Haluddin et al., 2022; Adinata & Turangan, 2023; Widodo et al., 2023). These inconsistent findings indicate a research gap and highlight the need for further testing in different organizational and professional contexts, including among secondary school teachers in Indonesia.

Table 1. Summary of Preliminary Survey Results for Teachers at SMAN 8 Banjarmasin

Aspect	Key Indicator / Core Question	Summary of Preliminary Survey Findings
Job satisfaction	Level of satisfaction with the current job	3 teachers dissatisfied, 4 neutral, 2 satisfied, 1 very satisfied
Source of dissatisfaction	Main reasons for dissatisfaction with the job	4 teachers due to promotion opportunities, 2 due to work environment, 1 due to co-workers
Career development	"The administrative process for career development feels too complicated and time-consuming"	5 teachers agree, 4 disagree, 1 neutral
Work environment	"My supervisors and colleagues have created a comfortable working relationship for me"	4 teachers disagree, 3 neutral, 2 agree, 1 strongly agree

Source: Data Processed (2025)

In the context of SMAN 8 Banjarmasin, the preliminary survey of approximately 20% of the teachers shows that most of them report low to neutral levels of job satisfaction, with dissatisfaction largely related to promotion opportunities, the work environment, and relationships with colleagues. The pre-survey also indicates complaints about career development administrative procedures, which are perceived as complex, as well as work relationships that are not yet fully comfortable.

Based on the above background, this study aims to analyze the effect of career development and work environment on teachers' job satisfaction, with work motivation as a mediating variable among teachers at SMAN 8 Banjarmasin. Theoretically, this research seeks to clarify the mixed findings of previous studies regarding the roles of career development, work environment, and work motivation in shaping job satisfaction. Practically, the results are expected to provide recommendations for the school and



relevant policymakers in designing more effective career development programs and work environment improvements that are oriented toward enhancing teachers' motivation and job satisfaction.

LITERATURE REVIEW

Herzberg's Two-Factor Theory

This study is grounded in Herzberg's two-factor theory, which distinguishes motivator (intrinsic) factors, such as achievement, recognition, responsibility, and opportunities for development, from hygiene (extrinsic) factors, such as organizational policies, relationships with co-workers, and the physical conditions of the work environment, in explaining job satisfaction, where the absence of hygiene factors leads to dissatisfaction, while their improvement does not necessarily increase satisfaction (Herzberg in Luthans, 2011). In this study, career development is positioned as a motivator factor that provides opportunities for teachers' advancement and self-actualization, whereas the work environment represents hygiene factors related to comfort, safety, and the school's social climate. Work motivation is conceptualized as a psychological mechanism that links these two types of factors to job satisfaction, in line with the view that satisfaction arises when intrinsic needs are fulfilled within a supportive work environment.

Career Development

Career development is essentially a series of planned activities designed by an organization to help employees manage and advance their career paths. According to Martoyo, (1996), it reflects the progression of positions and levels attained by an individual during their tenure in an organization. Career development itself is understood by Busro, (2020) as a formal organizational strategy to ensure that employees possess the appropriate qualifications, abilities, and experience through various programs such as benchmarking, training, courses, seminars, and study assignments. Rivai, (2014) emphasizes that professional development is a process of improving work skills to achieve the desired profession. In line with this, Gomes,(2003) explains that career development represents the relationship between an individual's career and the career management process within the organization. Based on these views, career development can be interpreted as efforts undertaken both personally and formally by the organization to integrate individual needs with organizational management so that employees' careers develop in line with the needs and progress of the company.



Work Environment

The work environment, according to Dessler, (2000), encompasses everything surrounding employees that can influence how they carry out their tasks. Sedarmayanti, (2011) emphasizes that the work environment includes working conditions and facilities such as equipment, tools, cleanliness, lighting, quietness, and relationships with colleagues, all of which affect employee performance. This is further reinforced by Nitisemito, (2020), who defines the work environment as everything around workers that can influence them in performing their jobs, both physical (lighting, cleanliness, security) and non-physical (relationships with superiors and co-workers, communication climate, and organizational culture). The work environment is one of the key factors determining employee job satisfaction and commitment; an uncomfortable environment tends to reduce satisfaction and commitment to both the profession and the organization. Based on these definitions, the work environment can be understood as the overall working atmosphere, including both physical aspects (facilities and infrastructure) and social aspects (interpersonal relationships), which directly affect how employees perform their tasks.

Work Motivation

Work motivation is essentially understood as an internal drive that directs an individual's behavior toward achieving goals. Maslow, (1943) asserts that when physiological and safety needs are fulfilled, individuals will pursue higher-level needs such as love, esteem, and self-actualization, which in turn strengthen their motivation at work. In line with this, Mangkunegara, (2019) views work motivation as an inner drive that helps individuals adapt to their environment and achieve their goals, while Robbins & Judge, (2019) define it as a process that describes the intensity, direction, and persistence of an individual's efforts toward organizational goals. Wibowo, (2017) adds that motivation is the driving force behind human behavior that is directed toward goal attainment. From a rewards perspective, Ariffin, (2024) explains work motivation as the human drive to work in order to obtain physical, emotional, social, and monetary rewards, consistent with Hasibuan, (2008) who states that motivation is the provision of driving factors that foster work enthusiasm so that employees are willing to cooperate efficiently and exert their full efforts to achieve satisfaction.

Job Satisfaction

Job satisfaction is an important factor for organizational sustainability because employees who feel satisfied tend to have a positive attitude toward the organization, are more motivated, and produce better performance. Therefore, organizations need to pay attention to job satisfaction in order to achieve employee well-being and long-term



sustainability. Robbins & Judge, (2019) explain job satisfaction as a positive feeling about one's job that results from an evaluation of its characteristics. Luthans, (2011) defines it as a positive or pleasant emotional state resulting from the appraisal of one's job or job experiences. Hasibuan, (2008) states that job satisfaction is a pleasant or unpleasant emotional attitude with which an employee views their job. Based on these views, job satisfaction can be concluded as employees' positive feelings toward their job and its characteristics, formed through their evaluation of work experiences within the organization.

RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design to examine the influence of career development and work environment on job satisfaction, with work motivation as a mediating variable among teachers at SMAN 8 Banjarmasin (Sugiyono, 2023). All 53 subject teachers were used as the sample through a saturated sampling technique, with primary data obtained from a 1–5 Likert-scale questionnaire, complemented by preliminary interviews with several teachers and school management to sharpen problem identification and develop contextually relevant questionnaire items. The variables of career development, work environment, work motivation, and job satisfaction were measured using a 1–5 scale ranging from “strongly disagree” to “strongly agree” to quantitatively capture respondents' perceptions and attitudes (Sugiyono, 2023). The data were analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) with SmartPLS 4.0, including outer model testing (convergent and discriminant validity, composite reliability, Cronbach's alpha) and inner model testing (R^2 values and path coefficients), as well as a bootstrapping procedure to examine the significance of direct and indirect/mediated effects (Ghozali, 2021), whereby SEM-PLS was chosen because it is suitable for relatively small sample sizes and models with mediating relationships among latent constructs.

RESULT AND DISCUSSION

Result

Tabel 2. Descriptive Analysis

No	Variable	Mean	Explanation
1	Career Development	3,59	High
2	Work Environment	3,70	High
3	Work Motivation	3,58	High
4	Job satisfaction	3,64	High



Based on Table 2, all variables have mean scores ranging from 3.58 to 3.70 (high category), indicating that teachers at SMAN 8 Banjarmasin generally hold positive perceptions of career development, work environment, work motivation, and job satisfaction. The work environment records the highest mean (3.70), covering dimensions of work atmosphere, relationships with colleagues, and availability of work facilities (Nitisemito, 2020). Followed by job satisfaction (3.64), measured using a single global rating (Said, 2020). Career development (3.59), which comprises eight dimensions such as interest–job fit, career development opportunities, clarity of career plans, integration with HR planning, career information, job vacancy publication, work experience, and education/training (Gomes, 2003). Work motivation is also high (3.58), with five dimensions including responsibility, achievement, opportunities for advancement, recognition of performance, and challenging work (Mangkunegara, 2019). But as the lowest mean it still leaves room for strengthening programmes that foster teachers' intrinsic motivation.

The measurement model was first evaluated to ensure the reliability and validity of the instrument. Convergent validity was established because all outer loadings exceeded the recommended threshold of 0.70, and the Average Variance Extracted (AVE) values were greater than 0.50, indicating that each construct was able to explain a sufficient proportion of variance. Discriminant validity was confirmed by HTMT values below 0.90 (Hair et al., 2017). Reliability analysis further showed that both Cronbach's alpha and composite reliability for all constructs were above 0.70, thereby confirming satisfactory internal consistency.

Table 3. Reliability and Validity of Measurement Model

Variabel	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
X1 - Career Development	0,752	0,976	0,978
X2 - Work Environment	0,707	0,917	0,935
Z - Work Motivation	0,634	0,942	0,950
Y - Job satisfaction	1,000	1,000	1,000

Based on Table 3, all constructs meet the criteria for convergent validity, as the AVE values are above 0.50 (0.634–1.000), with the highest value observed for job satisfaction (Y) at 1.000. In addition, the Cronbach's alpha and composite reliability values for all variables are well above the minimum threshold of 0.70, ranging from 0.917–1.000 and 0.935–1.000, respectively. These results indicate that the measurement instruments for career development, work environment, work motivation, and job



satisfaction exhibit excellent reliability and internal consistency and are able to adequately represent the underlying constructs.

Tabel 4. Path Coefficients

	Hypothesis	Coefficients	P Values	Explanation
H1	Career development has a positive and significant effect on job satisfaction	0,334	0,014	Accepted
H2	Career development has a positive and significant effect on work motivation	0,368	0,011	Accepted
H3	Work motivation has a positive and significant effect on job satisfaction	0,312	0,004	Accepted
H4	Work environment has a positive and significant effect on job satisfaction	0,315	0,031	Accepted
H5	Career development has a positive and significant effect on work motivation	0,518	0,000	Accepted
H6	Career development has a positive and significant indirect effect on job satisfaction through work motivation as a mediating variable	0,115	0,049	Accepted
H7	Work environment has a positive and significant indirect effect on job satisfaction through work motivation as a mediating variable	0,161	0,030	Accepted

Overall, the results of the path coefficient test show that all hypotheses H1–H7 are accepted. Career development and work environment have a direct positive and significant effect on teachers' job satisfaction ($\beta = 0.334$; $p = 0.014$ and $\beta = 0.315$; $p = 0.031$). Both also have a positive and significant effect on work motivation ($\beta = 0.368$; $p = 0.011$ and $\beta = 0.518$; $p = 0.000$), while work motivation itself increases job satisfaction ($\beta = 0.312$; $p = 0.004$).

Furthermore, work motivation is proven to significantly mediate the effect of career development and work environment on job satisfaction, with indirect effects of 0.115 ($p = 0.049$) and 0.161 ($p = 0.030$), respectively. These findings indicate that strengthening career development programs and improving the work environment not only enhance job satisfaction directly, but also indirectly through increased teacher work motivation, so that work motivation plays a role as a partial mediator in the research model.

DISCUSSION



The results of this study show that career development has a positive and significant effect on teachers' job satisfaction at SMAN 8 Banjarmasin, meaning that the greater the perceived career development opportunities, the higher the job satisfaction. This finding is in line with Robbins & Judge, (2019) and Luthans, (2011) who emphasize that job satisfaction reflects positive evaluations of job characteristics and meaningful work experiences, including opportunities for growth and career advancement. This finding is also consistent with Rahayu et al., (2019) and Katharina & Dewi, (2020) who found that career development significantly increases job satisfaction in various organizational contexts.

The results of this study show that career development has a positive and significant effect on teachers' work motivation at SMAN 8 Banjarmasin, meaning that the better the career development, the higher the level of work motivation. This finding is consistent with Herzberg's two-factor theory, which views career development as a motivator that strengthens intrinsic motivation, as well as with Maslow's hierarchy of needs theory, which explains that the fulfillment of basic and social needs encourages professional growth. This finding is also in line with Manggis el al., (2018) and Ximenes et al., (2023), who found that perceived career development prospects significantly increase work motivation.

The results of this study show that work motivation has a positive and significant effect on teachers' job satisfaction at SMAN 8 Banjarmasin. This means that the higher the level of work motivation (both intrinsic and extrinsic), the higher the job satisfaction perceived by teachers. Theoretically, this finding is consistent with Vroom's expectancy theory, which states that motivation arises when individuals believe that their efforts will lead to good performance and valued outcomes, and is also in line with Robbins & Judge, (2019), who view job satisfaction as a positive evaluation of job characteristics. This result is also consistent with the findings of Basalamah & As'ad, (2021) and Omar et al., (2021), which show that work motivation significantly increases job satisfaction in various contexts.

The results of this study show that the work environment has a positive and significant effect on teachers' job satisfaction at SMAN 8 Banjarmasin. This indicates that the better the work environment perceived by teachers, the higher their job satisfaction. Theoretically, this finding is in line with Robbins & Judge, (2019), who emphasize that supportive working conditions are one of the main determinants of job satisfaction, as well as with Luthans, (2011), who views job satisfaction as a positive emotional state arising from pleasant work experiences, including a sense of safety, physical comfort, and harmonious social relationships. This result is also consistent with the findings of Raziq & Maulabakhsh, (2015) and Pujiarti et al., (2019), which state that a positive perception of the work environment significantly increases satisfaction.



The results of this study show that the work environment has a positive and highly significant effect on teachers' work motivation at SMAN 8 Banjarmasin, meaning that the more conducive, safe, and comfortable the work environment perceived by teachers, the stronger their drive to make maximum efforts in the learning process. Theoretically, this finding is in line with Maslow's hierarchy of needs theory, which places a sense of safety and comfort as the foundation for higher levels of motivation, as well as with the concepts of work motivation proposed by Mangkunegara, (2019) and Robbins & Judge, (2019), which emphasize the importance of working conditions in determining the intensity, direction, and persistence of individual effort. This result is also consistent with Rahardjo, (2014) and Setiyani et al., (2019), who found that a positive work environment increases employee motivation in various contexts.

The results of this study show that career development and work environment both have a significant effect on job satisfaction through work motivation as a mediating variable among teachers at SMAN 8 Banjarmasin. This means that well-managed career development programs and conducive working conditions first increase teachers' work motivation, which in turn enhances their job satisfaction. Theoretically, this finding is in line with Herzberg's two-factor theory, Maslow's hierarchy of needs theory, as well as the views of Robbins & Judge, (2019) and Luthans, (2011), who emphasize that career development, a sense of safety, comfort, and meaningful work experiences are triggers of motivation and job satisfaction. This result is also consistent with Aprilliya et al., (2022), Nathania et al., (2023), Saeed & Nasir, (2016), and Omar et al., (2021), who show the mediating role of work motivation in the relationship between career development and work environment and job satisfaction in various organizational contexts.

The implication is that the management of SMAN 8 Banjarmasin needs to design career development programs that are not merely administrative (for example, by simplifying PMM procedures, clarifying promotion pathways, and providing open recognition), while at the same time improving the physical and social aspects of the work environment (room comfort, temperature stability, as well as a healthy climate of communication and collaboration), so that teachers' work motivation can grow optimally and ultimately lead to higher job satisfaction and sustainable improvements in learning quality.

CONCLUSION

This study contributes to the existing literature on the relationships between career development, work environment, work motivation, and job satisfaction by positioning work motivation as a mediating mechanism among teachers at SMAN 8 Banjarmasin. The findings confirm that career development and work environment function as important organizational resources: both have a positive and significant effect on job satisfaction,



directly as well as indirectly through work motivation. Work motivation is proven to enhance teachers' job satisfaction and serves as a psychological pathway that explains how career development programs and the quality of the work environment are translated into positive evaluations of one's job. These results reinforce theoretical frameworks based on Herzberg's two-factor theory and Maslow's hierarchy of needs, indicating that opportunities for growth, a sense of security, comfort, and meaningful work experiences are key triggers of motivation and job satisfaction.

The novelty of this study lies in its integrative model that simultaneously examines the effects of career development and work environment on job satisfaction through work motivation in the context of public senior high school teachers in Indonesia, a setting that remains relatively underexplored. Theoretically, the findings clarify the role of work motivation as a mediating variable that links contextual factors (career and work environment) to work attitudes (job satisfaction). Practically, the study suggests that school management should not only improve the structural aspects of career development (clarity of promotion paths, simplified procedures, access to training) and the physical social aspects of the work environment (room comfort, a healthy communication climate), but also deliberately design policies that foster teachers' internal motivation. In doing so, improvements in job satisfaction and the quality of teaching and learning can be achieved more sustainably.

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