

Examining the Role of Work Motivation and Teacher Competence on Career Development: the Mediating Role of Job Satisfaction among Teachers in the South Nias Regency

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Abstract

This study aimed to investigate teacher career development, workplace motivation, teacher competencies, and job satisfaction. Utilizing a quantitative explanatory approach, the study included 306 teachers selected through a cluster random sampling technique. Structural Equation Modeling (SEM) analysis was employed with the assistance of Smart-PLS software. The findings indicate a significant impact of work motivation on career development among teachers in the South Nias Regency area. Furthermore, teacher competencies were found to influence career development in the same region. Additionally, work motivation exerted a noteworthy effect on job satisfaction among teachers, while competencies also played a role in influencing job satisfaction. Moreover, job satisfaction was identified as a contributing factor to career development. Finally, the study revealed that work motivation and competencies affect career development through the mediation of job satisfaction among teachers in the South Nias Regency area.

Keywords: Career development, competence, job satisfaction, teachers, work motivation

Received 9 April 2024/Accepted 28 August 2024 ©Author all rights reserved

Introduction

Human resources are the most important factor in an organization for achieving its goals. Each organization has its own way of realizing these goals. To ensure these goals are achieved and



run smoothly, human resources within the organization must be managed properly and correctly (Oladimeji, 2023). Organizations are required to demonstrate high performance and meet the needs of all their stakeholders (Remme & de Waal, 2020). The success of an organization is greatly influenced by how well it understands and satisfies interested parties both now and in the future. In the current Industrial Era 4.0, every organization must maximize human resources (Adamik & Sikora, 2021). These resources are expected to face all obstacles and challenges in the business competition that the company is engaged in. Competitive conditions require institutions to formulate the right strategies to exist and achieve their expected goals (Al-Garadi & Ghumre, 2023). Organizations can coach, counsel, and train to develop their human resources.

Nathania's study (2023) found that compensation does not significantly affect job satisfaction through work motivation. However, the work environment and career development significantly affect job satisfaction through employee work motivation (Jung & Woo, 2022). Career development is important because it greatly affects job satisfaction and increased income. In other words, if a teacher's career advances, the recognition by the institution also increases through salary or income, making them feel happier and more comfortable at work (Arifin, 2015). Teachers should have knowledge, skills, and behaviors necessary for carrying out their professional duties (Zang & Feng, 2023). According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, these competencies include pedagogical, personality, professional, and social competencies obtained through professional education.

Career development will improve teachers' professionalism on an ongoing basis. A professional teacher will be able to enhance student education and benefit parents and society. Conversely, if a teacher has low career development, it will lead to poor learning quality, dissatisfaction with work, and a lack of increased competence (Lestari et al., 2020). According to Wau & Purwanto



(2021), appropriate career development improves employee performance. It shows that companies can provide satisfaction to their employees because without it, employee productivity decreases. With good career development, employees will feel motivated and satisfied in their work.

In the context of career development, Keller, Zhong, & Yeung (2020) found that new teachers exhibited lower competence across all four requirements, but the challenges teachers faced varied at different career stages. New teachers must achieve the required competencies and minimize any stress arising from these challenges. Promoting optimal use of resources through workplace cooperation may help beginning teachers maximize their competence (Matriadi et al., 2019). Nuriman (2021) stated that competence, motivation, and career development significantly affect performance, with competence having the most dominant effect on employee performance. Regarding direct and indirect effects, work motivation partially mediates these effects.

Employee placement indicator may significantly contribute to career development, particularly when employees are placed according to their education and job expertise (Febriyanti, Suharto, & Wachyudi, 2020). Job motivation is highest when employees can work independently without relying on their co-workers and when employees exhibit high dedication to their work, treating every task as special. Appova & Arbaugh (2018) found that teachers' dissatisfaction with their teaching and their students' learning motivated them to pursue professional development. Teachers internalized images of 'perfect' teachers and continually compared themselves to these images. Their perception of suboptimal teaching motivated them to strive for improvement. The study also indicated that current professional development requirements focus too much on quantity rather than quality, which discourages teachers from pursuing high-quality professional development. Additionally, the lack of stipends or resources to pursue development outside contract hours demotivated teachers and made them skeptical about their

district's commitment to teacher learning. The study suggests specific professional development strategies and calls for further research into teachers' motivation to learn as a theoretical construct.

Teachers play a central role in the teaching and learning process and hold an honorable position in society (Arifin, 2015; Zang & Feng, 2023). They are respected for their authority and trusted by the community. Educating involves imparting and developing life values, teaching involves imparting and developing science and technology, and training involves developing students' skills (Matriadi et al., 2019). However, several issues need attention in the education field, such as the disparity in educational quality between public and private schools, low qualifications and competencies of educators at the primary and secondary levels, uneven distribution of teaching staff according to school needs, low learning outcomes, and poor education management in schools. These issues make it difficult for some teachers to advance their careers. In South Nias Regency, teacher career development is stagnant. Career development involves improving individual work abilities to achieve the desired career. The goal is to align employees' needs and goals with career opportunities in the current and future workplace. Career development requires personal effort to achieve a career plan, and each individual must take responsibility for their career progress and development.

Effect of Work Motivation on Career Development

One of the obstacles to an employee's career development is a lack of motivation to achieve career goals. Teachers often experience low achievement motivation, low social needs, and unfair compensation (Fahmi & Ali, 2022). Research conducted by Fitria (2015) shows a relationship between work motivation and career development, indicating that work motivation affects an employee's career development. Susilo et al. (2018) state that career development has a positive and significant effect on work motivation, suggesting that clear career development paths provide high work motivation. Natalia & Netra (2020) also supports

the view that career development has a positive and significant effect on work motivation.

Teachers with stagnant career development tend to have low job satisfaction. They are often reluctant to learn more and deepen their understanding of their work, which hinders their professional growth (Daulay, 2021). Kurniawan (2018) revealed that job satisfaction is an individual's evaluation of different aspects of their job, with higher satisfaction resulting from more aspects of the job aligning with the individual's desires. Ginanjar (2020) suggests that job satisfaction reflects an employee's attitude toward their job. Aligned with Sholihuddin, Slamet, & Rahman (2020), good career development enhances the benefits employees receive from their company, such as salary, benefits, and prestige. Consequently, employees feel more satisfied with their work as these benefits improve their welfare.

The Effect of Teacher Competence on Career Development

Career development involves actions taken to achieve an individual's career plan, often supported by the human resources (HR) department, supervisors, or other parties (Bahri, Irawan, & Tumini 2022). According to Wardani, Sarwoko, & Wilujeng (2022), employee competence significantly impacts career development. Teachers who possess the necessary competencies can easily advance their careers, positively affecting their performance. Professional teachers face high demands in their work, and with strong competencies and career development, their performance improves. Fauzy (2020) also states that employee competence has a positive and significant influence on career development.

The Effect of Work Motivation on Job Satisfaction

Teachers with low work motivation tend to experience low job satisfaction. Job satisfaction reflects an employee's attitude towards their job (Imanda & Hendriani, 2020). Hanafi & Yohana (2017) demonstrated that work motivation significantly influences job satisfaction. This implies that teachers with high work motivation and job satisfaction are likely to perform well.

Deswarta (2017) also found that work motivation affects job satisfaction.

The Effect of Teacher Competence on Job Satisfaction

Competence enables teachers to achieve educational goals (Kheruniah, 2013). These competencies encompass professional, pedagogical, personality, and social aspects. According to Shantini et al. (2023), competence significantly enhances job satisfaction, particularly in social service roles, by improving performance. Sari (2013) similarly found that competence significantly influences teacher job satisfaction, highlighting the importance of high competence for job satisfaction. Essentially, competence comprises skills, knowledge, and abilities. Teachers proficient in these areas excel in explaining concepts, mastering teaching materials, and ultimately experience greater job satisfaction.

The Effect of Job Satisfaction on Career Development

Teachers with low job satisfaction lack the desire to develop their careers. Difficulty in pursuing career development arises from inadequate appreciation from superiors, which in turn makes employees reluctant to advance in their careers (Lisdiani & Ngatno, 2017). Research has consistently shown that career development significantly impacts job satisfaction. For instance, studies by Ambarwati, Kustiani, & Mudzakkir (2017) highlight the influential role of career equations, supervision quality, willingness for opportunities, and employee interest on job satisfaction. Similarly, Sidik (2019) and Purnamasari (2021) also affirm the significant positive effect of career development on job satisfaction.

Teacher job satisfaction is influenced by various factors, including competence. Utari (2018) defines competence as the ability to meet job requirements within an organization to achieve expected outcomes. Competence encompasses skills, personal attributes, and knowledge that manifest through observable, measurable job behaviors (Rahadi & Ocktaliani, 2019). Teachers with high competence effectively plan and implement teaching programs, assess program



outcomes, guide student development, and demonstrate leadership in managing educational communities (Syaifuddin & Fitrayati, 2021). Additionally, work motivation plays a crucial role in job satisfaction. Work motivation, defined as the drive to act, varies among individuals and encourages them to pursue activities aligned with their aspirations (Jang, 2019; Wibowo & Hidajat, 2020).

The Effect of Motivation on Career Development Through Mediation of Job Satisfaction

Career development is crucial for companies aiming to enhance employee productivity and prepare them for future roles (Zahari, Supriyati, & Santoso, 2020). Pratiwi & Lo (2020) suggests that companies can enhance career development by focusing on promotion opportunities and providing mentors for informal guidance, enabling employees to master their responsibilities effectively. To encourage long-term retention, companies also offer career advancement opportunities to every employee. Dissatisfaction can arise among teachers who do not advance in their careers. Hasibuan & Afrizal (2017) defines job satisfaction as a positive emotional attitude towards one's job. Competence, which encompasses personal, scientific, technological, social, and spiritual abilities, plays a significant role in job satisfaction and employee retention.

The Effect of Competence on Career Development Through Mediation of Job Satisfaction

Research conducted by Amador & Vila (2013) suggests that competency mismatches can diminish the impact of competence and motivation on job satisfaction. Therefore, job satisfaction is influenced significantly by competence. Higher levels of competence enable employees to experience greater satisfaction at work and excel in their respective fields. According to Indonesian Law No. 14 of 2005 concerning teachers and lecturers, becoming a professional lecturer requires proficiency in four key competencies: pedagogical, personality, social, and professional competence.

In addition to competencies affecting job satisfaction, work motivation also plays a crucial role. Defined as a psychological process that stimulates, guides, and sustains voluntary actions towards achieving goals (Wibowo, 2017), work motivation drives employees towards optimal performance by fulfilling their needs and fostering career development. Career development provides employees with opportunities to enhance their potential and capabilities within the organization, enabling them to assume higher positions of greater responsibility.

Ariefiantoro (2023) demonstrates that work motivation significantly mediates the impact of career development on employee performance, highlighting the critical role of motivation in enhancing performance through career progression. Similarly, research by Ariani (2023) illustrates that work motivation, compensation, and job satisfaction collectively influence performance variables.

Low work motivation among teachers adversely affects the quality of teaching services, resulting in reduced enjoyment, irresponsibility, dissatisfaction, and diminished performance. Conversely, highly motivated teachers exhibit enthusiasm, responsibility, and a commitment to professional growth, thereby achieving high job satisfaction and advancing their careers effectively. Therefore, teachers with strong work motivation are more likely to enjoy their work, exhibit greater responsibility, and pursue career development opportunities.

In conclusion, the interaction of motivation and competence significantly impacts career development through the mediation of job satisfaction among teachers in the South Nias Regency region. Based on the description above, the researcher is interested in examining the effect of motivation and competence on career development through mediation of job satisfaction in teachers in the south Nias regency region.



Method

Design

This quantitative explanatory research investigated the impact of work motivation and teacher competence on career development, with a focus on the mediating role of job satisfaction among teachers.

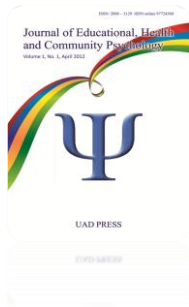
Participants

We recruited 306 teachers through cluster random sampling from a total of 4,068 teachers in South Nias Regency. Among the respondents, 109 teachers were aged 30-40 years, 122 were aged 41-50 years, and 75 were aged 51-60 years. The majority of respondents were from class 3D, with the longest tenure being 23 years and the shortest being 11 years. All participants held a Bachelor's degree and included subject teachers, class teachers, principals, and vice principals. Informed consent was obtained from all participants prior to their involvement in the study, and participation was voluntary with the option to withdraw at any time. [Table 1](#) presents the participants' demographic information.

Measurement

Before collecting data, the researcher obtained informed consent from the respondents for their signature. We utilized four scales—career development, job satisfaction, teacher competence, and work motivation—which have undergone validation and reliability testing.

Career development was assessed using two methods: a questionnaire and comparison of tenure and job rank. The 15-item career development scale, developed by Weng (2018), achieved Cronbach's Alpha coefficients of 0.945, 0.952, 0.678, and 0.723, indicating its validity for future research. An example item is "My current job aligns with my career goals" and "My promotions in this organization are relatively fast".



Tabel I
Participants characteristic (N= 306)

Identity	N	%
Age		
30- 40	109	36,6 %
41- 50	122	39,8 %
51- 60	75	24,5 %
Total		100 %
Level		
2D	5	1,6 %
3B	20	6,5 %
3C	18	5,8 %
3D	153	50 %
4A	48	15,6 %
4B	48	15,6 %
4C	14	4,5 %
Total		100 %
Length of employment		
11	10	3,2 %
12	15	4,9 %
13	10	3,2 %
14	39	12,7 %
16	76	24,8 %
17	18	5,8 %
18	57	18,6 %
21	11	3,5 %
23	70	22,8 %
Total		100 %
Education		
SI	306	100%
Total		100 %
Teacher status job		
Class teacher	73	23,8 %
Subject teacher	210	68,7 %



Tabel 1

Participants characteristic (N= 306)

Principal	19	6,2 %
Vice Principal	4	1,3 %
Total		100 %

Job Satisfaction

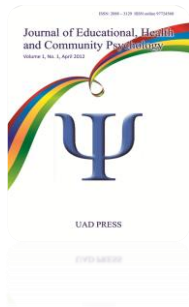
The scale compiled by Sukoco, Lubis, & Hasanuddin (2019) consists of 21 items and was validated with a sample of 75 individuals, yielding a Cronbach's Alpha reliability coefficient of 0.915. This scale is deemed valid for further research. Example items include: "The work I do is interesting," "As a civil servant, my job security is guaranteed," and "I feel unburdened by the prevailing working hours."

Work Motivation Scale

The TJM (Teacher's Job Motivation) scale, developed by Yavuz et al. (2019), comprises 18 items. It was validated with a sample of 106 teachers, achieving a Cronbach's Alpha reliability coefficient of 0.923, with item validity values ranging from 0.470 to 0.714. Example items include: "The teaching profession impacts human lives," "I am responsible for student school activities," and "Something motivates me to work diligently."

Teacher Competence Scale

Larasati & Mahatma (2021) compiled the Academic Qualification Standards and Teacher Competencies scale, encompassing 46 items across four indicators: professional, pedagogical, social, and personality competence. It achieved a validity range of 0.3-0.8 and a reliability coefficient of 0.870 with a sample of 110 subjects. Example items include: "I uphold the ethical code of the teaching profession," "I serve as a worthy role model at school," and "I maintain objectivity in classroom learning activities."



Data Analysis

The study employed Structural Equation Modeling (SEM) with Smart-PLS software. It utilized four measurement instruments: the work motivation scale, based on needs, beliefs, empowerment, encouragement, and achievements; the competency scale, measuring professional, pedagogical, social, and personality competencies of teachers; the job satisfaction scale, assessing job aspects such as the nature of work, compensation, promotion opportunities, working conditions, supervision, colleagues, and management; and the career development scale, which considered career advancement aspects like professional skill development, promotion speed, salary growth, as well as length of service.

Result

The majority of respondents are class IIID, comprising 153 teachers or approximately 50%. The remaining 50% are distributed among classes IID, IIIC, IVA, and IVB. Specifically, the respondents include 5 teachers in group IID, 20 teachers in group IIIB, 18 teachers in group IIIC, 153 teachers in group IIID, 48 teachers in group IVA, 48 teachers in group IVB, and 14 teachers in group IVC.

Table 2
Teacher Classes

	Golongan	Frequency	Percent
Valid	2D	5	1,6 %
	3B	20	6,5 %
	3C	18	5,8 %
	3D	153	50 %
	4A	48	15,6 %
	4B	48	15,6 %
	4C	14	4,5 %
Total		306	100.0

Table 2 and Figure 1 demonstrate that all outer loading values are greater than 0.7, indicating they meet the validity requirements based on the loading value.

Figure 1 Validity Testing based on *Outer Loading*

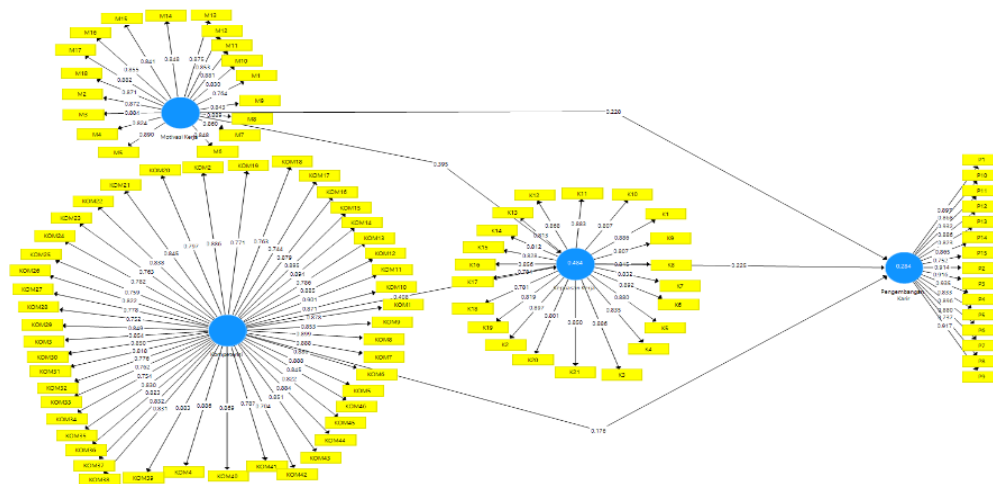


Table 3 shows that all AVE values are greater than 0.5, indicating that they meet the validity requirements based on AVE. According to Mahfud and Ratmono (2013), the recommended AVE value is above 0.5. The results of the Average Variance Extracted validity analysis reveal that the validity value for the job satisfaction variable is 0.706, for teacher competence is 0.693, for work motivation is 0.734, and for career development is 0.76. Therefore, it can be concluded that all variables in this study have passed the validity test based on the Average Variance Extracted (AVE) validity test.



Table 3
Validity Testing based on Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Job Satisfaction	0.706
Teacher Competence	0.693
Work Motivation	0.734
Career Development	0.761

The recommended CR value is above 0.7 (Mahfud and Ratmono, 2013). All CR values in the study exceed this threshold, indicating that they meet the reliability requirements. The analysis results show the Composite Reliability values as follows: job satisfaction (0.981), teacher competence (0.990), work motivation (0.980), and career development (0.979). Thus, it can be concluded that all variables in this study have met the reliability test based on the Composite Reliability test.

Table 4
Reliability Testing based on Composite Reliability (CR)

	Average Variance Extracted (AVE)
Job Satisfaction	0.981
Teacher Competence	0.990
Work Motivation	0.980
Career Development	0.979

In this table, the goodness of fit model test is shown to demonstrate the level of feasibility and accuracy of the overall model, serving as validation in PLS-SEM.

Table 5
 Testing Goodness of Fit Model

	Estimate Model
SRMR	0.060

Table 5 presents the goodness of fit test for the model. The objective is to assess the overall feasibility and accuracy of the model as a validation tool in PLS-SEM. The SRMR goodness of fit test results indicate that the SRMR value is 0.060, which is less than the threshold of 0.1, concluding that the model has a good fit.

The results of the model test conducted by the researcher demonstrate that the model, which includes the variables of work motivation, competence, job satisfaction, and career development, is accepted based on structural equation modeling (SEM) testing.

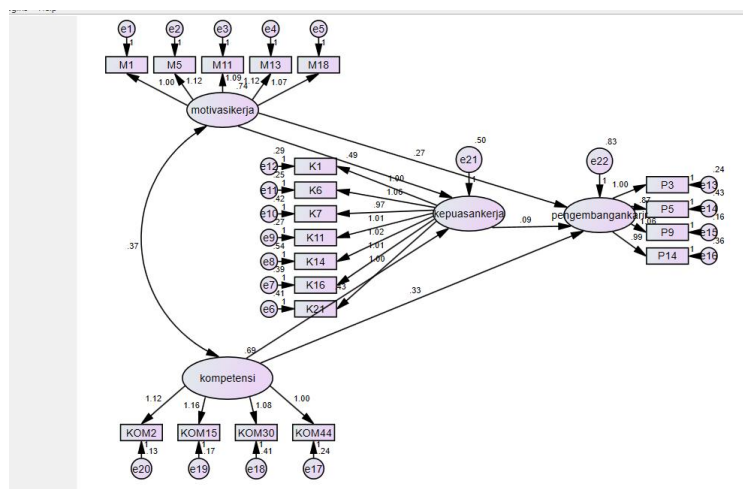


Figure 2 Model Test Results

This path test demonstrates the strength of the influence or impact of the independent variable on the dependent variable. Meanwhile, the coefficient of determination (r-square) measures the extent to which the dependent variable is explained by other variables. The results of the path analysis test can be seen in [Table 6](#).

Table 6
Path Coefficient Test & Significance of Direct Effect

Effect	Path Coefficient	P	Keterangan
Work motivation -> Job satisfaction	0.493	0.000	Significant
Work Competence -> Job satisfaction	0.433	0.001	Significant
Work motivation -> Career development	0.267	0.003	Significant
Work competence -> Career development	0.333	0.001	Significant
Job satisfaction -> Career development	0.091	0.271	NotSignificant

The mediation test results, presented in [Table 7](#), show that job satisfaction significantly mediates the relationship between competence and career development, as indicated by a t-statistic of 2.387 (p-value = 0.017, which is less than 0.05). Additionally, job satisfaction significantly mediates the relationship between job motivation and career development, with a t-statistic of 2.564 (p-value = 0.011, which is also less than 0.05).

Table 7
Mediation Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Competence -> Job Satisfaction -> Career Development	0.092	0.092	0.039	2.387	0.017
Job Motivation -> Job Satisfaction -> Career Development	0.089	0.086	0.035	2.564	0.011

Based on the mediation testing results, it is evident that the competency variable has an indirect effect on career development, mediated by job satisfaction. Similarly, work motivation indirectly influences career development through job satisfaction mediation. Therefore, the hypothesis tested in this study is accepted.

Discussion

This study examines the impact of work motivation and competence on career development, mediated by job satisfaction, among teachers in the South Nias Regency area. The findings confirm that work motivation positively influences career development. Thus, the higher the work motivation of a teacher, the greater their career development. The results demonstrate that work motivation can significantly affect a teacher's career advancement. Career development opportunities are reflected in factors such as career advancement, professional ability development, promotion speed, and growth in remuneration. When these factors encourage a teacher's career development, their work motivation increases.

Safitri (2018) explained that career development impacts employee work motivation, providing opportunities for career advancement and boosting motivation. These findings align with the research of Kurniawan (2018) and Haryani (2013), which also state that career development affects work motivation. However, they contrast with Dewi & Utama's (2016) research, which found that career development does not influence motivation.

This study further supports the research by Lisdiani & Ngatno (2017), Akhmal, Lala, & Sari, (2018), and Bahri & Nisa (2017), who assert that career development affects employee job satisfaction. Additionally, the research by Afifah & Al (Rijalulloh, 2017) and Hutabarat (2018) indicates that job satisfaction influences employee motivation. Competence significantly impacts career development. The higher a teacher's competence, the more robust their career advancement. In the southern Nias region, however, many teachers operate outside their field

of expertise, limiting their professional growth. This mismatch not only affects individual teachers but also impacts students and organizational effectiveness. Addressing this issue is crucial for governmental strategies aimed at aligning roles with competencies to foster unhindered career progression.

Competence encompasses not just knowledge and skills but also behavioral and attitudinal aspects, integral to professional integrity. Spencer's theoretical framework further defines competence within governmental contexts, reflected in various laws and regulations, including those governing regional leadership. Research by Wardhani & Wijaya (2020) confirms a positive link between competence and career development, highlighting that competent teachers exhibit higher performance and are in greater demand. Similarly, findings from Fauzi & Siregar (2019) underscore that employee competence significantly enhances career trajectories.

Aligned with previous studies, this research emphasizes competence as a critical determinant of career development, substantiated by Fauzi & Siregar (2019), Massalena & Sulistyono (2015), Khaer & Hidayati (2023), and Sumadewi (2017). Matching individual competencies with organizational needs not only enhances performance but also promotes job satisfaction and organizational effectiveness (Sanjaya & Indrawati, 2014).

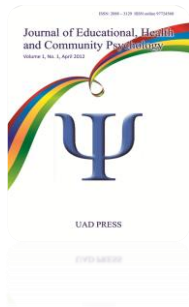
Furthermore, work motivation has a positive effect on job satisfaction. Therefore, the greater the work motivation exhibited by teachers, the higher their career development. In this study, work motivation is assessed through factors influencing job satisfaction: namely, needs, power, belief, encouragement, and achievement. Analysis based on loading factors indicates that all measured indicators exhibit high loading values. This suggests that teachers require fulfillment of their needs to achieve career goals, empowerment to harness their power, and support from leaders to motivate their work, thereby impacting job satisfaction. Higher fulfillment of teachers' work motivation needs enhances their job satisfaction. These findings align with Purba,

Lengkong, & Leindong's (2019) research, which shows a positive and significant effect of motivation on job satisfaction, indicating that improved motivation enhances employee satisfaction. Additionally, Mubaroqah (2020) establishes a significant link between work motivation and employee job satisfaction.

Competence also positively influences job satisfaction. Hence, enhanced competence among teachers leads to higher career development. Improving competencies through higher education and regular attendance at professional seminars enhances job satisfaction, benefiting teacher career paths. Competence is defined as the combination of personal, scientific, technological, social, and spiritual abilities. According to Maslan et al. (2023), employee competence, a component of intellectual capital, includes intellectual, emotional, and social aspects, measured by knowledge, skills, and educational attainment. This aligns with Lawler's theory, which asserts that expertise, as input factors, impacts job satisfaction (Ramadhan, 2021). Amador & Vila's (2013) research also indicates that competence mismatches reduce job satisfaction, emphasizing the critical role of competence in job satisfaction and professional expertise.

Supardi's study (2021) found that competence significantly influence the job satisfaction of lecturers at the Tarbiyah faculties of UIN Suska Riau. Another study by Afriyeni & Kurnia (2022) confirms that competence positively influences employee job satisfaction: the higher the competence, the greater the job satisfaction.

This study also confirms a relationship between job satisfaction and career development. Therefore, higher job satisfaction among teachers correlates with enhanced career development. Career development thrives when individuals are satisfied with their jobs. High job satisfaction indicates a positive attitude toward work, while dissatisfaction correlates with negativity. Rina (2021) discusses Herzberg's Two-Factor Theory, which suggests that workers



are influenced by two main factors: motivators (such as promotion opportunities) and hygiene factors. This theory is often referenced in discussions of job satisfaction and career development.

Sinambela's research (2023) confirms that job satisfaction significantly enhances teacher career development. Teachers who are satisfied with their working conditions and have clear career development paths are more likely to remain in their positions. Additionally, Saputra (2023) found that career development significantly increases teacher job satisfaction, demonstrating that improved career opportunities lead to higher job satisfaction among teachers.

Job satisfaction significantly mediates the relationship between work motivation and career development. The research results conclude that there is an effect of motivation on career development significantly mediated by job satisfaction among teachers in the South Nias Regency area. Motivation and satisfaction with their work encourage teachers to enhance their career development.

This aligns with Rosmaini & Tanjung's research (2019), which defines job satisfaction as employees' feelings toward their work within an organization, indicating whether they are content or discontent. This sentiment arises from employees' interactions with their work environment and their assessment of their roles. Satisfied employees are motivated to advance their careers.

Job satisfaction also significantly mediates the relationship between competence and career development (Mediation Hypothesis Accepted). This indicates that job satisfaction plays a crucial role in mediating the impact of competence on career development performance among teachers in the South Nias Regency area. Thus, the hypothesis is supported.

Competence indirectly influences career development through the mediation of job satisfaction. Higher work competence enhances job satisfaction and career development among teachers. Profound knowledge facilitates task completion, fostering career advancement opportunities.

These findings corroborate Andi et al's (2022) research, which posits that job satisfaction mediates the influence of competence on career plateauing. Employees with high competence and job satisfaction often experience career plateaus. Ardiwinata's study (2023) further supports these results, demonstrating job satisfaction's mediating role in the influence of competence on employee career development at the Regional Government Office of Pangkajene and Islands Regency.

This study is advantageous for addressing career development issues among teachers. However, it also has several limitations. Firstly, the study's findings are specific to civil servants in South Nias and may not be generalizable beyond this population; different outcomes could arise elsewhere. Secondly, the use of psychological scales for data collection introduces the possibility of respondents providing socially desirable responses, thereby affecting the reliability of the data. Thirdly, the predominantly Nias ethnicity composition of the sample may yield different results compared to studies involving other ethnicities, customs, cultures, and organizational settings.

Future studies should conduct research on diverse populations, such as other districts or provinces in Indonesia. Samples should be selected based on varying characteristics such as gender, education level, age, and tenure. The measurement of competence and career development should utilize valid and reliable instruments specific to the organization.



Conclusion

This study examines the influence of work motivation and competence on career development among teachers in the South Nias Regency, mediated by job satisfaction. The results indicate that work motivation significantly affects career development, as does competence. Additionally, work motivation positively impacts job satisfaction, as does competence. Furthermore, job satisfaction significantly contributes to career development among teachers in the South Nias Regency. The study also finds that both work motivation and competence affect career development through the mediation of job satisfaction.

Acknowledgments

Researchers are grateful to the head of the BAPPEDA office, the principals who granted permission, and all the teachers who participated in this research.

Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

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