



The Influence of Perceived Organizational Reputation and Job Satisfaction on Job Motivation among Educators in Tangerang

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ABSTRACT

This study examines the impact of perceived organizational reputation (POR) on job motivation, with job satisfaction (JS) as a mediator among educators in Tangerang City. Utilizing a quantitative causal design, data were collected via questionnaires from 125 educators selected through purposive sampling. Structural equation modeling (PLS-SEM) via SmartPLS 4 analyzed the data. The results reveal that perceived organizational reputation significantly enhances job motivation and job satisfaction. Furthermore, job satisfaction significantly enhances job motivation and partially mediates the relationship between perceived organizational reputation and job motivation. This study shows that the effectiveness of organizational reputation in driving educators' work motivation depends in part on the satisfaction it generates, implying the need for schools to manage their public image as a deliberate human resource strategy.

INTRODUCTION

In modern organizations, human resource governance is a crucial factor in achieving competitive advantage, since employees represent the foundational knowledge, skills, and abilities through which an organization performs (Dessler, 2023). The rapid advancement of technology and digitalization has reshaped how human resource management supports information- and data-driven decision-making (Qin et al., 2023), while a systematic, well-developed approach to managing the workforce continues to determine employees' welfare, competency development, and overall psychological well-being (Salehzadeh & Ziaean, 2024; Nastase et al., 2025).

Among the psychological indicators of effective human resource management, job motivation reflects the intrinsic and extrinsic drive that underlies an individual's effort, persistence, and orientation toward organizational goals (Santos et al., 2024). In the education sector, this construct holds particular importance: national data shows that Indonesia employed roughly 3.47 million educators in the 2025/2026 school year, with West Java (494,408) and Banten (128,829) among the largest concentrations. Within Tangerang City alone, vocational secondary institutions employed about 2,324 teachers across 120 schools serving 45,810 students (BPS Tangerang City, 2025). This relatively high student-to-teacher ratio, compounded by administrative demands and parental expectations, places sustained pressure on educators' work motivation, which prior research links to broader workplace support mechanisms such as leader-member exchange and perceived organizational support in reducing employees' intention to leave (Panjaitan et al., 2025).

Job motivation does not develop automatically; it is shaped by how employees perceive their organization as a whole, including its perceived organizational reputation (POR) employees' perception of how their institution is viewed by external stakeholders such as parents and the community (Vu, 2022; Neman & Hosen, 2024). A credible institutional image can foster pride and strengthen educators' identification with their school, while a poor reputation may erode morale. However, this relationship rarely operates directly; it is typically channeled through job satisfaction, the affective state arising from educators' evaluation of their work environment, professional relationships, and recognition received (Tjanturi et al., 2024; Santos et al., 2024).

While Cinki and Karakose (2025) established that perceived organizational reputation increases job motivation among school administrators in Turkey, partly through job satisfaction, this study extends that model to a different occupational and cultural context: 125 teachers and instructional staff in Tangerang City, Indonesia, a rapidly growing urban education market. By doing so, this research aims to analyze the direct effect of perceived organizational reputation on job motivation, examine its effect on job satisfaction, evaluate the influence of job satisfaction on job motivation, and test the mediating role of job satisfaction among educators in Tangerang City, providing a strategic reference for school management seeking to strengthen educator motivation through reputation management.

LITERATURE REVIEW

Self-Determination Theory

Self-Determination Theory (SDT) explains human motivation through the degree of internalization and self-regulation, holding that autonomy, competence, and relatedness are universal psychological needs whose fulfillment drives sustained motivation, performance, and well-being, while their frustration is linked to burnout and turnover (McAnally & Hagger, 2024; Grenier et al., 2024). In an educational context, SDT is particularly relevant because teaching, and the emotional labor of engaging with students' parents, demands a sustained capacity for psychological adaptation; a credible institutional reputation can meet these needs by validating educators' competence and reinforcing their sense of belonging.

Job Motivation

Job Motivation (JM) refers to the internal process that initiates, directs, and sustains goal-oriented behavior in the workplace; motivated employees invest more effort, persist through challenges, and demonstrate higher engagement and productivity (Deci & Ryan, 2013). From the perspective of SDT, intrinsic motivation arises from personal interest and value alignment, while extrinsic motivation is driven by external rewards; a positive organizational reputation can function as an internal reward by providing self-esteem and a sense of distinction (Cinki & Karakose, 2025).

Perceived Organizational Reputation

Perceived Organizational Reputation (POR) is an employee's subjective assessment of how their organization is regarded by external stakeholders, reflecting internalized judgments of its prestige, credibility, and legitimacy (Fombrun & van Riel, 1997; Fombrun, 1996). For educators, POR concerns how parents, the community, and policymakers evaluate their school's academic quality, ethics, and community involvement; this perception is believed to shape attitudes and behavior through mechanisms such as organizational identification and pride.

Job Satisfaction

Job Satisfaction (JS) is a positive emotional state resulting from the evaluation of one's job and accumulated professional experience (Locke, 1976). It is a multidimensional construct encompassing the nature of the work itself, benefits and policies, the work environment, and professional relationships (Spector, 1997). For educators specifically, satisfaction is shaped not only by classroom teaching but also by the quality of their interactions with students' parents. Satisfied educators tend to be more dedicated in initiating harmonious two-way communication with parents and more responsive to students' needs, consistent with evidence that job satisfaction translates into stronger relational engagement outcomes (Situmorang & Mishel, 2024).

Hypotheses

H1: Perceived Organizational Reputation has a significant effect on Job Motivation.

H2: Perceived Organizational Reputation has a significant effect on Job Satisfaction.

H3: Job Satisfaction has a significant effect on Job Motivation.

H4: Job Satisfaction mediates the relationship between Perceived Organizational Reputation and Job Motivation.

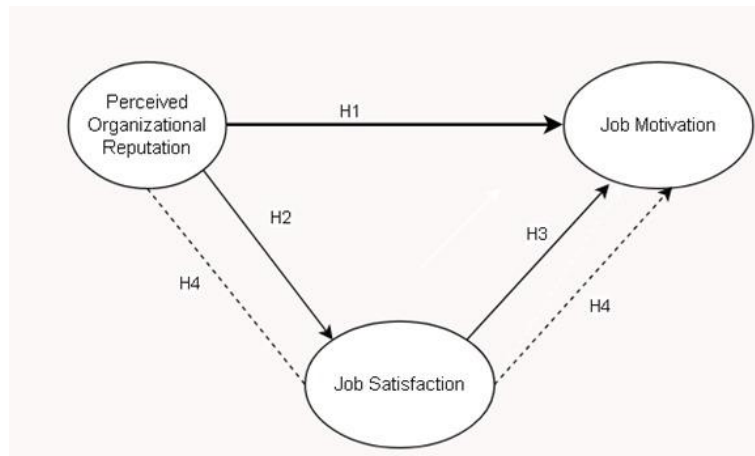


Figure 1 Research Paradigm
Source: Cinki and Karakose., (2025)

METHODOLOGY

This quantitative causal study used structured questionnaires distributed via Google Forms and in print to active educators' teachers and instructional staff in public and private primary and secondary institutions in Tangerang City. Respondents were required to be currently active in a formal educational institution with a minimum tenure of six months. Following the minimum sample guideline of five times the 19 indicators used (95 respondents) (Hair et al., 2022), a non-probability purposive sampling technique was applied (Etikan et al., 2016); of 132 questionnaires collected, 7 were excluded for not meeting the criteria, leaving a final valid sample of 125 respondents. Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) in SmartPLS 4.

The outer model established construct validity and reliability, requiring factor loadings ≥ 0.70 , an Average Variance Extracted (AVE) ≥ 0.50 , a Heterotrait-Monotrait Ratio (HTMT) below 0.90 for discriminant validity, and scores above 0.70 for both Composite Reliability and Cronbach's Alpha. The inner model tested the hypothesized relationships, where paths were considered statistically significant if the t-statistic exceeded 1.96 with a p-value below 0.05, and the model's explanatory power was evaluated against the R^2 criteria, where 0.25 represents weak, 0.50 moderate, and 0.75 strong predictive capability (Hair et al., 2022).

RESEARCH RESULTS

Of the 125 valid respondents, 69.6% (87) were male and 30.4% (38) were female; 46.6% were aged 24–34 and 32.8% were aged 17–24. Most respondents (81.6%) held a bachelor's degree, and 46.4% resided in Tangerang City itself, with the remainder in South Tangerang City and Tangerang Regency. In terms of

work characteristics, 53.6% were permanent employees and 46.4% were on contract status; 51% identified as teachers, 34% worked in tutoring, and 15% as lecturers. Monthly income was concentrated between IDR 3 and 5 million (40.8%), and the majority of respondents (55.2%) reported meeting students' parents several times a week, while 31.2% met them daily.

Evaluation of the Measurement Model (Outer Model)

Table 1. Measurement Model

Variables	Items	Loadings	AVE	Composite Reliability	Cronbach's Alpha
Perceived Organizational Reputation	POR1	0.783	0.632	0.888	0.884
	POR2	0.762			
	POR3	0.787			
	POR4	0.812			
	POR5	0.782			
	POR6	0.842			
Job Motivation	JM1	0.802	0.609	0.844	0.840
	JM2	0.771			
	JM3	0.768			
	JM4	0.805			
	JM5	0.756			
Job Satisfaction	JS1	0.773	0.662	0.930	0.927
	JS2	0.780			
	JS3	0.785			
	JS4	0.799			
	JS5	0.838			
	JS6	0.833			
	JS7	0.842			
	JS8	0.855			

As shown in Table 1, all 19 indicators recorded factor loadings above the 0.70 threshold, confirming convergent validity. The AVE values for all three

constructs exceeded 0.50, and both Cronbach's Alpha and Composite Reliability scores were comfortably above the 0.70 benchmark, confirming that the measurement instruments are valid and reliable.

Table 2. Fornell-Larcker Criterion

	Job Motivation	Job Satisfaction	Perceived Organizational Reputation
Job Motivation	0.781		
Job Satisfaction	0.618	0.814	
Perceived Organizational Reputation	0.602	0.618	0.795

Table 3. Heterotrait-Monotrait Ratio (HTMT)

	Job Motivation	Job Satisfaction	Perceived Organizational Reputation
Job Motivation			
Job Satisfaction	0.693		
Perceived Organizational Reputation	0.691	0.671	

To confirm that each construct captures a distinct concept, discriminant validity was evaluated through the Fornell-Larcker criterion and the HTMT ratio. As shown in Table 2, the square root of AVE for each construct exceeded its correlation with the other constructs, and Table 3 shows all HTMT ratios remained below the 0.90 threshold, together confirming that the three constructs are empirically distinct.

Evaluation of the Structural Model (Inner Model)

Table 4. R²

Variable	R²
Job Motivation	0.461
Job Satisfaction	0.382

As shown in Table 4, perceived organizational reputation explains 38.2% of the variance in job satisfaction, while perceived organizational reputation and job

satisfaction jointly explain 46.1% of the variance in job motivation, indicating moderate predictive power for the model (Hair et al., 2022).

Table 5. Path Coefficients

Path	Original Sample (O)	p-Values
Perceived Organizational Reputation → Job Motivation	0.602	0.000
Perceived Organizational Reputation → Job Satisfaction	0.618	0.000
Job Satisfaction → Job Motivation	0.398	0.004
Perceived Organizational Reputation → Job Satisfaction → Job Motivation (Mediation)	0.246	0.009

Table 6. Hypothesis Testing Results

Hypothesis	Structural Path	p-Values	Significance	Decision
H1	POR → JM	0.000	Significant	Supported
H2	POR → JS	0.000	Significant	Supported
H3	JS → JM	0.004	Significant	Supported
H4	POR → JS → JM (Mediation)	0.009	Significant	Supported

Based on the path coefficients in Table 5, perceived organizational reputation has a significant positive effect on job motivation ($O = 0.602$, $p = 0.000$), supporting H1 and agreeing with Martínez-León and Olmedo-Cifuentes (2022), who found that a positive organizational image strengthens employees' identification with, and motivation toward, their work. Perceived organizational reputation also has a significant positive effect on job satisfaction ($O = 0.618$, $p = 0.000$), supporting H2 and consistent with Lowanda and Hosen (2026). Job satisfaction, in turn, has a significant positive effect on job motivation ($O = 0.398$, $p = 0.004$), supporting H3 and aligning with Sharma and Sood (2023) and Kilag et al. (2023).

As summarized in Table 6, these findings closely agree with Cinki and Karakose (2025), confirming that educators who feel proud of, and satisfied within, their institution are more strongly motivated to perform their professional duties. Finally, the indirect mediation path (H4) was also significant ($O = 0.246$, $p = 0.009$), confirming that job satisfaction acts as a partial mediator: while a credible institutional reputation directly motivates educators, a substantial part of its influence operates by first making educators feel more satisfied with their work, a pattern that mirrors the mediating mechanism

reported by Barasa and Tunjungsari (2024) and Panjaitan et al. (2025), who similarly found that perceived organizational support shapes employee attitudinal outcomes through psychological engagement mechanisms in a different organizational context.

DISCUSSION

The findings underscore how strongly institutional image shapes motivation within the education sector. When educators perceive that their school is viewed favorably by parents and the wider community, it fosters pride and reinforces their identification with the institution, which translates directly into stronger work motivation. This result aligns with Cinki and Karakose (2025), who found a comparable effect among school administrators, and with Khalis et al. (2025), who argue that a positive corporate reputation operates as a symbolic resource that intrinsically motivates employees. This same reputational signal also increases educators' satisfaction with their roles, since working within a respected institution provides recognition and a sense of belonging that satisfies key psychological needs identified by Self-Determination Theory.

Looking deeper into the underlying mechanism, job satisfaction functions as a bridge that explains part of how organizational reputation translates into stronger motivation. This mediating role aligns with Cinki and Karakose (2025) and Pedersen et al. (2025), who both find that a positively perceived reputation operates as a managerial asset that first cultivates satisfaction, which then sustains motivation. Within the education sector, where consistent emotional engagement with both students and their parents is required daily, a credible institutional reputation appears to provide educators the satisfaction needed to remain committed to demanding professional responsibilities. At the same time, the persistence of a strong direct effect of reputation on motivation indicates that institutional image also motivates educators independently of how satisfied they feel, consistent with Tjanturi et al. (2024).

CONCLUSIONS AND RECOMMENDATIONS

This study confirms that perceived organizational reputation plays a critical role in shaping the job motivation and job satisfaction of educators in Tangerang City. Educators who view their institution favorably tend to feel more engaged and motivated in their professional responsibilities, and this effect is reinforced when that positive perception also translates into job satisfaction. Critically, the structural model establishes that job satisfaction acts as a partial mediator: institutional reputation does not only motivate educators directly, but channels a meaningful portion of its influence through how satisfied educators feel with their daily work experience.

To act on these findings, school management in Tangerang City should treat reputation management as a deliberate human resource strategy rather than an incidental outcome. This can include strengthening transparent communication with parents and the community about academic achievements and ethical conduct, recognizing and publicizing educators' accomplishments to reinforce their sense of institutional pride, and establishing structured professional development and support systems that help educators manage the demands of

parent communication, since both reputation and satisfaction are shown to jointly sustain long-term motivation.

ADVANCED RESEARCH

This study is limited by its focus on a single city, restricting the generalizability of the findings to other regions of Indonesia, and by a sample that did not distinguish proportionally between civil servant, non-civil servant, and honorary teaching staff, who may experience organizational reputation and satisfaction differently. Future researchers are encouraged to broaden the geographic scope, conduct comparative analyses across employment status categories, and incorporate mixed-methods designs that combine the present survey approach with in-depth interviews to further enrich understanding of how educators interpret organizational reputation, satisfaction, and motivation.

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