

THE ROLE OF TEACHER JOB SATISFACTION MEDIATION IN THE RELATIONSHIP BETWEEN ORGANIZATIONAL AND PSYCHOLOGICAL FACTORS AND STUDENT ACADEMIC ACHIEVEMENT AT SMA NEGERI 2 NATAR

Mega Widi Astuti¹,
Andala Rama Putra Barusman²,
Tina Miniawati Virgawenda Barusman³

Email: megawidya731@gmail.com

¹ Universitas Bandar Lampung, Lampung Indonesia

² Universitas Bandar Lampung, Lampung Indonesia

³ Universitas Bandar Lampung, Lampung Indonesia

ABSTRACT

This study investigates the influence of Human Resource Practices, Work Engagement, and Work Motivation on teachers' perceptions of students' academic achievement, with Teacher Job Satisfaction positioned as a mediating variable at SMA Negeri 2 Natar. A quantitative approach was adopted through a survey-based research design. The study involved the entire population of 47 teachers at SMA Negeri 2 Natar, who were selected as respondents using a saturated sampling technique. Data were obtained through structured questionnaires and subsequently analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with smartpls 4. The results show that Human Resource Practices significantly and positively contribute to Teacher Job Satisfaction. However, Work Engagement and Work Motivation were found to have no statistically significant influence on Teacher Job Satisfaction. Furthermore, Human Resource Practices do not have a direct effect on Teachers' Perceptions of Students' Academic Achievement. Work Engagement has a significant negative effect on Teachers' Perceptions of Students' Academic Achievement, whereas Work Motivation and Teacher Job Satisfaction have positive and significant effects on Teachers' Perceptions of Students' Academic Achievement. The mediation analysis reveals that Teacher Job Satisfaction fully mediates (indirect-only mediation) the relationship between Human Resource Practices and Teachers' Perceptions of Students' Academic Achievement. However, Teacher Job Satisfaction does not mediate the relationships between Work Engagement and Teachers' Perceptions of Students' Academic Achievement, nor between Work Motivation and Teachers' Perceptions of Students' Academic Achievement. This study concludes that improving the quality of Human Resource Practices is associated with higher Teacher Job Satisfaction, which, in turn, is associated with more positive teachers' perceptions of students' academic achievement. In addition, not all hypothesized relationships were supported by the empirical data, indicating that the relationships among the variables should be interpreted within the specific context of SMA Negeri 2 Natar.

Keywords: Human Resource Practices, Teacher Job Satisfaction, Work Motivation, Teachers' Perceptions of Students' Academic Achievement, Work Engagement.

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*Corresponding Author

Email address: megawidya731@gmail.com

Introduction

Education plays a strategic role in developing human resources and supporting sustainable national development. The quality of educational outcomes is closely associated with the effectiveness of learning processes, in which teachers constitute a central element because their professional performance directly influences the quality of instruction and students' academic development. Consequently, understanding the organizational and psychological factors that shape teachers' work-related conditions is essential for explaining variations in students' academic achievement (Nguyen et al., 2020).

This issue is relevant in the context of SMA Negeri 2 Natar, South Lampung Regency, which has received an A accreditation rating and is supported by 47 teachers and 5 educational staff. The school comprises teachers with diverse employment statuses, including civil servants, government employees under work agreements, part-time government employees, and honorary teachers. Such diversity may create differences in professional experiences, access to development opportunities, recognition, and organizational support. Meanwhile, academic achievement among Grade XI students demonstrates variation across classes. Although the overall average score of 83.23 exceeds the school's established learning achievement criterion of 80, differences in average scores between classes indicate that learning outcomes have not been entirely uniform. This phenomenon suggests the need to examine factors within the school environment that may contribute to differences in educational outcomes.

From a human resource management perspective, teacher performance may be influenced by organizational practices and individual psychological conditions (Boon et al., 2018). One organizational factor that is particularly relevant is Human Resource Practices, which encompasses organizational mechanisms related to employee development, performance appraisal, career development, rewards, and organizational support. Effective human resource practices can create conditions that facilitate employees' capability, motivation, and opportunities to perform their responsibilities effectively. In the educational context, appropriately designed human resource practices may therefore contribute to teachers' ability to carry out their professional responsibilities and support the achievement of educational objectives (Ozkeser, 2019).

In addition to organizational practices, psychological factors such as Work Engagement and Work Motivation may influence how teachers approach their professional responsibilities (Lu et al., 2016). Work Engagement reflects a positive psychological state characterized by energy, dedication, and deep involvement in work. Teachers with stronger engagement are more likely to demonstrate enthusiasm and commitment in preparing and implementing learning activities. Work Motivation, meanwhile, represents the internal drive that directs effort and persistence toward achieving work-related objectives. High levels of motivation may encourage teachers to maintain their professional commitment, improve their competencies, and provide better educational services. These organizational and psychological factors may also operate through job satisfaction, which represents teachers' positive evaluation of their work experiences. Satisfied teachers may exhibit greater commitment and consistency in performing their responsibilities, thereby potentially contributing to improved learning processes and student achievement (Wang et al., 2023).

Previous studies have established relationships between human resource practices, work engagement, work motivation, job satisfaction, and organizational outcomes (Barusman et al., 2024). Nevertheless, empirical findings remain inconsistent, particularly regarding the relationship between work engagement, motivation, and performance across different organizational settings. Existing studies have also predominantly examined employee or teacher performance as the primary outcome, while relatively limited attention has been directed toward students' academic achievement as an outcome associated with teacher-related organizational and psychological conditions. Furthermore, research integrating human resource practices, work engagement, work motivation, teacher job satisfaction, and students' academic achievement within a single analytical framework remains limited in the context of public senior secondary schools (Barusman & Habiburrahman, 2022).

This research addresses these gaps by developing an integrated model that examines the relationships between Human Resource Practices, Work Engagement, and Work Motivation and students' academic achievement, with Teacher Job Satisfaction positioned as a mediating variable. The study is conducted at SMA Negeri 2 Natar, a public senior secondary school characterized by diverse teacher employment backgrounds and variations in students' academic achievement. The model is expected to provide a more comprehensive explanation of how organizational practices and teachers' psychological conditions may contribute to educational outcomes through job satisfaction. Methodologically, the study employs quantitative analysis using Structural Equation Modeling–Partial Least Squares to examine both direct and indirect relationships among the variables.

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*Corresponding Author

Email address: megawidya731@gmail.com

Accordingly, this study aims to analyze the effects of Human Resource Practices, Work Engagement, and Work Motivation on students' academic achievement and to determine the mediating role of Teacher Job Satisfaction in these relationships at SMA Negeri 2 Natar. The findings are expected to contribute to the development of human resource management and educational management literature while providing practical evidence for schools and educational policymakers in designing teacher development and human resource management strategies that support the improvement of learning outcomes.

Literature Review

a. Human Resource Practices

Human Resource Practices refer to a set of organizational policies and practices designed to enhance employees' capabilities, motivation, and contributions to organizational objectives (Werdhiastutie et al., 2020a). In educational institutions, effective human resource management is particularly important because the quality of teaching and learning is closely associated with the school's capacity to develop, support, and retain competent teachers. Well-designed Human Resource Practices can establish a supportive work environment that facilitates professional development, strengthens motivation, and encourages teachers to become more actively involved in their professional responsibilities (Battaglio, 2020). In this study, Human Resource Practices are operationalized through five dimensions: training and development, rewards and compensation, performance appraisal, organizational support, and career development (Knies et al., 2024). Training and development represent opportunities for teachers to improve their professional competencies. Rewards and compensation reflect the extent to which teachers' contributions and achievements are recognized. Performance appraisal concerns systematic evaluation and feedback regarding work performance, whereas organizational support represents the assistance provided by the school in facilitating teachers' responsibilities. Career development reflects opportunities for professional advancement and clarity regarding career progression (Bouaziz & Smaoui Hachicha, 2018). Accordingly, Human Resource Practices are positioned as an organizational factor that may influence both Teacher Job Satisfaction and Student Academic Achievement. Effective human resource practices are expected to create favorable working conditions, enhance teachers' work experiences, and facilitate more effective implementation of teaching and learning activities (Pereira et al., 2018).

b. Work Engagement

Work Engagement refers to a positive psychological state characterized by employees' energy, enthusiasm, dedication, and deep involvement in their work. In the educational context, teachers' engagement is particularly relevant because their level of psychological involvement may influence their commitment to lesson preparation, classroom instruction, and continuous attention to students' learning development. Teachers who are highly engaged are generally expected to devote greater energy and concentration to fulfilling their professional responsibilities (Mussagulova, 2021). This study conceptualizes Work Engagement through three dimensions: vigor, dedication, and absorption. Vigor reflects high levels of energy, enthusiasm, and resilience when dealing with work demands. Dedication represents enthusiasm, pride, and a strong emotional attachment to one's profession. Absorption refers to a state of deep concentration and full involvement in work activities. Together, these dimensions capture the extent to which teachers are psychologically connected to their professional roles (Hassan et al., 2022). Work Engagement may be shaped by organizational support, effective leadership, opportunities for competency development, collegial relationships, motivation, job satisfaction, and a supportive work environment. In the present study, Work Engagement is positioned as an independent variable that may influence Teacher Job Satisfaction and Student Academic Achievement. Conceptually, teachers with stronger work engagement are more likely to approach teaching responsibilities with greater energy, dedication, and concentration, thereby creating conditions that may support more effective learning processes (Borst et al., 2020).

c. Work Motivation

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*Corresponding Author

Email address: megawidya731@gmail.com

Work Motivation represents the internal and external forces that direct the intensity, direction, and persistence of individuals' efforts toward achieving work-related objectives (Hakim et al., 2021). Within schools, teacher motivation is important because it encourages teachers to perform instructional duties, guide students, develop their professional competencies, and maintain commitment to their responsibilities. Strong motivation may therefore contribute to sustained effort and greater involvement in the achievement of educational objectives (Bahasoan & Baharuddin, 2023). In this study, Work Motivation is measured through four dimensions: the need for achievement, the need for recognition, the need for affiliation, and the need for self-development. The need for achievement reflects teachers' desire to attain high-quality work outcomes and improve the quality of instruction. The need for recognition concerns the desire to receive appreciation and acknowledgment for professional contributions. The need for affiliation reflects the desire to establish harmonious working relationships and collaborate with colleagues. Meanwhile, the need for self-development represents the motivation to enhance professional capabilities and participate in activities that support continuous development (Witara et al., 2023). Work Motivation is positioned as an independent variable that may contribute to Teacher Job Satisfaction and Student Academic Achievement. Teachers with stronger work motivation are theoretically more likely to sustain their efforts, improve instructional practices, respond constructively to work demands, and devote greater attention to students' academic development (Ekhsan et al., 2019).

d. *Teacher Job Satisfaction*

Teacher Job Satisfaction refers to a positive emotional state resulting from teachers' evaluation of their work and experiences within the organization. It reflects the extent to which teachers perceive their professional roles as fulfilling their expectations, needs, and preferences. In educational settings, job satisfaction is particularly important because teachers' positive evaluations of their work may be associated with stronger professional commitment, more favorable work attitudes, and greater willingness to perform instructional responsibilities effectively (Eliyana et al., 2019). This study examines Teacher Job Satisfaction through five dimensions: satisfaction with the work itself, rewards, career development, working relationships, and working conditions. Satisfaction with the work itself concerns teachers' enjoyment of teaching responsibilities and the perceived compatibility between their work and abilities (Faraj et al., 2022). Satisfaction with rewards reflects perceptions of recognition and appreciation for performance. Satisfaction with career development concerns opportunities for professional growth and career advancement. Meanwhile, satisfaction with working relationships and working conditions encompasses the quality of interactions with colleagues and school leaders, as well as workplace comfort and the availability of facilities supporting professional activities (Zhao et al., 2020). Teacher Job Satisfaction is positioned as a mediating variable in the proposed model. This positioning assumes that the effects of Human Resource Practices, Work Engagement, and Work Motivation on Student Academic Achievement may operate not only through direct pathways but also through teachers' satisfaction with their work. Teachers who experience favorable working conditions and derive satisfaction from their professional roles are expected to maintain more positive work attitudes and contribute more effectively to teaching and learning processes (Chen et al., 2016).

e. *Student Academic Achievement*

Student Academic Achievement refers to the extent to which students successfully attain the learning competencies established by the school. It represents an important educational outcome reflecting students' acquisition of knowledge, skills, and competencies through the learning process. In this study, Student Academic Achievement is not assessed solely through examination or report-card scores. Instead, it is measured through teachers' professional perceptions, given their direct involvement in classroom instruction and their continuous observation and evaluation of students' academic development (Lubada et al., 2021). The construct comprises five dimensions: learning outcomes, learning mastery, competency mastery, task completion quality, and academic progress. Learning outcomes reflect improvements in students' academic performance and the quality of their achievement. Learning mastery concerns students' ability to attain established learning targets. Competency mastery refers to students' understanding and application of the learning materials. Task completion quality reflects the accuracy and quality of students' academic work, while academic progress represents improvements and consistency in students' academic performance over time (Foster, 2020).

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*Corresponding Author

Email address: megawidya731@gmail.com

Student Academic Achievement serves as the dependent variable in this study and is theoretically associated with the quality of human resource management and teachers' psychological conditions. Effective Human Resource Practices, high Work Engagement, strong Work Motivation, and favorable Teacher Job Satisfaction may collectively create conditions that support more effective teaching and learning processes. Consequently, these organizational and psychological factors are expected to contribute to teachers' perceptions of improved Student Academic Achievement (Werdhiastutie et al., 2020).

Methodology

This study employed a quantitative approach with an explanatory research design to examine the relationships among Human Resource Practices, Work Engagement, Work Motivation, Teacher Job Satisfaction, and Students' Academic Achievement. The research was designed as a cross-sectional survey because data were collected from respondents during a specific research period. The study was conducted at SMA Negeri 2 Natar, South Lampung Regency, Lampung Province, Indonesia, from May to June 2026. The population comprised 47 teachers who were actively involved in teaching activities during the 2025/2026 academic year. Because the population was relatively limited and all members were accessible, a saturated sampling technique was applied, resulting in 47 teachers being included as research respondents. The study utilized both primary and secondary data. Primary data were obtained directly from teachers through a structured questionnaire designed to measure Human Resource Practices, Work Engagement, Work Motivation, Teacher Job Satisfaction, and Students' Academic Achievement. The questionnaire consisted of 42 statement items measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The secondary data were obtained through relevant school documents, institutional records, school profiles, teacher and educational staff information, student achievement records, and other supporting documents. In addition, relevant books, scientific articles, and previous empirical studies were reviewed to strengthen the theoretical and conceptual foundation of the research.

Data collection was conducted through questionnaires, documentation, and literature review. The questionnaire was distributed to all respondents to obtain their perceptions regarding the variables investigated in the study. Prior to data collection, the research instrument was subjected to validity and reliability assessment to ensure that each measurement item appropriately represented its respective construct. The measurement model was evaluated through indicator loading, Average Variance Extracted, discriminant validity, Cronbach's Alpha, and Composite Reliability. These procedures were applied to establish the validity and internal consistency of the research instrument before proceeding to structural model analysis. The data were analyzed using Structural Equation Modeling with the Partial Least Squares approach through SmartPLS 4 software. The analysis comprised descriptive statistics, measurement model assessment, structural model evaluation, hypothesis testing, and mediation analysis. The structural model was assessed using the coefficient of determination, effect size, predictive relevance, model fit, and Variance Inflation Factor. Hypothesis testing was performed through bootstrapping by examining path coefficients, T-statistics, and P-values, with statistical significance determined using a T-statistic greater than 1.96 and a P-value below 0.05. Mediation analysis was conducted using indirect effects to examine the role of Teacher Job Satisfaction in the relationships between Human Resource Practices, Work Engagement, Work Motivation, and Students' Academic Achievement (Hair et al., 2019).

Result and Discussion

Results

a. Respondent Characteristics and Descriptive Results

The study involved 47 teachers of SMA Negeri 2 Natar. The respondents were predominantly female (61.7%), while male respondents accounted for 38.3%. In terms of age, the largest group was 31–40 years (31.9%), followed by respondents aged 30 years or below (29.8%). Regarding employment status, most respondents were Government Employees with Work Agreements (PPPK), accounting for 61.7%, followed by civil servants (PNS) at 29.8%. Most respondents held a bachelor's degree (91.5%), while 8.5% held a master's degree. In terms of work experience, 57.4% had worked for less than five years, while 40.4% had worked for more than ten years. These characteristics indicate that the respondents consisted of a combination of relatively new and experienced teachers, providing an appropriate empirical context for examining the organizational and psychological variables in the

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*Corresponding Author

Email address: megawidya731@gmail.com

study. The descriptive analysis shows that all research variables were categorized as **high** based on the five-point Likert scale. Human Resource Practices were reflected by training, rewards, performance appraisal, organizational support, and career development. Among these dimensions, organizational support obtained the highest mean score (3.745), whereas career development recorded the lowest mean (3.606). Work Engagement was also categorized as high, with vigor and dedication each obtaining a mean of 3.674 and absorption obtaining 3.638. Work Motivation was categorized as high across all dimensions, with recognition obtaining the highest mean score (3.745) and achievement the lowest (3.628). Similarly, all dimensions of Teacher Job Satisfaction were categorized as high, with work relationships obtaining the highest mean (3.660) and career satisfaction the lowest (3.574). Teachers' Perceptions of Students' Academic Achievement were also categorized as high, with learning outcomes obtaining the highest mean (3.691) and learning completion the lowest (3.596). Overall, the descriptive findings indicate relatively positive perceptions of organizational practices, work engagement, motivation, job satisfaction, and students' academic achievement among the respondents.

b. Measurement Model Assessment

The measurement model was evaluated using convergent validity, construct reliability, and discriminant validity. The analysis employed the item-parceling approach because of the relatively large number of indicators compared with the sample size. The analysis was conducted using SmartPLS 4.1.1.4, with hypothesis testing performed through bootstrapping using 5,000 subsamples at a 5% significance level.

Table 1. Measurement Model Assessment

Construct	Outer Loading Range	AVE	Cronbach's Alpha	Composite Reliability
Human Resource Practices	0.842–0.922	0.785	0.932	0.948
Work Engagement	0.951–0.975	0.927	0.961	0.974
Work Motivation	0.884–0.935	0.823	0.928	0.949
Teacher Job Satisfaction	0.857–0.948	0.851	0.956	0.966
Teachers' Perceptions of Students' Academic Achievement	0.865–0.919	0.798	0.937	0.952

Source: Smartpls 4 output, processed by the researcher (2026).

All outer loading values exceeded the recommended threshold of 0.70, ranging from 0.842 to 0.975. The AVE values ranged from 0.785 to 0.927, exceeding the minimum criterion of 0.50. These findings confirm that the indicators demonstrate adequate convergent validity. The reliability assessment also indicates satisfactory internal consistency. Cronbach's Alpha values ranged from 0.928 to 0.961, while Composite Reliability values ranged from 0.948 to 0.974. All values exceeded the recommended threshold of 0.70. Therefore, all constructs were considered reliable and appropriate for structural model assessment. Discriminant validity was subsequently evaluated using the Heterotrait-Monotrait Ratio (HTMT) and Fornell-Larcker Criterion. All HTMT values were below 0.90, while the square root of AVE for each construct exceeded its correlations with other constructs. These results indicate that the constructs possess adequate discriminant validity and represent conceptually distinct variables within the research model.

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*Corresponding Author

Email address: megawidya731@gmail.com

c. Structural Model Assessment

The structural model was assessed through multicollinearity, coefficient of determination (R^2), effect size (f^2), model fit, and predictive relevance. The VIF values ranged from 1.257 to 1.755, which were substantially below the threshold of 5.00. This indicates that multicollinearity was not a concern in the structural model. The R^2 value for Teacher Job Satisfaction was 0.430, indicating that Human Resource Practices, Work Engagement, and Work Motivation jointly explained 43.0% of the variance in Teacher Job Satisfaction. Meanwhile, the R^2 value for Teachers' Perceptions of Students' Academic Achievement was 0.442, indicating that Human Resource Practices, Work Engagement, Work Motivation, and Teacher Job Satisfaction explained 44.2% of its variance. Both values indicate a moderate explanatory capability of the model. The effect-size analysis showed that Human Resource Practices had the strongest contribution to Teacher Job Satisfaction ($f^2 = 0.279$), while Teacher Job Satisfaction had the strongest contribution to Teachers' Perceptions of Students' Academic Achievement ($f^2 = 0.285$). Human Resource Practices had virtually no effect on academic achievement perceptions when assessed independently ($f^2 = 0.000$).

The model also demonstrated acceptable fit. The SRMR value was 0.070 for both the saturated and estimated models, which was below the 0.08 criterion. The NFI value was 0.751, indicating an adequate level of model fit within the PLS-SEM framework. In addition, all $Q^2_{predict}$ values obtained through PLSpredict were greater than zero, indicating that the model possessed predictive relevance. The PLS-SEM model also generally produced lower RMSE and MAE values than the linear model, supporting the predictive capability of the proposed model.

Table 2. Direct Effects and Hypothesis Testing

Hypothesis Relationship		β	t-statistic	p-value	Decision
H1	HRP $\rightarrow$ Teacher Job Satisfaction	0.447	3.544	0.000	Supported
H2	Work Engagement $\rightarrow$ Teacher Job Satisfaction	0.178	1.521	0.128	Not Supported
H3	Work Motivation $\rightarrow$ Teacher Job Satisfaction	0.203	1.715	0.086	Not Supported
H4	HRP $\rightarrow$ Academic Achievement Perception	-0.007	0.038	0.970	Not Supported
H5	Work Engagement $\rightarrow$ Academic Achievement Perception	-0.291	2.167	0.030	Not Supported
H6	Work Motivation $\rightarrow$ Academic Achievement Perception	0.353	2.750	0.006	Supported
H7	Teacher Job Satisfaction $\rightarrow$ Academic Achievement Perception	0.529	4.140	0.000	Supported

Source: Processed by the researcher (2026).

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*Corresponding Author

Email address: megawidya731@gmail.com

The hypothesis testing results demonstrate that Human Resource Practices had a positive and significant effect on Teacher Job Satisfaction ($\beta = 0.447$, $t = 3.544$, $p < 0.001$). Work Engagement had a positive but statistically insignificant effect on Teacher Job Satisfaction ($\beta = 0.178$, $t = 1.521$, $p = 0.128$), while Work Motivation also had a positive but insignificant effect ($\beta = 0.203$, $t = 1.715$, $p = 0.086$). Human Resource Practices did not have a significant direct effect on Teachers' Perceptions of Students' Academic Achievement ($\beta = -0.007$, $t = 0.038$, $p = 0.970$). Work Engagement, however, had a statistically significant negative effect ($\beta = -0.291$, $t = 2.167$, $p = 0.030$). Because H5 hypothesized a positive relationship, the hypothesis was not supported despite the statistically significant coefficient. Work Motivation had a positive and significant effect on academic achievement perceptions ($\beta = 0.353$, $t = 2.750$, $p = 0.006$), while Teacher Job Satisfaction had the strongest positive direct effect ($\beta = 0.529$, $t = 4.140$, $p < 0.001$).

Table 3. Indirect Effects and Mediation Testing

Hypothesis	Mediation Relationship	β	t-statistic	p-value	Decision
H8	HRP $\rightarrow$ Teacher Job Satisfaction $\rightarrow$ Academic Achievement Perception	0.236	2.511	0.012	Supported
H9	Work Engagement $\rightarrow$ Teacher Job Satisfaction $\rightarrow$ Academic Achievement Perception	0.094	1.410	0.159	Not Supported
H10	Work Motivation $\rightarrow$ Teacher Job Satisfaction $\rightarrow$ Academic Achievement Perception	0.107	1.600	0.110	Not Supported

Source: Processed by the researcher (2026).

The mediation analysis shows that Teacher Job Satisfaction significantly mediated the relationship between Human Resource Practices and Teachers' Perceptions of Students' Academic Achievement ($\beta = 0.236$, $t = 2.511$, $p = 0.012$). Since the direct effect of Human Resource Practices on academic achievement perceptions was insignificant while the indirect effect through Teacher Job Satisfaction was significant, the relationship represents an indirect-only mediation pattern.

In contrast, Teacher Job Satisfaction did not significantly mediate the relationships between Work Engagement and academic achievement perceptions ($\beta = 0.094$, $t = 1.410$, $p = 0.159$) or between Work Motivation and academic achievement perceptions ($\beta = 0.107$, $t = 1.600$, $p = 0.110$).

Discussion

a. *Human Resource Practices and Teacher Job Satisfaction*

The findings demonstrate that Human Resource Practices have a positive and significant effect on Teacher Job Satisfaction. This result indicates that better implementation of training, rewards, performance appraisal, career development, and organizational support is associated with higher levels of teacher job satisfaction. Among the dimensions of Human Resource Practices, organizational support obtained the highest descriptive mean (3.745), suggesting that support provided by the school is one of the most positively perceived

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*Corresponding Author

Email address: megawidya731@gmail.com

organizational practices. This finding is consistent with the human resource management perspective that effective organizational practices can improve employees' work experiences through competence development, organizational support, recognition, and opportunities for development. It is also consistent with Social Exchange Theory, which suggests that favorable treatment from an organization may encourage positive employee responses. The result is further consistent with previous studies cited in the research, particularly Aboramadan et al. (2024) and Afsar et al. (2022), which reported positive relationships between Human Resource Practices and job satisfaction in educational settings.

b. Work Engagement and Teacher Job Satisfaction

Work Engagement did not have a statistically significant effect on Teacher Job Satisfaction. Although the descriptive findings show that vigor, dedication, and absorption were all categorized as high, this high level of engagement did not translate into a statistically significant increase in job satisfaction. This finding suggests that teachers may demonstrate high levels of energy, dedication, and involvement in their work while simultaneously evaluating their overall employment experience through other considerations. Work engagement reflects psychological involvement in work, whereas job satisfaction represents a broader evaluation of the job. Therefore, teachers may remain highly engaged with their professional responsibilities without necessarily experiencing higher satisfaction with rewards, career opportunities, working conditions, or other employment aspects. This interpretation is consistent with the Job Demands–Resources perspective discussed in the study, which emphasizes the importance of the balance between job demands and available resources.

c. Work Motivation and Teacher Job Satisfaction

Work Motivation was not found to have a significant effect on Teacher Job Satisfaction. Although the coefficient was positive ($\beta = 0.203$), the relationship did not reach statistical significance. This finding indicates that teachers' motivation to perform their professional responsibilities does not necessarily correspond to a higher evaluation of their overall work experience. The distinction between motivation and satisfaction is important in interpreting this result. Work motivation concerns the direction, intensity, and persistence of individual effort, whereas job satisfaction represents an affective evaluation of the job itself. Consequently, teachers may possess strong motivation to perform their duties while their satisfaction remains dependent on organizational factors such as working conditions, rewards, career opportunities, and institutional support. The descriptive results reinforce this interpretation because recognition was the strongest dimension of Work Motivation, whereas career was the lowest dimension of Teacher Job Satisfaction.

d. Human Resource Practices and Teachers' Perceptions of Students' Academic Achievement

Human Resource Practices did not have a significant direct effect on Teachers' Perceptions of Students' Academic Achievement. The coefficient was close to zero ($\beta = -0.007$) and statistically insignificant ($p = 0.970$). This result suggests that organizational practices do not automatically translate into teachers' perceptions of students' academic achievement through a direct pathway. The finding indicates that the influence of organizational practices may require an intervening psychological or attitudinal mechanism. In this study, Teacher Job Satisfaction provides such a mechanism because Human Resource Practices significantly influenced job satisfaction, while job satisfaction significantly influenced academic achievement perceptions. This interpretation is consistent with the view that organizational practices may affect organizational outcomes through employees' attitudes and behaviors rather than exclusively through direct effects.

e. Work Engagement and Teachers' Perceptions of Students' Academic Achievement

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*Corresponding Author

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Work Engagement had a negative and statistically significant effect on Teachers' Perceptions of Students' Academic Achievement ($\beta = -0.291$, $p = 0.030$). However, because the hypothesis proposed a positive relationship, H5 was not supported. The direction of this relationship represents one of the more unexpected findings of the study. One possible contextual explanation is that teachers' engagement may be directed toward a broad range of professional responsibilities, including administrative duties and school organizational activities, rather than being concentrated exclusively on classroom learning activities. However, this explanation was not directly tested in the present study and therefore should be treated as a possible interpretation rather than a definitive causal explanation. The result should consequently be interpreted within the specific organizational context of SMA Negeri 2 Natar.

f. Work Motivation and Teachers' Perceptions of Students' Academic Achievement

Work Motivation had a positive and significant effect on Teachers' Perceptions of Students' Academic Achievement ($\beta = 0.353$, $p = 0.006$). This finding indicates that stronger teacher motivation is associated with more positive perceptions of students' academic achievement. The finding is theoretically understandable because motivated teachers are more likely to direct effort toward professional responsibilities and maintain persistence in accomplishing work-related objectives. In the present study, recognition was the highest dimension of Work Motivation, suggesting that appreciation and acknowledgment of teacher performance may be particularly relevant to teachers' motivational conditions.

g. Teacher Job Satisfaction and Teachers' Perceptions of Students' Academic Achievement

Teacher Job Satisfaction demonstrated the strongest direct effect on Teachers' Perceptions of Students' Academic Achievement ($\beta = 0.529$, $p < 0.001$). This result indicates that teachers who evaluate their work experiences more positively tend to provide more positive assessments of students' academic achievement. The finding is important because Teacher Job Satisfaction also produced the largest effect size on academic achievement perceptions ($f^2 = 0.285$). The descriptive results show that all dimensions of Teacher Job Satisfaction were categorized as high, although career satisfaction was comparatively lower than the other dimensions. These findings collectively suggest that the quality of teachers' work experiences represents an important factor associated with their perceptions of students' academic development. The Mediating Role of Teacher Job Satisfaction in the Relationship between Human Resource Practices and Academic Achievement Perceptions The mediation analysis represents a central finding of this study. Teacher Job Satisfaction significantly mediates the relationship between Human Resource Practices and Teachers' Perceptions of Students' Academic Achievement. The indirect effect was positive and significant ($\beta = 0.236$, $p = 0.012$), whereas the corresponding direct effect was insignificant ($\beta = -0.007$, $p = 0.970$). Accordingly, the relationship is classified as indirect-only mediation. This result suggests that Human Resource Practices become relevant to academic achievement perceptions primarily by improving teachers' work experiences and job satisfaction. In other words, organizational practices such as support, performance appraisal, training, rewards, and career development may not directly alter teachers' perceptions of students' academic achievement. Instead, their influence is transmitted through the extent to which teachers experience satisfaction with their work. This finding strengthens the central role of Teacher Job Satisfaction in the research model. It also provides empirical support for the application of Social Exchange Theory in the school context: organizational treatment and support are associated with teachers' work-related attitudes, which subsequently relate to perceptions of educational outcomes. The Mediating Role of Teacher Job Satisfaction in the Relationship between Work Engagement and Academic Achievement Perceptions Teacher Job Satisfaction did not significantly mediate the relationship between Work Engagement and Teachers' Perceptions of Students' Academic Achievement ($\beta = 0.094$, $p = 0.159$). This result indicates that the high level of Work Engagement observed descriptively does not form a statistically significant pathway through job satisfaction toward academic achievement perceptions. The finding is consistent with the insignificant direct relationship between Work Engagement and Teacher Job Satisfaction. Although teachers demonstrate relatively high vigor, dedication, and

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*Corresponding Author

Email address: megawidya731@gmail.com

absorption, these psychological conditions do not appear to translate into higher job satisfaction in a manner sufficient to establish a significant indirect pathway. The Mediating Role of Teacher Job Satisfaction in the Relationship between Work Motivation and Academic Achievement Perceptions Teacher Job Satisfaction also failed to significantly mediate the relationship between Work Motivation and Teachers' Perceptions of Students' Academic Achievement ($\beta = 0.107$, $p = 0.110$). This finding indicates that the positive relationship between Work Motivation and academic achievement perceptions operates more directly rather than through Teacher Job Satisfaction. The result is consistent with the direct-effect findings, where Work Motivation significantly influenced academic achievement perceptions but did not significantly influence Teacher Job Satisfaction. Therefore, within the context of SMA Negeri 2 Natar, motivation appears to be more directly associated with teachers' perceptions of students' academic achievement than with their overall satisfaction with their employment experience.

Overall Discussion

Overall, the findings indicate that Teacher Job Satisfaction occupies a central position in the proposed model. Human Resource Practices significantly contribute to Teacher Job Satisfaction, and Teacher Job Satisfaction subsequently has a strong positive relationship with Teachers' Perceptions of Students' Academic Achievement. The mediation analysis further demonstrates that Teacher Job Satisfaction is the mechanism through which Human Resource Practices are associated with academic achievement perceptions. At the same time, not all hypothesized relationships were supported. Work Engagement did not significantly affect Teacher Job Satisfaction and showed an unexpected negative relationship with academic achievement perceptions. Work Motivation did not significantly affect Teacher Job Satisfaction but did demonstrate a significant positive direct relationship with academic achievement perceptions. These differences demonstrate that organizational and psychological factors do not operate uniformly and should therefore be interpreted within the specific institutional context of SMA Negeri 2 Natar. The structural model explained 43.0% of the variance in Teacher Job Satisfaction and 44.2% of the variance in Teachers' Perceptions of Students' Academic Achievement. These moderate R^2 values indicate that the proposed variables provide meaningful explanatory power, while also demonstrating that other factors outside the model may contribute to teachers' perceptions of students' academic achievement.

Conclusion

This study concludes that Teacher Job Satisfaction plays a central role in explaining the relationship between organizational and psychological factors and Teachers' Perceptions of Students' Academic Achievement at SMA Negeri 2 Natar. Human Resource Practices were found to have a positive and significant effect on Teacher Job Satisfaction, indicating that better organizational practices are associated with higher levels of teacher satisfaction. However, Work Engagement and Work Motivation did not have significant effects on Teacher Job Satisfaction. Regarding Teachers' Perceptions of Students' Academic Achievement, Human Resource Practices did not have a significant direct effect. In contrast, Work Motivation had a positive and significant effect, while Work Engagement had a negative and significant effect, although the latter was contrary to the hypothesized direction. Teacher Job Satisfaction demonstrated the strongest positive effect on Teachers' Perceptions of Students' Academic Achievement. The mediation analysis further confirms that Teacher Job Satisfaction significantly mediates the relationship between Human Resource Practices and Teachers' Perceptions of Students' Academic Achievement. This relationship represents an indirect-only mediation, indicating that the influence of Human Resource Practices on academic achievement perceptions operates primarily through Teacher Job Satisfaction. Meanwhile, Teacher Job Satisfaction did not significantly mediate the relationships between Work Engagement or Work Motivation and Teachers' Perceptions of Students' Academic Achievement. Overall, the findings highlight the importance of improving teachers' work experiences and job satisfaction as part of efforts to support positive perceptions of students' academic achievement. The structural model explained 43.0% of the

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*Corresponding Author

Email address: megawidya731@gmail.com

variance in Teacher Job Satisfaction and 44.2% of the variance in Teachers' Perceptions of Students' Academic Achievement, indicating moderate explanatory power and suggesting that other factors outside the model may also contribute to the observed outcomes.

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*Corresponding Author

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