

The Influence of Work Motivation, Spiritual Intelligence, and Work Environment on Teacher Performance with Job Satisfaction as an Intervening Variable

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Abstract: The purpose of this study is to examine and analyze the effect of work motivation, spiritual intelligence, and work environment on teacher performance at SMPN 2 Ambulu Jember both directly and indirectly with job satisfaction as an intervening variable. Method: This study is an explanatory research with a quantitative approach. The population in this study were all 73 teachers at SMPN 2 Ambulu Jember and the sampling technique used the census method. Data analysis used path analysis using the SEM (Structural Equation Modeling) model with the Warp PLS 5.0 program. Results: The results shown that work motivation, spiritual intelligence, and work environment significantly effect on job satisfaction. Work motivation and work environment insignificant effect on teacher performance, while spiritual intelligence has significant effect on teacher performance. Job satisfaction has significant effect on teacher performance. Work motivation and work environment significant effect on teacher performance, with job satisfaction as an intervening variable. Spiritual intelligence insignificant effect on teacher performance, with job satisfaction as an intervening variable. Novelty: This study offers novelty by integrating the variables of work motivation, spiritual intelligence, and work environment in one comprehensive model to explain teacher performance through the mediating role of job satisfaction.

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INTRODUCTION

Teachers, according to both practitioners and the government, are considered valuable resources for student education, as the teacher-student relationship plays an important role in both learning and teaching activities, as well as in students' personal growth and knowledge transfer. Teachers also play a role in influencing the school environment, both inside and outside the classroom. In addition, creating a good educational system requires collaboration and mutual support between principals, teachers, and students (Uno & Lamatenggo, 2022). The quality of teacher performance as a professional is an important topic to discuss, considering their significant role in student achievement. However, this role cannot be separated from the educational context, student characteristics, and school factors. Furthermore, a teacher's ability to be confident, create a comfortable climate for students, maintain interaction, and keep in touch with students can increase student engagement in learning (Uno & Lamatenggo, 2022). The quality of teaching, such as classroom management and cognitive activation, also affects students' motivation to learn.

Teacher performance appraisal is conducted to evaluate current performance so that immediate action can be taken if there are deviations from the expected standards. Teacher performance indicators consist of professional performance, appearance, and skills. Given the importance of teacher performance appraisal, it is crucial for principals to carry out ongoing

supervision activities as supervisors by enhancing their approach to curriculum supervision. This is done through the implementation of supervision processes (organizing, planning, managing change, implementation, problem solving, and evaluation) at six curriculum levels (written, taught, resources, experience, testing, and ideal) and by employing three supervisory roles: as monitor, standard-bearer, and lead teacher (Saring, 2022).

The role of teachers' work in student learning outcomes is widely recognized, but the important question of whether teachers feel satisfied with their jobs is often overlooked. Each teacher has a different perception of job satisfaction. Job satisfaction is defined as a teacher's emotional state regarding what has been done and what has been achieved. Job satisfaction describes a state of mind determined by the extent to which individuals feel their work-related needs are met (Toropova et al., 2021). Teacher job satisfaction reflects two main components: work comfort (referring to how satisfying the conditions and circumstances of the teacher's work are) and work fulfillment (referring to the extent to which a person is satisfied with personal achievement in meaningful aspects of the teaching profession) (Sari & Aima, 2024). In the context of education, the essence of a teacher's role will be realized if job satisfaction and needs are met, and the school's performance largely depends on the teaching staff (Sudirman et al., 2021). The relationship between job satisfaction and performance is stated in research (Supriyanto et al., 2020; Eliyana & Sridadi, 2020; AL Smadi et al., 2023; Kurniawanto et al., 2022; Wahyudi et al., 2023; Bashir et al., 2020; Mardanov, 2021; Hajjali et al., 2022; Memon et al., 2023). Research gaps (Hafni et al., 2020; Rinaldi & Riyanto, 2021; Arimbawa et al., 2025; Wilasari & Liana, 2025; Sudirman et al., 2021) state that there is no significant effect of job satisfaction on performance.

Teacher motivation greatly depends on effective management, especially at the school level. If the systems and structures established to manage and support teachers do not function properly, teachers tend to lose their sense of responsibility and professional commitment. Motivation acts as a driving force that creates enthusiasm for work, enabling individuals to work together, work effectively, and integrate all efforts to achieve satisfaction (Hajjali et al., 2022). Highly motivated teachers will achieve maximum performance, but on the other hand, working as a teacher can also be temporary or serve as a stepping stone to a better job (Sarnacchiaro et al., 2019). The relationship between motivation, satisfaction, and performance is stated by (Kurniawanto et al., 2022; Basalamah & As'ad, 2021; Suyono et al., 2021; Arimbawa et al., 2025; Mardanov, 2021; Herdian et al., 2020; Windasari et al., 2020; Wahyudi et al., 2023; Bashir et al., 2020; Khaeruman & Mariam, 2025; Astuti et al., 2025). Research gaps include (Priscilla et al., 2024; Wahyudi et al., 2023; Kharisma & Rosia, 2022; Hajjali et al., 2022; Idris et al., 2024; Rinaldi & Riyanto, 2021) which state that motivation does not affect satisfaction and performance.

Spiritual intelligence is a combination of spiritual abilities and interests, personal characteristics, specific cognitive abilities, and psychological processes, in which an individual has the insight to see the positive value in every problem and the wisdom to face challenges and benefit from them (Garg & Punia, 2022). Individuals with high spiritual intelligence can find positive meaning in every experience, challenge, and even in suffering (Oyewunmi et al., 2021). Someone with a high level of spirituality will be able to distinguish between self-interest and concentration on God. With a high level of spiritual intelligence, a person can use their spirituality to bring meaning, interest, and enrichment together in life (Efendi et al., 2021). Spiritual intelligence serves as an internal foundation that encourages teachers to work with a higher purpose orientation, such as dedication, sincerity, and moral responsibility. Spiritual intelligence is becoming an increasingly important aspect in improving teacher performance because the teaching profession not only

requires pedagogical and professional abilities but also depth of meaning in carrying out the role as an educator. Empirical research on intelligence and performance is stated in studies by (Dewi, 2020; Numberi et al., 2025; Windasari et al., 2020; Vem et al., 2024; Mohamed et al., 2020; Hafni et al., 2020; Oyewunmi et al., 2021; Tampubolon et al., 2021; Herdian et al., 2020; Efendi et al., 2021).

The work environment plays an important role in shaping employees' individual behavior, which in turn affects their willingness to remain motivated, creative, engaged with colleagues, and loyal to their work (Toropova et al., 2021). The work environment or working conditions include all physical aspects of the job, work psychology, and work regulations that can affect job satisfaction and work productivity (Sedarmayanti, 2019). A conducive work environment with adequate facilities and infrastructure can support the achievement of teacher satisfaction and performance. According to Mulyana et al. (2021), the work environment greatly influences teachers' personal and job pride. Good facilities and workspace layout will improve teacher productivity. Empirical research supporting the relationship of the work environment to satisfaction and performance includes (Priscilla et al., 2024; Kurniawanto et al., 2022; Basalamah & As'ad, 2021; Wahyudi et al., 2023; Suyono et al., 2021; Anasi, 2020; Hur, 2020; Kagan et al., 2021; Akinwale & George, 2020; Kharisma & Rosia, 2022; Bashir et al., 2020; Zhenjing et al., 2022; Rismayadi, 2022; Qomariah & Utamy, 2022; Zacharias et al., 2021).

This study aims to examine and analyze the influence of work motivation, spiritual intelligence, and work environment on teacher performance, both directly and indirectly, with job satisfaction as an intervening variable. This research is expected to provide a more comprehensive understanding of the factors that affect performance, as well as offer more effective recommendations to enhance job satisfaction and teacher performance.

RESEARCH METHOD

This research is an explanatory study that provides causal explanations between variables through hypothesis testing while also applying a quantitative approach. The study population consists of all teachers at SMPN 2 Ambulu Jember, totaling 73 people, and the census method was used, in which all population members were used as samples (Sugiyono, 2023). The research variables used are exogenous variables (X) including work motivation (X1), spiritual intelligence (X2), and work environment (X3). The intervening variable is job satisfaction (Z), and the endogenous variable is performance (Y).

Table 1. Identification of Research Measurement Variables

No	Variable	Indicator
1	Work Motivation (X1)	1. Autonomy 2. Goals 3. Salary and Financial Rewards 4. Job Security 5. Performance Feedback 6. Recognition and Advancement
2	Spiritual Intelligence (X2)	1. Consistency of honesty 2. Openness 3. Self-knowledge 4. Focus on contribution 5. Non-dogmatic spirituality
3	Work Environment (X3)	1. Classroom conditions 2. Teaching facilities and learning media

		3. Leadership support from the principal
		4. Collaboration among teachers
		5. Student behavior and discipline climate
		6. Administrative workload
		7. Professional development support
4	Job Satisfaction (Z)	1. Work itself
		2. Pay
		3. Promotion
		4. Supervision
		5. Co-workers
5	Teacher Performance (Y)	1. Job quantity
		2. Job quality
		3. Timeliness
		4. Attendance
		5. Ability to collaborate

Source: Processed data, 2026

The data analysis technique used in this study is path analysis using the SEM (Structural Equation Modeling) model or Structural Equation Model with the Warp PLS 5.0 program. SEM is a set of statistical techniques that allows the simultaneous testing of a series of relatively complex relationships. These complex relationships refer to a series of relationships built between one or more dependent (endogenous) variables and one or more independent (exogenous) variables, and these variables take the form of factors or constructs built from several indicators that are observed or measured directly (Solimun et al., 2022).

RESULTS AND DISCUSSION

Result

Outer Model Analysis Results

Convergent validity is assessed by examining the loading factor values. The required loading factor or outer loading for a study to meet convergent validity is greater than or equal to 0.7. The loading factor values in this study can be seen in Table 2.

Table 2. Combined Loadings and Cross-Loadings

	X1	X2	X3	Z	Y
X1.1	0,834	-0,068	0,141	-0,220	0,146
X1.2	0,870	-0,041	-0,115	-0,098	0,082
X1.3	0,868	0,248	-0,064	0,040	0,045
X1.4	0,861	-0,164	0,168	0,068	-0,065
X1.5	0,882	-0,077	0,053	-0,128	-0,038
X1.6	0,773	0,111	-0,198	0,373	-0,186
X2.1	-0,076	0,859	-0,151	0,203	0,032
X2.2	-0,073	0,837	0,118	-0,206	-0,025
X2.3	0,092	0,941	-0,090	-0,037	-0,015
X2.4	0,031	0,866	0,027	-0,157	0,232
X2.5	0,016	0,860	0,107	0,196	-0,225
X3.1	-0,136	0,081	0,828	0,241	-0,046
X3.2	-0,014	-0,028	0,874	0,185	-0,14
X3.3	0,067	0,076	0,852	-0,164	-0,007
X3.4	-0,109	-0,163	0,674	0,078	0,193

X3.5	0,146	-0,017	0,867	-0,324	0,161
X3.6	-0,064	0,174	0,821	0,171	-0,169
X3.7	0,075	-0,140	0,900	-0,148	0,223
Z1	-0,107	0,156	-0,128	0,878	0,074
Z2	-0,062	-0,253	-0,029	0,915	0,292
Z3	0,102	0,090	0,100	0,896	-0,075
Z4	0,129	0,169	-0,105	0,871	-0,271
Z5	-0,059	-0,151	0,159	0,886	-0,032
Y1	0,092	-0,279	-0,067	0,088	0,898
Y2	-0,031	0,213	-0,008	0,068	0,881
Y3	-0,016	0,359	-0,053	-0,047	0,865
Y4	-0,095	-0,289	0,019	0,109	0,887
Y5	0,049	0,009	0,109	-0,222	0,877

Source: Processed data, 2026

Reliability testing is conducted to ensure that the research instrument used can provide consistent concept measurement without bias. The results of the WarpPLS 7.0 data analysis are as follows:

Table 3. Reliability Test

Variable	Composite Reliability	Cronbach's Alpha
Work Motivation	0.939	0.922
Spiritual Intelligence	0.941	0.922
Work Environment	0.941	0.925
Job Satisfaction	0.950	0.934
Teacher Performance	0.946	0.928

Source: Processed data, 2026

The reliability test is based on composite reliability coefficients and Cronbach's alpha coefficients above 0.7. The results in Table 3 show that the questionnaire instrument in this study meets the reliability test requirements.

Model Fit Test Results

The model fit test aims to see how well the model fits the results of SEM-PLS analysis. The WarpPLS 7.0 tool provides computational results that meet the standards for determining the appropriate model.

Table 4. Model Fit Test Results

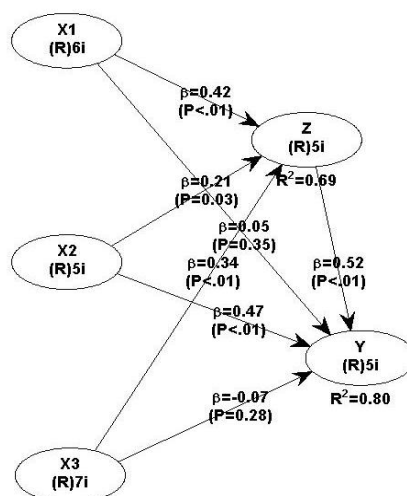
Keterangan	Nilai	Ideal
Average path coefficient (APC)	P=0,002	<= 0,05
Average R-squared (ARS)	P<0,001	<= 0,05
Average adjusted R-squared (AARS)	P<0,001	<= 0,05
Average block VIF (AVIF)	2,380	<= 3,3
Average full collinearity VIF (AFVIF)	2,922	<= 3,3
Tenenhaus GoF (GoF)	0,747	besar
Sympson's paradox ratio (SPR)	0,857	1
R-squared contribution ratio (RSCR)	0,972	1
Statistical suppression ratio (SSR)	1,000	>= 0,7
Nonlinear bivariate causality direction ratio (NLBCDR)	1,000	>= 0,7

Source: Processed data, 2026

The GoF index for this research model is 0.747, indicating that the structural model explaining the relationships between the five variables has good predictive power.

Structural Equation Modeling (PLS-SEM) Analysis Results

The SEM-PLS model test results can be seen in the figure below.



Source: Data processed, 2026

Figure 1. SEM-PLS Model

Direct Effect Test Results

The direct effect path coefficient values are show in Table 5.

Table 5. Direct Effect Path Coefficients

Effect	Path Coefficient	S.E.	P-value	Description
X1 → Z	0.416	0.103	<0.001	Significant
X2 → Z	0.211	0.109	0.029	Significant
X3 → Z	0.339	0.105	<0.001	Significant
X1 → Y	0.046	0.115	0.345	Not Significant
X2 → Y	0.475	0.101	<0.001	Significant
X3 → Y	-0.067	0.115	0.279	Not Significant
Z → Y	0.524	0.099	<0.001	Significant

Source: Data processed, 2026

The direct effect test results show that work motivation, spiritual intelligence, and work environment have a significant effect on job satisfaction. Work motivation and work environment did not significantly affect teacher performance, while spiritual intelligence had a significant effect on teacher performance. Job satisfaction significantly affected teacher performance.

Indirect Effect Test Results

The indirect effect test aims to assess the influence of exogenous variables (work motivation, spiritual intelligence, and work environment) on endogenous variables (teacher performance) through the intervening variable (job satisfaction). The indirect path coefficients are presented in Table 6.

Table 6. Indirect Effect Path Coefficients

Effect	Estimate	S.E.	P-value	Description
X1 → Z → Y	0.218	0.077	0.003	Significant
X2 → Z → Y	0.110	0.080	0.086	Not Significant
X3 → Z → Y	0.178	0.078	0.013	Significant

Source: Data processed, 2026

The indirect effect test results show that job satisfaction plays a mediating role in the relationship between work motivation and teacher performance. Thus, work motivation significantly affects teacher performance through job satisfaction. Job satisfaction does not mediate the relationship between spiritual intelligence and teacher performance, so spiritual intelligence does not significantly affect teacher performance through job satisfaction. Finally, job satisfaction mediates the relationship between work environment and teacher performance, meaning that the work environment significantly affects teacher performance through job satisfaction.

Coefficient of Determination (R^2) Analysis

The R^2 value is used to measure the amount of variation in the endogenous variable explained by the influencing variables (Ghozali, 2020). The higher the R^2 value, the better the predictive power of the proposed model. The coefficient of determination values are shown in Table 7.

Table 7. Coefficient of Determination

Variable	Variable Name	R-Square
Z	Job Satisfaction	0.694
Y	Teacher Performance	0.796

Source: Data processed, 2026

The R^2 value of 0.694 means that 69.4% of the variability in job satisfaction can be explained by work motivation, spiritual intelligence, and work environment. The R^2 value of 0.796 means that 79.6% of the variability in teacher performance can be explained by work motivation, spiritual intelligence, work environment, and job satisfaction.

Summary of Hypothesis Testing Results

The results of hypothesis testing can be summarized as follows:

Table 8. Summary of Hypothesis Testing

No	Hypothesis	Conclusion
1	Work motivation positively and significantly affects job satisfaction at SMPN 2 Jember	H1 accepted
2	Spiritual intelligence positively and significantly affects job satisfaction at SMPN 2 Jember	H2 accepted
3	Work environment positively and significantly affects job satisfaction at SMPN 2 Jember	H3 accepted
4	Work motivation positively and significantly affects teacher performance at SMPN 2 Jember	H4 rejected
5	Spiritual intelligence positively and significantly affects teacher performance at SMPN 2 Jember	H5 accepted
6	Work environment positively and significantly affects teacher performance at SMPN 2 Jember	H6 rejected
7	Job satisfaction positively and significantly affects teacher performance at SMPN 2 Jember	H7 accepted
8	Work motivation positively and significantly affects teacher performance through job satisfaction at SMPN 2 Jember	H8 accepted
9	Spiritual intelligence positively and significantly affects teacher performance through job satisfaction at SMPN 2 Jember	H9 rejected
10	Work environment positively and significantly affects teacher performance through job satisfaction at SMPN 2 Jember	H10 accepted

Source: Data processed, 2026

Based on the hypothesis tests conducted, six hypotheses were accepted, indicating significant effects, while one hypothesis was rejected due to lack of significant effect.

Discussion

The Effect of Work Motivation on Job Satisfaction

The research results show that work motivation has a significant effect on job satisfaction. Motivation, as a meaningful construct, is a central pillar in the workplace. Therefore, adequately motivating employees is a challenge because it determines employee satisfaction at work (Solong, 2020). Work motivation significantly increases job satisfaction by creating a positive cycle: motivated employees feel their efforts are valued, leading to greater enjoyment and satisfaction (job satisfaction), which in turn triggers more motivation, engagement, and higher performance for the organization. This reciprocal relationship, where internal motivation (intrinsic) and external rewards (extrinsic factors like salary) drive individuals to perform, and the resulting satisfaction strengthens those drives, creates a mutually beneficial situation for both employees and employers. This finding is consistent with research (Idris et al., 2024; Kurniawanto et al., 2022; Basalamah & As'ad, 2021; Suyono et al., 2021; Arimbawa et al., 2025; Mardanov, 2021) which states that work motivation affects job satisfaction.

The Effect of Spiritual Intelligence on Job Satisfaction

The research findings indicate that spiritual intelligence has a significant effect on job satisfaction. Spiritual intelligence is the intelligence to face and solve meaningful and valuable problems, which means the intelligence to place behavior and life within a broader and richer context, and the intelligence to evaluate that one's actions or lifestyle are more meaningful than others (Priyono & Hasyim, 2022). Spiritual intelligence is needed to integrate all human intelligence. Higher spiritual intelligence generally leads to greater job satisfaction by helping employees find deeper meaning, purpose, and value in their work, improving stress management, and fostering better attitudes and motivation, creating stronger connections to employees' roles beyond mere extrinsic rewards (Larasati, 2020). This connection improves overall well-being, commitment, and performance, making spiritual intelligence an important HR strategy in organizations. The findings of this study align with research (Dewi, 2020; Numberi et al., 2025; Windasari et al., 2020; Vem et al., 2024; Mohamed et al., 2020; Hafni et al., 2020; Oyewunmi et al., 2021; Tampubolon et al., 2021) which finds a positive relationship between spiritual intelligence and job satisfaction.

The Effect of Work Environment on Job Satisfaction

The testing and data analysis results show that the work environment has a positive and significant effect on job satisfaction. A good work environment provides personal comfort as well as motivates employees to complete tasks well. A good work environment significantly increases job satisfaction, while a bad work environment decreases it, impacting motivation, engagement, and productivity. Key environmental factors such as supportive colleagues, good leadership, physical comfort (lighting, noise), work-life balance, and job security are essential to make employees feel valued, leading to higher satisfaction and commitment (Zainal, 2019). A good work environment significantly increases job satisfaction, while a bad work environment decreases it, impacting motivation, engagement, and productivity. The findings of this study align and support research findings (Priscilla et al., 2024; Kurniawanto et al., 2022; Basalamah & As'ad, 2021; Wahyudi et al., 2023; Suyono et al., 2021; Anasi, 2020; Hur, 2020; Kagan et al., 2021) stating that the work environment affects job satisfaction.

The Effect of Work Motivation on Teacher Performance

The research findings show that work motivation has a positive but not significant effect on teacher performance. The existence of work motivation factors in the context of teacher

performance is fundamentally important, but in practice, it often does not optimally drive significant performance improvement. The existing motivation tends to be extrinsic and administrative, such as incentives, allowances, or formal obligations, and thus has not fully addressed the intrinsic motivation of teachers. Intrinsic motivation such as professional calling, satisfaction from teaching, and commitment to student development plays a more significant role in driving sustainable performance. When motivation is dominated by external factors, performance improvement tends to be temporary and inconsistent. Although work motivation exists, it is not strong or effective enough to drive teacher performance improvement. This is due to the dominance of extrinsic motivation, lack of supportive environment, suboptimal reward systems, and insufficient professional development. Therefore, strategic efforts are needed to strengthen the quality of motivation, especially intrinsic motivation, to have a real impact on improving teacher performance. In addition, the lack of ongoing professional development also becomes a factor that prevents motivation from developing optimally. Teachers who do not have training opportunities, competency enhancement, or clear career paths tend to experience stagnation, so work motivation cannot significantly drive performance improvement. This finding is inconsistent with research (Herdian et al., 2020; Windasari et al., 2020; Kurniawanto et al., 2022; Wahyudi et al., 2023; Kharisma & Rosia, 2022; Bashir et al., 2020; Arimbawa et al., 2025; Mardanov, 2021; Hajiali et al., 2022; Khaeruman & Mariam, 2025; Astuti et al., 2025) which states that work motivation has a significant effect on performance. However, this study's findings align with research (Priscilla et al., 2024; Wahyudi et al., 2023; Kharisma & Rosia, 2022; Hajiali et al., 2022; Idris et al., 2024; Rinaldi & Riyanto, 2021) that states motivation does not affect satisfaction and performance.

The Effect of Spiritual Intelligence on Teacher Performance

The research findings show that spiritual intelligence has a significant effect on teacher performance. Spiritual intelligence helps an individual maintain intellectual, emotional, and spiritual integrity. A teacher with high spiritual intelligence tends to be happier and live better. Spiritual intelligence guides individuals to find meaning in everything. Teachers with high spiritual intelligence tend to have a better life balance, higher motivation, and can cope with stress more effectively (Pujiati et al., 2025). Spiritual intelligence impacts work performance by increasing employee involvement, commitment, and a sense of purpose, leading to higher productivity, better problem-solving, improved job satisfaction, and reduced stress. This happens because it aligns individual values with organizational goals, fostering honesty, integrity, and a meaningful work environment (Yusuf, 2021). Essentially, spiritual intelligence is considered a fundamental and "highest" intelligence that integrates intellectual and emotional abilities, encouraging individuals to carry out responsibilities with greater self-awareness, sincerity, and wisdom. This finding is consistent with empirical studies (Herdian et al., 2020; Dewi, 2020; Efendi et al., 2021; Numberi et al., 2025; Windasari et al., 2020; Oyewunmi et al., 2021) which found a positive relationship between spiritual intelligence and performance.

The Effect of Work Environment on Teacher Performance

The research findings show that the work environment has a negative but not significant effect on teacher performance. This implies that the presence of work environment factors is considered suboptimal in driving improvements in teacher performance. The work environment is often viewed as an important factor in determining performance. However, in the context of the teaching profession, it can be argued that the work environment does not always have a significant impact on teacher performance, especially when compared to internal individual factors.

First, the characteristics of the teaching profession are significantly influenced by professional calling and intrinsic commitment. Many teachers continue to demonstrate good performance even in limited work environments, such as inadequate facilities or minimal organizational support. This shows that internal drives such as moral responsibility, dedication to students, and values of service are more dominant in determining performance quality than external work environment factors. Second, teachers generally already have relatively stable competency standards and professional responsibilities, so teacher performance is not easily affected by variations in the work environment. The curriculum, teaching obligations, and administrative demands have become part of the system that must be implemented, regardless of the work environment conditions. In other words, teachers are still expected to meet certain performance targets, so the influence of the work environment becomes relatively limited.

The work environment refers to everything around the employee that can influence job satisfaction in performing their work to achieve optimal results. In the work environment, there are supporting facilities that help employees complete their tasks. This applies to employees as a strategy to improve performance in a company. This finding is inconsistent with studies (Idris et al., 2024; Kurniawanto et al., 2022; Kharisma & Rosia, 2022; Bashir et al., 2020; Arimbawa et al., 2025; Zhenjing et al., 2022; Rismayadi, 2022; Qomariah & Utamy, 2022; Ahmad et al., 2019; Hafeez et al., 2019; Zacharias et al., 2021) that found a positive relationship between the work environment and performance. However, this study's findings support research (Idris et al., 2024; Kharisma & Rosia, 2022; Arimbawa et al., 2025) (Wahyudi et al., 2023; Mulyana et al., 2021; Sah & Pokharel, 2022; Setiawan et al., 2020) that states the work environment does not influence job satisfaction and performance.

The Effect of Job Satisfaction on Teacher Performance

The research findings show that job satisfaction has a significant effect on teacher performance. Job satisfaction is an important aspect of human resource management. Individual satisfaction varies according to the values they hold. The higher the evaluation of activities that align with personal desires, the higher the job satisfaction with these activities (Armstrong & Taylor, 2023). Teacher job satisfaction has many important and broad implications, where satisfied teachers tend to be less susceptible to stress and fatigue, meaning job satisfaction contributes to teacher well-being. Furthermore, satisfied teachers offer higher quality teaching and better learning support for students. Finally, subject teachers show stronger work commitment and are less likely to leave the profession. Regarding job satisfaction in the context of education, the essence of a teacher's role will be realized if job satisfaction and needs are fulfilled, and school performance largely depends on the teaching staff within it (Sudirman et al., 2021). The research results support findings from studies (Supriyanto et al., 2020; Eliyana & Sridadi, 2020; AL Smadi et al., 2023; Kurniawanto et al., 2022; Wahyudi et al., 2023; Bashir et al., 2020; Mardanov, 2021; Hajiali et al., 2022; Memon et al., 2023) that show a significant effect of job satisfaction on teacher performance.

The Effect of Work Motivation on Teacher Performance through Job Satisfaction

The research results show that work motivation has a significant effect on teacher performance through job satisfaction. This means that job satisfaction acts as an intervening variable in the relationship between work motivation and teacher performance. Teacher motivation highly depends on effective management, especially at the school level. A teacher must renew themselves professionally, personally, and have the right motivation to carry out various tasks and responsibilities efficiently and effectively (Qomariah et al., 2022).

Job satisfaction generally concerns one's attitude towards their work. Essentially, individuals will feel secure and more committed to an organization when their job satisfaction aligns with their expectations. Motivation, job satisfaction, and job performance are strongly correlated; motivated employees tend to be more satisfied, and satisfied employees are more productive, which leads to better performance, in turn increasing satisfaction and further motivation. Job satisfaction often acts as a key mediator between motivation and performance, converting desires into actions, while a supportive environment and fair rewards enhance both.

The Effect of Spiritual Intelligence on Teacher Performance through Job Satisfaction

The research findings show that job satisfaction does not serve as an intervening variable in the relationship between spiritual intelligence and teacher performance. This finding implies that the effect of spiritual intelligence on teacher performance is a direct effect without involving job satisfaction as a mediating variable. Spiritual intelligence, in the context of the teaching profession, can be understood as an individual's ability to find meaning in their work as part of higher values, to have integrity, and to carry out duties with high moral awareness. Argumentatively, spiritual intelligence directly affects teacher performance without needing job satisfaction as an intervening variable. Spiritual intelligence drives teachers to work based on values, meaning, and life goals, rather than merely on feelings of satisfaction or dissatisfaction with their work. Teachers with high spiritual intelligence tend to see teaching as a form of devotion and worship, so they strive to provide the best performance regardless of emotional conditions or the level of job satisfaction experienced. Therefore, the drive for high performance arises directly from internal awareness, not through the mediation of job satisfaction.

Higher spiritual intelligence generally leads to greater job satisfaction by helping employees find deeper meaning, align work with values, and cope with stress, leading to greater satisfaction, motivation, and productivity. High spiritual intelligence fosters positive work attitudes, commitment, and a sense of purpose, creating a cycle where satisfaction makes employees work better and enjoy it more, benefiting both the individual and the organization (Larasati, 2020).

The Effect of Work Environment on Teacher Performance through Job Satisfaction

The research findings indicate that job satisfaction acts as an intervening variable in the relationship between work environment and teacher performance. The work environment or working conditions includes all physical aspects of the job, work psychology, and work regulations that can affect job satisfaction and work productivity (Sedarmayanti, 2019). The term "attractive climate" or "supportive atmosphere" refers to a situation that attracts people and motivates them to work by providing opportunities to achieve something. Employees are more willing to integrate exceptional skills, abilities, and knowledge to achieve success in a friendly and supportive work environment (Idris et al., 2020).

The work environment can support the achievement of job satisfaction and teacher performance, which includes a conducive work environment with adequate facilities and infrastructure. Mulyana et al. (2021) state that the work environment significantly affects teachers' pride and job performance. Good facilities and workplace arrangements will enhance teacher productivity. Employees spend a lot of time at work, and the work environment impacts performance integrally (Hartinah et al., 2020). Employees who are satisfied with their work environment tend to have positive work outcomes. Researchers have observed that the work environment is essential because staff can work more efficiently and produce good work, which leads to better employee performance and organizational outcomes (Arimbawa et al., 2025).

CONCLUSION

The findings of this study conclude that work motivation, spiritual intelligence, and work environment significantly affect job satisfaction. Work motivation and work environment do not significantly affect teacher performance, while spiritual intelligence has a significant effect on teacher performance. Job satisfaction significantly affects teacher performance. Regarding the indirect effect, the research findings state that job satisfaction plays a mediating role in the relationship between work motivation and teacher performance, as well as between work environment and teacher performance. Job satisfaction does not mediate the relationship between spiritual intelligence and teacher performance.

The limitations of this study include the fact that the research object is limited to teachers at SMPN 2 Ambulu Jember, making the generalization of the results unachieved. Future research could involve a broader object (regional or national). Another limitation relates to the need for questionnaires that involve qualitative aspects to explain how work motivation and spiritual intelligence affect job satisfaction and teacher performance. The findings of this research provide practical implications for SMPN 2 Ambulu Jember institutions to effectively manage work motivation, spiritual intelligence, work environment, and job satisfaction. These four aspects will be important assets for SMPN 2 Ambulu Jember to optimally drive teacher performance. The theoretical implications of this research open up opportunities for future research agendas to develop existing concepts related to organizational behavior, particularly teacher job satisfaction and performance.

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