Research Article

The Influence of Rewards and Work Environment on Loyalty through Job Satisfaction among Teachers at SMKS Batujaya District

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Abstract: This study aims to examine the effect of rewards and work environment on teacher loyalty with job satisfaction as an intervening variable in private vocational schools in Batujaya District. The study uses a quantitative approach through a questionnaire survey with 82 respondents, determined through nonprobability sampling. The data were analyzed using instrument testing, classical assumption testing, hypothesis testing, and path analysis with the help of SPSS version 26. The results showed that rewards (X1) had a positive and significant effect on job satisfaction (Z) with a t-value of 3.130 > t-table 1.990 and a significance of 0.002 < 0.05. The work environment (X2) also has a positive and significant effect on job satisfaction, as evidenced by a t-value of 10.554 > 1.990 and a significance level of 0.000 < 0.05. Conversely, rewards do not have a significant effect on loyalty (Y) with a t-value of 0.588 < 1.990 and a significance level of 0.558 > 0.05, nor does the work environment with a t-value of 0.168 < 1.990 and a significance level of 0.867 > 0.05. Job satisfaction was proven to have a significant positive effect on loyalty with a t-value of 3.472 > 1.990 and a significance level of 0.001 < 0.05. Path analysis shows that the direct effect of rewards on loyalty is only 0.062, while the indirect effect through job satisfaction is greater at 0.122. Similarly, the work environment has a direct effect of 0.026 and an indirect effect of 0.412. These results confirm that job satisfaction plays an important role as a mediator. Thus, this study emphasizes that a proportional increase in rewards and the creation of a conducive work environment can improve job satisfaction, which ultimately strengthens teacher loyalty at private vocational schools in Batujaya District.

Keywords: Job Satisfaction; Loyalty; Private Vocational Schools; Reward; Work Environment.

1. Introduction

Human beings as human resources (HR) play a vital role in determining the success of an organization, including educational institutions. Benjamin in (Novita 2023) argues that human resources are the determining factor in the success of an organization. According to (Imaniyah dan Firdaus 2022), the importance of the role of HR in an organization is reflected in the organization's attention to developing human resource management strategies that are on par with strategies in other fields. According to Widyastuti and Winarno in (Yusaini, Adi Prakoso, dan Sulastri 2023), one of the crucial challenges in human resource management in educational institutions is how to retain quality workers so that they remain committed and contribute optimally. In the education sector, the management of educators does not only focus on improving competence but also on efforts to maintain teacher loyalty so that they remain committed to the school.

Batujaya District, Karawang Regency, is one of the areas with rapid educational development potential. Based on Dapodikdasmen data (2025), there are five vocational schools operating in this area, four of which are private. The dominance of private schools makes teacher loyalty a crucial aspect in maintaining the continuity of educational quality. However, preliminary survey results indicate that teacher loyalty at private vocational schools in Batujaya Subdistrict still faces challenges, particularly in terms of teacher involvement in school activities outside of teaching hours.

Table 1. Existing Problems

No	Statement	Yes	No
1	I am willing to participate in school activities outside of teaching hours	46.7%	53.3%
2	Activities outside teaching hours overly burden my time and personal activities	56.7%	43.3%
3	The appreciation from the school, whether in material or non-material form, is sufficient to value my work outside of teaching hours	43.3%	56.7%
4	The facilities and infrastructure at the school support my comfort during teaching hours.	36.7%	63.3%

Data source: Pre-survey results, 2025

Teacher loyalty is one of the main pillars of success for an educational institution (Dwi Agustina Rahmawati dan Mudji Kuswinarno 2024). Loyalty is not only about faithfulness, but also about commitment, dedication, a sense of belonging to the organization, and compliance with work (Maryati 2024).Loyal teachers not only show dedication to their teaching duties, but also actively participate in supporting the school's vision and mission. Unfortunately, pre-survey data shows that only 46.7% of teachers are willing to participate in school activities outside of teaching hours without coercion, while 56.7% feel that additional tasks are a burden. This indicates that teacher loyalty has not been optimally formed.

Various factors are known to influence teacher loyalty, including rewards and work environment. The pre-survey results show that 56.7% of teachers feel that they do not receive adequate appreciation. Kawulur in (Lalisang, Taroreh, dan Lumintang 2022) argues that rewards are one of the tools to increase employee loyalty. Rewards, both material and non-material, are one of the ways schools encourage teacher commitment. This is in line with previous studies by (Imaniyah dan Firdaus 2022) and (Louisa 2023), which state that rewards have a significant effect on loyalty, although other studies (Lalisang et al. 2022) and (Zein dan Nirawati 2023) show different results.

In addition to rewards, the work environment also has the potential to influence loyalty. Based on the results of a pre-survey, 63.3% of teachers felt that school facilities did not support teaching comfort. This shows that an inadequate work environment has the potential to reduce teacher loyalty. According to Komaruddin in (Astuti et al. 2022), the work environment refers to the social, psychological, and physical aspects within an organization that influence how employees perform their jobs. Previous studies conducted by (Insani dan Frianto 2023) and (Oktavia 2022) found that the work environment factor did not have a significant effect on teacher loyalty. However, there are quite a few studies that have found the opposite results. (Astuti et al. 2022) and (Putri, Amanda, dan Adrian 2024) revealed that the work environment has a significant effect on teacher loyalty, where a supportive work environment can encourage increased attachment and commitment of educators to the school.

This research gap phenomenon encourages the need for an in-depth study of the influence of rewards and work environment on teacher loyalty, taking into account other factors that may mediate this relationship, such as job satisfaction. Job satisfaction is seen as a potential mediating factor in the relationship between rewards, work environment, and teacher loyalty. Job satisfaction is defined as a pleasant or unpleasant emotional state in which employees view their work (Agustini 2019). Teachers who are satisfied with their work have the potential to be more committed to the school, thereby increasing their loyalty. (Rahim 2024) and (Rani 2020) in their research showed that job satisfaction significantly mediates the relationship between rewards and loyalty. In addition, previous studies by (Wahyudi 2024) and (Pragusti dan Hidayat 2023) found that job satisfaction plays a role as an intervening variable in the relationship between the work environment and employee loyalty.

Based on the above description, this study aims to examine the effect of rewards and work environment on teacher loyalty, with job satisfaction as an intervening variable, at private vocational schools in Batujaya District. This study is expected to contribute both theoretically and practically to the development of human resource management in the education sector.

2. Literature Review

2.1. Loyalty

Loyalty is an attitude of loyalty to an organization that is demonstrated through compliance with rules, dedication, and active involvement in supporting the achievement of organizational goals (Sedarmayanti 2017). (Harahap 2023) emphasizes that loyalty reflects an individual's determination to devote their skills, thoughts, and time to the sustainability of the organization. According to (Agustini 2019), loyalty is formed due to several factors, namely employee characteristics (age, length of service, education, achievements, and personality), job characteristics (challenges, suitability, and job satisfaction), company policies (rewards, training, and career development opportunities), and physical and non-physical work environment characteristics, such as workplace comfort, supervisor attention, and relationships between coworkers.

According to Rivai (Agustini 2019), loyalty is measured through five indicators, namely obedience to organizational rules, responsibility in carrying out tasks, willingness to cooperate, a sense of belonging to the organization, good interpersonal relationships, and enjoyment of work.

2.2 Job Satisfaction

Job satisfaction is an emotional state that can be pleasant or unpleasant, depending on how an employee assesses and feels about their job (Sunyoto 2020). Diawati in (Damanik, Utami, dan Zulkifli 2024) adds that job satisfaction includes feelings of satisfaction that arise when individuals obtain appropriate placements, objective performance assessments, fair treatment, praise for work results, as well as support for work facilities and a conducive environment. According to (Agustini 2019), job satisfaction is influenced by several factors, including: individual factors such as the need for self-actualization, career opportunities, and the ability to face challenges; psychological factors including interests, physical and mental health, personality, and a sense of security; social factors such as family relationships, open communication, and recognition of achievements; physical factors such as room conditions, facilities, lighting, and work schedules; financial factors including salary, benefits, social security, and promotions; and non-physical work environment factors, namely stable organizational policies that pay attention to employee welfare.

Rivai in (Agustini 2019) put forward five indicators of job satisfaction that can be used to measure it, namely: salary or compensation, work, related to the extent to which the tasks performed are interesting, challenging, or monotonous; supervision, in the form of the quality of supervision, direction, and guidance from superiors; promotion, which is the opportunity to develop through career advancement and increased job responsibilities; and coworkers, which is demonstrated through mutual support, cooperation, and a friendly work atmosphere.

2.3 Reward

Rewards are a form of recognition given by organizations to employees in return for their contributions to achieving common goals (Ardana, Mujiati, dan Utama 2017). (Pratama dan Handayani 2022) add that rewards serve as a form of recognition given to individuals for successfully achieving targets set by the organization. According to (Ansory dan Indrasari 2018), rewards are divided into two types, namely intrinsic rewards and extrinsic rewards. Intrinsic rewards are internal in nature, in the form of personal satisfaction such as successfully completing challenging tasks, being involved in the decision-making process, greater responsibility, and flexibility at work that increases self-esteem. In contrast, extrinsic rewards include direct compensation (salary, allowances, bonuses, incentives), indirect compensation (social security, insurance, pensions, leave, training), and non-financial rewards in the form of a sense of security, a conducive work environment, opportunities to develop one's potential, career flexibility, symbolic status, and recognition in the form of praise and acknowledgment.

Furthermore, Mahmudi in (Ansory dan Indrasari 2018) mentions that rewards can be measured through several indicators, namely salary and bonuses, welfare in the form of allowances, health facilities, education, retirement, as well as supporting facilities such as vehicles or official residences, career development through training, seminars, courses, or further studies, and psychological and social rewards in the form of promotions, expanded responsibilities, trust, and recognition for work achievements.

2.4 Work Environment

According to (Sedarmayanti 2017) , the work environment consists of all tools, materials, and work methods used, both in an individual and group context. (Sedayu dan Rushadiyati 2021) add that the work environment is a place where employees carry out routine activities that include physical and non-physical aspects that can affect performance. Panjaitan in (Salsabiila 2022) explains that factors that influence the work environment include: employee relationships, both individually and in groups, noise levels, clear work regulations to support productivity, lighting, adequate air circulation, and safety that provides a sense of security and comfort, thereby encouraging work enthusiasm.

According to Nitisemito in (Purwantoro et al. 2024), the work environment can be measured through several indicators, namely the work atmosphere, which includes physical and non-physical conditions, relationships with coworkers, as demonstrated through harmony and cooperation without conflict, and the availability of work facilities, in the form of complete, modern, and relevant facilities and infrastructure to support the effective implementation of tasks.
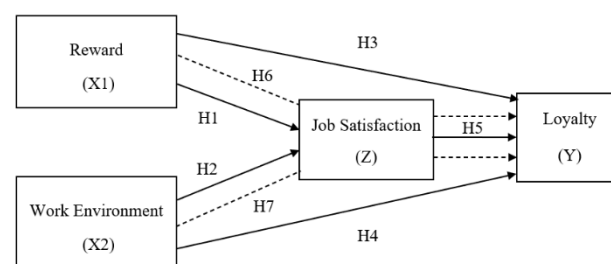
2.5 Conceptual Framework

Figure 1. Conseptual Framework

2.6 Hypothesis

H1 : It is hypothesized that rewards (X1) have a positive effect on teacher job satisfaction (Z)

H2 : It is hypothesized that the work environment (X2) has a positive effect on teacher job satisfaction (Z).

H3 : It is hypothesized that rewards (X1) have a positive effect on teacher loyalty (Y).

H4 : It is suspected that the work environment (X2) has a positive effect on teacher loyalty (Y).

H5 : It is suspected that job satisfaction (Z) has a positive effect on teacher loyalty (Y).

H6 : It is hypothesized that reward (X1) has a positive effect on teacher loyalty (Y) through job satisfaction (Z).

H7 : It is hypothesized that work environment (X2) has a positive effect on teacher loyalty (Y) through job satisfaction (Z).

3. Method

This study uses a quantitative approach with an associative method, which aims to determine the relationship between rewards, work environment, job satisfaction, and teacher loyalty. The data sources used consist of primary data, obtained through questionnaires, observations, and interviews with teachers at Batujaya District Private Vocational Schools, as well as secondary data collected from the Dapodik website, books, and related journals. Data analysis was conducted through a series of tests, including validity and reliability tests, classical assumption tests (normality, multicollinearity, and heteroscedasticity), multiple linear regression tests, t-tests (partial), coefficient of determination (R^2), and path analysis to test the direct and indirect effects between variables.

3.1. Research Object

This study was conducted on teachers at four private vocational schools in Batujaya Subdistrict, Karawang Regency, namely SMKS Saintek Nurul Muslimin Karawang, SMKS Al Ikhlas Batujaya, SMK Minhajul Falah, and SMKS Mathlaul Anwar. The study was conducted over a period of five months, from February to July 2025.

3.2. Population and Sample

Population, as defined (Sugiyono 2019), is a collection of objects or individuals with a certain number and characteristics that have been determined by researchers to be studied and concluded. A sample is a representation or a small part of the population. Meanwhile, sampling technique is a method used in selecting research samples. In this study, the type of sampling technique used was non-probability sampling with the census method. Based on the relatively small population size, namely 82 teachers from four private vocational schools in Batujaya District, this study used saturated sampling. (Sugiyono 2019) defines saturated sampling as a sampling technique that covers all members of the population. Thus, in this study, the sample size was set at 82 people.

3.3 Variable Definition

This study uses four main variables. The dependent variable (Y) is loyalty, the intervening variable (Z) is job satisfaction, and the independent variables consist of two parts, namely reward (X1) and work environment (X2).

3.4 Data Collection Technique

Primary data was obtained by distributing likert scale questionnaires to respondents, supplemented by observations and preliminary interviews. Secondary data was obtained from school documents, Dapodik (the National Education Database), and related literature. The research instruments were tested for validity and reliability, with all items declared valid and reliable.

3.5 Data Analysis

Data analysis was conducted using an associative quantitative approach with path analysis to examine the direct and indirect effects between variables (Ghozali 2021). Classical assumption tests (normality, multicollinearity, heteroscedasticity), partial tests (t-tests), coefficient of determination (R^2), and path analysis were conducted to test the research hypotheses.

4. Results and Discussion
Result

4.1. Description of Respondent

Table 2. Description of Respondent

Origin Institution	Gender	Age	Length of Service
SMKS Saintek Nurul Muslimin (39%)	Male (69,5%)	20 – 35 y.o (63,4%)	1 – 5 years (89%)
SMKS Al Ikhlas (24,4%)	Female (30,5%)	36 – 50 y.o (26,8%)	6 – 10 years (7,3%)
SMKS Mathlaul Anwar (24,4%)		> 50 y.o (9,8%)	> 10 (3,7%)
SMK Minhajul Falah (12,2%)			

Data source: SPSS test results, 2025

Based on Table 2, it can be concluded that the majority of respondents came from SMKS Saintek Nurul Muslimin (39%), followed by SMKS Al Ikhlas (24.4%), SMKS Mathlaul Anwar (24.4%), and SMKS Minhajul Falah (12.2%). In terms of gender, male respondents dominated (69.5%), while female respondents only accounted for 30.5%. Based on age, most respondents were in the 20–35 age group (63.4%), followed by the 36–50 age group (26.8%), and the remaining 9.8% were over 50 years old. In terms of work experience, the majority of teachers had 1–5 years of experience (89%), while 7.3% had 6–10 years of experience, and only 3.7% had worked for more than 10 years.

4.2 Validity and Reliability Test

Table 3. Validity Test

	Reward (X1)					Work Environment (X2)					Job Satisfaction (Z)					Loyalty (Y)			
Item	Sig.	r_{count}	r_{table}	Remark	Item	Sig.	r_{count}	r_{table}	Remark.	Item	Sig.	r_{count}	r_{table}	Remark.	Item	Sig.	r_{count}	r_{table}	Remark.
X1.1	0.000	0,867	0,3610	VALID	X2.1	0.000	0,805	0,3610	VALID	Z.1	0.000	0,797	0,3610	VALID	Y.1	0.000	0,731	0,3610	VALID
X1.2	0.000	0,750	0,3610	VALID	X2.2	0.000	0,784	0,3610	VALID	Z.2	0.000	0,708	0,3610	VALID	Y.2	0.000	0,796	0,3610	VALID
X1.3	0.000	0,800	0,3610	VALID	X2.3	0.000	0,688	0,3610	VALID	Z.3	0.000	0,741	0,3610	VALID	Y.3	0.000	0,846	0,3610	VALID
X1.4	0.039	0,379	0,3610	VALID	X2.4	0.000	0,607	0,3610	VALID	Z.4	0.000	0,677	0,3610	VALID	Y.4	0.000	0,683	0,3610	VALID
X1.5	0.017	0,434	0,3610	VALID	X2.5	0.001	0,584	0,3610	VALID	Z.5	0.000	0,705	0,3610	VALID	Y.5	0.001	0,579	0,3610	VALID
X1.6	0.000	0,623	0,3610	VALID	X2.6	0.000	0,805	0,3610	VALID	Z.6	0.000	0,661	0,3610	VALID	Y.6	0.000	0,601	0,3610	VALID
X1.7	0.009	0,469	0,3610	VALID	X2.7	0.000	0,750	0,3610	VALID	Z.7	0.000	0,675	0,3610	VALID	Y.7	0.000	0,646	0,3610	VALID
X1.8	0.000	0,636	0,3610	VALID	X2.8	0.001	0,569	0,3610	VALID	Z.8	0.000	0,661	0,3610	VALID	Y.8	0.000	0,736	0,3610	VALID
X1.9	0.000	0,695	0,3610	VALID	X2.9	0.014	0,443	0,3610	VALID	Z.9	0.002	0,554	0,3610	VALID	Y.9	0.013	0,449	0,3610	VALID
X1.10	0.001	0,567	0,3610	VALID	X2.10	0.001	0,569	0,3610	VALID	Z.10	0.001	0,568	0,3610	VALID	Y.10	0.000	0,630	0,3610	VALID
X1.11	0.001	0,561	0,3610	VALID	X2.11	0.002	0,545	0,3610	VALID	Z.11	0.046	0,366	0,3610	VALID	Y.11	0.000	0,807	0,3610	VALID
X1.12	0.000	0,827	0,3610	VALID	X2.12	0.017	0,431	0,3610	VALID	Z.12	0.014	0,444	0,3610	VALID	Y.12	0.000	0,746	0,3610	VALID
X1.13	0.000	0,727	0,3610	VALID	X2.13	0.008	0,478	0,3610	VALID	Z.13	0.014	0,445	0,3610	VALID	Y.13	0.005	0,496	0,3610	VALID
X1.14	0.000	0,857	0,3610	VALID	X2.14	0.032	0,392	0,3610	VALID	Z.14	0.003	0,524	0,3610	VALID	Y.14	0.000	0,722	0,3610	VALID
X1.15	0.001	0.564	0,3610	VALID	X2.15	0.001	0,569	0,3610	VALID	Z.15	0.003	0,520	0,3610	VALID	Y.15	0.024	0,411	0,3610	VALID

Data source: SPSS test results, 2025

Based on Table 3, the validity test results show that all statement items on the variables of reward (X1), work environment (X2), job satisfaction (Z), and loyalty (Y) are valid because they have a r-value value > r-table (0.3610) and a significance value less than (0.05).

Table 4. Reliability Test

Variable	Cronbach Alpha	Constant	Remark
Reward (X1)	0,884	0,6	RELIABEL
Work Environtment (X2)	0,878	0,6	RELIABEL
Job Satisfaction (Z)	0,875	0,6	RELIABEL
Loyalty (Y)	0,895	0,6	RELIABEL

Data resource: SPSS test results, 2025

Based on Table 4, the reliability test results show that all research variables, namely reward (X1), work environment (X2), job satisfaction (Z), and loyalty (Y) have a Cronbach Alpha value > 0.6. Therefore, it can be concluded that all research instruments are reliable and consistent for use in measuring variables.

4.3 Classical Assumption Test Model

Table 5. Normality Test Model 1

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		82
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.26975161
Most Extreme Differences	Absolute	.062
	Positive	.062
	Negative	-.060
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 6. Normality Test Model 2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		82
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.11713973
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.056
Test Statistic		.096
Asymp. Sig. (2-tailed)		.057[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Data resource : SPSS test results, 2025

Based on Table 5 and Table 6, the results of the normality test using Kolmogorov-Smirnov show a significance value of 0.200 and 0.057 > 0.05. Therefore, it can be concluded that the regression model meets the normality assumption and is suitable for further analysis.

4.4 Multiple Linear Regression Test

Table 7. Multiple Linear Regression Test Model 1

Coefficients[a]			
	Unstandardized Coefficients		Standardized Coefficients
Model	B	Std. Error	Beta
1 (Constant)	12.664	3.436	
Reward	.176	.056	.214
Lingkungan_Kerja	.596	.056	.722
a. Dependent Variable: Kepuasan_Kerja			

Table 8. Multiple Linear Regression Test Model 2

Coefficients[a]			
	Unstandardized Coefficients		Standardized Coefficients
Model	B	Std. Error	Beta
1 (Constant)	11.827	7.040	
Reward	.066	.113	.062
Lingkungan_Kerja	.028	.166	.026
Kepuasan_Kerja	.739	.213	.571
a. Dependent Variable: Loyalitas			

Data source : SPSS test results, 2025

Based on Table 7 and Table 8, it shows that rewards and work environment have a positive effect on job satisfaction, with the work environment having a more dominant effect (Beta 0.722) than rewards (Beta 0.214). Furthermore, rewards, work environment, and job satisfaction were found to have a positive effect on teacher loyalty, with rewards (Beta 0.062), work environment (Beta 0.026) and job satisfaction (Beta 0.571) This indicates that job satisfaction plays an important role as a mediating factor in strengthening the influence of rewards and work environment on teacher loyalty at private vocational schools in Batujaya District.

4.5 T test

Table 9. T Test Model 1

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	12.664	3.436		3.685	.000
Reward	.176	.056	.214	3.130	.002
Lingkungan_Kerja	.596	.056	.722	10.554	.000
a. Dependent Variable: Kepuasan_Kerja					

Table 10. T Test Model 2

	Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.827	7.040		1.680	.097
	Reward	.066	.113	.062	.588	.558
	Lingkungan_Kerja	.028	.166	.026	.168	.867
	Kepuasan_Kerja	.739	.213	.571	3.472	.001
a. Dependent Variable: Loyalitas						

Data source : SPSS test results, 2025

The results of the t-test for model I show that reward (X1) and work environment (X2) have a positive and significant effect on job satisfaction (Z). This can be seen from the significance values of reward (0.002) and work environment (0.000), which are less than 0.05.

Furthermore, the results of the t-test for model II show that the variables of reward (X1) and work environment (X2) do not have a significant direct effect on teacher loyalty because their significance values of 0.558 and 0.867 are greater than 0.05. Meanwhile, job satisfaction (Z) has a positive and significant effect on teacher loyalty (Y) with a significance value of $0.001 < 0.05$.

4.6 Coefficient of Determination Test

Table 11. Coefficient of Determination Test Model 1

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845^a	.714	.706	2.755
a. Predictors: (Constant), Lingkungan_Kerja, Reward				

Table 12. Coefficient of Determination Test Model 2

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629^a	.396	.373	5.215
a. Predictors: (Constant), Kepuasan_Kerja, Reward, Lingkungan_Kerja				

Data resource : SPSS test results, 2025

Based on the results of the coefficient of determination test, the adjusted R square value is 0.706, which means that the reward (X1) and work environment (X2) variables can explain 70.6% of the effect on job satisfaction (Z), while the remaining 29.4% is influenced by other variables outside this study, such as motivation, promotion, and workload. Meanwhile, the adjusted R-square value in the second model is 0.373 or 37.3%, indicating that the reward (X1), work environment (X2), and job satisfaction (Z) variables are able to explain the effect on teacher loyalty (Y), while the remaining 62.7% is influenced by other variables not examined in this study, such as organizational culture, work stress, and compensation.

4.7 Path Analysis Test

Figure 2. Path Analysis Test

Table 13. Direct and Indirect Relationships

No	Variable	Direct	Indirect	Total	Criteria	Conclusion
1	X1-Z-Y	0.062	0.214 x 0.571 = 0.122	0.062 + 0.122 = 0.184	DE<IE	Hypothesis Accepted
2	X2-Z-Y	0.026	0.722 x 0.571 = 0.412	0.026 + 0.412 = 0.438	DE<IE	Hypothesis Accepted

Data resource : SPSS test results, 2025

Based on the path analysis results in Figure 2 and the calculations in Table 13, it is known that the direct effect of reward (X1) on loyalty (Y) is 0.062, while the indirect effect through job satisfaction (Z) is $0.214 \times 0.571 = 0.122$. These results indicate that the indirect effect is greater than the direct effect, thus accepting the sixth hypothesis, which means that job satisfaction (Z) is able to mediate the relationship between reward (X1) and loyalty (Y). A similar thing also happened to the work environment variable (X2), where the direct effect on loyalty (Y) was only 0.026, while the indirect effect through job satisfaction (Z) was $0.722 \times 0.571 = 0.412$. Thus, the indirect effect is more dominant than the direct effect, so the seventh hypothesis is accepted, meaning that job satisfaction (Z) can also mediate the relationship between work environment (X2) and loyalty (Y).

Discussion

The Effect of Rewards (X1) on Job Satisfaction (Z)

The analysis results show that Reward (X1) affects Job Satisfaction (Z) with a t-value (3.130) > t-table (1.990) and significance 0.002 < 0.05. This is in line with (Foenay, Fanggidae, dan Ndoen 2020), which states that rewards have a positive and significant effect on both material and non-material rewards, which can increase teachers' satisfaction because they feel that their contributions are appreciated.

The Effect of Work Environment (X2) on Job Satisfaction (Z)

The Work Environment (X2) was also proven to have an effect on Job Satisfaction (Z) with a t-value (10.554) > t-table (1.990) and a significance of 0.000 < 0.05. These results are in line with research conducted by (Irma dan Yusuf 2020) that the work environment has a positive and significant effect on job satisfaction, because teachers feel more satisfied when supported by a conducive work environment.

The Effect of Reward (X1) on Loyalty (Y)

Reward (X1) has no effect on Loyalty (Y), as evidenced by t-value (0.588) < ttable (1.990) and significance 0.558 > 0.05. This result is not in line with the research by (Imaniyah dan Firdaus 2022), which found that rewards do have an effect on loyalty. At Batujaya Private Vocational School, rewards are not evenly distributed and still focus on material aspects, so they are not sufficient to build the emotional bonds that encourage teacher loyalty.

The Effect of Work Environment (X2) on Loyalty (Y)

Work Environment (X2) also has no effect on Loyalty (Y), with t-value (0.168) < ttable (1.990) and significance 0.867 > 0.05. These results are not in line with the research conducted by (Astuti et al. 2022). Work environment factors such as physical facilities and management policies that are not yet optimal make their influence on teacher loyalty insignificant.

The Effect of Job Satisfaction (Z) on Loyalty (Y)

Job Satisfaction (Z) affects Loyalty (Y), as evidenced by t-value (3.472) > ttable (1.990) and significance 0.001 < 0.05. This result is in line with the research conducted by (Yusuf et al. 2023) that job satisfaction has a positive and significant effect on loyalty. Teachers who feel satisfied tend to have high commitment and stay at school.

The Effect of Reward (X1) on Loyalty (Y) through Job Satisfaction (Z)

The direct effect of Reward (X1) on Loyalty (Y) is 0.062, while the indirect effect through Job Satisfaction (Z) is 0.122. Because the indirect effect is greater, Job Satisfaction is proven to mediate the relationship between Reward and Loyalty. This is in line with the findings by (Rahim 2024), which state that rewards have a significant effect on loyalty through job satisfaction. Appropriate rewards, both in material forms such as incentives and non-material forms, can increase teachers' satisfaction with their work. This satisfaction then encourages teachers to have stronger commitment, higher involvement, and a desire to continue serving at the school.

The Effect of Work Environment (X2) on Loyalty (Y) through Job Satisfaction (Z)

The direct effect of Work Environment (X2) on Loyalty (Y) is 0.026, while the indirect effect through Job Satisfaction (Z) is 0.412. These results indicate that job satisfaction mediates the effect of Work Environment on Loyalty. This is in line with the findings by (Wahyudi 2024) that the work environment has a significant effect on loyalty through job satisfaction. A comfortable work environment, harmonious social relationships, adequate support facilities, and fair school policies will increase teachers' satisfaction with their work. This satisfaction then encourages teachers to have stronger commitment, more active involvement, and a desire to stay at the school.

5. Conclusion

The purpose of this study was to determine the effect of Reward (X1) and Work Environment (X2) on Teacher Loyalty (Y) through Job Satisfaction (Z) as an intervening variable. Based on the analysis results, it can be concluded that Reward (X1) and Work Environment (X2) have a positive and significant effect on Job Satisfaction (Z). However, Reward (X1) and Work Environment (X2) do not have a direct effect on Loyalty (Y). Conversely, Job Satisfaction (Z) has a positive and significant effect on Loyalty (Y) and is proven to be able to mediate the effect of Reward (X1) and Work Environment (PX2) on Loyalty (Y). Thus, job satisfaction is a key factor that connects reward and work environment with teacher loyalty.

The implications of these findings theoretically reinforce the human resource management literature, particularly in the education sector, by confirming that job satisfaction is an important intervening variable in building teacher loyalty. In practical terms, the results of this study provide guidance for schools and foundations to increase teacher loyalty through a fair and sustainable reward system, improvements to a comfortable and conducive working environment, and making job satisfaction a top priority in human resource management strategies. Teachers who feel valued, supported with adequate facilities, and have harmonious working relationships will tend to be more satisfied and ultimately loyal to the school.

The advice that can be given is that schools and foundations need to pay attention to strategies for improving teacher job satisfaction, for example by providing performance-based appreciation, providing adequate facilities, creating a harmonious working atmosphere, and involving teachers in the process of formulating academic and non-academic policies to foster a sense of belonging. For future researchers, it is recommended to add other relevant variables such as motivation, promotion, workload, leadership style, organizational culture, and work engagement. In addition, future research can be conducted with a larger number of respondents and a wider geographical coverage so that the results are more representative.

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