(Research) Article

Career Development and Competence Towards Increasing Job Satisfaction With the Mediation of Organizational Commitment in Banyumanik District

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Abstract: Because it affects teaching quality, teacher performance, and eventually the overall quality of education, teacher job satisfaction in schools is very important. Teachers that are happy tend to be more driven, effective, and capable of fostering a supportive learning environment for their pupils. The purpose of this research is to partly and concurrently examine the effects of competence, career growth, and normative commitment on elementary school teachers' work satisfaction in the Ayodya cluster in the Banyumanik district of Semarang City. Using a saturation sampling strategy, the study's sample consisted of all 88 instructors in the Ayodya cluster. A survey-based quantitative research methodology was used. A questionnaire with a Likert scale of 1–5 was used to gather the data. Using SPSS 23, data analysis methods included multiple regression, t-tests, F-tests, and classical assumptions. According to the study's findings, work satisfaction is highly influenced by competence, career advancement, and normative commitment, in that order. At the same time, primary school teachers' work satisfaction in Banyumanik, Semarang City's Ayodya cluster is greatly influenced by career growth, competence, and normative commitment.

Keywords: Career Development; Competence; Normative Commitment; Job Satisfaction; Teacher Performance.

1. INTRODUCTION

An organization's base is its human resources. Therefore, in order to accomplish organizational objectives, human resources inside an organization must be managed and then directed. This is especially true in the era of globalization, which is characterized by increasingly fierce competition. Today's competition is largely determined by the ability to master or produce new technologies and the ability to develop careers through improving human resources, which are key success factors for an institution (Priansa, 2017). HR is a formal system created inside an organization to guarantee the effective and efficient use of human talent and potential to fulfill organizational objectives, claim Mathis et al. (2016).

Job satisfaction among employees is a critical component of human resource management and empowerment in an organization. The degree to which people feel happy that they get sufficient benefits from different parts of the work environment inside the company where they work is known as job satisfaction, according to Sugandi (in Ramadhanty & Kurniawan, 2020). According to Ali and Agustian (2018), job satisfaction is correlated with the extent of an employee's likes and dislikes and arises when personal requirements are satisfied.

Job satisfaction among teachers is inextricably linked to a number of internal and external influencing variables, including career growth levels. Kartono (2019) defines career development as a continuous process that includes both paid and unpaid employment responsibilities. According to Aritonang (2019), career development is an official endeavor to advance and strengthen abilities that are anticipated to influence growth and expand perspectives, creating chances to get fulfilling roles as workers.

Another factor assumed to influence employee (teacher) job satisfaction is competence. Muslich (2015) explains that competence is knowledge, attitudes, and skills actualized in habits of thought and action. Competence is performance that leads to the complete achievement of goals and a desired state. This means that competence is a person's skills and knowledge in a specific field that can be used to improve the quality of a company or organization in accordance with expectations and organizational quality standards (Arna, 2022).

Fundamentally, the goal of teacher competency standards is to develop competent educators who can fulfill the roles and goals of schools in particular and of education in general in a way that satisfies societal demands and current priorities (Mulyasa, 2015). This demonstrates that teacher competence refers to having the knowledge, skills, and abilities necessary for a teacher to do his job in a way that makes him feel content because he can meet goals and expectations.

Based on observations, data on job satisfaction of employees (teachers) at Ayodya Elementary School cluster in Banyumanik District, Semarang City, were obtained under various conditions. Teacher job satisfaction can be seen from several indicators, as shown in Table 1.

Table 1. Satisfaction of Elementary School Teachers in the Ayodya Cluster, Banyumanik District, Semarang City.

No	Aspek	2023	2024	Ket
1.	The work itself	84%	83%	Decrease
2.	Quality of supervision	84%	84%	Stagnant
3.	Relationships with coworkers	83%	81%	Decrease
4.	Promotion opportunities	80%	78%	Decrease
5.	Payment (Salary and benefits)	82%	82%	Stagnant

Source: Processed data, 2025.

The data shows that several aspects of teacher job satisfaction have fluctuated over the past two years. This could be due to internal and external factors, such as career and competency development, as well as teachers' organizational commitment to carrying out their primary duties as educators.

This problem has been the subject of several investigations. According to studies by Rulianti and Nurlilah (2021), Safitri and Susilowati (2024), and Sihotang (2020), career growth significantly affects work satisfaction. On the other hand, professional advancement has little impact on work satisfaction, according to study by Saifullah (2022). According to studies by Aprilliansyah and Chalid (2020) and Suroto et al. (2018), competency significantly affects work satisfaction. On the other hand, studies by Shodiqin (2024) and Darmawan et al. (2015) demonstrate that expertise has no effect on work satisfaction.

According to the description, the purpose of this study is to: 1) ascertain how career development affects job satisfaction at the Ayodya Cluster Elementary School in the Banyumanik District of Semarang City, 2) ascertain how competence affects job satisfaction at the same location. 3) ascertain the impact of competence and career development on raising work satisfaction at Ayodya Cluster Elementary School in Semarang City's Banyumanik District.

2. LITERATURE REVIEW

Job satisfaction

Narsih (2017) defines job satisfaction as a positive psychological state that employees feel in the workplace as a result of all of their requirements being sufficiently met. Job satisfaction, according to Sunyoto (in Rulianti and Nurlillah, 2021), is a reflection of how someone feels about their work. Employees' favorable views about their employment and everything they come into contact with at work are clear indications of this. In essence, job satisfaction is the same thing. Depending on their value system, each individual will experience varying degrees of pleasure. Most people agree that there are three aspects to work satisfaction, according to Rulianti and Nurlillah (2021). First of all, job satisfaction is visible and predictable as it is an emotional reaction to work circumstances. Second, the degree to which the outcomes meet or surpass expectations usually determines work satisfaction. Third, a number of linked attitudes are represented by work satisfaction.

Sutrisno (2019) identifies the following elements as influencing work satisfaction: 1) Advancement opportunity: In this instance, there is a chance to develop abilities and get experience while working. 2) Job security: Known as a promoter of job satisfaction, safe working conditions have a significant impact on employees' emotions at work. 3) Salary: People seldom communicate their job happiness with the amount of money they make, and salary leads to increased discontent. 4) Company and Management: Job happiness is influenced by the ability of good firms and management to provide stable working circumstances. 5) Supervisory; in addition to superiors. Turnover and absenteeism might be caused by inadequate supervision. 6) Workplace intrinsic factors: various talents are necessary for various aspects of the job. Task pride, difficulty, and ease may all affect how satisfied a person feels with their work. 7) Working conditions: This covers the state of the facility, the parking lot, the cafeteria, the ventilation, and the broadcasting. 8) Social elements of work: This is an attitude that is hard to explain, but it is thought to be a contributing factor to job contentment or discontent. 9) Facilities: Housing, pension funds, leave, and hospital facilities are requirements for a job that, if fulfilled, would make one feel satisfied.

Luthan (in Narsih, 2017) proposed job satisfaction indicators that use the Job Descriptive Index (JDI) to quantify five elements of job happiness: 1) the task itself, 2) the quality of supervision, 3) connections with colleagues, 4) prospects for advancement, and 5) compensation.

Career Development

Career development is an activity that helps workers plan their future careers inside a firm so that both the organization and the person may grow ideally, according to Mangkunegara (in Khuzaimah, 2017). Without systematic and programmed career development, even the most well-thought-out career plan with reasonable and realistic objectives won't become a reality (Siagian, 2008).

Syahputra (2020) defines career development as the personal improvements undertaken by an individual to achieve a career plan. Bahri (2017) defines career development as the process and activities that prepare an employee for a future position within an organization or company. Astrika (2017) defines career development as a job or position held by an individual during their working life. A career demonstrates the development of individual employees through the ranks they can achieve while working within an organization.

According to Kartono (2019), career development is a lifelong process encompassing various work roles (paid and unpaid). This process occurs throughout life, including daily life roles (parenting, volunteering), recreational activities, learning, and work. Career development encompasses both workplace and personal development, embracing the concept of lifelong learning and skills development. According to Aritonang (2019), career development is a formal effort to enhance and expand capabilities, which is expected to impact development and broaden horizons, opening up opportunities for obtaining satisfying positions/jobs in life as an employee.

Career Development Dimensions and Indicators proposed by Weng et al. (in Firman, 2020) state that career development variables can be measured using four dimensions of career development (CD). The dimensions of career development consist of four sub-constructs classified as CGP, PAD, PS, and RG. This research focuses more on the dimensions of Professional Ability Development (PAD), which includes 4 indicators, namely 1) skills development, 2) knowledge development, 3) work experience development, 4) professional ability development

Competency

According to Jan and Hasan (2020), competence is an employee's ability, described by the physical and non-physical potential possessed by each employee to be able to shoulder the mandate or hold a certain position in higher education. According to Wibowo (in Permana, 2023), competency is the capacity to carry out a task or job based on knowledge and skills and bolstered by the work ethic demanded by the profession. According to Muslich (2015), competence is the culmination of knowledge, attitudes, and abilities in thought and behavior patterns. Performance that results in the full accomplishment of objectives toward the intended state is referred to as competence. The capacity to carry out or complete activities based on skills and bolstered by the work attitude demanded by employment standards is known as competence. Accordingly, competence is defined as an individual's abilities and expertise in a certain subject that may be used to raise an organization's or company's quality in line with its norms and expectations. Arna (2022). The goal of teacher competency

standards, according to Mulyasa (2015), is to develop competent educators who can fulfill the roles and goals of schools in particular and of education in general in a way that satisfies societal demands and current realities.

Competency Indicators, proposed by Jan and Hasan (2020), include: 1) knowledge possessed, 2) skills possessed, 3) work abilities possessed by employees, 4) work experience possessed, and 5) work attitudes demonstrated by employees.

Organizational Commitment

Dwiyanti and Bagia (2020) define organizational commitment as a person's willingness to sacrifice their level of effort for their firm in order to attain a goal. Organizational commitment is defined by Jan and Hasan (2020) as an individual's emotional connection to the company they work for and their readiness to work in accordance with the organization's purpose, vision, objectives, and direction. Organizational commitment, according to Fatmawati (in Permana et al., 2023), is the desire of an individual to devote themselves to, identify with, and feel a sense of belonging to an organization. This is demonstrated by the desire to work as hard as possible and to stay a member of the organization in order to contribute to the accomplishment of organizational goals. When an employee supports a certain organization with the intention of keeping their membership there, it is another way to define organizational commitment (Mardiyana et al., 2019). The desire, sincerity, and awareness of those who are constantly a part of the organization give birth to organizational commitment, which is seen in the amount of drive, trust, and effort put out to realize the organization's vision, purpose, and common objectives. (Busro, 2018).

The dimensions and indicators of organizational commitment in this study focus more on the normative commitment dimension. According to Allen and Meyer (1994) (in Palentek and Tjenje, 2023), normative commitment is an employee's belief that they are obligated to remain with the organization. It is measured using three indicators: 1) loyalty, 2) sense of commitment, and 3) desire to work permanently.

3. RESEARCH METHOD

This study is an explanatory study. study that uses hypothesis testing to explain the link between study variables and then explains the impacts and relationships of the variables is known as explanatory research (Singarimbun and Effendi, 2011). The 88 teachers in Semarang City's Ayodya cluster Banyumanik made up the study's population. Saturated sampling, in which every member of the population is treated as a sample, was the method used for sample selection. Arikunto (2012) states that the whole sample is collected if the population is less than 100.

In order to gather data, questionnaires were sent, which included a list of written questions that respondents were asked to rate on a Likert scale from 1 to 5. Validity, reliability, and traditional assumption tests, such as tests for heteroscedasticity, multicollinearity, and normality, as well as multiple regression, were used to analyze the data. With the aid of SPSS 23, the hypothesis test employs the t-test, which measures the partial effect of independent

factors on the dependent variable, and the F-test, which measures the combined influence of independent variables on the dependent variable.

4. RESULTS AND DISCUSSION

Data Quality Testing

If a statement or question satisfies the two primary criteria of validity and reliability, it may be used as a research tool. To guarantee the caliber of the used questionnaire, research tools must undergo validity and reliability testing.

Validity Testing

According to Ghazali (2011), validity testing can be demonstrated by examining the SPSS program output. If the computed r-value is higher than the tabulated r-value, the questionnaire is considered legitimate. Usually, a significance test of 0.05 is used to assess whether a questionnaire is appropriate for usage. Accordingly, if a statement or question item has a substantial correlation with the overall score, it is deemed legitimate. Validity testing can also be performed by directly assessing the correlation coefficient, with a minimum correlation value of 0.30 used, as used in this study.

Reliability

Reliability is a questionnaire's degree of dependability. A questionnaire is considered credible if it consistently yields the same results when administered to the same group (Simamora, 2014). Certain constraints in SPSS output, such as a minimum Cronbach's alpha value of 0.6, may be used to determine reliability. Sekaran (2014) states that dependability is deemed bad if it is less than 0.6, acceptable if it is 0.7, and excellent if it is more than 0.8 for usage as a research tool.

Table 2. Reliability Test.

Variable	Cronbach's Alpha	N of Items	information
Career Development (X1)	0.838	4	Reliable
Competence (X2)	0.811	5	Reliable
Normative Commitment (X3)	0.844	3	Reliable
Job Satisfaction (Y)	0.744	5	Reliable

Source: SPSS output attachment, 2025

According to table 1.2, the four reliability test results for the variables are as follows: the career development variable (X1) has a reliability test of 0.838 with a total of 4 questionnaire items; the competency variable (X2) has a reliability test of 0.811 with a total of 5 items; the normative commitment variable (X3) has a reliability test of 0.844 with a total of 3 items; and the job satisfaction variable (Y) has a reliability test of 0.744 with a total of 5 items. So it can be said that the four variables are greater than 0.6, so they are reliable with acceptable and good criteria, so the data is worthy of being tested in the next stage.

Classical Assumption Test

Normality Test

Both the independent and dependent variables in this research were subjected to a normality test. To find out whether both of the variables in the regression model were

regularly distributed, this normality test was performed. The following table displays the results of the Kolmogorov-Smirnov test, which may be used to establish normality.

Table 3. Kolmogorov-smirnov test.

One-Sample Kolmogorov-Smirnov Test

		Standardized Residual
N		88
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	.98260737
Most Extreme Differences	Absolute	.058
	Positive	.050
	Negative	-.058
Kolmogorov-Smirnov Z		.547
Asymp. Sig. (2-tailed)		.925

a. Test distribution is Normal.

The One-Sample Kolmogorov-Smirnov Test revealed that the residual values had a normal distribution with a p-value of 0.925 (>0.05).

Multicollinearity Test

To ascertain if there are departures from the traditional assumption of multicollinearity that is, the presence of a linear connection between independent variables in a regression model the multicollinearity test is used. Multicollinearity must not exist for a regression model to function. Ghozali (2006) states that a variable generally has a multicollinearity issue with other independent variables if the VIF is more than 10.

Table 4. Multicollinearity Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	10.605	2.230		4.755	.000		
Career Development (X1)	-.208	.148	-.182	-1.409	.163	.563	1.777
Competence (X2)	.478	.123	.501	3.901	.000	.572	1.750
Normative Commitment (X3)	.207	.153	.139	1.353	.180	.893	1.120

a. Dependent Variable: Job satisfaction_Y

The VIF values for the two independent variables career advancement and competence are 1.777, 1.750, and 1.120, respectively, and are all less than 10, as shown in Table 1.4 above. Thus, it may be said that the independent variables do not have a multicollinearity issue.

Heteroscedasticity Test

To find out whether there is a departure from the traditional heteroscedasticity assumption—that is, the uneven variance of the residuals for each observation in the regression model—the heteroscedasticity test is used. Heteroscedasticity must not exist for a regression model to function. Examine the plot graph to ascertain this heteroscedasticity test. Heteroscedasticity is absent if the points are dispersed below 0 on the Y-axis and there is no discernible pattern (Ghozali, 2011). The following graph displays the findings of the heteroscedasticity test.

Scatterplot

Dependent Variable: KepuasanKerja_Y
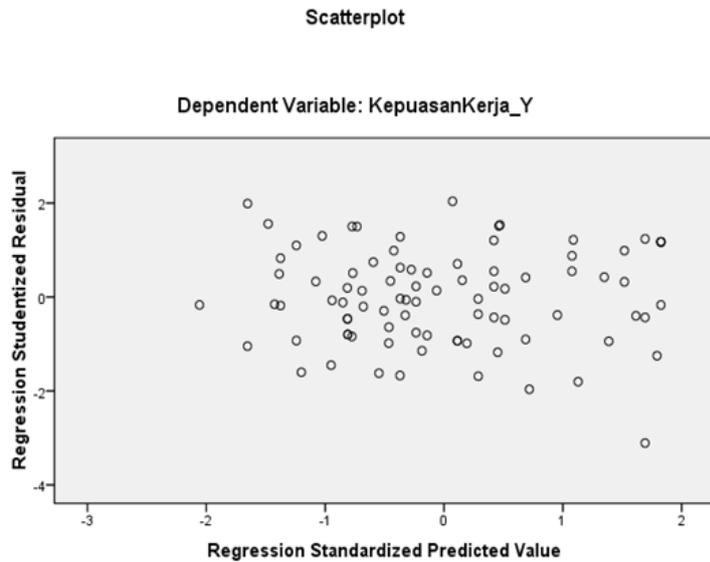
Picture 1. Heteroskedastisitas Test.

It is evident from Figure 1. that the dots are dispersed both above and below 0 (zero), are randomly distributed, and lack a discernible pattern. Consequently, it may be said that the regression model is heteroscedastic because there is no heteroscedasticity in it.

Multiple Linear Regression Analysis

The regression model in this study on the analysis of factors influencing teacher job satisfaction is considered good if it meets the classical assumptions, including that all model data must be free from multicollinearity and heteroscedasticity and be normally distributed.

Hypotheses on the partial effect of independent variables on the dependent variable are tested using regression analysis. The following table displays the results of the multiple regression estimations.

Table 5. Regression Estimates.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	10.605	2.230		4.755	.000		
Career Development (X1)	-.208	.148	-.182	-1.409	.163	.563	1.777
Competence (X2)	.478	.123	.501	3.901	.000	.572	1.750
Normative Commitment (X3)	.207	.153	.139	1.353	.180	.893	1.120

a. Dependent Variable: Job satisfaction_Y

Based on Table 5, it can be seen that the regression equation formed is:

Y = -0.208 Career Development +0.478 Competence +0.207 Normative Commitment

Hypothesis Testing

Partial Effect Significance Test (t-Test)

A partial test (t-test) will be used in this research to assess the validity of Hypotheses 1, 2, and 3. The significance level (P-value) is used while conducting the test. The hypothesis is accepted if the P-value is < 0.05 and rejected if the P-value is more than 0.05.

Table 6. Partial t-test.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.605	2.230		4.755	.000
Career Development (X1)	-.208	.148	-.182	-1.409	.163
Competence (X2)	.478	.123	.501	3.901	.000
Normative Commitment (X3)	.207	.153	.139	1.353	.180

a. Dependent Variable: Job satisfaction _Y

Source: Processed SPSS output appendix, 2025

Testing the First Hypothesis (H1)

If we look at the coefficients for these variables, we can see that the p-value for the career development variable is 0.163. This information is derived from Table 1.6. This indicates that the p-value for career development is higher than 0.05, which implies that Hypothesis 1 is rejected. This shows that the career development variable does not have a significant influence on work satisfaction.

Testing the Second Hypothesis (H2)

It can be seen from the coefficients for these variables that the p-value for the competence variable is 0.000. This information is derived from Table 1.6. Based on the fact that the p-value for competence is lower (<0.05), it can be concluded that Hypothesis 2 is supported, which asserts that the competency variable has a substantial impact on work satisfaction.

Testing the Third Hypothesis (H3)

Based on Table 1.6, the coefficients for these variables show that the p-value for the normative commitment variable is 0.180. This means that the p-value for normative commitment is greater (>0.05), so Hypothesis 3 is rejected, stating that the normative commitment variable has no significant effect on job satisfaction.

Simultaneous Effect Significance Test (F Test)

Ascertaining whether the independent factors collectively have a significant influence on the dependent variable is the purpose of the F test, which is employed to make this determination. One definition of significance is the ability to generalize a connection to the whole population. The criteria for this F test is that if the significance value of the F test is less than 0.05, then the independent variables collectively have a significant influence on the variable that is being tested. The outcomes of the F test are shown in the table that that can be found below:

Table 7. Simultaneous Test (F Test).

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209.479	3	69.826	7.388	.000[a]
	Residual	793.964	84	9.452		
	Total	1003.443	87			

a. Predictors: (Constant), Normative Commitment, Competence, Career Development.

With reference to the analysis of variance (ANOVA), the F-value is 0.000, which is lower than the threshold of 0.05. The conclusion that can be drawn from this is that, in general, the independent variables have a linear connection with the variable that is being studied (the dependent variable). Consequently, this indicates that professional advancement, competence, and normative commitment all have a major impact on the level of work satisfaction that an individual experiences.

Coefficient of Determination (R2)

According to Sugiyono (2009): 88, the coefficient of determination (R2) is a statistical metric that fundamentally describes how well a model can explain variance in the variable that is being studied. The coefficient of determination is a value that falls somewhere between 0 and 1. A low value for R2 suggests that the potential of the independent variables to contribute to the explanation of variation in the dependent variable is quite restricted. Having a value that is quite near to one implies that the independent variables supply practically all of the information that is required to forecast changes in the variable that is being predicted.

In the process of multiple linear regression, the findings of the determination analysis are used in order to ascertain the effective contribution of the simultaneous impact of the independent variables on the variable that is being studied (the dependent variable). On the basis of this investigation, the R2 value is shown in the result table that follows.

Table 8. Coefficient of Determination (R^2) .

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.457[a]	.209	.181	3.074	1.834

a . Predictors: (Constant), Normative Commitment, Competence, Career Development.

A value of 0.457 is shown for the coefficient of determination in the preceding table, which can be found in Table 1.8. Due to the fact that the adjusted R value (0.457) is not far from zero, this suggests that there is a "moderate" link between career growth, competence, and normative commitment on the level of work satisfaction experienced by teachers. A value of 0.209 for the R-squared (R2) statistic is also included in the table. This value indicates that the independent variables (career growth, competence, and normative commitment) have an effective contribution of 20.9% to work satisfaction. Other factors that are not accounted for in this study model are responsible for the remaining 79.1% of the effect.

According to the findings of the study that examined the impact of career development factors on work happiness among teachers, it was found that career development did not have a significant impact on job satisfaction. This indicates that greater and higher career development does not substantially boost work satisfaction for elementary school teachers in the Ayodya cluster, which is located in the Banyumanik area of Semarang City. On the other hand, primary school teachers in the Ayodya cluster residing in the Banyumanik area of Semarang City do not experience a significant decline in work satisfaction when their career advancement is lower or lower than average. The findings of this research are consistent with those of Saifullah (2022), who demonstrated that progress in one's career did not have any

impact on one's level of happiness in their employment. On the other hand, studies conducted by Sihotang (2020), Safitri and Susilowati (2024), and Rulianti and Nurlilah (2021) demonstrated that career growth had a substantial influence on work satisfaction.

It seems from the findings of the competence variable test on teacher job satisfaction that there is a substantial relationship between competency and work satisfaction within the teaching profession. Consequently, this indicates that teachers at the Ayodya Cluster Elementary School in the Banyumanik District of Semarang City would have a higher level of work satisfaction as a result of improved proficiency. On the other hand, teachers at the Ayodya Cluster Elementary School in the Banyumanik District of Semarang City would see a decline in work satisfaction as a result of lower levels of qualification. Suroto et al. (2018) and Aprilliansyah and Chalid (2020) conducted research that shown that competence has a substantial effect on work satisfaction. These findings provide credence to the findings of those researchers. Research conducted by Darmawan et al. (2015) and Shodiqin (2024) shown that competence did not have any impact on the level of work satisfaction experienced by employees.

Based on the findings of the normative commitment variable test on work satisfaction among teachers, it can be concluded that normative commitment does not have a substantial impact on job satisfaction. At the Ayodya Cluster Elementary School, which is located in the Banyumanik District of Semarang City, this indicates that a higher level of normative commitment does not have a substantial impact on the level of work satisfaction experienced by teachers. Conversely, lower normative commitment does not significantly decrease job satisfaction among teachers at the Ayodya Elementary School in Banyumanik District, Semarang City. This finding contrasts with research by Nurhayati (2024) and Dwiyanti and Bagia (2020), which found that organizational commitment significantly impacts job satisfaction. This discrepancy could be due to various factors, including respondents' interpretations of organizational commitment and job satisfaction. In this context, it is known that organizational commitment indicators, specifically normative commitment, show that the desire to work forever contributes the most compared to other indicators, namely loyalty and devotion.

The findings of the simultaneous test indicate that the factors of career growth, competence, and normative commitment have a substantial impact on work satisfaction and have an impact on the performance of elementary school teachers in the Ayodya Cluster, which is located in the Banyumanik District of Semarang City. In light of this, it can be deduced that the three factors, namely career development, competence, and normative commitment, have the capacity to have an impact on the performance of elementary school teachers in the Ayodya Cluster, which is located in the Banyumanik District of Semarang City. This is as shown by a P-value of 0.000 (which is less than 0.05), which means that the hypothesis that was offered is also accepted. What this also indicates is that, in general, the independent factors have a linear connection with work satisfaction, despite the fact that, to a certain extent, each variable has a distinct amount of impact individually.

5. CONCLUSION

It is possible to draw the following conclusions from the findings of the research: 1) The growth of a teacher's career does not have a major impact on the level of work satisfaction they experience. The conclusion that can be drawn from this is that the Ayodya Cluster, Banyumanik District, Semarang City primary school teachers would not experience a substantial increase in work satisfaction as a result of better and higher professional development opportunities. 2) Job satisfaction among teachers is highly impacted by their level of competence. More specifically, this indicates that elementary school teachers in the Ayodya Cluster, Banyumanik District, Semarang City would have a considerable increase in work satisfaction as a result of improved competency. 3) The level of work satisfaction experienced by teachers is not considerably impacted by organizational commitment, also known as normative commitment. The conclusion that can be drawn from this is that the level of work satisfaction experienced by elementary school teachers in the Ayodya Cluster, Banyumanik District, Semarang City would not be greatly improved by a better and greater organizational commitment. Concurrently, the factors of career growth, competence, and organizational commitment have a substantial impact on the level of work satisfaction experienced by elementary school teachers in the Ayodya Cluster, which is located in the Banyumanik District of Semarang City.

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