

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE INFLUENCE OF SCHOOL CULTURE, JOB SATISFACTION, AND WORK MOTIVATION ON KINDERGARTEN TEACHERS' PERFORMANCE IN PKG AREA III, PIDIE REGENCY

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Abstract

This study aims to determine: (1) the influence of school culture on the job satisfaction of kindergarten teachers in PKG Region III, Pidie Regency, Aceh Province, (2) the influence of school culture on the work motivation of kindergarten teachers in PKG Region III, Pidie Regency, Aceh Province, (3) the influence of school culture on the performance of kindergarten teachers in PKG Region III, Pidie Regency, Aceh Province, (4) the influence of job satisfaction on the performance of kindergarten teachers in PKG Region III, Pidie Regency, Aceh Province, and (5) the influence of work motivation on the performance of kindergarten teachers in PKG Region III, Pidie Regency, Aceh Province. The population in this study were all kindergarten teachers under the auspices of PKG Region III, Pidie Regency, totaling 114 people, with a sample size of 89 people determined using proportional random sampling techniques. This study uses a quantitative approach and path analysis method to test the direct influence between variables. The results of the study indicate that school culture has a direct influence on job satisfaction with a beta coefficient of 0.882 (88.2%), on work motivation of 0.897 (89.7%), and on teacher performance of 0.145 (14.5%). Job satisfaction has a direct effect on teacher performance of 0.116 (11.6%), while work motivation has the most dominant effect on teacher performance with a beta coefficient of 0.945 (94.5%). This finding implies that work motivation is a key factor in improving the performance of kindergarten teachers, which is strengthened by the role of school culture and positive job satisfaction.

Keywords: School Culture, Job Satisfaction, Work Motivation, Teacher Performance

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INTRODUCTION

Education is like a light that illuminates the path, helping people determine direction, purpose, and the meaning of life. The existence of education is crucial for humans because, through the educational process, individuals become aware and capable of developing their potential using appropriate approaches, tools, and learning styles. This aligns with Law Number 20 of 2003 on the National Education System, which states that education is a conscious and planned effort to create a learning atmosphere and process that enables learners to actively develop their potential. The goal is for them to possess religious spiritual strength, self-control, noble character, intelligence, and the skills needed by themselves, society, the nation, and the state.

Quality education is a fundamental prerequisite for realizing an advanced, modern, and prosperous society and nation. In this context, schools function as complex and unique

social organizations composed of individuals working collectively to achieve educational visions and missions. Such complexity demands effective coordination and management. One of the strategic factors that determine the quality of education is the presence of professional and competent educators and education personnel—especially teachers and principals—who are emotionally balanced and fulfilled in carrying out their roles. The quality of these educational human resources is a key determinant in shaping students who are excellent, have strong character, and are competitive, thus contributing meaningfully to national progress.

The responsibilities of a teacher are vast, encompassing the creation of meaningful and deep learning experiences that influence students' intellectual, emotional, and social development (Tgk Armis et al., 2022). With the right approach, teachers can foster inclusive and supportive learning environments where each student feels valued and motivated to fully develop their potential.

In the context of Early Childhood Education (ECE), the teacher's role is even more vital, as they not only provide academic instruction but also help shape children's character and life skills. ECE teachers function as facilitators who create positive and inspiring learning environments where children can explore, interact, and learn through experience. Moreover, character development is a major focus in ECE. Through well-designed activities, teachers can instill moral values such as honesty, cooperation, and empathy. By teaching children to respect differences and interact well with peers, teachers help them build essential social foundations for their future.

The life skills taught by ECE teachers are also an integral part of the educational process. Children are taught basic abilities such as critical thinking, creativity, and communication skills. Through educational games and group activities, they learn to solve problems, adapt to new situations, and express themselves with confidence. Thus, ECE teachers not only educate children academically but also prepare them to face more complex life challenges in the future.

ECE is a foundational level of education that prepares children for elementary and further education. According to Indonesian Ministry of Education and Culture Regulation No. 137 of 2014, ECE programs include services provided in institutions such as Kindergarten (TK), Raudhatul Athfal (RA), Bustanul Athfal (BA), Playgroups (KB), Daycare Centers (TPA), and similar ECE units (SPS). These institutions aim to provide educational stimulation appropriate to the child's developmental stage. ECE teachers, especially in kindergartens, bear the main responsibility for providing quality learning that supports children's physical, cognitive, social, and emotional development. Therefore, the implementation of ECE requires serious attention from all stakeholders to meet established service standards.

A well-managed school includes effective management of various aspects, such as human resources, infrastructure, the learning environment, and administrative governance. An ideal school should have a clear vision and mission, good leadership systems, and a school culture that supports collaboration among teachers, students, and parents. The school principal plays a central role in creating a conducive environment, supporting teachers, and ensuring that every school component functions optimally. Additionally, a good school must provide adequate facilities, leverage information technology, and implement learning approaches relevant to students' needs.

The quality of education is influenced by multiple factors, including teacher quality, curriculum, facilities, and support from the community and government. Teacher performance is a key success factor because teachers are the main drivers of the learning process. Other important factors include a conducive school culture, teacher job satisfaction, and work motivation. Research shows that when teachers' basic needs—such as safety, appreciation, and self-actualization—are met, their performance improves.

Therefore, improving educational quality must be done holistically, encompassing teacher quality, adequate facilities, and a supportive work environment.

Initial observations of kindergarten principals in the Cluster Activity Center (PKG) of Pidie Regency and the Assessment Team from the Department of Education and Culture of Pidie Regency revealed a gap between administrative evaluations and actual teacher performance in the field. Although data from the Merdeka Mengajar (PMM) e-Performance Platform for January to June 2024 showed that 47.5% of teachers in the area were rated “Good” and 52.5% “Very Good,” the national context tells a different story.

At the national level, challenges in improving educational quality are evident in the 2022 Programme for International Student Assessment (PISA) scores, which showed declines in all areas—reading literacy, mathematics, and science. Indonesia ranked 66th out of 81 countries, indicating fundamental issues within the education system, especially in basic and early childhood education, which should serve as the foundation for children’s development.

The 2024 National Education Report Card, based on 2023 education data (last updated September 30, 2024), indicates that key elements in ECE/Kindergarten education units remain in the “moderate” category. The learning environment scored 61.47, age-appropriate learning processes 64.68, classroom order 68.03, while differentiated learning scored only 50.4. Nonetheless, the cognitive development element showed a higher score of 85.13, suggesting that while some elements are functioning well, many still require significant improvement, with teachers playing a dominant role in advancing education.

This is also supported by data from the November 2023 verification of the Center for Data and Information Technology of the Ministry of Education and Culture (Pusdatin Kemendikbud), included in the Regional Education Balance Sheet (NPD) of Pidie Regency. It shows that 68.0% of ECE educators were not graduates of D4 or S1 programs, and only 32.0% were D4/S1 graduates, with just 2.2% of them certified, while the remaining 97.8% were uncertified.

According to an initial survey by the heads of PKG Area III kindergartens in Pidie Regency, teacher performance in the field still faces various challenges, including: (1) Only 5 out of 20 observed teachers created adequate Daily Learning Plans (RPPH), while the rest had not. (2) Only 8 out of 20 teachers created a conducive learning environment, while the others struggled to do so, resulting in less active student engagement. (3) Nearly all observed teachers failed to provide feedback or explain students' weaknesses in completing assignments, merely checking final results. These conditions indicate low teacher performance in teaching implementation. This aligns with findings by Mailina (2024), who emphasized that teacher performance is measured by the intensity of planned, implemented, and assessed learning. Loi (2024) further supports this with performance indicators including lesson planning, subject mastery, teaching strategies, classroom management, and assessment skills.

Research by Supriyanto et al. (2020) shows that good teacher performance enhances student academic achievement. Suyanto and Asep Jihad (2021) also found that good performance increases teacher satisfaction and work motivation. Sakiman (2019) confirmed that job satisfaction significantly affects teacher performance, supported by Khoirunnisa (2023), who found a positive relationship between job satisfaction and teacher performance at Islamic kindergartens in Jetis Subdistrict, Ponorogo. Additionally, school culture and leadership play essential roles in creating environments conducive to optimal teacher performance.

This study is grounded in Colquitt’s performance theory, which highlights the crucial interaction between psychological factors and work environment conditions in determining individual performance. The researcher aims to analyze the interaction

between school culture, job satisfaction, and work motivation among ECE teachers to address existing performance gaps.

It also draws upon Gibson's performance process model, which emphasizes the interaction between individual motivation, organizational mechanisms, and work culture. Individual motivation refers to internal drives to act and perform; organizational mechanisms refer to institutional structure, policies, and procedures; and work culture encompasses values, norms, and practices influencing behavior and contribution. Armstrong (2010:134) places performance within personal factors that directly influence individual outcomes.

Matthews et al. (2000:14), adopting Blumberg and Pringle's view, identify three key performance determinants—ability, willingness, and opportunity—expressed as $\text{Performance} = f(O \times C \times W)$. Kreitner and Kinicki (2007:157) similarly argue that performance success is influenced by morale, ability, and skills. Combined, these theories suggest that performance is determined by desire, ability, skills, effort, and opportunity.

In summary, multiple theoretical and empirical factors influence teacher performance. At the school level, a significant performance gap has been identified between expectations and reality in Kindergartens within Cluster Activity Center (PKG) Area III of Pidie Regency. If left unaddressed, this condition will affect educational quality, as teacher performance is a vital component in achieving quality education at the school level.

RESEARCH METHOD

This study employed a quantitative method with a descriptive approach. The research was conducted in all kindergartens located within the Cluster Activity Center (PKG) Area III, covering Kota Sigli District and Pidie District in Pidie Regency, Aceh Province, comprising a total of 21 kindergartens. The research was carried out over approximately four months, from February to May 2025, during the 2024/2025 academic year. The study population consisted of 130 teachers. The research sample, determined using the Slovin formula, amounted to 98 respondents. The research instrument used was a questionnaire. Data analysis techniques included prerequisite tests, hypothesis testing, statistical hypothesis testing, and model fit testing.

RESEARCH RESULTS AND DISCUSSION

Research Results

Uji Normalitas

Untuk menguji normalitas dalam penelitian ini menggunakan uji *Lilliefors* dimana merupakan pengembangan dari *Kolmogorov Smirnov* dengan sampel sebanyak 89 orang. Dengan dasar pengambilan keputusan jika nilai signifikansi (sig) lebih besar dari 0.05 maka data penelitian memiliki galat distribusi normal. Adpaun uji normalitas dalam penelitian ini dijabarkan melalui tabel berikut ini:

**Tabel. 1 Rangkuman Perhitungan Normalitas Uji *Lilliefors*
One-Sample Kolmogorov-Smirnov Test**

		X1	X2	X3	Y
N		89	89	89	89
Normal Parameters ^{a,b}	Mean	42,87	41,46	30,73	100,02
	Std. Deviation	3,478	11,661	8,52	28,488
Most Extreme Differences	Absolute	,109	,085	,061	,068

	Positive	,109	,085	,060	,068
	Negative	-,074	-,061	-,061	-,062
Test Statistic		,109	,085	,061	,068
Asymp. Sig. (2-tailed)		,087 ^c	,153 ^c	,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Berdasarkan hasil uji Kolmogorov-Smirnov, seluruh variabel memiliki nilai signifikansi di atas 0,05. Dengan demikian, dapat disimpulkan bahwa data berdistribusi normal, sehingga asumsi normalitas telah terpenuhi dan analisis parametrik dapat dilanjutkan

Uji Linieritas

Uji linieritas bertujuan untuk mengetahui apakah hubungan antara dua variabel bersifat linier secara signifikan atau tidak. Dalam penelitian ini, uji linieritas dilakukan dengan menggunakan perangkat lunak SPSS versi 25 melalui analisis ANOVA. Pengambilan keputusan pada uji linieritas dilakukan dengan dua kriteria: 1) jika nilai signifikansi (Deviation from Linearity Sig.) lebih besar dari 0,05, maka hubungan antara variabel independen dan variabel dependen dianggap linier secara signifikan. 2) jika nilai signifikansi kurang dari 0,05, maka hubungan tersebut tidak linier secara signifikan. Adapun hasil dari pengujian linearitas dapat dilihat pada tabel berikut :

Tabel. 2 Rangkuman Analisis Variansi untuk Uji Linieritas

No	Variable	Uji Linearitas		
		Fhitung	Sig.	Status
1	Budaya Sekolah (X1) atas Kepuasan Kerja (X2)	1,198	0,295	Linear
2	Budaya Sekolah (X1) atas Motivasi Kerja (X3)	1,487	0,138	Linear
3	Kepuasan Kerja (X2) atas Kinerja Guru (Y)	0,842	0,705	Linear
4	Kepuasan Kerja (X2) atas Motivasi Kerja (X3)	0,535	0,975	Linear
5	Motivasi Kerja (X3) atas Kinerja Guru (Y)	1,022	0,46	Linear
6	Budaya Sekolah (X1) atas Kinerja Guru (Y)	1,092	0,379	Linear

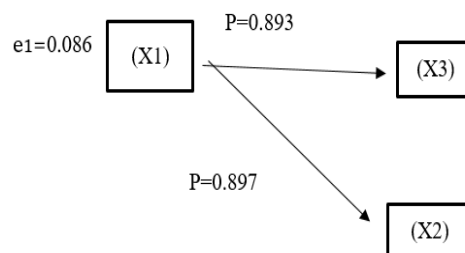
Pada Tabel 4.10 terlihat bahwa seluruh nilai signifikansi (Sig.) dari uji linearitas berada di atas 0,05. Hal ini menunjukkan bahwa hubungan antara masing-masing variabel independen dengan variabel dependen bersifat linear. Secara rinci, hubungan antara

Budaya Sekolah (X1) dan Kinerja Guru (Y) memiliki nilai signifikansi sebesar 0,379, yang berarti hubungan keduanya linear. Selanjutnya, hubungan antara Kepuasan Kerja (X2) dan Kinerja Guru (Y) menunjukkan nilai signifikansi 0,705, dan antara Motivasi Kerja (X3) dan Kinerja Guru (Y) sebesar 0,460. Kedua nilai ini juga menunjukkan hubungan yang linear. Dengan demikian, seluruh variabel bebas yang diuji memiliki hubungan linear terhadap variabel terikat, yaitu Kinerja Guru (Y), meskipun tidak semuanya signifikan secara statistik.

Uji Kesesuaian Model

Uji kesesuaian model (*goodness of fit model*) maksudnya adalah menguji apakah model yang diusulkan memiliki kesesuaian (*fit*) dengan data atau tidak. Dalam kerangka analisis jalur, suatu model yang diusulkan dikatakan fit dengan data apabila matriks korelasi sampel tidak jauh berbeda dengan matriks korelasi estimasi (*reproduced correlation matrix*) atau korelasi yang diharapkan (*expected correlation matrix*).

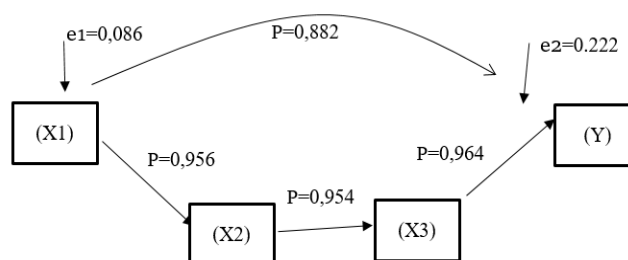
Pada penelitian ini, pengujian kesesuaian model dilakukan melalui dua tahap model regresi, yaitu:



Gambar 4.5 diagram jalur model struktur 1

Dimana e1 diperoleh menggunakan rumus $\sqrt{1 - R \text{ square}} = \sqrt{1 - 0.914} = 0.086$

Dan model regresi kedua ini yang dinyatakan sebagai fit model dalam penelitian dijelaskan sebagai berikut:



Gambar 4.5 diagram jalur model struktur 2

Dimana e2 diperoleh menggunakan rumus $\sqrt{1 - R \text{ square}} = \sqrt{1 - 0.778} = 0.222$. Pada diagram jalur model struktur dua ini kemudian dijadikan sebagai fit model dari penelitian ini, dari pengujian ini ditemui pengaruh tidak langsung dengan penjelesaian sebagai berikut ini:

1. Analisis Pengaruh Budaya Sekolah (X1) Melalui Kepuasan Kerja (X2) Terhadap Kinerja Guru (Y): Berdasarkan hasil analisis jalur, diketahui bahwa pengaruh langsung Budaya Sekolah (X1) terhadap Kinerja Guru (Y) adalah sebesar 0,145.

Sementara itu, pengaruh tidak langsung X1 terhadap Y yang dimediasi oleh Kepuasan Kerja (X2) diperoleh melalui hasil perkalian antara koefisien jalur X1 terhadap X2 sebesar 0,956 dan koefisien X2 terhadap Y sebesar 0,116, sehingga: $0,956 \times 0,116 = 0,1109$. Dengan demikian, total pengaruh X1 terhadap Y adalah hasil penjumlahan antara pengaruh langsung dan pengaruh tidak langsung, yaitu: $0,145 + 0,1109 = 0,2559$. Hasil ini menunjukkan bahwa pengaruh tidak langsung melalui Kepuasan Kerja (X2) memberikan kontribusi yang cukup berarti terhadap peningkatan pengaruh Budaya Sekolah (X1) terhadap Kinerja Guru (Y). Meskipun demikian, pengaruh langsung X1 tetap memiliki peran tersendiri, namun jalur tidak langsung melalui X2 juga mendukung pengaruh tersebut secara positif. Artinya, Kepuasan Kerja dapat menjadi mediator yang memperkuat hubungan antara Budaya Sekolah dan Kinerja Guru..

2. Analisis Pengaruh Budaya Sekolah (X1) Melalui Motivasi Kerja (X3) Terhadap Kinerja Guru (Y): Hasil analisis jalur menunjukkan bahwa pengaruh langsung Budaya Sekolah (X1) terhadap Kinerja Guru (Y) sebesar 0,145. Sementara itu, pengaruh tidak langsung X1 terhadap Y melalui Motivasi Kerja (X3) dihitung dari hasil perkalian antara koefisien jalur X1 terhadap X3 sebesar 0,897 dengan koefisien X3 terhadap Y sebesar 0,945, sehingga: $0,897 \times 0,945 = 0,8479$. Dengan demikian, total pengaruh X1 terhadap Y adalah gabungan antara pengaruh langsung dan tidak langsung, yaitu: $0,145 + 0,8479 = 0,9929$. Hasil ini mengindikasikan bahwa pengaruh tidak langsung melalui Motivasi Kerja (X3) jauh lebih besar dibandingkan pengaruh langsung. Artinya, Motivasi Kerja merupakan mediator yang sangat kuat dalam menjembatani pengaruh Budaya Sekolah terhadap Kinerja Guru. Dengan kata lain, Budaya Sekolah yang baik dapat mendorong motivasi kerja guru, yang pada gilirannya akan berdampak signifikan terhadap peningkatan kinerja mereka.

Discussion

Based on the data description and hypothesis testing, the discussion is as follows:

1. The first hypothesis test shows that *School Culture* has a direct, positive, and significant influence on *Job Satisfaction* among kindergarten teachers in Pidie Regency. The significance value of 0.000 (< 0.05) and a t-value of 30.471 (> 1.989) confirm that the alternative hypothesis (H_a) is accepted. This means that the stronger the implemented school culture, the higher the teachers' job satisfaction. This finding is supported by Yusnaldi et al. (2024) in West Aceh, although their results indicated that school culture did not significantly affect job satisfaction when tested partially, but showed influence when considered simultaneously with other variables.
2. The second hypothesis test reveals that *School Culture* also positively and significantly affects *Work Motivation* of kindergarten teachers in Pidie. With a significance value of 0.000 (< 0.05) and a t-value of 18.974 (> 1.989), the hypothesis is accepted. This suggests that an enhanced school culture can lead to increased teacher motivation. These findings are in line with Giantari & Ratna (2017), who found that a positive organizational culture directly boosts employee work motivation.
3. Based on the third hypothesis test, *Job Satisfaction* does not significantly influence *Teacher Performance* in kindergartens across Pidie Regency. This is indicated by a significance value of 0.424 (> 0.05) and a t-value of -0.803 (< 1.989). Therefore, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. These results imply that even though teachers may feel satisfied with their jobs, that satisfaction does not necessarily translate into improved performance. However, this contrasts with findings by Herman et al. (2023), whose study titled "*The Influence of Job Satisfaction on the Performance of Village-Owned Enterprise Leaders in Bogor*

Regency—using Structural Equation Modeling (SEM) via Lisrel 8.70 with 30 respondents—showed that job satisfaction had a significant and positive effect on performance ($t = 10.55 > 1.96$, at a 0.05 significance level). Thus, in their context, job satisfaction proved to be a key factor in enhancing individual performance.

4. The fourth hypothesis test shows that *Work Motivation* has a positive and significant effect on *Teacher Performance* among kindergarten teachers in Pidie Regency. This is supported by a significance value of 0.000 (< 0.05) and a t-value of 9.888 (> 1.989), meaning that the alternative hypothesis is accepted. Therefore, the higher the teacher's motivation, the better their performance. This result is reinforced by the findings of Setiawan et al. (2022) in their study "*The Effect of Work Motivation on Teacher Performance with Job Satisfaction as a Mediating Variable*", conducted at the Four Sessions Hotel and Resort by Sheraton Jimbaran Bali, using SEM and involving 42 respondents. The study revealed that motivation positively and significantly affects performance, both directly and indirectly through job satisfaction. This underlines that motivation is a key driver in achieving optimal performance, even in professional fields such as early childhood education.
5. According to the fifth hypothesis, *School Culture* does not significantly affect *Teacher Performance* through *Job Satisfaction*. The result is indicated by a significance value of 0.143 (> 0.05) and a t-value of 1.480 (< 1.989). Thus, the hypothesis is rejected, and it can be concluded that job satisfaction does not significantly mediate the relationship between school culture and teacher performance. This contrasts with findings by Umi Kalsum et al. (2023) in their study "*The Influence of Organizational Culture and Performance on Job Satisfaction and Turnover Intention among Nurses at RSIA Eria Bunda, Pekanbaru*." That study found that both organizational culture and performance significantly influenced job satisfaction, though not directly influencing turnover intention. Using SEM SmartPLS 3.0 with a sample of 83 nurses, the study implies that a positive workplace culture can enhance job satisfaction, which in turn may influence performance—though this indirect effect requires support from internal organizational conditions.
6. The sixth hypothesis test shows that *School Culture* does not have a significant effect on *Teacher Performance* through *Work Motivation*, as indicated by a significance value of 0.143 (> 0.05) and a t-value of 1.480 (< 1.989). This indicates that work motivation is not strong enough to mediate the relationship between school culture and teacher performance. This finding differs from the study by Riadaai et al. (2022), titled "*The Influence of Organizational Culture and Performance on Work Performance through Work Motivation among Employees at the Tasik Putri Puyu Subdistrict Office*." Using path analysis and census sampling involving 31 employees, the study found that motivation played a significant mediating role between organizational culture and employee performance. The inconsistency in findings may stem from differences in institutional context, human resource characteristics, or the dimensions of culture internalized within each work environment.
7. The seventh hypothesis test again confirms that *School Culture* does not significantly affect *Teacher Performance* through *Work Motivation*, with a significance value of 0.143 (> 0.05) and a t-value of 1.480 (< 1.989). This suggests that work motivation does not significantly mediate the relationship between school culture and teacher performance. Therefore, although School Culture and Work Motivation each have direct effects on teacher performance, their indirect influence via mediation is not strong enough to be considered significant. This finding contrasts with the study by Riadaai et al. (2022), which concluded that work motivation could mediate the influence of organizational culture and commitment on employee performance. Using path analysis and a census approach with 31 employees, the study found that

motivation was a key element in translating organizational culture into job performance outcomes. This discrepancy may be due to sectoral differences (government vs. education), workload disparities, or organizational structures that influence the role of motivation as a mediator. In the context of kindergarten teachers in Pidie, it is possible that other factors—such as work facilities, workload balance, or professional recognition—play a more dominant role in shaping performance, rather than solely school culture and motivation.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that there is a causal relationship between School Culture, Job Satisfaction, and Work Motivation on the Performance of Kindergarten Teachers under PKG Area III, Pidie Regency, Aceh Province. These three independent variables have a direct influence on teacher performance, with varying degrees of impact, as follows:

1. School Culture has a direct effect on Job Satisfaction among kindergarten teachers in PKG Area III, Pidie Regency, Aceh Province, with a beta coefficient of 0.882 or 88.2%. This indicates that a positive school culture can lead to increased job satisfaction among teachers.
2. School Culture also has a direct effect on Work Motivation, with a beta coefficient of 0.897 or 89.7%, meaning that a conducive school culture significantly enhances teacher motivation.
3. Job Satisfaction has a direct effect on Teacher Performance, with a beta value of 0.116 or 11.6%, indicating a positive influence, although not as substantial as other variables.
4. Work Motivation has a direct effect on Teacher Performance, with a beta value of 0.945 or 94.5%, making it the most dominant variable in influencing teacher performance improvement.
5. School Culture also has a direct influence on Teacher Performance, with a beta coefficient of 0.145 or 14.5%, showing that while its direct contribution is smaller than that of motivation, it remains a relevant factor.

From these findings, it can be concluded that Work Motivation is the most dominant factor in directly improving the performance of kindergarten teachers in PKG Area III, Pidie Regency, Aceh Province, while School Culture and Job Satisfaction continue to serve as important supporting factors.

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