

Building Job Satisfaction: The Role of Compensation, Work Motivation, and Work Environment

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Abstract–This study aims to examine the influence of compensation, work motivation, and work environment on job satisfaction, both partially and simultaneously. The population in this study consists of RA teachers in the Kawalu District, Tasikmalaya City, with a sample of 62 respondents. The method used is a verificative analysis approach, and the data were analyzed using multiple linear regression. The findings of this research reveal four key results. First, compensation, work motivation, and work environment collectively positively influence job satisfaction. Second, individual compensation has a positive influence on job satisfaction. Third, work motivation has a positive influence on job satisfaction. Fourth, the work environment also has a positive influence on job satisfaction.

Keywords- Compensation; Work Motivation; Work Environment; Job Satisfaction; RA Teachers; Tasikmalaya City

I. INTRODUCTION

Early childhood education was a preparatory stage preceding formal education, utilizing a learning approach distinct from that of later educational levels [1]. Education during this critical developmental period was crucial for optimal physical and psychological development. One form of early childhood education service was Raudhatul Athfal (RA) [2]. According to Law Number 20 of 2003 concerning the National Education System, RA offered Islamic-based education aimed at instilling religious values and piety in children, thereby supporting their potential development.

The implementation of RA education was inseparable from the role of teachers in the learning process and the principal as the institutional leader [3]. Teachers were essential human resources within an educational organization [4]. High-quality and competent human resources enhanced efficiency and effectiveness, allowing institutions to achieve their goals more optimally [5]. While teachers held significant moral responsibility for their students, they were not the only contributors to the success of moral education [4].

Data from the West Java Central Statistics Agency (BPS) in 2023 showed that Tasikmalaya City had the third-highest number of RA schools in West Java, with 565 schools and 1,942 teachers. However, it ranked fifth in the number of RA students, totaling

18,115 children [6]. BPS Tasikmalaya City also reported variations in the number of RA schools and teachers in the Kawalu District. In 2022, Kawalu was ranked fourth in terms of RA schools (14 schools) and second in the number of RA teachers (83). However, by 2023, it fell to fifth in RA schools (13 schools) and ninth in the number of teachers (55) [7]. Interviews with 30 RA teachers in Kawalu revealed that 80% of respondents linked the decline in teacher numbers to low levels of job satisfaction. According to the results of the interviews, there is a substantial correlation between the number of teachers and job satisfaction among RA teachers in Kawalu District. Eighty percent of the respondents attributed the decline in the number of teachers to low job satisfaction, indicating that factors that contribute to job dissatisfaction are probably what cause teachers to quit their jobs.

Employee job satisfaction within an organization was a critical factor that influenced employees' willingness to contribute optimally to the institution [8]. Job satisfaction was defined as a condition where individuals were not only content with their roles but also envisioned a long-term affiliation with the organization [9]. It was rooted in one's perception of the job, particularly the comparison between expectations and actual outcomes [10]. Satisfaction was achieved when expectations aligned closely with reality [10].



Teachers needed to be satisfied in their roles in order to perform effectively [4]. Those who were satisfied generally exhibited higher performance, whereas dissatisfaction often resulted in decreased performance and diminished achievement [4].

Job satisfaction was influenced by multiple factors; the greater the alignment between job aspects and an individual's preferences, the higher the resulting satisfaction level [11]. Research that compensation and work motivation had a significant impact on job satisfaction. Employees in any organization naturally required compensation or remuneration [12]. Compensation was a form of reward provided by the organization to recognize employees' contributions, encompassing direct or indirect financial benefits as well as non-monetary acknowledgments [10]. Appropriate and fair compensation was found to enhance employees' job satisfaction, while inadequate compensation often led to dissatisfaction [12].

Motivation was a psychological condition that compelled individuals to strive toward achieving organizational goals [5]. It encouraged and sustained diligent behavior, aiming to achieve optimal results [4]. High motivation among employees served as a vital asset for organizations seeking to promote high levels of job satisfaction [11].

The work environment included all workplace tools, equipment, and environmental factors that influenced employees' job performance [10]. A supportive work environment offered safety and comfort, thereby enabling employees to work more productively [13]. Furthermore, the work environment had a significant effect on employees' psychological well-being [14]. Employees who were satisfied with their work surroundings were more likely to be motivated and engaged, leading to increased job satisfaction and improved performance [14].

II. LITERATURE REVIEW

2.1 Job Satisfaction

Job satisfaction was defined as a psychological condition wherein individuals perceived their experiences to be aligned with their expectations [19]. It reflected employees' attitudes toward their work, including aspects such as the work environment, peer interactions, rewards, and both physical and psychological conditions [11].

A pleasant working environment was likely to emerge when job roles and tasks matched employees' personal needs and values [11]. Employees who were

highly satisfied with their jobs generally demonstrated more positive attitudes toward their responsibilities [19]. According to [20], job satisfaction was measured using the following key dimensions:

1. **The Work Itself:** This dimension referred to the nature of the job and the employee's ability to perform it. Indicators included mastery of required skills, clarity of roles and responsibilities, the meaningfulness of the tasks, and the availability of challenges and growth opportunities.
2. **Co-workers:** This dimension reflected the quality of interpersonal relationships in the workplace. Indicators included peer support, teamwork, comfort in collaboration, and mutual trust among colleagues.
3. **Supervision:** This dimension assessed the role of supervision in employee experience. Indicators included the level of supervisor support, fairness and consistency in supervisory practices, and clarity in guidance and feedback.

2.2 Compensation

Compensation was a fundamental need that motivated employees to obtain and retain employment [11]. It represented a form of reward or remuneration provided by an organization in exchange for work completed by employees [4]. The provision of appropriate compensation played a critical role in employee evaluation and significantly influenced job satisfaction. When the compensation matched employees' expectations, it enhanced job satisfaction within the organization [11].

Organizations that did not meet employees' expectations for fair compensation were at high risk of reduced morale and diminished loyalty [19]. Conversely, when employees received appropriate remuneration, they were more likely to feel valued and secure in their roles, thereby contributing to job satisfaction [19]. Furthermore, compensation needed to be proportional to employee contributions, including those of teachers [4]. According to Dhani and Surya (2023), compensation was assessed based on the following dimensions:

1. **Salary:** This dimension referred to wage fairness. Indicators included salary alignment with workload and comparative equity with peers in similar roles.



2. Incentives: This dimension addressed the appropriateness of supplementary rewards. Indicators included the adequacy of incentive amounts relative to effort and their motivational impact.
3. Allowances: This dimension concerned the fulfillment of benefit expectations. Indicators included satisfaction with the types and adequacy of allowances in meeting essential needs.
4. Facilities: This dimension referred to the availability and quality of workplace infrastructure. Indicators included the completeness, accessibility, and usability of provided facilities.

2.3 Work Motivation

Motivation was described as an internal desire, driven by enthusiasm, sincerity, and determination, to engage in activities that yield high-quality and meaningful results [11]. It referred to an individual's willingness to exert significant effort toward achieving organizational goals, typically driven by the fulfillment of personal needs [4]. In an organizational context, work motivation was defined as a psychological force within the individual that directed behavior, determined effort levels, and sustained persistence in facing challenges [19].

Employee motivation played a critical role in enhancing and maintaining job satisfaction [11]. According to [12], work motivation was assessed through the following dimensions:

1. Physiological Needs: These encompassed essential daily human needs such as food, clothing, and shelter. Indicators included the adequacy of salaries and bonuses in meeting basic living requirements.
2. Safety and Security Needs: These referred to the need for protection from physical or job-related threats, ensuring a stable standard of living and peace of mind. Indicators included job security, labor insurance, health benefits, and access to safety equipment.
3. Social Needs: These addressed the desire for affiliation and strong interpersonal relationships. Indicators included harmonious relationships at work and a sense of belonging and acceptance in the workplace community.
4. Esteem Needs: These involved the desire for respect, recognition, and appreciation. Indicators included awards, certificates, or public acknowledgment for outstanding performance.
5. Self-Actualization Needs: These represented the fulfillment of personal potential through continued growth and development. Indicators included participation in training programs, workshops, and knowledge-sharing initiatives facilitated by the organization.

2.4 Work Environment

The work environment included all surrounding factors that could influence employees' ability to carry out their tasks effectively [19]. A company that offered a comfortable work environment was likely to enhance employee motivation, which in turn led to better performance, reduced fatigue and monotony, and greater job satisfaction and productivity [19]. In this study, the measurement of the work environment variable was based on the indicators adapted from Sedarmayanti (2017), who categorized the work environment into two primary dimensions, comprising a total of nine indicators:

1. Physical Dimension: This dimension included all physical aspects of the work setting that directly or indirectly impacted employees. It was measured using six indicators: lighting, air circulation, noise levels, color schemes, air temperature and humidity, and available facilities.
2. Non-Physical Dimension: This dimension addressed interpersonal dynamics in the workplace, including relationships with supervisors, peers, and subordinates. It was assessed through three indicators: the quality of interpersonal relationships, opportunities for career advancement, and the sense of job security [21].



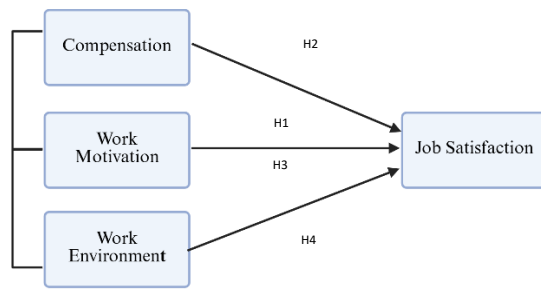


Figure 1. Research Paradigm

Based on the preceding discussion, the following hypotheses were formulated:

1. Hypothesis 1: Compensation, work motivation, and the work environment have a positive and significant effect on job satisfaction.
2. Hypothesis 2: Compensation has a positive and significant effect on job satisfaction.
3. Hypothesis 3: Work motivation has a positive and significant effect on job satisfaction.
4. Hypothesis 4: The work environment has a positive and significant effect on job satisfaction.

III. RESEARCH METHODS

The research employed a verificative method to test hypotheses and validate theoretical constructs through empirical data. The population for this study comprised Raudhatul Athfal (RA) teachers in the Kawalu District, Tasikmalaya City. A sample representing the population's characteristics was selected to facilitate analysis. The sample consisted of 62 respondents selected from the target population.

Classical Assumption Tests:

1. Normality Test: Data normality was assessed using the Kolmogorov–Smirnov test. Based on this test, if the asymptotic significance (p-value) was below 0.05, the data distribution was considered non-normal; conversely, if the value was above 0.05, the data distribution was considered normal.
2. Multicollinearity Test: Tolerance values and Variance Inflation Factors (VIFs) were used to evaluate multicollinearity. The data were considered free from multicollinearity if the Tolerance was greater than or equal to 0.10 and the VIF was less than 10.
3. Autocorrelation Test: The Run Test was employed to assess autocorrelation by

evaluating the randomness of the data sequence.

4. Heteroscedasticity Test: Heteroscedasticity was detected using the Glejser Test. If the significance value exceeded 0.05, it indicated that heteroscedasticity was not present.
5. The F-test was conducted to assess the overall significance of the regression model. It determined whether the independent variables compensation, work motivation, and work environment collectively had a significant effect on the dependent variable namely job satisfaction. The t-test was used to evaluate the individual significance of each independent variable. Specifically, it determined whether each independent variable exerted a statistically significant effect on job satisfaction.
6. The coefficient of determination (R^2) measured the proportion of variance in the dependent variable that was explained by the independent variables. It is commonly expressed as a percentage and reflects the predictive power of the regression model.

IV. RESULT AND DISCUSSION

Based on validity test, from which it was concluded that all questionnaire items used to measure the job satisfaction variable were valid. This conclusion was supported by the fact that the calculated correlation coefficients ($r_{\text{calculated}}$) exceeded the critical value (r_{table}), indicating that each item had a statistically significant correlation with the total score of the job satisfaction variable.

Tabel 1. Reliability Test Results

No.	Statement Item	Cronbach's Alpha	Criteria	Description
1	Job Satisfaction	0,840	> 0,7	Reliabel
2	Compensation	0,821	> 0,7	Reliabel
3	Work Motivation	0,774	> 0,7	Reliabel
4	Work Environment	0,888	> 0,7	Reliabel

Source: SPSS, 2025

The reliability test results, as shown in the table above, indicated that Cronbach's alpha coefficients for all variables compensation (X_1), work motivation (X_2), work environment (X_3), and job satisfaction (Y) were greater than 0.70. This result confirmed that all items used to measure these variables met the

required reliability threshold. Therefore, the instrument items for compensation, work motivation, work environment, and job satisfaction were considered reliable, as they consistently measured the intended constructs.

Tabel 2. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		62
Normal Parameters ^{a,b}	Mean	0,0000000
	Std, Deviation	3,99122674
Most Extreme Differences	Absolute	0,136
	Positive	0,136
	Negative	-0,095
Kolmogorov-Smirnov Z		1,074
Asymp. Sig. (2-tailed)		0,199

a, Test distribution is Normal,

b, Calculated from data,

Source: SPSS, 2025

Table 2 displays the results of the normality test conducted using the Kolmogorov–Smirnov (K–S) method. The test yielded a K–S Z value of 1.074 and an Asymptotic Significance (Asymp. Sig.) value of 0.199, which exceeded the threshold value of 0.05. This result indicated that the data followed a normal distribution, thereby satisfying the assumption of normality required for subsequent parametric analyses.

Tabel 3. Multicollinearity Test Result

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Compensation	0,478	2,090
	Work Motivation	0,524	1,909
	Work Environment	0,466	2,148

a, Dependent Variable: Job Satisfaction

Source: SPSS, 2025

Table 7 presents the multicollinearity test results, showing that the tolerance values for the independent variables compensation, work motivation, and work environment were all greater than 0.10, and their corresponding Variance Inflation Factor (VIF) values were below 10. These findings indicate that multicollinearity was not present among the independent variables, confirming that the regression model satisfied the multicollinearity assumption.

Tabel 4. Multiple Linear Regression Analysis

		Coefficients ^a		t	Sig,
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std, Error	Beta	
1	(Constant)	12,817	4,265		0,004
	Compensation	0,424	0,122	0,355	0,001
	Work Motivation	0,456	0,163	0,274	0,00

Work Environment	0,423	0,132	0,333	3,208	0,002
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a, Dependent Variable: Job Satisfaction

Source: SPSS, 2025

Table 4 presents the results of the multiple linear regression analysis, from which the following regression equation was derived:

$$Y = 12,817 + 0,424 \text{ Compensation} + 0,456 \text{ Work Motivation} + 0,423 \text{ Work Environment}$$

Tabel 5. F-test Result

ANOVA^a

		Sum of Squares	df	Mean Square	F	Sig,
1	Regression	2370,986	3	790,329	47,173	0,000 ^b
	Residual	971,723	58	16,754		
	Total	3342,710	61			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Work Environment, Work Motivation, Compensation

Source: SPSS, 2025

The F-test results presented in the table show that the calculated F-value (F_{calculated}) exceeded the critical F-value (F_{table} = 2.763552). This finding confirms that the regression model was statistically significant and appropriate for explaining the relationship between the independent and dependent variables.

Furthermore, the results demonstrated that the independent variables compensation, work motivation, and work environment had a positive and statistically significant joint effect on the dependent variable, job satisfaction. Thus, the model supported the hypothesis that these three factors collectively and meaningfully influenced job satisfaction.

Tabel 6. Coefficient of Determination (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,842 ^a	0,709	0,694	4,09315

a. Predictors: (Constant), Work Environment, Work Motivation, Compensation

b. Dependent Variable: Job Satisfaction

Source: SPSS, 2025

According to the coefficient of determination table, the independent variables compensation, work motivation, and work environment jointly explained 70.9% of the variance in job satisfaction. This finding indicates that these three factors were significant predictors of job satisfaction in the context of this study. The remaining 29.1% of the variance was attributable to other factors not included in the current model, suggesting the potential influence of



additional variables that were not examined in this research.

Based on the data analysis, it can be concluded that compensation had a positive influence on job satisfaction. Compensation was a crucial factor in organizations, as employees who demonstrated strong performance and improvement were expected to be appropriately rewarded. Compensation included all forms of income monetary or non-monetary, direct or indirect received by employees in exchange for services rendered to the organization [19]. Providing adequate compensation was found to enhance teachers' motivation in fulfilling their responsibilities [4]. Since the amount of compensation was typically predetermined and communicated, employees were aware of their expected earnings.

Organizations that did not offer fair compensation were found to risk diminished employee morale and loyalty [19]. A high level of compensation fostered a sense of appreciation and security, ultimately enhancing job satisfaction. Therefore, appropriate and fair compensation was identified as a key determinant in enhancing teachers' workplace satisfaction [4]. Motivation was identified as essential in collaborative efforts to achieve specific goals [19]. It drove individuals to work diligently and with enthusiasm toward optimal results [22].

Work motivation was particularly important in education, as it functioned as the internal drive that enabled teachers to fulfill their responsibilities with passion and commitment [13]. Motivation had a significant impact on teachers' goal attainment, and institutions were urged to actively promote motivation to facilitate their success [4]. A motivated teacher was more likely to make substantial contributions to their school or institution [4].

The work environment was a significant factor influencing employees' satisfaction levels [13], and was closely related to psychological aspects of the workplace [19]. It encompassed everything surrounding the employees that could affect their ability to perform their duties [19]. A good and appropriate work environment enabled employees to perform optimally within a healthy, safe, and comfortable environment [23]. Such an environment facilitated efficient task execution, enhanced comfort, and fostered teacher loyalty and satisfaction [3]. A

positive work environment generates generated positive performance outcomes, while a negative environment often led to stress and diminished enthusiasm [14].

Establishing a conducive work atmosphere promoted high levels of motivation and job satisfaction among employees, emphasizing the need for institutions to continuously maintain and improve their work environment [14]. A well-managed work environment enhanced the sense of security and comfort among teachers and administrative staff, enabling them to complete their tasks efficiently and experience higher job satisfaction [3].

V. CONCLUSION AND SUGGESTION

The findings of this study indicated that compensation, work motivation, and the work environment collectively had a positive influence on job satisfaction. Individually, each of these variables compensation, work motivation, the work environment also showed a significant positive effect on job satisfaction. This suggested that improving these three aspects would substantially enhance the job satisfaction of RA teachers, which was crucial for supporting their performance and the quality of early childhood education.

Based on the results of this study, it was recommended for RA education managers, both from the government and private foundations, to enhance fair and proportional compensation, establish programs to foster work motivation through recognition and training, and cultivate a supportive and comfortable physical and psychological work environment. These three aspects needed to be managed integratively to improve teachers' overall and sustained job satisfaction, which in turn would positively impact the quality of early childhood education in the region. For future research, it was suggested to include additional variables that could influence job satisfaction, such as workload, leadership style, or career development, to gain a more comprehensive understanding.

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