

The Influence of Boarding School Culture and Self-Efficacy on the Job Satisfaction of Honorary Teachers

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Abstract: This study aims to describe the influence of boarding school culture and self-efficacy, both partially and simultaneously, on the job satisfaction of honorary teachers using a quantitative method. It involves 89 honorary teacher respondents from boarding school in the SU II district of Palembang city. Data were collected through questionnaires and documentation, then analyzed using simple and multiple linear regression techniques. The results show that, partially, boarding school culture has an influence of 99.7% and self-efficacy has an influence of 99.1%. Meanwhile, simultaneously, boarding school culture and self-efficacy have an influence of 99.7% on the job satisfaction of honorary teachers. This study is still limited to the boarding school environment, with most previous studies focusing partially on more general contexts. These findings offer a new contribution by simultaneously considering both variables, indicating the importance of strengthening boarding school culture and empowering self-efficacy to improve the well-being of honorary teachers, which can influence the quality of education.

Keywords: Boarding School Culture, Honorary Teachers, Job Satisfaction, Self-Efficacy

A. Introduction

Education in Indonesia faces various challenges that affect its quality (Ginting et al., 2022; Maulansyah et al., 2023). The emerging issues contribute to the low quality of education, requiring special attention. Fitri (2021) explains that education helps individuals actualize their potential, while Sujarwo (2013) emphasizes its role in a countrys progress. Without quality education, a nation risks falling behind. Unfortunately, the current state of education in Indonesia remains concerning, highlighting the need for improvement.

Improving the quality of education is not an easy task and requires collaboration from various parties (Oktavia, 2019). Teachers play a crucial role in achieving educational goals, as stated in Law Number 14 of 2005 on Teachers and Lecturers. They are not only educators but also character builders and creators of an inspiring learning environment (Elitasari, 2022). Therefore, investment in

teacher training and the improvement of their welfare is essential to producing high-quality educators.

According to Damayanti and Ismiyati (2020), high job satisfaction plays a crucial role in shaping the quality of teachers. Job satisfaction reflects an individual's feelings toward their work, influenced by the work environment, tasks, rewards, relationships with colleagues, and opportunities for growth (Marlius and Melaguci, 2024). Factors such as recognition of achievements, facilities, and a supportive environment also contribute to job satisfaction. A good work environment provides support for organizational activities (Hermawan et al., 2015). Purnamasari (2018) reinforced by PS (2019), found that the work environment has a positive impact on teachers' job satisfaction. Job satisfaction affects motivation, performance, and overall well-being in the workplace. In addition to the work environment, teachers' job satisfaction is also influenced by organizational culture (Damayanti and Ismiyati, 2020).

Organizational culture is a set of values, beliefs, and norms that guide the behavior of organizational members and serve as a solution to emerging issues (Sutrisno, 2019). This culture is formed through interactions among individuals, structures, and organizational systems to establish behavioral standards (Hasna and Mulyanti, 2023). When successfully directing members behavior in line with the organizations strategy, organizational culture becomes a crucial tool in achieving competitive advantage (Mubarok et al., 2024).

The formation of organizational culture involves various stakeholders, including teachers. When teachers' needs and expectations are met, they tend to commit to the institution, actively contribute, and develop innovation and creativity in their work, which positively impacts their performance (Darmawan, 2016). Thus, organizational culture influences teachers' attitudes, including job satisfaction, decision-making, and task execution. Teachers' work in various educational settings, such as schools, tutoring centers, and boarding school.

In schools, they teach according to the curriculum, while in tutoring centers, they help students gain additional learning support (Hutagalung et al., 2023). Boarding school on the other hand, play a role in religious education as well as character building, discipline, and students independence (Sagala, 2015). In addition to being centers of Islamic education, boarding school also preserve Islamic values and nurture virtuous generations who remain relevant in the modern era. Heli and Zakiah (2019) identify five key elements that characterize a boarding school: the presence of a *pondok* (dormitory), a mosque, a *kiai* (religious leader), *santri* (students), and the study of classical Islamic texts. The culture of boarding school is a tradition that develops within the boarding school environment, encompassing values that are an integral part of the educational process, such as rules, habits, and a value system based on Islamic teachings and

local wisdom (Sholihah et al., 2022).

Each boarding school has a unique culture influenced by internal and external factors (Hidayah, 2020). Leadership plays a crucial role in shaping this culture, leaders who are open to developments tend to implement a modern system, while conservative leaders maintain traditional methods. The culture of boarding school reflects values, norms, and traditions focused on character building, discipline, and student independence within the framework of Islamic values. In addition to the culture of boarding school, another factor that influences teacher job satisfaction is self-efficacy (Tanjung et al., 2020).

Self-efficacy is an individuals belief in their ability to manage various situations (Sufirmansyah, 2015). It significantly influences a persons job readiness, focus, and confidence in handling challenges (Putri, 2024; Rombina, 2024). High self-efficacy boosts teachers' confidence in performing duties, improving job satisfaction (Hidajat, 2022). It is influenced by factors such as teaching experience, educational background, and collaboration (Perdana et al., 2023). Strong self-efficacy helps teachers manage classroom challenges, create effective learning environments, and enhances motivation, teaching quality, and student achievement (Brígido et al., 2013; Anisah et al., 2022).

Teachers' self-efficacy refers to a teachers' belief in their ability to manage learning and influence student outcomes, including handling classroom challenges and creating a positive environment. Positive teaching experiences strengthen self-efficacy, which in turn boosts motivation, teaching quality, student achievement, and job satisfaction, especially for honorary teachers. Honorary teachers, who are employed on a contract basis without civil servant status, often face lower salaries, job insecurity, and limited benefits, despite playing a vital role in addressing staff shortages (Prihutami and Rahmiati, 2024).

Karnati and Wiratma (2017) discussed the issue of teachers' dissatisfaction that gained national attention in May 2014, when honorary teachers protested for immediate appointment as civil servants, citing long years of service without proper recognition. The government acknowledged its difficulty in meeting these demands due to the large number of teachers involved (Tyas, 2018). Although the government has provided opportunities for honorary teachers to participate in civil servant selection, many still face dissatisfaction, especially in boarding school. This highlights the importance of addressing honorary teachers' job satisfaction to maintain education quality, prompting further research on the issue.

The study focused on boarding school in the Seberang Ulu (SU) II district of Palembang city due to the high number of honorary teachers, their unmet job satisfaction, and various challenges such as diverse school cultures, lack of self-

confidence, and many teachers being graduates of *Madrasah Aliyyah*. It was found that job satisfaction is influenced by both the culture of the boarding schools and self-efficacy.

Study on job satisfaction among honorary teachers in boarding school is still limited, with most studies focusing on general organizational culture or self-efficacy without linking them to honorary teachers' job satisfaction. Additionally, existing studies often target non-honorary teachers or employees outside the education sector. This study attempts to answer several questions that can be formulated as follows: Is there a partial influence of boarding school culture on the job satisfaction of honorary teachers? Is there a partial influence of self-efficacy on the job satisfaction of honorary teachers? And is there a simultaneous influence of boarding school culture and self-efficacy on the job satisfaction of honorary teachers? This study aims to describe how boarding school culture and self-efficacy influence job satisfaction among honorary teachers in the SU II district of Palembang city, while providing new insights for educational policy and future study.

B. Methods

This study employs a quantitative study method. Quantitative study is conducted by collecting and analyzing data based on numbers and numerical measurements (Ardiansyah et al., 2023), to describe, explain, and test relationships between variables using statistical analysis. This study is designed as an impact study to assess the relationship between three variables: boarding school culture (X_1) and self-efficacy (X_2) as independent variables, and honorary teachers' job satisfaction (Y) as the dependent variable.

This study was conducted in boarding school within the SU II district of Palembang city, which are spread across four locations: Assanadiyah Palembang, Subulussalam Palembang, Ar Riyadh Palembang, and Tahfidzhil Qur'an Tijarotal Lantabur Palembang. The population consists of both male and female honorary teachers, with a total identified population of 115 individuals. The study sample was determined using Slovincs formula, resulting in a sample size of 89 individuals with a margin of error of 5%. The obtained sample size was then distributed proportionally among the four boarding school to ensure an equal proportion. The data collection techniques in this study use questionnaire and documentation techniques.

The questionnaire, as an instrument used for data collection, must first be tested because it is classified as a non-standard instrument. This data collection technique is used to obtain a comprehensive overview of the characteristics of the population, which are then represented through a sample by gathering information about attitudes, values, beliefs, opinions, perspectives, positions, desires, aspirations, and behaviors (Maidiana, 2021). This instrument is designed and developed by

researchers by modifying existing instruments. The trial of this study instrument was conducted using IBM SPSS Statistics 22 software, which converts the data in the instrument into numerical form. To ensure that the prepared instrument can be used in study and effectively gather the expected data, it must meet two important requirements: validity and reliability. These aspects are then assessed by three experts (validators) in the relevant field.

The validity and reliability tests in this study were conducted on 25 individuals selected from outside the study sample. The next data collection technique is through documentation, which involves collecting data from records, books, meeting minutes, agendas, and other sources (Agustina et al., 2023). This data collection technique is carried out by gathering valid data from written documentation published by the foundations of boarding school within the SU II district of Palembang city. The documentation includes statistical records of educators and informational boards about teachers' conditions, which the researcher directly observed in the field. The data was then recorded and documented through photographs. The data analysis technique used in this study employs parametric statistical analysis, starting with prerequisite tests such as normality and linearity tests. According to Permata et al. (2023), the normality test aims to determine whether the data distribution follows or approximates a normal distribution pattern, known as a bell-shaped distribution. Meanwhile, the linearity test aims to determine whether there is a linear relationship between two variables (Meizary and Magdalena, 2024; Sari and Judaniastuti, 2024). These tests aim to determine whether data analysis can proceed to hypothesis testing.

Hypothesis testing in this study was conducted using both partial and simultaneous variables. For partial variables, hypothesis testing is conducted using a simple linear regression test. In this study, simple linear regression testing is conducted with variable X_1 against Y and variable X_2 against Y . Meanwhile, for simultaneous variables, hypothesis testing is conducted using multiple linear regression analysis. In this study, multiple linear regression testing is conducted with variables X_1 and X_2 against Y .

C. Results and Discussion

The Partial Influence of Boarding School Culture on the Job Satisfaction of Honorary Teachers

The influence of boarding school culture on the job satisfaction of honorary teachers was partially analyzed using a simple linear regression hypothesis test. The analysis results show a significance value of $0.000 < 0.05$, indicating that H_0 is rejected, as evidenced in table 1. Table 1 shows that boarding school culture has a significant partial influence on the job satisfaction of honorary teachers.

Table 1. Results of Simple Linear Regression Test (ANOVA) X_1 Against Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2980.360	1	2980.360	29664.084	.000 ^b
1 Residual	8.741	87	.100		
Total	2989.101	88			

a. Dependent Variable: Job Satisfaction of Honorary Teachers
 b. Predictors: (Constant), Boarding School Culture

The influence of boarding school culture is reflected in the R Square value of 0.997. In table 2 below, indicating that 99.7% of honorary teachers' job satisfaction is influenced by boarding school culture, while the remaining 0.3% is influenced by other factors outside the studied variables.

Table 2. Coefficient of Determination X_1 Against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.997	.997	.317

a. Predictors: (Constant), Boarding School Culture

Furthermore, Table 3 presents the regression equation: $Y = -6.911 + 1.007X$, which shows that honorary teachers' job satisfaction tends to increase as the implementation of boarding school culture strengthens. Thus, boarding school culture has a positive partial influence on the job satisfaction of honorary teachers at boarding school in the SU II district of Palembang city.

Table 3. Results of Simple Linear Regression Test (Bivariate Regression) X_1 Against Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-6.911	.754		-9.164	.000
Boarding School Culture	1.007	.006	.999	172.233	.000

a. Dependent Variable: Job Satisfaction of Honorary Teachers

Hairunnisa (2020) study shares similarities with this study, particularly in examining the influence of the boarding school culture on teachers' job satisfaction. The study involved 85 respondents, including both honorary and non-honorary teachers. The statistical analysis revealed that organizational culture significantly influenced teachers' job satisfaction. Similarly, Saherbanun et al. (2021) conducted study on the influence of culture on teachers' job satisfaction. However, their study was not conducted in a boarding school environment but in public elementary schools, with 78 respondents. In that context, boarding school culture was identified as an organizational culture. Furthermore, their study included both honorary and non-honorary teachers. The results also showed that organizational culture had a significant partial

effect on teachers' job satisfaction.

The positive influence of boarding school culture can serve as an intrinsic motivation. Some honorary teachers feel more satisfied working in an environment rich in religious values and blessings. Those who view their work as a form of devotion and derive spiritual satisfaction often do not feel burdened, even with additional responsibilities. Moreover, boarding school culture fosters a strong sense of family and togetherness, making heavy workloads feel lighter due to mutual support from fellow teachers and students. This differs from more formal and professional work environments, where relationships tend to be contractual. Additionally, boarding school culture can be an opportunity for self-improvement. Extra responsibilities, such as mentoring students or participating in religious and social activities, can enhance teachers' skills and experience, providing valuable personal and professional development. However, the impact of boarding school culture is not always positive; its effect depends on how teachers perceive their roles within the boarding school and how the institution manages their welfare and work environment.

An increase in the application of boarding school culture can lead to a decline in honorary teachers' job satisfaction. This is because boarding school culture often requires teachers to adhere to strict rules, values, and additional responsibilities, which may feel burdensome. The boarding school system emphasizes devotion and loyalty, expecting honorary teachers to contribute beyond just teaching. Honorary teachers are often required to participate in religious activities, student development, and administrative tasks without adequate compensation. Furthermore, the strict hierarchy in boarding school culture demands compliance with leadership decisions, typically made by the Kyai, without much room for debate. Honorary teachers must adhere to internal rules that are often stricter than those in public schools, including dress codes, interaction protocols, and demanding work schedules.

In addition to teaching, honorary teachers are frequently assigned tasks such as supervising students outside formal learning hours, overseeing religious activities, maintaining cleanliness, or even acting as dormitory supervisors. These additional responsibilities can become a burden if not balanced with adequate welfare support. Many boarding schools, especially those based on endowments or community funding, have limited financial resources, resulting in lower teacher salaries compared to public or private schools. When financial compensation is low while workload remains high, job satisfaction tends to decline. Some teachers may feel that the values or practices within boarding school culture do not align with their personal or professional needs. A work environment that is too rigidly tied to a particular culture can create psychological pressure, negatively impacting honorary teachers' job satisfaction.

Boarding school culture has a significant partial influence on honorary teachers' job satisfaction. Therefore, various steps are necessary to prevent declining job satisfaction. boarding school administrators should improve honorary teachers' welfare by providing fair salaries, additional incentives, health benefits, and professional training. Additionally, ensuring proper living facilities for teachers' residing in the boarding school is crucial. Recognition of teachers' contributions through material and non-material rewards, as well as career development opportunities such as training or scholarships, is also important. Administrators should maintain a balanced workload to prevent excessive demands, provide sufficient rest periods, and allow flexibility in additional tasks. Creating a supportive work environment is essential, ensuring harmonious working relationships, open communication between administrators and honorary teachers, and fostering a culture that keeps teachers motivated, comfortable, and valued. Moreover, boarding school administrators should offer psychological support and counseling for teachers' experiencing work stress while promoting a more inclusive work atmosphere by reducing the pressure of overly strict regulations. By implementing these measures, it is hoped that honorary teachers' job satisfaction in boarding school will be maintained or even improved.

The Partial Influence of Self-Efficacy Culture on the Job Satisfaction of Honorary Teachers

Table 4. Results of Simple Linear Regression Test (ANOVA) X₂ Against Y

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2963.147	1	2963.147	9932.514	.000 ^b
Residual	25.955	87	.298		
Total	2989.101	88			

a. Dependent Variable: Job Satisfaction of Honorary Teachers
 b. Predictors: (Constant), Self-Efficacy

The influence of self-efficacy on the job satisfaction of honorary teachers was partially analyzed using a simple linear regression hypothesis test. The analysis results show a significance value of $0.000 < 0.05$, which means H_0 is rejected, as presented in Table 4 above. This indicates that self-efficacy has a significant influence on the job satisfaction of honorary teachers.

Table 5. Coefficient of Determination X₂ Against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996 ^a	.991	.991	.546

a. Predictors: (Constant), Self-Efficacy

The magnitude of the influence is shown by the R Square value of 0.991. As presented in Table 5 above, which can be concluded that 99.1% of honorary teachers' job satisfaction is influenced by self-efficacy, while the remaining 0.9% is influenced by other factors

outside this variable.

**Table 6. Results of Simple Linear Regression Test (Bivariate Regression)
 X_2 Against Y**

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-3.969	1.274		-3.116	.002
	Self-Efficacy	1.000	.010	.996	99.662	.000

a. Dependent Variable: Job Satisfaction of Honorary Teachers

Furthermore, in Table 6, the regression equation obtained is $Y = -3.969 + 1.000X$. This result indicates that the job satisfaction of honorary teachers tends to increase along with the application of self-efficacy. In other words, self-efficacy partially has a positive influence on the job satisfaction of honorary teachers at boarding school in SU II district of Palembang city. The study conducted by Tanjung et al. (2020) shares similarities with this study, as both examine the influence of self-efficacy on teachers' job satisfaction. However, their study was conducted in general high schools with 39 respondents, rather than in a boarding school environment. Additionally, their study involved both honorary and non-honorary teachers. The results indicated that self-efficacy partially has a significant influence on teachers' job satisfaction. A similar finding was also observed in the study by Bakhtiar and Yusuf (2023), which examined the influence of self-efficacy on teachers' job satisfaction but was conducted in Integrated Islamic Schools with 137 respondents, including permanent teachers rather than focusing solely on honorary teachers. Their findings also showed that self-efficacy partially has a significant impact on teachers' job satisfaction.

Lodjo (2013) conducted study that aligns with this study in that it examined the influence of self-efficacy on job satisfaction. However, their study did not focus on teachers but rather on employees of a limited liability company with 127 respondents. The results indicated that self-efficacy partially has a significant impact on job satisfaction. Similarly, the study by Roni et al. (2024) explored the effect of self-efficacy on job satisfaction, though it focused on bank employees rather than teachers, with 137 respondents. The results confirmed that self-efficacy partially influences job satisfaction. In this regard, self-efficacy among respondents who were not teachers also had an impact on job satisfaction, making it a broadly relevant issue. The positive influence of self-efficacy on job satisfaction can encourage honorary teachers to be more confident in enhancing their motivation and performance. Teachers with high self-efficacy tend to be more enthusiastic about teaching, capable of handling various challenges, more confident in taking on additional responsibilities, and proactive in finding solutions to problems. This contributes to improved performance and job satisfaction. Another positive effect is the reduction of stress and anxiety.

Confidence in one's abilities allows honorary teachers to manage work-related stress more effectively, whether related to teaching tasks, administration, or regulations in boarding school. High self-efficacy helps them remain calm and focused in fulfilling their responsibilities.

Honorary teachers with strong self-efficacy are better able to adapt to a dynamic work environment, including handling additional responsibilities in boarding school. They exhibit high optimism and resilience in facing challenges, which helps them maintain job satisfaction. Self-efficacy also plays a role in increasing the sense of fulfillment and meaning in work. Teachers who believe in their abilities are more likely to feel valued and enjoy their jobs, as they see their tasks as a form of service with profound significance in their lives. Additionally, positive self-efficacy influences social interactions in the workplace. Confident teachers find it easier to communicate, collaborate with colleagues, and build harmonious relationships with students, ultimately enhancing their job satisfaction. An increase in self-efficacy may also be accompanied by a decline in job satisfaction among honorary teachers. Those with high self-efficacy often receive additional responsibilities or challenges, which can lead to stress and negatively impact job satisfaction. Other negative effects include decreased motivation and performance. Teachers who lack confidence in their abilities tend to be less motivated to give their best in teaching, potentially leading to lower-quality instruction and dissatisfaction with their work. Additionally, high levels of stress and burnout are common. Honorary teachers in boarding school frequently face challenges such as heavy workloads and low salaries. If they have low self-efficacy, they are more susceptible to stress and emotional exhaustion, which can ultimately reduce job satisfaction.

Honorary teachers with low self-efficacy often struggle to adapt to demanding work environments, such as dealing with students with diverse characteristics or handling additional administrative tasks. This can make them feel overwhelmed and dissatisfied with their jobs. A lack of a sense of belonging to their work can also contribute to low self-efficacy. If teachers do not believe in their contributions to education, their commitment to their job decreases, which in turn lowers job satisfaction and their level of dedication to assigned tasks. Limited career development opportunities are another consequence of low self-efficacy. Teachers who lack confidence may be reluctant to seek opportunities for professional growth, such as attending training programs or pursuing further education. As a result, their professional development is hindered, leading to reduced job satisfaction. Based on these discussions, it can be concluded that low self-efficacy has negative effects on the job satisfaction of honorary teachers in boarding school, including decreased motivation, increased stress levels, and hindered professional growth. Therefore, institutions need to provide support and training to boost the confidence of honorary teachers in boarding school.

Enhancing the self-efficacy of honorary teachers in boarding school can be achieved through various initiatives, one of which is training and competency development. This can be implemented through regular training sessions covering teaching methods, classroom management, and the use of technology in education. Additionally, offering teachers' opportunities to attend seminars, workshops, or online courses can help improve their professional skills. Another key initiative is establishing mentoring and social support programs, where senior teachers guide honorary teachers by sharing experiences and more effective teaching strategies. Strengthening collaboration and communication among teachers can also create a more supportive work environment, making them feel more encouraged in their roles. Providing positive feedback is also essential in improving teachers' self-efficacy. This can be done by recognizing and appreciating their dedication and achievements through awards or acknowledgment from boarding school leadership, thereby boosting motivation and confidence in their duties.

Involving honorary teachers in decision-making processes related to educational policies in boarding school can be another strategy to enhance their self-efficacy. By granting them greater responsibilities, teachers will feel they play a significant role and make meaningful contributions to education. Additionally, improving welfare and fostering a supportive work environment are crucial steps. This can be achieved by offering adequate incentives or allowances to enhance work motivation and creating a comfortable workplace to maintain the teachers' mental and emotional well-being. Building teachers' confidence can also be done through successful experiences. Encouraging them to try new teaching approaches and celebrating even small achievements can help strengthen their self-belief. Furthermore, providing challenges that match their abilities will help boost their confidence in tackling new tasks. By implementing these strategies, the self-efficacy of honorary teachers can continue to develop, ultimately contributing positively to job satisfaction and improving the quality of education in boarding school.

The Simultaneous Influence of Boarding School Culture and Self-Efficacy on the Job Satisfaction of Honorary Teachers

**Table 7. Results of Multiple Linear Regression Test (ANOVA)
 X₁ and X₂ Against Y**

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2980.363	2	1490.181	14666.077	.000 ^b
Residual	8.738	86	.102		
Total	2989.101	88			

a. Dependent Variable: Job Satisfaction of Honorary Teachers
 b. Predictors: (Constant), Boarding School Culture, Self-Efficacy

The simultaneous influence of boarding school culture and self-efficacy on the job satisfaction of honorary teachers was analyzed using multiple linear regression hypothesis testing. Table 7 above presents the analysis results, showing a significance value of $0.000 < 0.05$, leading to the rejection of H_0 . This indicates that boarding school culture and self-efficacy simultaneously have a significant influence on the job satisfaction of honorary teachers.

Table 8. Coefficient of Determination X_1 and X_2 Against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.997	.997	.319

a. Predictors: (Constant), Boarding School Culture, Self-Efficacy

The magnitude of this influence is represented by an R Square value of 0.997. In Table 8 above, which suggests that 99.7% of honorary teachers' job satisfaction is influenced by boarding school culture and self-efficacy, while the remaining 0.3% is affected by other factors outside these variables.

The findings of this study reveal that honorary teachers prioritize dedication and intrinsic satisfaction in their work over material aspects. Each boarding school culture has a distinctive culture emphasizing sincerity, discipline, solidarity, and devotion. Honorary teachers are not only responsible for teaching but also become an integral part of a close-knit community with students and boarding school culture administrators. This culture creates a strong work environment, making job satisfaction highly dependent on how well teachers align with these values. Additionally, self-efficacy plays a crucial role in job satisfaction. Honorary teachers with high self-efficacy are more confident in performing their duties, facing challenges, and overcoming difficulties in teaching. A strong sense of self-efficacy helps them feel more competent and satisfied with their work, despite challenges such as low salaries or heavy workloads. If the majority of honorary teachers in the study exhibit strong self-efficacy, their job satisfaction levels tend to be higher as well.

If all boarding school culture in the SU II district of Palembang city share similar cultural patterns, their influence on honorary teachers' job satisfaction will be substantial. Teachers' working in environments with aligned values will find it easier to adapt and feel comfortable in carrying out their duties. This makes boarding school culture a key determinant in honorary teachers' job satisfaction. Since this study confirms that boarding school culture and self-efficacy are dominant factors in job satisfaction, efforts to enhance honorary teachers' satisfaction should focus on several aspects. These include strengthening boarding school culture by providing moral support, fostering solidarity, and creating a conducive work environment. Additionally, improving teachers' self-efficacy through training, mentoring, and recognizing their contributions is also essential. Building a more supportive community where

honorary teachers feel valued and supported in their work should also be a priority. Therefore, boarding school culture administrators should focus more on reinforcing boarding school culture and enhancing honorary teachers' self-efficacy to maintain their well-being and work motivation at an optimal level.

So far, no study has been found that contradicts this study. This is due to previous relevant studies that mostly discussed broader topics and the lack of researcher interest in this topic, as it focuses more on the field of educational management and the work psychology of honorary teachers, which may not yet be a primary concern in research, especially in boarding school. Additionally, more studies focus on aspects such as curriculum, character education, or learning methodologies in general schools. Accessing data from boarding school can also be challenging due to their more closed and traditional nature. Some boarding school may be reluctant to provide information related to the job satisfaction of honorary teachers due to its sensitive nature. This study was conducted on boarding school across an entire district, whereas previous studies were mostly conducted on a single boarding school. This allows the research findings to be more representative and have better generalizability. Each boarding school has a different organizational culture, enabling the study to capture broader patterns compared to focusing on just one boarding school. On the other hand, if the research were limited to a single boarding school, the results might be too specific and less applicable to other boarding school.

D. Conclusion

The following conclusions were obtained in this study: 1) There is a significant partial influence of the boarding school culture on the job satisfaction of honorary teachers. Statistical analysis shows that 99.7% of honorary teachers' job satisfaction is influenced by boarding school culture partially, while the remaining 0.3% is influenced by other factors outside this variable; 2) There is a significant partial influence of self-efficacy on the job satisfaction of honorary teachers. Statistical analysis shows that 99.1% of honorary teachers' job satisfaction is influenced by self-efficacy partially, while the remaining 0.9% is influenced by other factors outside this variable; and 3). There is a significant simultaneous influence of boarding school culture and self-efficacy on the job satisfaction of honorary teachers. Statistical analysis shows that 99.7% of honorary teachers' job satisfaction is influenced simultaneously by boarding school culture and self-efficacy, while the remaining 0.3% is influenced by other factors outside this variable.

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