

ANALYSIS OF TEACHER CERTIFICATION AND WORK CLIMATE ON TEACHER JOB SATISFACTION THROUGH MOTIVATION AT STATE VOCATIONAL SCHOOL 1 BENER MERIAH

Muazimah¹, Kiki Farida Ferine², Elfitra Desy Surya³

¹Mahasiswa Magister Manajemen Universitas Pembangunan Panca Budi

^{2,3}Magister Manajemen Universitas Pembangunan Panca Budi

Correspondence Author: kikifaridaferine@dosen.pancabudi.ac.id

Received : 29 June 2025

Revised : 10 July 2025

Accepted : 25 July 2025

Published : 09 August 2025

DOI : <https://doi.org/10.54443/morfai.v5i2.3672>

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3672>

Abstract

This study aims to analyze the influence of teacher certification and work climate on teacher job satisfaction through motivation as an intervening variable at SMK Negeri 1 Bener Meriah. The background of this study is based on the importance of job satisfaction in improving the quality of learning, which is influenced by internal and external factors such as professional certification, work environment, and motivation. This study uses a quantitative approach with a population of 74 teachers, all of whom are sampled (saturated sample). The data analysis technique uses Partial Least Square (PLS) through SmartPLS software. The results of the study indicate that: (1) teacher certification has a positive and significant effect on job satisfaction and motivation; (2) work climate has a positive and significant effect on job satisfaction and motivation; (3) motivation has a positive and significant effect on job satisfaction; and (4) motivation significantly mediates the effect of teacher certification and work climate on job satisfaction. These findings emphasize the important role of motivation in strengthening the influence of certification and work climate on teacher job satisfaction.

Keywords: *teacher certification, work climate, motivation, job satisfaction*

INTRODUCTION

Improving the quality of education in vocational schools (SMK) is highly dependent on teacher job satisfaction, which in turn impacts the quality of teaching and student learning outcomes. One of the government's efforts to improve teacher professionalism is through teacher certification. Mulyasa (2023) states that "teacher certification is a formal recognition of teacher competence in carrying out their professional duties, which is carried out through competency testing and ongoing training" (Mulyasa, 2023). The success of certification is influenced by government policy, the quality of training, and teacher motivation (Mulyasa, 2023). In addition to certification, the work climate within a school environment also shapes teacher job satisfaction. Schneider et al. (2013) define work climate as "the shared perceptions of organizational members regarding the practices, policies, and procedures that are valued and supported by management" (Schneider, Ehrhart, & Macey, 2013). A positive work climate supports a sense of security, role clarity, and harmonious relationships among colleagues (Schneider et al., 2013).

Work motivation acts as a link between certification, work climate, and teacher job satisfaction. Robbins and Judge (2022) state that "work motivation is the process that initiates, directs, and maintains goal-oriented behavior in organizations" (Robbins & Judge, 2022). Certified teachers who work in a supportive climate tend to have high intrinsic motivation, which in turn increases their job satisfaction (Robbins & Judge, 2022). According to Hasibuan (2022), job satisfaction is "an emotional attitude of enjoyment and love for one's work, achieved when expectations match reality" (Hasibuan, 2022). Teacher job satisfaction is influenced by aspects of professional recognition, social relationships, and opportunities for self-development (Hasibuan, 2022). As an intervening variable, motivation is expected to strengthen the influence of certification and work climate on teacher job satisfaction. Previous research by Tanjung (2021) showed that teacher certification significantly impacted motivation and job satisfaction in vocational high schools (SMK Negeri 1 Bener Meriah) in Aceh (Tanjung, 2021). Meanwhile, Siregar and Nasution (2020) found that a conducive work climate increased teacher commitment and satisfaction in vocational high schools (Siregar & Nasution, 2020). However, few studies have examined these two variables simultaneously at SMK Negeri

1 Bener Meriah. Therefore, this study aims to analyze the influence of teacher certification and work climate on teacher job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

LITERATURE REVIEW

Theoretical Framework

Job satisfaction

Understanding Job Satisfaction

Robbins and Judge (2022) job satisfaction is a positive feeling about one's job that is the result of evaluating the characteristics of one's job.

Job Satisfaction Indicators

Robbins and Judge (2022) identified several indicators that can be used to measure the level of employee job satisfaction:

- 1) Satisfaction with the Job Itself
The extent to which employees feel their work is interesting, challenging, and meaningful.
- 2) Satisfaction with Salary
Employee perceptions regarding the fairness and adequacy of financial compensation received.
- 3) Satisfaction with Promotion
Employees' views on the fairness and frequency of promotion opportunities within the organization.
- 4) Satisfaction with Supervision
Employee assessment of competence, support, and communication from immediate superiors.
- 5) Satisfaction with Coworkers
The level of comfort and cooperation that employees feel with their coworkers.

Motivation

Understanding Motivation

Robbins & Judge (2022) define motivation as the process that initiates, directs, and maintains goal-oriented behavior in organizations. This definition focuses on the process components: what triggers (initiation), selects (direction), and maintains the intensity and persistence of work..

Motivation Indicators

Motivation Indicators According to Robbins & Judge (2022)

- 1) Goal Clarity
The extent to which a person understands and accepts the purpose of the job.
Indicator:
 - Having clear work goals
 - Acceptance of goals
 - Efforts to achieve challenging targets
- 2) Expectancy
The belief that effort will result in good performance.
Indicator:
 - The perception that hard work → good work results
 - Believe in your own ability to complete the task
- 3) Instrumentality (Instrumentality)
The belief that performance will produce the desired results.
Indicator:
 - The relationship between performance → reward
 - Certainty about the reward system
- 4) Valence
The value an individual places on an expected outcome.
Indicator:
 - The extent to which the work results are considered interesting or important
 - Motivation to achieve personally valuable rewards
- 5) Perceived Equity

Perceptions of fairness in reward and contribution systems.

Indicator:

- Balance between input (effort, time, experience) and output (salary, rewards)
- Comparison with colleagues

6) Reinforcement

Response to rewards and punishments received.

Indicator:

- Frequency of reward giving
- Consistency and fairness in punishment
- Behavior that changes according to consequences

7) Job Characteristics

Structural aspects of work that can increase intrinsic motivation.

Indicator:

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback

Work Climate

Understanding Work Climate

Susanto & Rahmawati (2021) Work climate is defined as the psychological and social conditions in the work environment felt by employees, including aspects of fairness, superior support, communication, and togetherness in the organization.

Work Climate Indicators

Work climate indicators according to Susanto & Rahmawati (2021) are arranged based on the factors that influence them:

1) Leadership Style

Indicator:

- Leadership concern for subordinates
- Fairness in decision making
- Participatory leadership skills
- Consistency of leadership attitude in various situations

2) Organizational Communication

Indicator:

- Openness in conveying information
- Clarity of messages/work instructions
- Feedback from management to employees
- Smooth communication between departments

3) Organizational structure

Indicator:

- Clarity of roles and responsibilities
- There is coordination between sections
- Systematic work procedures
- Clear and understood job hierarchy

4) Reward System

Indicator:

- Match between performance and rewards
- Fairness in compensation
- Transparency in the assessment system
- Recognition of work performance

5) Interpersonal Relationships in the Workplace

Indicator:

- Mutual respect among coworkers
- Tolerance of differences
- Social support from fellow employees
- Low interpersonal conflict

6) Physical Environmental Conditions

Indicator:

- Cleanliness of the work space
- Availability of decent work facilities
- Comfortable working atmosphere (lighting, ventilation, temperature)
- Safety in the workplace

Teacher Certification

Understanding Teacher Certification

Mulyasa (2023) stated that teacher certification is a formal recognition of teacher competence in carrying out their professional duties, which is carried out through competency tests and ongoing training.

Teacher Certification Indicators

Mulyasa (2023) also put forward several indicators that can be used:

- 1) Teacher Participation Level
Percentage of teachers who registered and participated in the certification process
- 2) Competency Test Pass Rate
Percentage of participants who passed the educator competency test
- 3) Professional Competency Improvement
Post-certification assessment results (e.g. portfolio scores, classroom observations)
- 4) Implementation of Learning Practices
Measurable changes in teaching methods and techniques in the classroom
- 5) Teacher Satisfaction with the Certification Process
Survey or interviews regarding teachers' perceptions of the relevance and benefits of certification
- 6) Impact on Student Learning Outcomes
Changes in student learning scores or achievements after teacher certification

Conceptual Framework

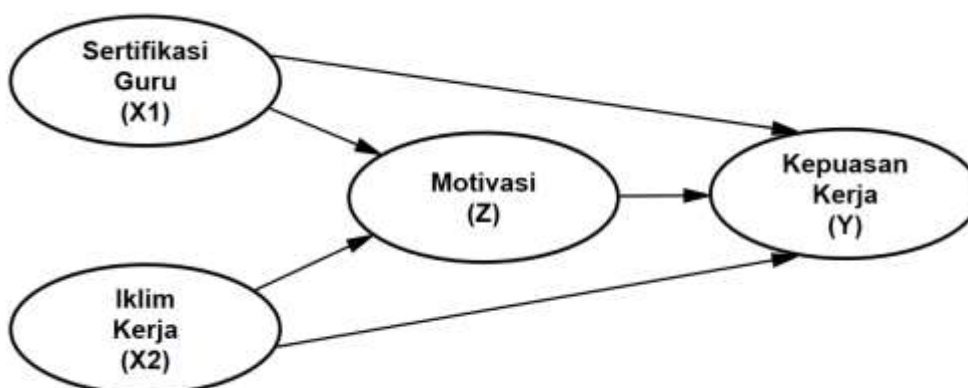


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Teacher certification has a positive and significant effect on job satisfaction.State Vocational School 1 Bener Meriah.
- H2: Teacher certification has a positive and significant effect on motivation at SMK Negeri 1 Bener Meriah.
- H3: Work climate has a positive and significant effect on job satisfaction at SMK Negeri 1 Bener Meriah.
- H4: Work climate has a positive and significant effect on motivation at SMK Negeri 1 Bener Meriah.
- H5: Motivation has a positive and significant effect on job satisfaction at SMK Negeri 1 Bener Meriah.

ANALYSIS OF TEACHER CERTIFICATION AND WORK CLIMATE ON TEACHER JOB SATISFACTION THROUGH MOTIVATION AT STATE VOCATIONAL SCHOOL 1 BENER MERIAH

Muazimah et al

H6: Teacher certification has a positive and significant effect on job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

H7: Work climate has a positive and significant effect on job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This quantitative research was conducted to conduct a study aimed at tailoring the research and analyzing teacher certification and work climate on teacher job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

Research Location and Research Time

The research location was conducted at SMK Negeri 1 Bener Meriah, located on Jl. Bandara Rembele, Bale Atu, Bukit District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

Population and Sample

According to Sugiyono (2022), a population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. In this study, the population was 74 people, consisting of 55 civil servants and 19 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample, because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Job Satisfaction	Motivation	Teacher Certification	Work Climate
X1.1			0.820	
X1.2			0.754	
X1.3			0.852	
X1.4			0.766	
X1.5			0.871	
X1.6			0.785	
X2.1				0.826
X2.2				0.872
X2.3				0.842
X2.4				0.796
X2.5				0.817
X2.6				0.786
Y.1	0.861			
Y.2	0.784			
Y.3	0.751			
Y.4	0.879			
Y.5	0.863			
Z.1		0.848		
Z.2		0.868		
Z.3		0.885		

ANALYSIS OF TEACHER CERTIFICATION AND WORK CLIMATE ON TEACHER JOB SATISFACTION THROUGH MOTIVATION AT STATE VOCATIONAL SCHOOL 1 BENER MERIAH

Muazimah et al

	Job Satisfaction	Motivation	Teacher Certification	Work Climate
Z.4		0.825		
Z.5		0.856		
Z.6		0.739		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

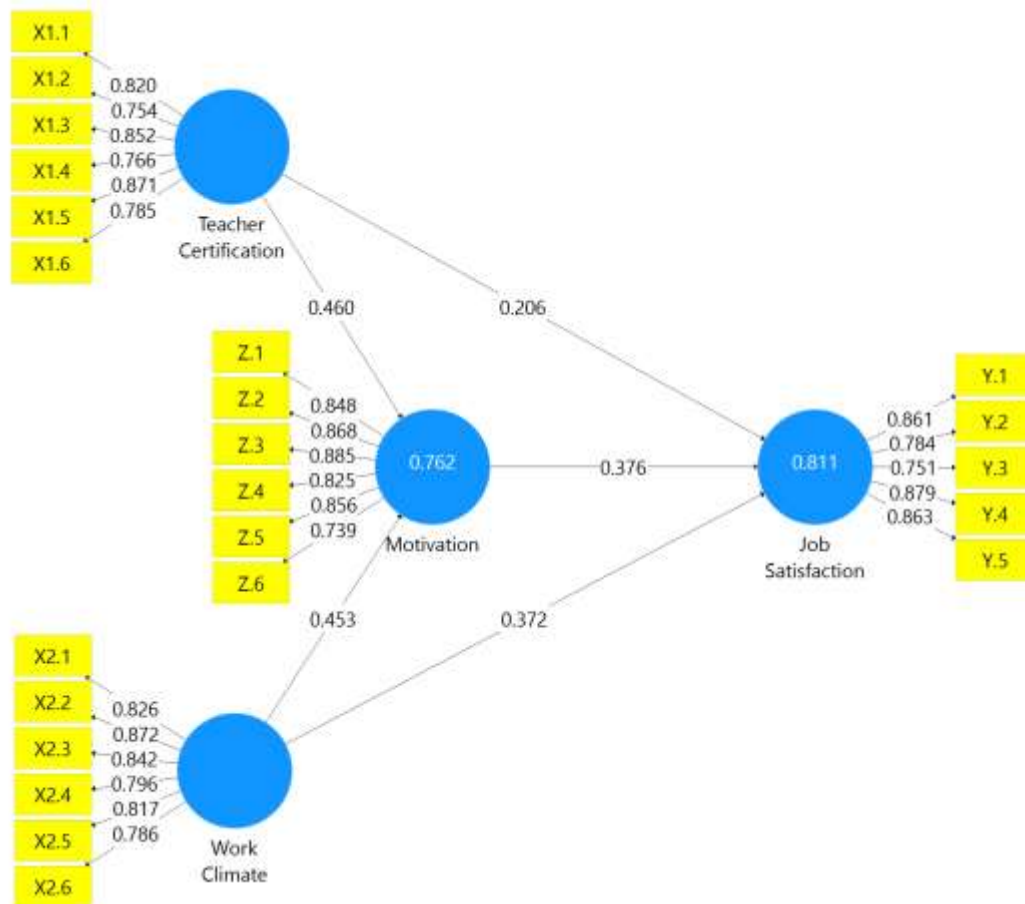


Figure 1. Outer Loudings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.460 X_1 + 0.453 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.206 X_1 + 0.372 X_2 + 0.376 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0.886	0.896	0.916	0.688
Motivation	0.915	0.919	0.934	0.703
Teacher Certification	0.894	0.901	0.919	0.655
Work Climate	0.905	0.905	0.927	0.678

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Motivation	0.762	0.758
Job Satisfaction	0.811	0.807

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the motivation variable there is an R square value of 0.762 meaning the influence of teacher certificates and work climate is 0.762 or 76.2% the rest is on other variables outside the model. The R square value of job satisfaction is 0.811 meaning the influence of teacher certificates, work climate and motivation is 0.811 or 81.1% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Teacher Certification -> Job Satisfaction	0.206	2,008	0.045	Accepted
Teacher Certification -> Motivation	0.460	6,270	0,000	Accepted
Work Climate -> Job Satisfaction	0.372	4,203	0,000	Accepted
Work Climate -> Motivation	0.453	5,764	0,000	Accepted
Motivation -> Job Satisfaction	0.376	3,478	0.001	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

ANALYSIS OF TEACHER CERTIFICATION AND WORK CLIMATE ON TEACHER JOB SATISFACTION THROUGH MOTIVATION AT STATE VOCATIONAL SCHOOL 1 BENER MERIAH

Muazimah et al

1. Teacher certification has a positive and significant effect on job satisfaction with a t-statistic value of 2.008 above 1.96 and a significance of 0.045 below 0.05 means that teacher certificates have a positive and significant effect on job satisfaction at SMA N 1 Bagan Sinembah, Rokan Hilir Regency, Riau Province (Febriansyah, 2023)
2. Teacher certification has a positive and significant effect on motivation with a t-statistic value of 6.270 above 1.96 and a significance of 0.000 below 0.05 means that teacher certification has a positive and significant effect on motivation because the significance value is below 0.05. This study is in accordance with research conducted by Ravaa (2019) which stated that teacher certification has a positive and significant effect on motivation.
3. Work climate has a positive and significant effect on job satisfaction with a t-statistic value of 4.203 above 1.96 and a significance level of 0.000 below 0.05, meaning that work climate has a positive and significant effect on job satisfaction because the significance value is below 0.05. The results of this study are consistent with research conducted by Fadila & Rezeki (2023) which stated that work climate has a positive and significant effect on job satisfaction.
4. Work climate has a positive and significant effect on motivation with a t-statistic value of 5.764 above 1.96 and a significance of 0.000 below 0.05 means that work climate has a positive and significant effect on motivation because the significance value is below 0.05. The results of this study are also in accordance with research conducted by Hayat et al. (2024) which stated that work climate has a positive and significant effect on work motivation.
5. Motivation has a positive and significant effect on job satisfaction with a t-statistic value of 3.478 above 1.96 and a significance of 0.001 below 0.05 means that motivation has a positive and significant effect on job satisfaction because the significance value is below 0.05. Research Rivaldo & Ratnasari (2020) also stated that motivation has a positive and significant effect on job satisfaction.

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Teacher Certification -> Motivation -> Job Satisfaction	0.173	3,099	0.002	Accepted
Work Climate -> Motivation -> Job Satisfaction	0.170	3,079	0.002	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Teacher certification has a positive and significant effect on job satisfaction through motivation with a t-statistic value of 3.099 above 1.96 and a significance value of 0.002 means that motivation plays a role as an intervening variable between teacher certification and job satisfaction. Suparjo et al (2025) also stated in their research that teacher certification through motivation has a positive and significant effect on job satisfaction in public and private elementary schools in Talang Kelapa District.
2. Work climate has a positive and significant effect on job satisfaction through motivation with a t-statistic value of 3.079 and a significance value of 0.002, indicating that motivation acts as an intervening variable between work climate and job satisfaction. Megawaty et al. (2022) also stated in their research that work climate has a positive and significant effect on job satisfaction through motivation.

CONCLUSION

1. Teacher certification has a positive and significant effect on job satisfaction at SMK Negeri 1 Bener Meriah.
2. Teacher certification has a positive and significant effect on motivation at SMK Negeri 1 Bener Meriah.
3. Work climate has a positive and significant effect on job satisfaction at SMK Negeri 1 Bener Meriah.
4. The work climate has a positive and significant influence on motivation at SMK Negeri 1 Bener Meriah.
5. Motivation has a positive and significant effect on job satisfaction at SMK Negeri 1 Bener Meriah.
6. Teacher certification has a positive and significant effect on job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

7. Work climate has a positive and significant effect on job satisfaction through motivation at SMK Negeri 1 Bener Meriah.

SUGGESTION

1. Teacher certification, with the lowest statement being "I have taken and passed the teacher competency test." It is recommended that teachers use the results of this competency test to apply for promotions or professional allowances, if they meet the administrative requirements.
2. The work climate with the lowest statement was "The school's physical environment supports the implementation of teaching and learning activities." Suggestions include optimizing the use of the existing supportive physical environment by arranging conducive classrooms, maximizing the use of facilities, and creating an active and enjoyable learning atmosphere for students.
3. The lowest-ranking motivation statement was "My work is challenging and keeps me learning." Schools can recommend continuously improving their competencies through training, reading, and sharing experiences with colleagues to be able to face work challenges more professionally and innovatively.
4. The lowest indicator of job satisfaction was the statement, "I have a fair chance of getting a promotion." Suggestions include improving performance, demonstrating dedication, and fulfilling administrative and competency requirements to be ready when promotion opportunities arise.

REFERENCES

- Fadila, R., & Rezeki, F. (2023). Pengaruh Fleksibilitas Kerja, Kompensasi Dan Iklim Kerja Terhadap Kepuasan Kerja Driver Grabbike Cikarang Utara Kabupaten Bekasi. *Jurnal Administrasi dan Manajemen*, 13(2), 118-124.
- Febyansyah, M. R. (2020). Pengaruh Gaya Kepemimpinan Kepala Sekolah, Sertifikasi Guru, dan Kompetensi Guru Terhadap Kinerja Guru Dengan Kepuasan Kerja Sebagai Variabel Intervening SMA N 1 Bagan Sinembah Kab. Rokan Hilir Prov. RIAU (Doctoral dissertation, Universitas Putra Indonesia YPTK).
- Ghozali, I., & Kusumadewi, K. A. (2023). *Partial least squares: Konsep, teknik dan aplikasi menggunakan program SmartPLS 4.0*. Yoga Pratama.
- Hasibuan, M. S. P. (2022). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Hayat, N., Sumarni, S., Mansyuri, M. I., & Samsudin, S. (2024). Pengaruh Iklim dan Disiplin Kerja terhadap Motivasi Kerja Pegawai. *Lensa Ilmiah: Jurnal Manajemen Dan Sumberdaya*, 3(2), 41-47.
- Megawaty, M., Hamdat, A., & Aida, N. (2022). Examining linkage leadership style, employee commitment, work motivation, work climate on satisfaction and performance. *Golden Ratio of Human Resource Management*, 2(1), 01-14.
- Mulyasa, E. (2023). *Sertifikasi Guru dan Profesionalisme Pendidikan*. Bandung: Remaja Rosdakarya.
- Rivaâ, F. A. (2019). Pengaruh program sertifikasi guru terhadap motivasi dan kinerja guru. *Al-Mubin: Islamic Scientific Journal*, 2(2), 78-84.
- Rivaldo, Y., & Ratnasari, S. L. (2020). Pengaruh kepemimpinan dan motivasi terhadap kepuasan kerja serta dampaknya terhadap kinerja karyawan. *Jurnal Dimensi*, 9(3), 505-515.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Harlow: Pearson Education.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational Climate and Culture. *Annual Review of Psychology*, 64, 361–388. <https://doi.org/10.1146/annurev-psych-113011-143809>
- Siregar, D., & Nasution, M. (2020). Pengaruh Iklim Organisasi terhadap Kepuasan Kerja Guru di SMK. *Jurnal Pendidikan dan Kepemimpinan*, 4(2), 85–93.
- Suparjo, S., Alimron, A., & Afriantoni, A. (2025). Pengaruh Sertifikasi Guru Pendidikan Agama Islam terhadap Motivasi Mengajar dan Kepuasan Kerja di Sekolah Dasar Negeri dan Swasta di Kecamatan Talang Kelapa. *MODELING: Jurnal Program Studi PGMI*, 12(1), 75-92.
- Susanto, H., & Rahmawati, D. (2021). Pengaruh Iklim Kerja terhadap Kinerja Pegawai: Studi pada Instansi Pemerintah. *Jurnal Manajemen dan Organisasi*, 12(1), 47–59.
- Tanjung, R. (2021). Sertifikasi Guru dan Dampaknya terhadap Kepuasan Kerja di SMK Wilayah Aceh. *Jurnal Ilmu Pendidikan*, 9(1), 55–63.