

Determinant factors influencing teacher job satisfaction during Covid-19 outbreak

Abstract

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

Keywords : *Work Motivation, Remote Working, Social Environment, Job Satisfaction, Covid-19.*

1. Introduction

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

Research among 505 students in Bangladesh showed that stress, anxiety and depression had increased during the lockdown period. In addition, lack of physical activity and limitations in self-entertainment (recreation) also impact mental health and lead to higher feelings of stress, anxiety, depression, and post-traumatic symptoms (Khan et al., 2020). Another study among 2,530 staff and students in Spain found moderate to high scale scores for stress, anxiety, and depression among participants affected by the pandemic (Odriozola et al., 2020). One of the significant outcomes of the pandemic is that workers in colleges, schools and students are starting to work or study from home. In response to the emerging situation, most universities, colleges and schools worldwide have been forced to postpone and even cancel most of their regular events and start planning strategies for employees to be able to work from home by providing digital platform facilities to support remote teaching. So, in the end, schools and students should try to adapt to distance education methods by using online teaching around the world (Sahu, 2020).

Several studies have provided evidence that the advantages of teleworking from home can increase flexibility and autonomy and provide a side effect of a sense of isolation and less separation between home and work (Harpaz, 2002). Researchers have proposed several recommendations to help students, professors, and researchers worldwide. For teleworking during the COVID-19 pandemic (Gerding et al., 2021) by creating a routine, regularity, having adequate workspace at home and using office chairs and external monitors, increasing productivity, being responsible, avoiding extreme multitasking, creating communication facilities and network, use appropriate computer programs and platforms, develop creativity for remote teaching, explore options for remote research, use preventive telerehabilitation methods and learn from challenges (Lopez et al., 2020; Kayabinar et al., 2021).

With the outbreak of the Covid-19 pandemic, this trend is becoming more common as companies want to ensure the safety of their employees. The growing popularity of work from home (WFH) culture has led to the introduction of various technologies such as web conferencing with Skype, and Zoom, virtual facilitation with MURAL, collaboration with MS Teams, project and task management with Trello, and Brainstorming and developing ideas with Miro (Deloitte, 2020). COVID-19 cases in Indonesia have increased rapidly and have a very large patient mortality ratio. Therefore schools and companies have taken policy steps to work from home (WFH) online (Widhiastuti et al., 2021). Based on the data obtained from UNESCO, currently, there are 39 countries implementing School from Home (SFH) and school closures, with a total number of affected students reaching 421,388,462 children. So far, the students most affected by the COVID-19 virus, with more than 233 million students, are in China. Meanwhile, in other countries, 61 countries in Africa, Asia, Europe, the Middle East, North America and South America have announced or implemented restrictions on school and university learning. UNESCO provides direct support to countries worldwide, including solutions for inclusive distance learning. The policy of closing schools in these countries impacts nearly 421.4 million children and adolescents in the world (Purwanto et al., 2020). The number of potentially at-risk students from pre-primary to senior secondary education is 577,305,660. Meanwhile, the number of students who are potentially at risk from higher education is 86,034,287 people (Rokhani, 2020). Countries affected by Covid-19 are placing national responses in learning platforms and other tools such as distance learning.

In Indonesia, several campuses and schools have started implementing policies for teaching and learning activities remotely (remote working) or online lectures. Staff and students worldwide feel the tremendous impact of the coronavirus outbreak that first appeared in China. As a result of the pandemic spread to 156 countries, many schools have been forced to close. ABC News reports that at least 22 countries on three continents have closed their schools while the pandemic is still looming over their citizens (Atho & Musafik, 2021). These schools accommodate hundreds of millions of students from all over the world. In its report, ABC News also noted that 13 countries had closed schools. Victims of the COVID-19 outbreak, education at the Elementary School/Madrasah Ibtidaiyah, Junior High School/Madrasah Stanawiyah, and High School/Madrasah Aliyah levels, but also universities (Purwanto et al., 2020). All levels of education, from elementary/ibtidaiyah schools to universities (universities), both those under the Ministry of Education, Culture, Research and Technology as well as those under the auspices of the Ministry of Religion, all have a negative impact because students, students and students are "forced" to study from home to study. Limit and prevent the spread of the Covid-19 virus. Even though not all students, students and students are accustomed to learning through online media. Moreover, many teachers and lecturers are not proficient in teaching using internet technology or social media, especially in some areas of Indonesia (Rokhani, 2020).

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

Teachers have a very important role as the spearhead of implementing the entire educational process with the main task of educating, teaching, guiding, directing, training and evaluating students. As professionals, teachers have roles and responsibilities in implementing learning programs and achieving educational goals in schools (Hamdi et al., 2021). Teachers have feelings, thoughts, and desires that can affect attitudes in teaching. Gorton (1976) states that satisfaction in the context of teaching refers to the level of fulfilment of a person's personal and professional needs in carrying out his role as a teacher. In this case, one thing that must be considered is teacher job satisfaction (Mukhlison, 2008). Job satisfaction is one of the factors that influence teacher performance. If the teacher is satisfied at work, it will create a family atmosphere in the work environment, work with full responsibility, good communication, and high morale so that the teacher's performance will also increase. In the end, the school's goals can be achieved optimally. (2020). Despite the pandemic, economic crisis, mass layoffs, and rising unemployment, job satisfaction did not decline in 2020 and even reached its highest level in the last 20 years, according to The Conference Board Job Satisfaction Survey from November 2020. The shift to remote work (remote working) does not seem to impair job satisfaction.

There is a strong relationship between job satisfaction and labour market conditions. Respondents who said that there were high job vacancies in their area were much more satisfied than respondents who said that finding a job was difficult. This may be affected by workers who resign and leave their jobs because they do not like and feel satisfied with their jobs. When labour market conditions are weak and there is a high risk of job loss, workers are more likely to be able to stay and enjoy their job even if they do not like them. The income (wages/salaries/benefits) they get is unsatisfactory. Several factors cause the increase in teacher job satisfaction during the COVID-19 pandemic. According to research conducted by Sholihin (2021), which aims to determine the effect of workers' compensation on job satisfaction and employee performance, work compensation factors have an important role in encouraging job satisfaction at the Melinda Mother and Child Hospital (RSIA) Kediri. Cahya et al. (2021) showed in their research that the workload factor did not significantly affect job satisfaction for Merapi Coffee employees in Yogyakarta. Furthermore, the turnover intention factor in a study conducted by Lestari et al. (2021) was a driving factor for job satisfaction for employees of PT. Kereta Api Indonesia (Persero) Regional Division III Palembang. The principal's leadership factor in Hidayat's (2021) research was a driving factor for teacher job satisfaction. Agusra et al. (2022), in their research, found different factors from other studies where work motivation factors affect job satisfaction of oil palm plantation employees of PT. Four Lawang Agro Perkasa in Empat Lawang Regency. In Grant's research (2021), a remote working factor affects the job satisfaction of lecturers in Minnesota. Another case is in the study of Kumar (2021), which found that social and environmental factors were driving factors for employee job satisfaction in Kerala in India.

To strengthen the above phenomenon, researchers want to find out what factors can affect teacher job satisfaction, such as work compensation (Sholihin, 2021), workload (Cahya et al., 2021), and turnover intention (Lestari et al., 2021).) and principal leadership (Hidayat, 2021), work motivation (Agusra et al., 2022), remote working (Grant, 2021), and social environment (Kumar, 2021). The factors that can affect teacher job satisfaction are very diverse and likely to differ from one unit of analysis to another. Factors that affect teacher job satisfaction are workers' compensation, workload, principal's leadership, work motivation, remote working, and social environment.

These factors are then used as pre-survey data on 20 respondents who are teachers who are domiciled in South Tangerang to determine the factors that influence teacher job satisfaction. Based on the pre-survey data, it can be seen that the respondents who are teachers who are domiciled in South Tangerang feel that the worker's compensation, workload and leadership of existing school principals are not good enough, but if seen in the percentage above, for work motivation factors, remote working and social environment is quite good and is considered to be one of the factors that might affect teacher job satisfaction. It can be identified and concluded that three dominant factors influencing teacher job satisfaction subsidized are work motivation, remote working and social environment. In the research of Megawati et al. (2022), Riyanto et al. (2021), Basalamah & As'ad (2021); Sari et al. (2022); Kumendong & Rumagit (2022), work motivation has a positive effect on job satisfaction. Furthermore, the research of Schall (2019); Bellman & Hubler (2020); Felstead & Henseke (2017); Prasad & Mangipudi (2021); Muhammad & Siti (2021) found that remote working

affects job satisfaction. Another case in the research of Larague et al., (2022); Rialmi & Ningrum (2022); Purwanti & Indradewa (2022); Kurniawan & Andriani (2022); Mahdiana & Ubaidillah (2022). Found that the social environment affects job satisfaction. Based on the exposure to the above factors, the authors need to conduct further research on work motivation, remote working, and social environment.

2. Literature Review

2.1. Job Satisfaction

Job satisfaction is a way for individuals to feel their work resulting from their attitude towards various aspects of work (Suwatno & Priansa, 2011). Job satisfaction is a favourable or unfavourable emotional state in which employees view their work. This feeling reflects the adjustment between what is obtained and what is expected (Handoko, 2015). Job satisfaction is an emotional state of employees where there is or is not a meeting point between the value of employee remuneration from the company/organization and the level of remuneration value desired by the employee concerned (Martoyo, 2008). Therefore, every organizational leader needs to take various steps so that more and more members feel or get job satisfaction. Many theories explain the relationship between determinants and job satisfaction, such as Herzberg's two-factor theory (Hur 2018), McClelland's needs theory (Harrell and Stahl 1984), self-determination theory (Fernandez and Moldogaziev, 2015), leader-member exchange theory (Janssen and Van Yperen, 2004), social exchange theory (Huang et al. 2016), social identity theory (Brunetto and Farr-Wharton, 2002), career decision theory (Perdue et al. 2007) and self-consistency theory (Lopez, 1982). Herzberg's two-factor theory has been used to examine the job satisfaction factors of public employees in Myanmar because it applies an inductive approach to find new determinants and covers various job satisfaction factors. In addition, relatively few studies have used Herzberg's theory to examine the job satisfaction of civil servants in public administration (Hur 2018). Wibiseno & Dewi (2018) argue that job satisfaction is one factor that influences how employees carry out their duties and responsibilities at work. The more satisfied an employee is with his work, the better the employee's performance will be. Therefore, employee job satisfaction in an organization must be maintained at a good level so that all work can be completed properly.

Job satisfaction occurs at a level where the work results are accepted by the individual as expected. The more people receive the results, the more satisfied they will be, and vice versa (Yanidrawati, 2012). This theory focuses on any outcome that judges people regardless of who they are. In this approach, the key to satisfaction is the difference between the aspects of the job one has and wants. The bigger the difference, the lower the satisfaction of Han & Siregar (2019) people. This theory suggests that job satisfaction can be obtained from many factors by emphasising values. Therefore an effective way to satisfy workers is to find what they want and, if possible, give it (Daoed & Zega, 2020).

2.2. Work Motivation

In general, motivation is needed by everyone in everything. One of them is the motivation needed by an individual to work diligently and do his job as well as possible. A person will have high enthusiasm in doing all activities if he has high motivation. In language, motivation comes from the word "motive", which means "the driving force that has become active" (Kompri, 2016). Motives become active at certain times, especially if the need to achieve goals is felt or urgent. In Kompri (2016), McDonald explains that motivation is a change in energy in individuals characterized by effective support and reactions to achieve goals. Meanwhile, according to Santrock, motivation is a process that gives enthusiasm, direction and persistence to behaviour. The point is behaviour that has the motivation, namely behaviour that is full of energy, directed and can last a long time. Motivation can also be interpreted as an impulse that arises from within the individual to move or carry out an activity to achieve predetermined goals. Everyone needs motivation in work, which is often also called work motivation. High work motivation can make a person more active and diligent in working and doing his job. Being active at work means carrying out tasks in any form well.

According to Deni (2018), motivation is grouped into two types, namely: (1) Internal motivation, which can be defined as motivation that is generated from within oneself, where a person can work because he is interested, has interest and is happy with what he is doing so that in doing this activity or work can form satisfaction and happiness in him. The things included in the internal motivation include: needs, desires, cooperation, and pleasure at work; (2) External motivation is the motivation that comes from outside. External motivation includes rewards (salary), expectations and incentives (bonuses). For this reason, work motivation is an encouragement from within oneself and from outside the individual to do something that can be seen from the internal and external dimensions (Uno: 2014: 65). Various characteristics that can be observed for someone who has work motivation, according to Kenneth and Yukl, as quoted in Uno (2014), are as follows: (1) His performance depends on his efforts and abilities compared to performance through groups; (2) Can complete difficult tasks; (3) Often there is concrete feedback on how he should carry out the task optimally, effectively and efficiently. In carrying out their duties, a teacher also needs the motivation to work, both from themselves and from outside. The motivation here is encouragement from an individual or group working to achieve an organizational or individual goal. Teacher work motivation is a condition that makes a teacher have the will or need to achieve a goal by implementing his duties. With this, teacher work motivation is a condition that can provide energy to work or direct activities during learning activities and impacts a teacher to know of the existence of relevant goals between organizational goals and personal goals in a professional manner. *Teacher work motivation* is a spirit that encourages teachers to work to complete the duties and responsibilities of a teacher as an educator, mentor and facilitator for their students.

Principals also have a strategic role in efforts to increase teacher work motivation. School principals can do things to increase teacher work motivation, including implementing open management, providing clarity by providing job descriptions or types of work and functions, implementing good relationships, implementing continuous and comprehensive supervision, and conducting an evaluation program (Karwati & Priansa, 2013). Thus, each teacher has high work motivation and is expected to perform better than teachers with low work motivation.

2.3. Remote Working

Remote working has been around since 1970 when Jack Nilles initiated, in other words, namely Telecommuting. Telecommuting is work that can be done in a place that does not require much time to go home and go to work, work that can be done at home or in other locations, and is facilitated by the internet, computer or telephone networks and includes other work equipment (Sadida & Febriani, 2016). Parris (2017) stated that overall, all companies now prefer to use the term "working remotely" or "working from home" rather than the term telecommuting/teleworking because it sounds more modern. Therefore, the researcher concludes that the terms remote working, telecommuting and telework have synonymous meanings. In this study, researchers will use the term remote working. They will be based on a theory that uses telecommuting and telework as a choice of terminology.

With the rapid development of technology, companies must implement new strategies that reflect the current characteristics of the workforce. These characteristics include improving working conditions, relations with employees, productivity, and employee job satisfaction. Telecommuting or telework plays an important role in fulfilling these characteristics (Parada, 2018). According to Putra et al. (2020), telecommuting is a work arrangement system that allows employees to work at home or in an approved place using information technology to communicate with superiors. According to Mungkasa (2020), telecommuting, also known as telework, uses information technology that allows employees to carry out their work remotely following work agreements. Remote working in practice has many benefits that companies can take into consideration in adopting it to improve company performance. In implementing remote working, the benefits are felt by both parties, both the company and workers. Companies get a productive workforce that saves space and cost because employees can work from home alone. Employees get the prospect of experiencing work-life balance, thereby increasing job satisfaction and commitment to the company (Felstead & Henseke, 2017).

Sooriyapperuma & Nawarathna (2021). Remote working in the workplace increases employee job satisfaction. Because remote work predisposes employees to have less work-family conflict, higher perceived autonomy and more intensity of telecommuting, their job satisfaction. Remote working has

a beneficial effect on employee job satisfaction and performance. Telecommuting positively affects work-family conflict but negatively affects relationships with coworkers (Gajendran & Harrison, 2007). Teleworking has always been discussed because of the blurred boundaries of not being physically present at work regarding non-work and work, the personal and social consequences and risks and benefits of flexible working hours. There are several advantages of doing telework or working from home, namely time planning skills, the possibility to work during the most productive time and to access organizational documents from home, the suitability of having a workplace at home, the opportunity to work from home in case of illness and being able to care for members family (Nakrošienė et al. 2019).

2.4. Social Environment

The social environment is one of the factors that can influence a person or group to take action and change the behaviour of each individual. We know the social environment includes family, peers, and neighbouring environments. Family is a social environment that individuals first recognize at birth (Sobaya et al., 2016). The social environment is everything around humans that can influence these humans and other humans around them, such as neighbours, friends, and even other people around them who are not yet known (Zahrotin & Ismahmudi, 2018). The social environment is all humans around a person or a group. This social environment can be in the form of individuals or family groups, playmates, neighbours, villagers, townspeople, nations, etc. The role of peers in adolescent association becomes very prominent (Subagio, 2019). The social environment or society is to achieve learning success. The social environment is one of the supporting factors—a place and learning environment that is comfortable and makes it easier for students to concentrate. By preparing the right environment, students will get better results and can enjoy the learning process that students do. The learning environment can be interpreted as everything outside the child's self (Kartika, 2013).

The environment is everything around us, both events that occur and the most critical community conditions that can strongly influence students, namely the environment in which the educational process takes place and the environment students interact with every day (Gazali: 2008; 24).) According to Sartain in Dalyono (2005: 13), the social environment is all people or other humans who influence us. Influence directly as in everyday interactions with other people, our family, friends, school friends, or work. Meanwhile, indirect influence can be through radio and television, by reading books, magazines, newspapers, and other ways. Each of us, especially in terms of our personality, is the result of the interaction between our genes and our social environment; because of this interaction, each person is unique, and everyone has a different personality. If individuals have the same genes or social environment, interaction produces wide variations or differences in personality (Ahmadi, 2014: 134). Based on the above understanding, it can be concluded that the social environment is an interaction or social relationship that is closely related to everyday life.

Human Behavior and Social Environment (HBSE) or commonly called human behaviour in the social environment, is a merger between humans (Individuals) and groups that work together to form a group (Social Grouping); developing an organization is a social interaction that forms a network between fellow individuals to provide social order guarantees through the behaviour of individuals and groups (Branson, 2022). The following is the scope of the social environment, namely extended families, community groups belonging to core groups, institutions in symbols and values and established norms, and those related to the natural environment (ecosystem) and the artificial environment (spatial planning). HBSE has an important position in social workers because, in the development of social work (theory and practice), it is often associated with problems of human behaviour, both individuals and groups associated with the social environment.

3. Research Methodology

3.1. Research Design

This research uses quantitative methods. According to Sugiyono (2017), quantitative methods are used to determine whether or not there is a causal relationship through a deductive approach. *Quantitative research* is a research method based on positivism philosophy, which is used to examine specific populations or samples, collect data using research instruments, and analyze

quantitative or statistical data to test the hypotheses that have been designed. Hermawan (2018) says that quantitative research is used to prove a phenomenon (hypothesis). The quantitative method uses data in the form of numbers from calculations and measurements, which are then processed and analyzed using predetermined statistical criteria. Meanwhile, Abdillah et al. (2015) explained that the purpose of the quantitative approach is to test theories through measuring research variables using statistical procedures to test hypotheses. The path analysis method was used to determine the effect of the variables studied in this study.

3.2. Data Sampling

The population is the entire research subject; if someone wants to examine all the elements in the research area, the research is also called a population study or census study. Sugiyono (2016) explains that the population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by research to be studied and then drawn conclusions. The population in this study were 1,953 junior high school teachers in South Tangerang City. The sample is part of the number and characteristics possessed by the population to calculate the minimum sample size using the solving formula as quoted by Sugiyono (2007) with a total final calculation of 95 respondents.

3.3. Measurement Scale

The job satisfaction variable in this study was measured using the Minnesota Satisfaction Questionnaire (MSQ) instrument in Sirait and Siburian (2021), which consisted of 20 question items. Meanwhile, motivation was adapted from previous research conducted by Uno (2014) with 11 question items. Furthermore, the remote working variable was adapted from the research of Irawanto, Novianti and Roz (2021) with a total of 10 questions. The social environment variable was measured using the items proposed by Tamara (2016) with 11 questions.

3.4. Data Analysis Technique

The data analysis technique that will be used in this study will be using Component or Variance Based Structural Equation Modeling (VB-SEM) or Partial Least Square Structural Equation Modeling (PLS-SEM) where the data processing uses Partial Least Square (Smart-PLS) software version 3.3.3. PLS is intended for causal-predictive analysis in situations of high complexity and low theoretical support (Putra, 2022). The use of Partial Least Square Structural Equation Modeling (PLS-SEM) in this study is based on exploratory research methods, where theoretical support and previous findings in this research are not sufficient to answer the existing research questions. This study uses a data analysis method using the Structural Equation Modeling (SEM) method which is one of the methods currently used to cover the weaknesses that exist in the regression method. The model specification in this study involves a structural model and a measurement model. Sarstedt and Cheah (2019) explain that the structural model shows the paths between constructs, while the measurement model shows the relationship between each construction and its indicators.

Structural Equation Modeling (SEM) is a method used to cover the weaknesses found in the regression method. According to Hair et al. (2017) Structural Equation Modeling (SEM) research methods are grouped into two approaches, namely the Covariance Based SEM (CB-SEM) and Variance Based SEM or Partial Least Square (PLS) approach. Partial Least Square is a powerful analytical method which is not based on many assumptions. PLS approach is distribution free (does not assume certain data, can be nominal, category, ordinal, interval and ratio) PLS uses bootstrapping method or random doubling where the assumption of normality will not be a problem for PLS. In addition, PLS does not require a minimum number of samples to be used in research, studies with small samples can still use PLS. Partial Least Square is classified as non-parametric type, therefore, in PLS modeling, data with a normal distribution is not required. According to Husein, (2015) said that the purpose of using PLS is to make predictions. Where in making these predictions is to predict the relationship between constructs, in addition to helping the author in his research to get the value of

the latent variable that aims to make predictions. The latent variable is the linear aggregate of the indicators.

The weight estimate for creating the component score for the latent variable is obtained based on how the inner model (structural model that connects latent variables) and outer model (measurement model, namely the relationship between indicators and their constructs) is specified. The result is that the residual variance of the dependent variable (both latent and indicator variables) is minimized (Ghozali, 2014). The parameter estimates obtained with PLS can be categorized as follows: The first category is the weight estimate used to create the latent variable score. The second reflects the path estimate that connects the latent variables and between latent variables and their indicator blocks (loading). The third category is related to the means and location of parameters (regression constant values) for indicators and latent variables. To obtain these three estimates, PLS uses a three-stage iteration process and in each stage produces estimates, namely (1) Generating weight estimates, (2) Generating estimates for the inner model and outer model, (3) Generating means and location estimates (constants) (Husein, 2015).

4. Results And Discussion

Respondents in this study were teachers, as many as 95 respondents who were in a work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang. Based on the results of the questionnaires that have been distributed to respondents, it can be seen that the characteristics of respondents are as follows:

Table 1. Demographic of respondents

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

Based on the results of the questionnaire that has been distributed to the respondents, the gender of the respondents is dominated by female sex as many as 69 people (73%), for class teachers are dominated as Mapel Teachers as many as 31 people (33%), based on the subjects they teach are dominated by English mapel as many as 19 people (20%).

4.1. Measurement Model Evaluation

Evaluation of the measurement model is carried out to assess the validity and reliability. The research measurement model in PLS-SEM is an outer model consisting of relationships between indicators and latent variables (Hair et al., 2017). According to Hair et al. (2017), to assess convergent validity, namely, the loading factor value must be more than 0.70. However, according to Hulland (1999) in Henseler et al. (2015), the reflective indicator loading factor can be considered a good measure for the latent variable if it is above 0.50 (reflective indicator loading factor > 0.50). So the decision that can be taken for the outer loadings acceptance limit is between 0.60. Furthermore, the analysis is continued by looking at the average variance extracted (AVE) value to test convergent validity with a cut off value above 0.50. Based on the test results, it can be seen that all have met the requirements for testing the loading factor and average variance extracted (AVE) values above 0.50 so that it can be said to be valid and can be used to measure each latent variable.

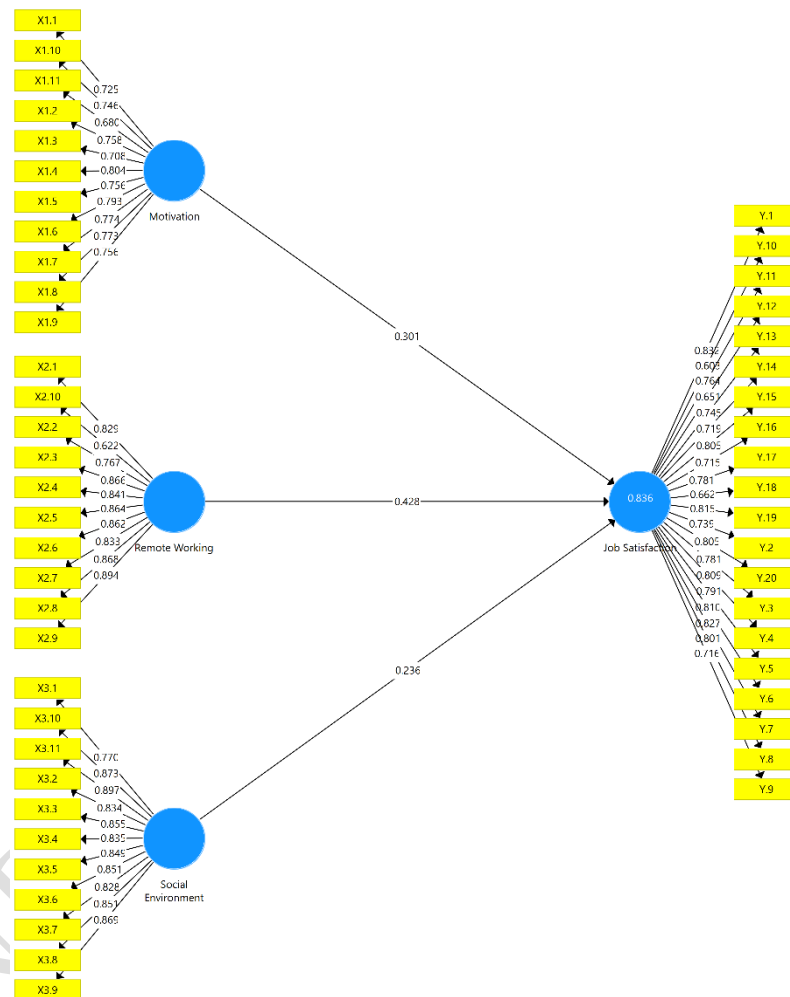


Fig. 1. PLS Algorithm Results

The next step to be tested is the problem related to discriminant validity for each construct with the correlation value between constructs in the model (Putra, 2022). This method is often called Cross Loadings. The test results show that the loading value for each of the intended constructs is greater than the loading value with other constructs. It can be concluded that all existing indicators are valid, and there are no problems with discriminant validity. The evaluation is continued by looking at the reliability of each latent construct, and the test is assessed using Cronbach's alpha and composite reliability scores; however, in addition to using Cronbach's alpha and composite reliability, the rho_A value can be considered to ensure the reliability of the PLS construct score, as defined in Dijkstra and Henseler (2015).) that composite reliability 0.7 and Cronbach's alpha and rho_a 0.6. The results

of the composite reliability test show that all values for latent variables have Cronbach's alpha values, rho_A 0.60 and composite reliability 0.70. Thus, all constructs can be accepted for reliability.

4.2. Structural Model Evaluation

After the estimated model meets the outer model criteria, the next step is to test the structural model (inner model). According to Hair et al. (2017), the evaluation of the structural model (inner model) aims to predict the relationship between latent variables. Hair et al. (2017) in Ramayah et al. (2017) suggested looking at the coefficient of determination (R^2), f-Square and predictive relevance (Q^2) to assess the structural (inner model). Assessing the model with PLS begins by looking at the R-Square (R^2) for each endogenous latent variable. The coefficient of determination R-square (R^2) shows how much the exogenous variable explains the endogenous variable. The value of R-square (R^2) is zero to one. Suppose the value of R-Square (R^2) is getting closer to one. In that case, the independent variables provide all the information needed to predict the variation of endogenous variables. On the other hand, the smaller the value of R-Square (R^2), the more limited the ability of the independent variables to explain the variation of endogenous variables. The R-square (R^2) value has a weakness; namely, the value of R-Square (R^2) will increase every time there is an addition of one exogenous variable even though this variable has no significant effect on the endogenous variable.

From the test results in Fig. 1, it can be seen that the value of R-Square (R^2) or the coefficient of determination of the Y construct is 0.836. These results indicate that exogenous variables can explain the endogenous variable Y by 84%. In contrast, the rest is explained by other exogenous variables outside of this study. Furthermore, the structural model's predictive relevance (Q^2) measures how well the observed values are generated. According to Hair et al. (2017), if the value of Q^2 is more significant than zero for certain endogenous latent variables, it shows that the PLS path model has predictive relevance for that construct. Based on the calculation of predictive relevance (Q^2), it shows a value of 0.470 (greater than zero), so it can be concluded that the model has a relevant predictive value. The evaluation of the fit model in this study was carried out using two test models; namely, the standardized root means square residual (SRMR) and the standard-fit index (NFI) proposed by Hu and Bentler (1998) in Ramayah et al. (2017) that the model will be considered to have a good fit if the standardized root means square residual (SRMR) is below 0.10 (Hair et al., 2014). Another suitability index is the normed fit index (NFI) with the calculation of the Chi² value (Bentler and Bonett, 1980). The Chi-square value is then compared with the benchmark given in Goodness of Fit. Referring to Bentler and Bonett (1980), the acceptable value of conformity when using Chi-square as a measurement is more significant than 0.9 (Chi² > 0.9). The results show that the model in this study has a good fit because it has a standardized root mean square residual (SRMR) value below 0.10, and the average fit index (NFI) value indicates that the model in this study is 55% (0.554) better than the null model. Meanwhile, Chi-square has met the criteria above 0.90, namely 3121,962.

4.3. Hypothesis Testing

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

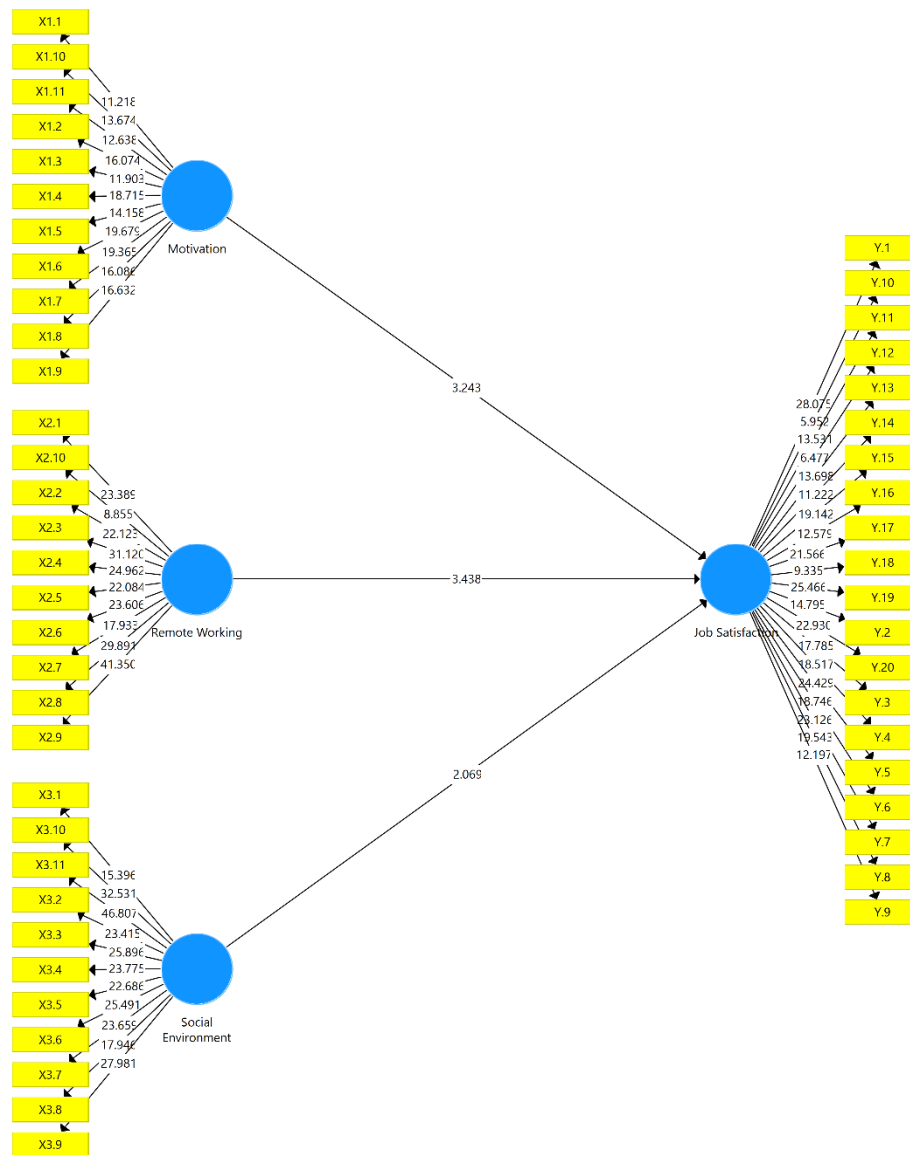


Fig. 2. Bootstrapping Results

Based on the test results in table 2 and fig. 2, it can be seen that motivation has a positive and significant effect on job satisfaction. This is indicated by the results of the test between motivation and job satisfaction having path coefficients value of 0.301, which is close to a +1 value, a T-Statistic value of 3.433 (> 1.96), the f-square value of 0.181 (large), and p-value of 0.001 (< 0.05).). Meanwhile, Remote work has a positive and significant effect on job satisfaction. This is indicated by the test results between remote working and job satisfaction which have path coefficient values of 0.428, which are close to the +1 value, T-Statistic value of 3.414 (> 1.96), the f-square value of 0.147 (small), and p-value of 0.001 (< 0.05). Furthermore, it can be seen that the social environment has a positive and significant influence on job satisfaction. This is indicated by the test results between social environment and job satisfaction, which have a path coefficients value of 0.236, which is close to a +1 value, a T-Statistic value of 2.304 (> 1.96), the f-square value of 0.051 (medium), and p-value of 0.022 (< 0.05).

Table 2. Hypothesis Testing

Path	Path Coefficient	T Statistics	P Values	Kesimpulan
Motivation (X1) -> Job Satisfaction (Y)	0.301	3.243	0.001	Positive and Significant

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

5. Conclusion

The motivation was found to have a positive and significant effect on job satisfaction, so it can be concluded that the first hypothesis (H1) is accepted. It can be concluded that teachers' motivation in the Work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang respondents increased job satisfaction directly. The results of this study are in line with research conducted by Tukio (2015), which shows that motivation has a positive and significant effect on job satisfaction. The results of other studies by Mangaleswarasharma (2017) and Nur et al. (2019) showed that motivation had a positive and significant effect on job satisfaction. Based on the test results, remote working was found to have a positive and significant effect on job satisfaction, so it can be concluded that the second hypothesis (H2) is accepted. It can be concluded that the higher the remote working the teacher has in the Work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang as a respondent, the more job satisfaction will increase. The results of this study are in line with research conducted by Sooriyapperuma and Nawarathna (2021), which shows that remote work has a positive and significant effect on job satisfaction. The results of other studies by Irawanto et al. (2020) and Schall (2019) also show that remote work has a positive and significant effect on job satisfaction.

Based on the test results, the social environment was found to have a positive and significant effect on job satisfaction, so it can be concluded that the third hypothesis (H3) is accepted. It can be concluded that the better the social environment for teachers in the Work from Home (WFH) situation during the Covid-19 prevention period in South Tangerang, the more immediate job satisfaction will be. The results of this study are in line with research conducted by Novianti (2016), which shows that the social environment has a positive and significant effect on job satisfaction. The results of other studies by Bakri & Yadi (2020) and Lubis (2022) also show that the social environment positively affects job satisfaction.

In this study, the researcher found several limitations in several matters of concern, namely as follows (1). The authors only took a sample of teachers in the South Tangerang area. It is hoped that further research will prefer or expand the scope of research; (2) In this study, the authors only use the variables of motivation, remote working, social environment and job satisfaction. It is hoped that further research will add other related variables such as work leadership factors, workload, work leadership style, work stress, work compensation, job competition, career development and work competence.

COMPETING INTERESTS DISCLAIMER:

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

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