

Job Satisfaction as a Mediator Between Educational Technology Training, Affiliation Motivation and Teacher Performance

Mardhatul Fathan^{1*}, Abd. Rasyid Syamsuri², Sharnuke Asrilsyak³

^{1, 2, 3}Program Studi Manajemen, Universitas Riau, Pekanbaru, Indonesia

Corresponding Author:

Email: Mardhatul.fathan5188@unri.ac.id

Abstract.

This study examines the effects of Educational Technology Training and Affiliation Motivation on Teacher Performance through the mediating role of Job Satisfaction at SD Al Ulum Islamic School Pekanbaru. The study employed a quantitative approach using a survey of 40 teachers selected through total sampling. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4. The results indicate that Educational Technology Training and Affiliation Motivation significantly improve Job Satisfaction and Teacher Performance. Job Satisfaction also exerts a significant positive effect on Teacher Performance and partially mediates the relationships between Educational Technology Training, Affiliation Motivation, and Teacher Performance. Among the direct relationships examined, Affiliation Motivation demonstrated the strongest effect on Job Satisfaction, highlighting the importance of collaborative work relationships in educational settings. The model explains 83.5% of the variance in Job Satisfaction and 92.4% of the variance in Teacher Performance. These findings contribute to the educational management literature by demonstrating the complementary roles of technological capability development and social motivation in enhancing teacher performance through increased job satisfaction. Practically, schools should strengthen technology-oriented professional development programs while fostering collaborative and supportive work environments to improve teacher effectiveness.

Keywords: Educational Technology Training; Affiliation Motivation; Job Satisfaction and Teacher Performance.

I. INTRODUCTION

In the era of globalization and digital transformation, educational institutions increasingly depend on human resources to achieve organizational goals and maintain educational quality. Teachers are widely recognized as the most valuable asset in schools because they directly influence students' learning outcomes and educational effectiveness. Teacher performance is therefore considered a key indicator of educational success, reflecting teachers' ability to plan, implement, evaluate, and continuously improve learning activities (Supardi, 2022). Consequently, improving teacher performance has become a strategic priority for schools seeking to enhance educational quality and organizational competitiveness. SD Al Ulum Islamic School Pekanbaru, established under the Al Ulum Islamic Foundation, is committed to producing students who are academically excellent, morally grounded, and globally oriented. However, teacher performance data during the 2022–2024 period indicate fluctuations that deserve attention.

Table 1. Teacher Performance Assessment Results at SD Al Ulum Islamic School Pekanbaru (2022–2024)

Category	Score Range	2022	2023	2024
Very Good	80–100	21%	21%	15%
Good	75–79	41%	43%	35%
Fair	70–74	28%	31%	37%
Poor	0–65	10%	5%	13%

Source: SD Al Ulum Islamic School Pekanbaru (2026).

Table 1 indicates that teacher performance has not shown a consistent improvement trend. The proportion of teachers categorized as “Very Good” declined from 21% in 2022 to 15% in 2024, while the proportion categorized as “Poor” increased from 10% to 13%. At the same time, the percentage of teachers in the “Fair”

category increased from 28% to 37%. These findings suggest that existing efforts to improve teacher performance have not yet produced optimal and sustainable outcomes. To further understand this phenomenon, a preliminary survey was conducted involving teachers and school management. The results revealed that only 50% of teachers were perceived by the principal as performing their professional duties optimally. Furthermore, job satisfaction remained at a moderate level, with only 51.8% of teachers expressing positive perceptions regarding their work conditions. Several teachers reported challenges related to work flexibility, task completion, and workplace support. These findings are important because previous studies have consistently demonstrated that job satisfaction contributes significantly to employee commitment, motivation, and performance (Hasibuan, 2022; Rahmasari & Hastuti, 2023).

One factor that may contribute to improving teacher performance is educational technology training. The increasing integration of digital technology into educational processes requires teachers to continuously develop their technological competencies and instructional capabilities. Between 2022 and 2024, SD Al Ulum Islamic School Pekanbaru implemented several technology-related training programs, including Digital Literacy for Teachers, Interactive Learning Media Development using PowerPoint and Canva, Platform Merdeka Mengajar (PMM), Artificial Intelligence (AI)-Based Learning Tools, and STEAM-Oriented Learning. Although these initiatives were designed to strengthen teachers' digital capabilities, evaluation reports revealed that the implementation of acquired competencies remained inconsistent. Teachers continued to face challenges in utilizing digital platforms effectively, maximizing PMM features, integrating AI-assisted tools into lesson planning, and applying interactive learning media consistently in classroom settings. This situation suggests that participation in training programs alone may not automatically translate into improved performance outcomes.

Another important factor influencing teacher performance is affiliation motivation. According to McClelland's Need Theory, affiliation motivation reflects an individual's desire to establish harmonious interpersonal relationships, collaborate with colleagues, and gain social acceptance within the workplace (McClelland, 2022). Teachers with strong affiliation needs tend to demonstrate greater cooperation, teamwork, and organizational commitment. However, the preliminary survey conducted in this study revealed that only 53.5% of teachers reported positive affiliation motivation, while the collaboration indicator received the lowest level of agreement (40%). These findings indicate that collaborative culture and interpersonal relationships among teachers still require strengthening.

Previous studies have demonstrated that educational technology training positively influences teacher performance (Herlinawati & Priowidodo, 2025; Indrayani et al., 2021), while motivation has been shown to improve employee and teacher performance across various organizational contexts (Dewi et al., 2023; Haryadi et al., 2024). Nevertheless, several research gaps remain. First, most prior studies have examined training and motivation independently, whereas limited research has investigated their simultaneous effects on teacher performance. Second, compared with achievement motivation and work motivation, empirical studies focusing specifically on affiliation motivation remain relatively scarce. Third, limited evidence exists regarding the mediating role of job satisfaction in explaining how educational technology training and affiliation motivation contribute to teacher performance, particularly within the context of Islamic elementary schools undergoing digital transformation. Addressing these gaps is important because job satisfaction may represent a crucial psychological mechanism through which organizational interventions and individual motivational factors influence performance outcomes. Therefore, this study aims to analyze the effects of educational technology training and affiliation motivation on teacher performance, both directly and indirectly through job satisfaction, at SD Al Ulum Islamic School Pekanbaru. The findings are expected to contribute to the literature on educational management, teacher development, and digital transformation in schools while providing practical recommendations for enhancing teacher performance in Islamic educational institutions.

II. METHODS

This study employed a quantitative research approach using a survey design and was conducted at SD Al Ulum Islamic School Pekanbaru, Indonesia. The population consisted of all permanent teachers working at the school. Given the relatively small population size, a total sampling technique was applied, resulting in a final sample of 40 teachers. Primary data were collected through a structured questionnaire using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Secondary data were obtained from school documents, including teacher performance assessments, educational technology training reports, and other institutional records relevant to the study. Data collection was conducted during the 2026 academic year, and participation was voluntary. The study involved four constructs: Educational Technology Training (X1), Affiliation Motivation (X2), Job Satisfaction (Z), and Teacher Performance (Y). Teacher Performance was measured using four indicators adapted from Supardi (2022), namely preparation of teaching activities, implementation of teaching activities, assessment of teaching activities, and technological capability. Job Satisfaction was measured using six indicators adapted from Hasibuan (2022) and Widodo (2020), including salary received, work flexibility, work morale, task completion ability, teamwork, and work atmosphere. Educational Technology Training was measured using five indicators adapted from Mulyasa (2021): quality of training materials, teaching methods, training feedback, application of training outcomes, and changes after training participation. Affiliation Motivation was measured using four indicators derived from McClelland's Need Theory (McClelland, 2022), namely maintaining harmonious work relationships, collaborative work, motivation to work effectively, and work enthusiasm.

Data analysis was performed using descriptive statistics and Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS version 4.1.1.7. SEM-PLS was selected because it is suitable for predictive and exploratory research, particularly when dealing with relatively small sample sizes and mediation models (Hair et al., 2022). The measurement model (outer model) was evaluated following the recommendations of Hair et al. (2022). Convergent validity was assessed using indicator loadings (> 0.70) and Average Variance Extracted (AVE > 0.50). Discriminant validity was examined using the Fornell–Larcker criterion and cross-loadings. Internal consistency reliability was assessed using Composite Reliability and Cronbach's Alpha values greater than 0.70. The structural model (inner model) was evaluated through the coefficient of determination (R^2), model fit indices, path coefficients, and bootstrapping procedures. Hypothesis testing was conducted using a significance level of 5%, where hypotheses were accepted when the t-statistic exceeded 1.96 and the p-value was below 0.05. Furthermore, indirect effect analysis was performed to examine the mediating role of Job Satisfaction in the relationships between Educational Technology Training, Affiliation Motivation, and Teacher Performance.

III. RESULT AND DISCUSSION

Result

Respondent Profile

Respondent characteristics provide an overview of the demographic composition of the study participants and help contextualize the research findings. Information regarding gender, age, educational background, and years of service is presented to describe the profile of teachers participating in this study. The demographic characteristics of the respondents are summarized in Table 2

Table 2. Respondent Profile

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	10	25.0
	Female	30	75.0
Age	22–27 years	5	12.5
	28–33 years	11	27.5
	34–39 years	15	37.5
	40–55 years	9	22.5
Educational Level	Diploma (D3/D4)	4	10.0

	Bachelor's Degree (S1)	27	67.5
	Master's Degree (S2)	6	15.0
	Doctoral Degree (S3)	3	7.5
Years of Service	1–5 years	13	32.5
	6–10 years	16	40.0
	11–15 years	11	27.5

Source: Research Data Processed (2026).

As shown in Table 2, female teachers constituted the majority of the respondents (75%). The largest age group was 34–39 years (37.5%), indicating that most respondents were in their productive working years. Regarding educational background, the majority held a bachelor's degree (67.5%), while 22.5% had postgraduate qualifications (master's and doctoral degrees). In terms of work experience, 40% of respondents had between six and ten years of teaching experience, suggesting that most participants possessed sufficient professional experience to provide reliable responses regarding educational technology training, affiliation motivation, job satisfaction, and teacher performance.

Pilot Test

Prior to the main survey, a pilot test was conducted involving 30 teachers from SD Islam Raudhatul Jannah Payakumbuh to evaluate the clarity, validity, and reliability of the questionnaire items. The pilot test results indicated that all measurement items satisfied the minimum validity and reliability requirements and were therefore retained for use in the main survey.

Measurement Model Evaluation (Outer Model)

The measurement model was evaluated to assess the validity and reliability of the latent constructs. Following the recommendations of Hair et al. (2022), the assessment included convergent validity, discriminant validity, and internal consistency reliability. Convergent validity was examined through indicator loadings and Average Variance Extracted (AVE), while reliability was assessed using Composite Reliability and Cronbach’s Alpha.

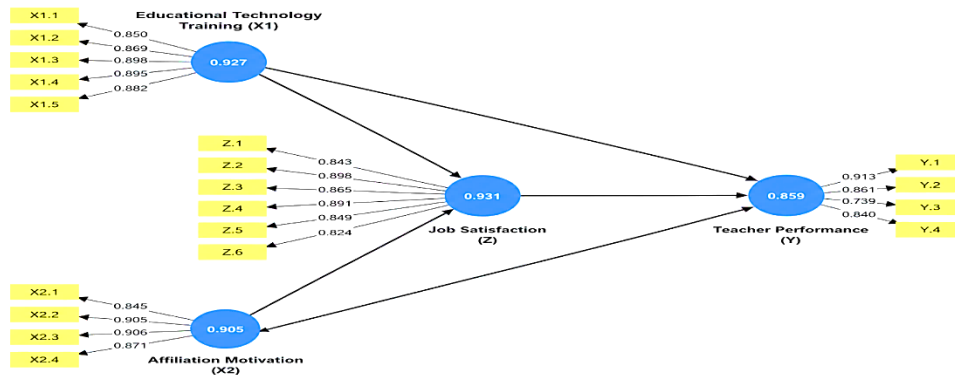


Fig. 1. Measurement Model (Outer Model)

Source: SmartPLS Data Processing Results, 2026

Figure 1 illustrates the relationships between latent variables and their corresponding indicators. The indicator loadings and reliability coefficients suggest that all constructs demonstrate satisfactory measurement properties.

Convergent Validity

Convergent validity was assessed using indicator loadings and AVE values. According to Hair et al. (2022), indicator loadings should exceed 0.70, while AVE values should be greater than 0.50 to confirm that a construct explains more than half of the variance of its indicators.

Table 3. Loading Factor Results

Indicator	Educational Technology Training (X1)	Affiliation Motivation (X2)	Teacher Performance (Y)	Job Satisfaction (Z)
Quality of training materials	0.850			
Teaching methods	0.869			
Feedback on training implementation	0.898			
Application of training outcomes	0.895			
Changes after participating in training	0.882			
Maintaining harmonious working relationships		0.845		
Collaborative in carrying out work		0.905		
Encouraged to work more effectively		0.906		
Having high enthusiasm in completing tasks		0.871		
Preparation of teaching and learning activities			0.913	
Implementation of teaching and learning activities			0.861	
Evaluation of teaching and learning activities			0.739	
Technological capability			0.840	
Salary received				0.843
Work flexibility				0.898
Work morale				0.865
Ability to complete tasks				0.891
Completing work through teamwork				0.849
Work environment				0.824

Source: SmartPLS Data Processing Results, 2026

Based on Table 3, all indicators exhibit loading factor values above the recommended threshold of 0.70. The loading values range from 0.739 to 0.913, indicating that each indicator adequately represents its respective construct. The highest loading value was observed for the indicator “Preparation of Teaching and Learning Activities” (0.913) under Teacher Performance, while the lowest loading value was found for “Evaluation of Teaching and Learning Activities” (0.739). Nevertheless, all indicators satisfy the minimum requirement for convergent validity and were therefore retained for further analysis.

Table 4. Average Variance Extracted (AVE) Results

Variable	AVE	Critical Value	Description
Educational Technology Training (X1)	0.773	0.5	Valid
Affiliation Motivation (X2)	0.778	0.5	Valid
Teacher Performance (Y)	0.707	0.5	Valid
Job Satisfaction (Z)	0.743	0.5	Valid

Source: SmartPLS Data Processing Results, 2026

The AVE results presented in Table 4 show that all constructs achieved values above the recommended threshold of 0.50. Educational Technology Training recorded an AVE of 0.773, Affiliation Motivation 0.778, Teacher Performance 0.707, and Job Satisfaction 0.743. These findings indicate that each construct explains more than 50% of the variance of its indicators, thereby confirming adequate convergent validity.

Discriminant Validity

Discriminant validity was assessed using the Fornell–Larcker criterion and cross-loadings. According to Ghazali and Latan (2021), discriminant validity is established when the square root of the AVE for each construct exceeds its correlations with other constructs.

Table 5. Fornell–Larcker Criterion Results

Variable	Educational Technology Training	Affiliation Motivation	Teacher Performance	Job Satisfaction
Educational Technology Training	0.886			
Affiliation Motivation	0.879	0.930		
Teacher Performance	0.857	0.882	0.932	
Job Satisfaction	0.854	0.897	0.841	0.862

Source: SmartPLS Data Processing Results (2026).

As shown in Table 5, the square root of the AVE values (diagonal elements) is greater than the correlations between constructs. These findings indicate that each construct is empirically distinct from the others, thereby confirming adequate discriminant validity. To further verify discriminant validity, cross-loading analysis was performed. The results are presented in Table 6.

Table 6. Cross-Loading Results

Indicator	Educational Technology Training (X1)	Affiliation Motivation (X2)	Teacher Performance (Y)	Job Satisfaction (Z)
Quality of training materials	0.850	0.648	0.726	0.694
Teaching methods	0.869	0.716	0.696	0.669
Feedback on training implementation	0.898	0.782	0.811	0.713
Application of training outcomes	0.895	0.817	0.823	0.842
Changes after participating in training	0.882	0.773	0.822	0.824
Maintaining harmonious working relationships	0.712	0.845	0.752	0.723
Collaborative in carrying out work	0.723	0.905	0.843	0.759
Encouraged to work more effectively	0.817	0.906	0.861	0.870
Having high enthusiasm in completing tasks	0.754	0.871	0.821	0.803
Preparation of teaching and learning activities	0.772	0.838	0.913	0.874
Implementation of teaching and learning activities	0.721	0.822	0.861	0.766
Evaluation of teaching and learning activities	0.679	0.729	0.739	0.712
Technological capability	0.805	0.735	0.840	0.773
Salary received	0.674	0.750	0.773	0.843
Work flexibility	0.717	0.785	0.787	0.898
Work morale	0.887	0.821	0.866	0.865
Ability to complete tasks	0.719	0.784	0.855	0.891
Completing work through teamwork	0.743	0.761	0.760	0.849
Work environment	0.672	0.731	0.768	0.824

Source: SmartPLS Data Processing Results (2026).

The cross-loading results indicate that all indicators load more strongly on their respective constructs than on other constructs. Therefore, the discriminant validity requirement is satisfied, confirming that the measurement items adequately represent their intended latent variables.

Reliability Assessment

Internal consistency reliability was evaluated using Composite Reliability (CR). According to Hair et al. (2022), a construct is considered reliable when its Composite Reliability value exceeds 0.70. The results of the Composite Reliability assessment are presented in Table 7.

Table 5. Composite Reliability Results

Variable	Composite Reliability	Critical Value	Description
Educational Technology Training (X1)	0.931	0.7	Reliable
Affiliation Motivation (X2)	0.908	0.7	Reliable
Teacher Performance (Y)	0.866	0.7	Reliable
Job Satisfaction (Z)	0.932	0.7	Reliable

Source: SmartPLS Data Processing Results, 2026

The Composite Reliability values range from 0.866 to 0.932, exceeding the recommended threshold of 0.70. These results indicate a high level of internal consistency among the indicators measuring each construct. Cronbach's Alpha was further examined to evaluate the internal consistency reliability of the constructs. The results are presented in Table 8.

Table 8. Cronbach's Alpha Results

Variable	Cronbach's Alpha	Critical Value	Description
Educational Technology Training (X1)	0.927	0.7	Reliable
Affiliation Motivation (X2)	0.905	0.7	Reliable
Teacher Performance (Y)	0.859	0.7	Reliable
Job Satisfaction (Z)	0.931	0.7	Reliable

Source: SmartPLS Data Processing Results, 2026

Similarly, the Cronbach's Alpha values range from 0.859 to 0.931, confirming satisfactory reliability across all constructs. Educational Technology Training exhibited the highest reliability coefficient (0.927), followed by Job Satisfaction (0.931), Affiliation Motivation (0.905), and Teacher Performance (0.859). Overall, the results of the loading factor, AVE, Composite Reliability, and Cronbach's Alpha analyses demonstrate that all constructs possess adequate convergent validity and internal consistency reliability. Therefore, the measurement model satisfies the recommended criteria and is suitable for proceeding to the structural model assessment.

Structural Model Evaluation (Inner Model)

Hypothesis Testing

Direct relationships among the constructs were evaluated using the bootstrapping procedure. Hypotheses were considered significant when the t-statistic exceeded 1.96 and the p-value was below 0.05. The results are reported in Table 9.

Table 9. Direct Effect Hypothesis Testing (T-Statistics)

Hypothesis	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics	P-Values
Educational Technology Training → Job Satisfaction	0.337	0.350	0.120	2.806	0.003
Affiliation Motivation → Job Satisfaction	0.609	0.597	0.131	4.649	0.000
Educational Technology Training → Teacher Performance	0.203	0.198	0.093	2.178	0.015
Affiliation Motivation → Teacher Performance	0.395	0.369	0.139	2.843	0.002
Job Satisfaction → Teacher Performance	0.403	0.433	0.140	2.876	0.002

Source: SmartPLS Data Processing Results, 2026

As shown in Table 9, Educational Technology Training has a positive and significant effect on Job Satisfaction ($\beta = 0.337$, $t = 2.806$, $p = 0.003$), indicating that improvements in educational technology training contribute to higher levels of teacher job satisfaction. Affiliation Motivation also has a positive and significant effect on Job Satisfaction ($\beta = 0.609$, $t = 4.649$, $p < 0.001$), suggesting that teachers with stronger affiliation

motivation tend to experience greater job satisfaction. Furthermore, Educational Technology Training positively influences Teacher Performance ($\beta = 0.203$, $t = 2.178$, $p = 0.015$), while Affiliation Motivation has a positive and significant effect on Teacher Performance ($\beta = 0.395$, $t = 2.843$, $p = 0.002$). These findings indicate that both organizational and individual factors contribute to enhancing teacher performance. Job Satisfaction also exerts a positive and significant effect on Teacher Performance ($\beta = 0.403$, $t = 2.876$, $p = 0.002$), demonstrating that teachers who are more satisfied with their jobs tend to exhibit higher performance levels. Overall, all direct-effect hypotheses are supported, as evidenced by t-statistic values exceeding 1.96 and p-values below the 0.05 significance level. Among the tested relationships, the strongest direct effect was observed between Affiliation Motivation and Job Satisfaction ($\beta = 0.609$), highlighting the important role of interpersonal relationships and collaborative work environments in enhancing teachers' job satisfaction.

Mediation Effect Testing

The mediating role of Job Satisfaction was examined using the bootstrapping procedure. A mediation effect is considered significant when the indirect effect produces a t-statistic greater than 1.96 and a p-value below 0.05. The results of the indirect effect analysis are presented in Table 10.

Table 10. Indirect Effect Hypothesis Testing (T-Statistics)

Hypothesis	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics	P-Values
Educational Technology Training → Job Satisfaction → Teacher Performance	0.136	0.146	0.057	2.392	0.008
Affiliation Motivation → Job Satisfaction → Teacher Performance	0.246	0.268	0.124	1.978	0.024

Source: SmartPLS Data Processing Results, 2026

As presented in Table 10, Job Satisfaction significantly mediates the relationship between Educational Technology Training and Teacher Performance ($\beta = 0.136$, $t = 2.392$, $p = 0.008$). This finding indicates that Educational Technology Training not only influences Teacher Performance directly but also indirectly through increased Job Satisfaction. Therefore, Job Satisfaction serves as a significant mediating mechanism in explaining how educational technology training contributes to improved teacher performance. Similarly, Job Satisfaction significantly mediates the relationship between Affiliation Motivation and Teacher Performance ($\beta = 0.246$, $t = 1.978$, $p = 0.024$). This result suggests that teachers with higher levels of affiliation motivation tend to experience greater job satisfaction, which subsequently enhances their performance. Thus, Job Satisfaction plays an important role in transmitting the positive effect of Affiliation Motivation on Teacher Performance. Overall, the results confirm that Job Satisfaction acts as a significant mediator in both indirect relationships. Furthermore, the indirect effect of Affiliation Motivation on Teacher Performance through Job Satisfaction ($\beta = 0.246$) is stronger than that of Educational Technology Training ($\beta = 0.136$), highlighting the critical role of interpersonal relationships and social motivation in improving teacher performance through enhanced job satisfaction.

R-Square Results

The coefficient of determination (R^2) was used to assess the explanatory power of the structural model. The results are presented in Table 7.

Table 7. R-Square Results

	R-Square	R-Square Adjusted
Teacher Performance (Y)	0.924	0.917
Job Satisfaction (Z)	0.835	0.826

Source: SmartPLS Data Processing Results, 2026

As presented in Table 7, Educational Technology Training and Affiliation Motivation explain 83.5% of the variance in Job Satisfaction ($R^2 = 0.835$). In addition, Educational Technology Training, Affiliation Motivation, and Job Satisfaction jointly explain 92.4% of the variance in Teacher Performance ($R^2 = 0.924$). These findings indicate that the proposed model has substantial explanatory power and effectively predicts both endogenous constructs.

Model Fit Assessment

The overall model fit was evaluated using the Standardized Root Mean Square Residual (SRMR) and Normed Fit Index (NFI). According to Hair et al. (2022), an SRMR value below 0.08 indicates an acceptable model fit. The model fit results are presented in Table 8.

Table 8. Model Fit Results

	Saturated Model	Estimated Model
SRMR	0.067	0.067
NFI	0.723	0.723

Source: SmartPLS Data Processing Results, 2026

As presented in Table 8, the SRMR value for both the saturated model and estimated model is 0.067, which is below the recommended threshold of 0.08. This result indicates that the proposed model demonstrates a satisfactory level of fit. Furthermore, the NFI value of 0.723 suggests an acceptable level of model fit for the research model. Overall, these findings indicate that the structural model adequately represents the observed data and is suitable for hypothesis testing.

IV. DISCUSSION

Effect of Educational Technology Training on Job Satisfaction

The findings indicate that Educational Technology Training has a positive and significant effect on Job Satisfaction ($\beta = 0.337$, $t = 2.806$, $p = 0.003$), supporting H1. This result suggests that educational technology training serves not only as a mechanism for enhancing teachers' professional competencies but also as a form of organizational support that contributes to positive work attitudes. The indicators related to feedback on training implementation and changes after training obtained the highest scores, indicating that teachers perceived the training programs as beneficial and relevant to their professional development. Through training initiatives such as digital literacy, interactive learning media development, Platform Merdeka Mengajar (PMM), AI-based learning tools, and STEAM-oriented learning, teachers gained greater confidence in integrating technology into classroom instruction. Consistent with Human Capital Theory, Becker (1993) argued that investments in employee development generate valuable knowledge and skills that enhance individual productivity and organizational outcomes. In the educational context, technology-oriented training equips teachers with competencies required for effective digital instruction, thereby fostering greater professional confidence and job satisfaction. These findings are consistent with previous studies by Herlinawati and Priyowidodo (2025) and Ichlasurohmah et al. (2023), which reported that training positively influences employee satisfaction and work engagement.

Effect of Affiliation Motivation on Job Satisfaction

The results show that Affiliation Motivation has a positive and significant effect on Job Satisfaction ($\beta = 0.609$, $t = 4.649$, $p < 0.001$), supporting H2. Notably, this relationship represents the strongest direct effect identified in the study. This finding highlights the importance of interpersonal relationships and collaborative work environments in fostering teacher satisfaction. According to McClelland's Need Theory, individuals with high affiliation needs seek harmonious relationships, social acceptance, and positive interactions with others. In the context of SD Al Ulum Islamic School Pekanbaru, teachers who experience supportive relationships and effective collaboration with colleagues are more likely to feel comfortable, appreciated, and satisfied in their work environment. The high score obtained by the collaborative work indicator further supports this interpretation.

These findings are in line with Haryadi et al. (2024) and Ermita and Suwitho (2024), who found that positive social relationships contribute significantly to job satisfaction.

Effect of Educational Technology Training on Teacher Performance

Educational Technology Training was found to have a positive and significant effect on Teacher Performance ($\beta = 0.203$, $t = 2.178$, $p = 0.015$), thereby supporting H3. This finding indicates that participation in technology-oriented training programs enhances teachers' ability to plan, implement, and evaluate learning activities more effectively. The training programs provided opportunities for teachers to develop digital competencies, utilize interactive learning media, and adopt innovative teaching approaches supported by educational technology. These competencies contribute directly to improved teaching effectiveness and instructional quality. The finding is consistent with the Theory of Planned Behavior (Ajzen, 1991), which suggests that increased knowledge and perceived capability strengthen an individual's ability to perform desired behaviors. The result also supports previous studies by Herlinawati and Priyowidodo (2025) and Indrayani et al. (2021), which demonstrated the positive contribution of training to teacher performance.

Effect of Affiliation Motivation on Teacher Performance

The results reveal that Affiliation Motivation positively and significantly influences Teacher Performance ($\beta = 0.395$, $t = 2.843$, $p = 0.002$), supporting H4. This finding suggests that teacher performance is influenced not only by technical competencies but also by social and relational factors. Teachers with strong affiliation motivation tend to collaborate more actively, share knowledge, support colleagues, and participate in collective problem-solving activities. Such behaviors contribute to improved instructional effectiveness and professional performance. The collaborative work indicator emerged as one of the strongest dimensions of affiliation motivation, emphasizing the importance of teamwork in educational settings. This finding extends McClelland's Need Theory by demonstrating that affiliation motivation contributes not only to interpersonal relationships but also to measurable performance outcomes. The result is consistent with previous studies by Sari et al. (2022), Dewi et al. (2023), and Yahdillah and Parmujianto (2024), which found that affiliation motivation positively contributes to teachers' performance through enhanced collaboration, social cohesion, and professional engagement.

Effect of Educational Technology Training on Teacher Performance through Job Satisfaction

The results indicate that Job Satisfaction significantly mediates the relationship between Educational Technology Training and Teacher Performance ($\beta = 0.136$, $t = 2.392$, $p = 0.008$), supporting H5. The mediation is partial because Educational Technology Training affects Teacher Performance both directly and indirectly through Job Satisfaction. This finding suggests that training programs improve teacher performance not only by enhancing competencies but also by increasing teachers' satisfaction with their work. When teachers perceive that the organization invests in their professional development, they are more likely to experience positive attitudes toward their job, which subsequently enhances performance. Therefore, Job Satisfaction serves as an important psychological mechanism through which training initiatives generate performance improvements. These findings are consistent with the studies of Putra et al. (2019) and Manalo et al. (2020).

Effect of Affiliation Motivation on Teacher Performance through Job Satisfaction

The findings show that Job Satisfaction significantly mediates the relationship between Affiliation Motivation and Teacher Performance ($\beta = 0.246$, $t = 1.978$, $p = 0.024$), supporting H6. The mediation effect is stronger than that observed in the relationship between Educational Technology Training and Teacher Performance. This result indicates that teachers with strong affiliation motivation tend to develop positive social relationships and experience greater workplace comfort, which enhances job satisfaction and subsequently improves performance. Supportive interactions among colleagues create a positive work environment that encourages commitment, enthusiasm, and professional effectiveness. These findings highlight the importance of

fostering a collaborative organizational culture within schools. The result is consistent with previous research conducted by Ichlasurohmah et al. (2023) and Haryadi et al. (2024).

Effect of Job Satisfaction on Teacher Performance

The results confirm that Job Satisfaction has a positive and significant effect on Teacher Performance ($\beta = 0.403$, $t = 2.876$, $p = 0.002$), supporting H7. This finding indicates that teachers who are satisfied with their jobs are more likely to demonstrate higher levels of commitment, motivation, and professional responsibility. Satisfaction with compensation, work flexibility, teamwork, and the work environment contributes to teachers' willingness to exert greater effort in carrying out teaching responsibilities. From the perspective of Herzberg's Motivation-Hygiene Theory, positive work experiences and favorable workplace conditions encourage employees to achieve higher levels of performance. The findings support previous studies by Haryadi et al. (2024) and Manalo et al. (2020), which found that job satisfaction is a key determinant of employee and teacher performance. Overall, the results confirm the central role of Job Satisfaction as both a direct predictor of Teacher Performance and a mediating mechanism linking Educational Technology Training and Affiliation Motivation to performance outcomes.

V. CONCLUSION

This study demonstrates that both Educational Technology Training and Affiliation Motivation play important roles in enhancing Teacher Performance at SD Al Ulum Islamic School Pekanbaru. The findings reveal that Educational Technology Training contributes to improved teacher performance by strengthening teachers' digital competencies and instructional capabilities, while Affiliation Motivation enhances performance through collaborative work behaviors and positive interpersonal relationships. Furthermore, both factors significantly increase Job Satisfaction, which in turn positively influences Teacher Performance. The study also confirms the mediating role of Job Satisfaction in the relationships between Educational Technology Training, Affiliation Motivation, and Teacher Performance. These results suggest that efforts to improve teacher performance should not focus solely on technical skill development but also on creating supportive social environments that foster positive work attitudes. Among the relationships examined, Affiliation Motivation exhibited the strongest influence on Job Satisfaction, highlighting the importance of collaboration and collegial support within educational institutions.

Theoretically, this study contributes to the educational management literature by demonstrating that Job Satisfaction serves as an important psychological mechanism linking organizational development initiatives and individual motivational factors to performance outcomes. Practically, school administrators should strengthen technology-oriented professional development programs while promoting collaborative and supportive workplace cultures to improve teacher satisfaction and performance. Future studies are encouraged to examine additional factors influencing teacher performance and to involve larger samples from different educational institutions to enhance the generalizability of the findings.

VI. ACKNOWLEDGMENTS

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