

Influence Welfare Economy and Satisfaction Work Regarding Power Teacher Competition with Motivation Achievement as an Intervening Variable

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Welfare Economy;
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Abstract:

Research This aim analyze influence welfare economy and satisfaction Work to Power teacher competition, good in a way direct and through motivation achieve as variables mediation. Research quantitative This involving 115 civil servant teachers State Civil Servants (ASN) consisting of for civil servants and PPPK at the level Elementary School, School Puff First and School State Senior High Schools in Makassar City in 2025. Questionnaire Instrument Data Google Form based developed from the grand theory of each variable, then analyzed using Structural Equation Modeling (SEM) with device SmartPLS-4 software. Testing the entire measurement model construct fulfil criteria validity convergent, validity discriminant, and reliability, so that worthy used in structural model testing. The results of the structural model analysis show that welfare economy, satisfaction work and motivation achieve influential positive and significant to Power teacher competition. Besides that, motivation achievement and satisfaction Work proven mediate in a way significant connection between welfare economy with Power teacher competition.

Kata Kunci:

Kesejahteraan Ekonomi;
Kepuasan Kerja;
Motivasi Berprestasi;
Daya Saing

Abstrak.

Penelitian ini bertujuan menganalisis pengaruh kesejahteraan ekonomi dan kepuasan kerja terhadap daya saing guru, baik secara langsung maupun melalui motivasi berprestasi sebagai variabel mediasi. Penelitian kuantitatif ini melibatkan 115 guru Aparatur Sipil Negara (ASN) yang terdiri atas PNS dan PPPK pada jenjang Sekolah Dasar, Sekolah Menengah Pertama dan Sekolah Menengah Atas Negeri di Kota Makassar Tahun 2025. Data Instrument kuesioner berbasis Google Form dikembangkan dari grand theory masing-masing variabel, kemudian dianalisis menggunakan *Structural Equation Modeling* (SEM) dengan perangkat lunak SmartPLS-4. Pengujian measurement model seluruh konstruk memenuhi kriteria validitas konvergen, validitas diskriminan, dan reliabilitas, sehingga layak digunakan dalam pengujian model struktural. Hasil analisis structural model menunjukkan bahwa kesejahteraan ekonomi, kepuasan kerja, dan motivasi berprestasi berpengaruh positif dan signifikan terhadap daya saing guru. Selain itu, motivasi berprestasi dan kepuasan kerja terbukti memediasi secara signifikan hubungan antara kesejahteraan ekonomi dengan daya saing guru.

INTRODUCTION

Education is foundation main in development source Power qualified and empowered human being competition high in the global era. In context economy knowledge (*knowledge economy*), quality education become determinant main progress something nation, power competition economy and welfare public. United Nations Educational, Scientific and Cultural Organization (UNESCO). consistent emphasize that investment in education quality is investment term the most strategic length for reach development sustainable and address various global challenges, starting from poverty, inequality social, up to change climate.

Transformation global economy of the industrial era towards the digital and economic era based knowledge has change paradigm education fundamentally. World Economic Forum in "The Future of Jobs Report 2023" report confirms that ability adaptive, thinking critical, creativity, and digital literacy become core competencies that must be owned by future generations. This is demand system education For No only focus on knowledge transfer, but also on development skills 21st century, character, and ability Study throughout life (lifelong learning). In context this, the quality of teachers becomes variables the key to success success transformation education.

Organization for Economic Co-operation and Development (OECD) through various studies comparative international, including the Programme for International Student Assessment (PISA) and the Teaching and Learning International Survey (TALIS), in particular consistent find that teacher quality is the most significant in-school factors influence performance Study students. Countries with performance education tall such as Finland, Singapore, South Korea, and Japan put development teacher professionalism as priority main in policy education they. Investment substantial in recruitment, training, remuneration and development teacher career has proven produce system superior and sustainable education.

Globalization and development technology information has created global competition does not only between countries, but also between institutions education and inter individual, including teachers. Mobility power increasing work high, standardization qualification international, and demands to global competence makes Power teacher competition becomes issues that are not can neglected. Teachers in the 21st century are not only competed with colleague colleagues in his country alone, but also with standard international which continues increasing. Phenomenon this urge every country, including Indonesia, to ensure that the teachers own Power adequate competition in global context.

Indonesia, as a country with amount resident the biggest fourth in the world and economy the largest in Southeast Asia, facing challenge complex in sector education. With more of the 3.2 million teachers spread throughout archipelago, starting from urban until area remote, challenges. For ensure quality and power teacher competition evenly become a crucial national agenda. The Law Number 14 of 2005 concerning Teachers and Lecturers has appoint teachers as educator professional with task main educate, teach, guide, direct, train, assess and evaluate participant educate. Professionalism this demand competence high pedagogical, personality, social and professional.

Various policy has implemented the Indonesian government to increase teacher quality, including teacher certification programs, allowances teaching profession, scholarships education further, and development programs professionalism sustainable development (PKB). The teacher certification program that was initiated since 2007 aims increase teacher competence and welfare through giving allowance profession for teachers who have fulfil standard competence. Policy This expected can increase teacher motivation and performance in carry out task professionalism. The results of various studies show that the quality of teachers in Indonesia is still face various challenge significant. The results of PISA 2022 show that the average score of Indonesian students in mathematics, reading, and science are still is below the average of OECD countries, although there is improvement from the years previously. Study

from the World Bank (2020) identified that gap quality of teachers between regions, limitations competence pedagogical in apply student - centered learning, and low culture development professional sustainable become inhibiting factors improvement quality education in Indonesia.

Welfare teacher economics in Indonesia shows repair significant in two decadee lastly, especially after implementation of certification and allowance programs profession. Teachers who have certified accept allowance profession as big as one time salary principal, which is substantial increase income them. However, the disparity welfare economy Still happen between teachers with status civil servants (PNS) with honorary teachers, between teachers in urban areas with rural areas, and among teachers who have certified with those who haven't. Condition This create gap motivation and opportunity For development professionals among teachers.

Study Suryani et al. (2021) showed that welfare teacher economics correlates positive with quality learning and achievement students. Teachers with welfare economy adequate own time and resources Power more For focus on development competence, no need look for work excessive side, and can access various training as well as source study. On the other hand, teachers with welfare economy low tend experience stress financial impact on concentration teaching, motivation achievement and commitment to profession.

Satisfaction teacher's work is dimensions important things that influence teacher retention, quality learning and climate school. The 2018 TALIS study involving teachers from various countries show that satisfaction teacher work is influenced by various factors factors , including compensation financial, environmental work, support leadership school, opportunity development professionalism and recognition to contribution they. In Indonesian context, research Rahmawati and Surya (2022) found that level satisfaction teacher work varies in a way significant based on employment status, location school, and level education. Civil servant teachers tend to own satisfaction Work more tal compared to honorary teachers, while teachers in urban areas generally more satisfied compared to colleague they are in the area remote.

Motivation high achieving teachers become factor fundamental psychological factors that drive teachers to Keep going increase competence and performance. Theory motivation McClelland (1961) explains that achievement that individual with motivation achieve tall own encouragement strong for reach success, set challenging goals However realistic, and continue make an effort increase performance. In context teaching, motivation achieve encourage teachers to develop method learning innovative, improving qualification academic, active in activity development professional, and contribute to the improvement quality school.

However thus, various studies show that motivation achievement of teachers in Indonesia is still need improved. Research by Widodo and Sari (2023) identified that some teachers show complacent attitude after reach certification and benefits profession, with decline Spirit for Keep going learning and innovating. Phenomenon This become paradox from policy improvement teacher welfare, where the allowances that should be become incentive for increase performance precisely creating a comfort zone that reduces motivation development self. This isindicates the need greater understanding deep about How welfare economy can transformed become Power sustainable competitiveness through mechanism psychological like satisfaction work and motivation achievers.

Power teacher competition in the Indonesian context is increasingly important in line with implementation Independent Curriculum which requires teachers to more adaptive, creative, and capable facilitate student - centered learning. Power teacher competition is not only measured from qualification academic or experience teaching, but also from ability for innovate, use technology learning, collaboration with fellow professional, and contribute to the development ecosystem education. Empowered teacher competition tall is a teacher who does not only competent in field, but also have a growth mindset, the ability reflection self and commitment for learning throughout life.

Although has Lots research that examines factors that influence teacher performance and professionalism, there are a number of research gap in existing literature that is needed filled through study this. *First*, some big study previously tend study connection direct between welfare economy with performance or quality of teachers without consider mechanism psychological bridge connection said. Research Hendarman and Hidayat (2020), Supriyanto et al. (2021), and Nugroho (2022) found correlation positive between welfare economy with teacher performance, however No elaborate on the psychological processes that explain How welfare economy transformed become improvement performance. In fact, understanding to intervening variables such as satisfaction work and motivation achievement is very important for designing effective and sustainable interventions.

Second, the concept Power teacher competition as different constructs from teacher performance or teacher competency is still seldom operationalized in study empirical in Indonesia. Most of studies use variables teacher performance, teacher professionalism, or teacher competence without in a way specific measure Power competition that includes more dimensions wide like adaptability, innovation, networking, continuous learning, and competitive advantage. Research Slameto (2021) and Wibowo et al. (2022) started introduce draft teacher competition but not yet develop instrument comprehensive and validated measurement empirical.

Third, although a number of study has identify that welfare economy influence satisfaction teacher work (Hakim, 2020; Pratiwi & Nugroho, 2021) and motivation achievement (Setiawan, 2022; Wulandari et al., 2023), as well as satisfaction work and motivation achieve influence teacher performance (Hidayat & Rahman, 2021; Kusuma, 2022), however Not yet There is studies comprehensive that integrates overall variables This in one causal model that tests role mediation (intervening) satisfaction work and motivation achieve in a way simultaneous in connection between welfare economy and power teacher competition . Understanding towards the integrated model This important For identify the most effective leverage points in increase Power teacher competition. *Fourth*, some big study previously use approach quantitative with analysis regression simple or multiple, which is not can test connection complex between multiple variables in a simultaneous and not can identify effect direct effect and effect no direct (indirect effect) comprehensive. The Structural Equation Modeling (SEM) or Path Analysis approach allows testing of complex structural models Still limited used in study about welfare and power teacher competition in Indonesia.

Fifth, the temporal context of the research also becomes gap important. Most of the study carried out in the period before or beginning implementation Independent Curriculum and before the COVID-19 pandemic which brought change significant in landscape education. The COVID-19 pandemic has accelerat digital transformation in education, change expectation to teacher competence, and create challenge new in well-being and satisfaction teacher work. Research latest taking into account post-pandemic context and implementation The Independent Curriculum is still very limited. *Sixth*, from perspective methodological, partly big study use sample limited to one district / city or One province, so that generalization results study need done with be careful. Research with more samples representative which includes various regional characteristics (urban-rural), school status (public-private), and level education Still required For get a clearer picture comprehensive. *Seventh*, the dimension welfare economy in study previously tend measured only from aspect wages or income, without consider more dimensions wide like security financial term length, access to facility health and education For family, opportunity For investment and development assets, as well as perception adequacy economy relatively to needs and standards life. More measurements holistic to welfare economy required for understand the impact is greater comprehensive. *Eighth*, from perspective theoretical, integration between theory economics (human capital theory, efficiency wage theory), theory psychology organization (job satisfaction theory, achievement motivation

theory), and theory management source Power human (competitiveness theory, professional development theory) in a coherent conceptual framework Still seldom conducted. Research This make an effort integrate various perspective theoretical for give greater understanding holistic about factors that influence Power teacher competition.

Based on identification of the research gap above, research this aim for fill in gap in literature with develop and test a structural model that integrates welfare economy, satisfaction work, motivation achievement, and power teacher competition. Research This in a way specific test role satisfaction work and motivation achieve as intervening variables (mediating variables) that explain mechanism How welfare economy contribut to improvement Power teacher competition. With greater understanding deep to connection causal and mechanism psychological this , it is hoped can formulated recommendation more policies and practices effective For increase Power teacher competition sustainable research it also operationalizes construct Power teacher competition which includes dimensions relevant with demands 21st century , including competence technical, ability adaptation , innovation learning , collaboration professionalism , digital literacy , and commitment to learning sustainable .

METHOD

Study is study quantitative focused effort look for connection direct and indirect direct exogenous variables towards endogenous, namely influence health economy, satisfaction Work to teacher power with motivation achieve as an intervening variable. Research focused on teachers with status Apparatus Civil State Civil Servants (ASN) Civil Servants and Employees Government with Agreement Work in Makassar City in 2025. Instruments study This in the form of questionnaire developed from each grand theory variable research. Instruments made in *Google Form* with method Data collection was carried out and distributed to each *WhatsApp group* group the work of ASN teachers in Makassar City. After being carried out distribution questionnaire *Google Form* so that obtained. The number of teachers who filled out the instrument was 115 people.

Table 1. Research Sample

No	Education units	Amount	Percent
1	Elementary school	31	27
2	School Intermediate First	38	33
3	School Upper Middle School	46	40
	Total	115	100%

Source: Processed data researcher, 2025

Researcher data analyzed use Structural Equation Modeling (**SEM**) uses device SmartPLS4 software . As for the conceptualization model study This as below This.

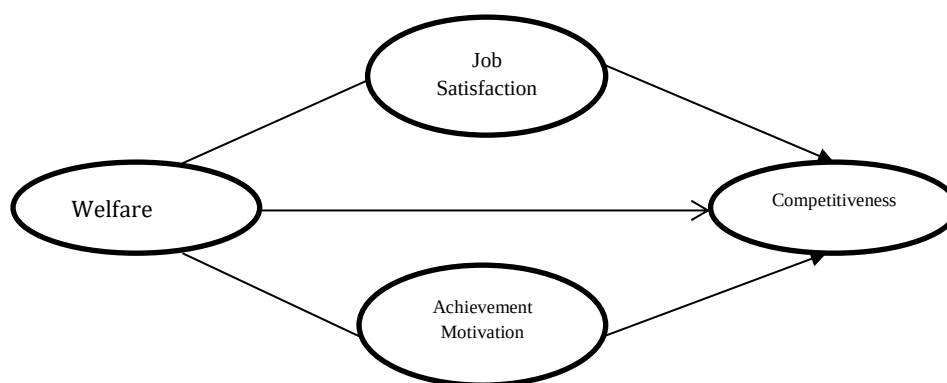


Figure 1. Framework Think

The proposed hypothesis in study this, namely:

1. Welfare economy influential significant to power teacher competition
2. Satisfaction work influential significant to power teacher competition
3. Motivation achievement influential significant to power teacher competition
4. Welfare economy influential significant to power teacher competition through mediation satisfaction work
5. Welfare economy influential to power teacher competition through mediation motivation achieve

RESEARCH RESULT

Measurement Model

Convergent validity is the size that shows to what extent the indicators in One construct truly gather and be able explain same concept. Validity This assessed through mark Average Variance Extracted (AVE), where an AVE value ≥ 0.50 indicates that indicator own suitability and strength For represent construct in a way appropriate. Construct reliability is tests that assess internal consistency of a construct, namely to what extent the indicators in construct the give stable and reliable results trusted. Testing This seen through Cronbach's Alpha, rho_A , and Composite Reliability , with value ≥ 0.70 indicates that construct own good and decent reliability used in analysis . Research results like seen in table 1.

Table 1. Results of Convergent Validity and Construct Reliability Tests

Construct	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Economic Well-Being	0.893	0.812	0.890	0.509
Job Satisfaction	0.856	0.903	0.803	0.693
Achievement Motivation	0.966	0.817	0.817	0.534
Competitiveness	0.851	0.809	0.892	0.545

Table 1 shows all construct in the model shows quality good measurement. Construct Economic Well-Being own reliability high (Cronbach's Alpha 0.893 and Composite Reliability 0.890) with AVE value of 0.509 which has been fulfil minimum limit of 0.50, so that indicator deemed valid in terms of convergent. Construct Job Satisfaction is also very reliable (Alpha 0.856; CR 0.803) and has an AVE of 0.693 which shows validity strong convergence. Construct Achievement Motivation show very high reliability (Alpha 0.966), however Composite Reliability and AVE values of 0.817 and 0.534 respectively reflect consistency good measurement as well as validity adequate convergence. While that, construct Competitiveness own good reliability (Alpha 0.851; CR 0.892) and AVE 0.545 which has been fulfil criteria validity. In terms of whole, entire construct fulfil standard reliability and validity so that worthy used in analysis continued.

Table 2. Discriminant Validity Test

Construct	Achievement Motivation	Competitiveness	Economic Well-Being	Job Satisfaction
Economic Well-Being	0.653	0.718		
Job Satisfaction	0.793	0.365	0.592	

Table 2 shows that Economic Well-Being own correlation strong positive with Achievement Motivation (0.653) and Competitiveness (0.718). This show that the more good condition welfare economy individuals, increasingly high motivation achievement and power competition. Meanwhile that, Job Satisfaction own very strong relationship with Achievement Motivation (0.793) indicates that satisfaction Work contribute significant to improvement

motivation achievement. Relationship between Job Satisfaction and Economic Well-Being (0.592) are also quite good. strong, showing that increasing welfare economy tend followed by increasing level satisfaction work. However, the relationship between Job Satisfaction and Competitiveness (0.365) relatively more low indicating that satisfaction Work No in a way direct become driver main Power competitive. In terms of Overall, this data describe pattern consistent and logical relationships intervariable in the model.

Structural Model

Structural Models Goodness of Fit is an important step to be taken in order to measure the extent of the influence of each variable under study, and the goodness of fit analysis technique measures R-Square (R²). This analysis uses the PLS-SEM method through the SmartPLS-4 application.

Table 3. The Goodness of Fit Model

Construct	R-Square	R-Square Adjusted
Economic Well-Being	0.876	0.864
Job Satisfaction	0.391	0.387
Achievement Motivation	0.267	0.248

The R-Square value is shown that the model has ability varying predictive between construct. The construct of Economic Well-Being has R-Square value of 0.876 (Adjusted 0.864), indicating that 87.6% of the variability welfare economy can explain Power teacher competition. This value including very strong category. The Job Satisfaction construct has an R-Square of 0.391 (Adjusted 0.387), meaning 39.1% of the variance satisfaction Work can explain Power teacher competition. This value is in the category moderate, indicating that Still There is other factors outside the model that can influence Power teacher competitiveness. The Achievement Motivation construct has an R-Square of 0.267 (Adjusted 0.248), indicating that 26.7% of the variance motivation achieve explain the power variable teacher competition. This value including category weak until moderate.

Hypothesis Testing

The testing criteria are assessed based on the P value; that is, if the P value > 0.05, the research hypothesis is rejected. Based on the results of the analysis with SmarPLS4 as shown in Figure 2.



Figure 2. Structural Equation Model

The structural equation model shows the overall factor loading of each research variable, and serves as a basis for testing the research hypothesis as shown in Table 5.

Table 4. Hypothesis Testing

Construct	P-Value	Conclusion	Hypothesis
Economic Well-Being - Competitiveness	0.000	Significant	Accepted
Achievement Motivation - Competitiveness	0.012	Significant	Accepted
Job Satisfaction - Competitiveness	0.000	Significant	Accepted
Economic Well-Being – Achievement Motivation - Competitiveness	0.024	Significant	Accepted
Economic Well-Being – Job Satisfaction - Competitiveness	0.039	Significant	Accepted

Source: Data Processing Results, 2025.

DISCUSSION

1. Influence Welfare Economy to Power Teacher Competition in Makassar City

Analysis results statistics in study This show that welfare economy influential positive and significant to Power teacher competition in Makassar City. Findings This indicates that the more tall level welfare the economy that teachers have, the more high power competition they in context professionalism teaching. Finding study This can explained through Human Capital Theory framework developed by Becker (1964) and Schultz (1961). Theory This confirm that investment in source Power humans, including through improvement welfare economy, will increase productivity and capacity individual. For compete. In teacher context, welfare adequate economy allows they For invest in development competence professional through various method: follow training and workshops that often require cost registration and transportation, purchasing books and sources Study latest, access technology learning such as laptops, tablets, and quality internet connections, as well as participate in national conferences and seminars and international. Hendricks' research (2014) in context system education in the United States find that improvement teacher's salary is not only increase quality teacher retention but also interesting individual with qualification academic more tall.For enter profession teaching. This is show that welfare economy play a role as signaling mechanism that shows that the teaching profession is valued in a way economic and social, which in turn increase Power pull and power competition profession the Teacher with welfare good economy own ability financial For access technology learning latest, including device computers, tablets, learning software, and a quality internet connection. In the digital era and the implementation of independent curriculum, digital literacy and skills integrate technology in learning become component important from Power teacher competition.

Research Suryani et al. (2021) found that teachers who have access to technology learning show innovation more pedagogy height and greater ability Good in designing engaging and effective learning. In Makassar City context, observation field show that the teacher with welfare economy adequate more capable For buy device digital learning , subscribe to online learning platforms , and access various source digital learning that can increase quality learning they . On the other hand, teachers with limitations economy often depends on the facilities limited and non- existent schools can optimize potential technology For increase quality learning.

Guarantee Institution the South Sulawesi Education Quality Institute which is based in Makassar also active organize various improvement programs teacher competency. Various organization professional teachers such as PGRI, IGI, and MGMP at the school level city active stage activities development professional. However, access to opportunities this is greatly influenced by welfare teacher economics. Quality programs tall often requires cost registration, and even for the free program, teachers need to emit cost transportation and time that can used for work side. Finding study show that the teacher with welfare good economy show participation that is significant more tal in development programs professional this, which in turn contribute to power competition those who are more tal.

Implications theoretical study This give proof empirical support application of Human Capital Theory in context teacher professionalism in Indonesia. Findings that welfare economy influential positive to Power teacher competition in line with the fundamental proposition of Human Capital Theory is that investment in source power humans including through adequate compensation, will increase productivity and capacity competitive individual. Research this also shows that application of Human Capital Theory in teacher context requires consideration special. Different with sector business where productivity can measured in a way relatively direct through economic output, productivity and power teacher competition involves more dimensions complex and multifaceted, including quality learning, impact to development holistic students , and contributions to ecosystem more education wide.

2. Influence Satisfaction Work to Teacher Competition in Makassar City

Analysis results statistics in study This show that satisfaction Work influential positive and significant to Power teacher competition in Makassar City. Findings This indicates that teachers who have level satisfaction Work more tall tend show Power more competitive Good in various aspect professionalism they, including ability adaptation to change, innovation in learning, commitment to development professional sustainable, and capacity For contribute in a way effective in ecosystem competitive education. Theory two factor from Herzberg et al. (1959) provides fundamental framework for understand connection between satisfaction work and power teacher competition. Herzberg distinguishes between hygiene factors (factors maintenance) that prevents dissatisfaction, such as salary, conditions work, policy organization, and interpersonal relationships, with motivating factors that create satisfaction true, like achievement, recognition, responsibility answer, and opportunity For developing. In teacher context in Makassar City, results study that second category factor This play a role in form satisfaction later work influence Power competitiveness. Adequate hygiene factors create a satisfaction baseline that allows teachers to focus on aspects more professional high. However, the power real teacher competition driven by motivating factors - when teachers feel satisfied with achievement they accept confession on contribution professional, have autonomy in practice learning, and seeing chance clear. They tend invest more Lots energy in development competence and improvement Power competitive.

Research result show that the teacher with satisfaction Work tall show higher levels of organizational citizenship behavior high, including willingness For take not quite enough answer additional, helpful colleague peers, participate in activity school outside formal tasks , and contribute to innovation and improvement school . Behaviors This No only reflects high engagement but it is also a mechanism. Development competence and improvement Power competitive. On the other hand, teachers with satisfaction Work tall own more lots of mental bandwidth for dedicated to activities that improve Power competition: reflection pedagogical, design learning innovative, exploration methods and technologies new, and planning development professional term length Data from study This show that the teacher with satisfaction Work tall report frequency more tall in do reflection professional, reading literature education latest and experimenting with approach learning new

Findings study This consistent with and expand various studies empirical about connection satisfaction teacher professional work and outcomes. Research this complete Findings the with show that influence satisfaction Work No only on performance term short but also on power competition term length that includes dimensions morewide such as adaptability, innovation, and continuous learning. Studies international from Skaalvik and Skaalvik (2011) in Norway find that satisfaction teacher work is related negative with burnout and turnover intention, as well as relate positive with organizational commitment and self-efficacy. This is in Makassar City in line with pattern this and add that satisfaction Work also affects power competition professional. Klassen and Chiu's (2010) research using data from TALIS found that that satisfaction Teacher work is influenced by workload, stress, and self-efficacy, as well varies between countries. They find that the teacher with satisfaction Work tall show higher levels of instructional practices good. Research This expand findings the with show that satisfaction work is also related with aspect Power more competitive are Caprara et al. (2006) in longitudinal study in Italy found that satisfaction Teacher work predicts organizational commitment and contributes to teacher effectiveness. They also found that self-efficacy beliefs play a role as a mediator in connection this. Finding study This is consistent in Makassar City with pattern.

Study This contribute to understanding theoretical about satisfaction Work No only as an affective outcome but also as an energizing force that encourages professional growth and competitiveness. Work creating a positive psychological state that facilitates the necessary motivation, energy, and cognitive resources for continuous improvement and competitive performance.

3. Influence Motivation Achievement to Power Teacher Competition in Makassar City

Analysis results statistics in study This show that satisfaction Work influential positive and significant to Power teacher competition in Makassar City. Findings This indicates that teachers who have level satisfaction work more tal tend show Power more competitive Good in various aspect professionalism they, including ability adaptation to change, innovation in learning, commitment to development professional sustainable, and capacity For contribute in a way effective in ecosystem competitive education. In teacher context in Makassar City, results study show that second category factor this play a role in form satisfaction later work influence Power competitiveness. Adequate hygiene factors create a satisfaction baseline that allows teachers to focus on aspects more professional high. However, the power real teacher competition driven by motivating factors - when teachers feel satisfied with achievemen they, accept confession on contribution professional, have autonomy in practice learning, and seeing chance clear for growth career, they tend invest more Lots energy in development competence and improvement competition. Interview deep with teachers in Makassar City expressing that the teacher who reported satisfaction Work tall generally working at school with supportive leadership, culture collaborative, system clear recognition, and opportunity for involved in taking decisions. Characteristics This in line with Herzberg's motivating factors and proven correlated with level Power more competitive tall.

Teachers who experience dissatisfaction good work Because condition poor work performance, toxic interpersonal relationships, lack of support administrative, or injustice in system - experiencing stress chronic consuming source power cognitive they. Research in psychology cognitive show that stress and affect negative reduces working memory capacity, inhibits creative thinking, and limits ability for long-term planning (Baddeley, 2007). On the other hand, teachers with satisfaction Work tall own more lots of mental bandwidth for dedicated to activities that improve competition: reflection pedagogical, design learning innovative, exploration methods and technologies new, and planning development professional term length. Data from study This show that the teacher with satisfaction work tall report

frequency more al in do reflection professional, reading literature education latest, and experimenting with approach learning new. Satisfaction work contribute to the development and maintenance motivation intrinsic - internal drive to involved in activity because activity That Alone satisfying and meaningful, right? because of external rewards

Satisfaction Work is predictor strong from organizational commitment and intention to stay in profession (Meyer & Allen, 1991; Skaalvik & Skaalvik, 2011). Teacher turnover and intention to leave have an impact negative No only on continuity learning student but also on capacity school for build capability collective and maintain institutional knowledge. Satisfied teachers with work they tend committed for a long-term career in profession and in school they. Commitment term long This important For Power competition Because allows teachers to invest in development competencies that are required time to mature, build deep expertise in context specific them, and contribute to the development capability organizational school. On the other hand, teachers with satisfaction Work low often experience the intention to leave, which creates psychological withdrawal even before they truly leave position. This withdrawal manifest in reduced effort, decreased innovation, and minimal investment in professional development - all things that hinder competitive.

4. Influence Welfare Economy to Power Teacher Competition Through Mediation Satisfaction Work

Analysis results track show that satisfaction Work play a role as a significant mediator in connection between welfare economy and power teacher competition in Makassar City. Findings This indicates that influence welfare economy to Power teacher competition is not fully nature directly, but rather part Work through mechanism psychological satisfaction work. In other words, well-being good economy increase Power good teacher competition in a way direct and in a way No direct with moreover formerly increase satisfaction Work they. Decomposition effect show that total welfare effect economy to Power teacher competition consists of from effect significant direct and indirect effects No direct through satisfaction work that is also significant. The proportion effect No substantial direct confirm importance satisfaction Work as mechanism psychological translation welfare economy become improvement Power competition professional.

The role of mediation satisfaction work can explained through the Affective Events Theory developed by Weiss and Cropanzano (1996). Theory This explain that work environment features (such as welfare economy) influences work attitudes (such as satisfaction work), which then influence work behaviors and outcomes (Power competitiveness). Welfare good economy creating accumulated positive affective reactions become satisfaction work, which in turn push behavior that increases Power competition such as engagement in development professional, innovation learning and collaboration with colleague colleagues. Satisfaction work produced from welfare economy increasing organizational commitment (Meyer & Allen, 1991) and career commitment. Committed teachers are more likely to make long-term investments in development competency, which requires time to mature and generate competitive advantage. Without satisfaction Work as a mediator, welfare economy Possible No Enough For encourage long-term commitment long.

In a metropolitan city like Makassar, welfare economy absolute need translated to influence perceived adequacy satisfaction work. Teachers with equal pay can own level satisfaction different depends on family size, lifestyle expectations, and financial obligations. The gap welfare between civil servant and non-civil servant teachers in Makassar is not only impact directly on the ability for accessing resources, but also on satisfaction later work influence motivation for increase Power competition. Honorary teachers with wages low often experience both financial constraints and job dissatisfaction, creating a double barrier to competitiveness. context Makassar culture, satisfaction Work No only determined by

compensation but also by social recognition and a sense of dignity within profession (concept siri). Welfare good economy contribute to satisfaction Work with enables teachers to maintain dignity and appropriate social status for profession.

5. Influence Welfare Economy to Power Teacher Competition Through Mediation Motivation Achievement

Analysis results track show that motivation achieve play a role as a significant mediator in connection between welfare economy and power teacher competition in Makassar City. Findings This indicates that welfare economy No only influence Power competition in a way direct through provision access to source material power, but also physically No direct with moreover formerly awaken motivation achievers who then push behavior competitive and development professional sustainable.

Decomposition effect show that effect No direct through motivation achieve give contribution substantial to total welfare effect economy on power competitive. Confirm that motivation achieve No just variables static dispositional, but rather can influenced by conditions economy and play a role important as mechanism psychological translation material well-being becomes encouragement for excel and compete in profession.

Teacher with welfare good economy and motivation achieve tall show different goal-setting patterns: they set more ambitious and specific goals for themselves. development professional they (for example, " will participated in 5 workshops on pedagogical innovation this year not this one (not just " will improve teaching"), are more likely to develop action plans to achieve their goals, and are more consistent in monitoring progress towards goals. Goal-directed behavior is driven by motivation. achieve This is mechanism key through which welfare economy translated become improvement power competitiveness. Consistent striving for achievement resulting in accumulation of competencies, expansion of professional networks, and development of reputation for excellence - all element power competitive.

Motivation achievement facilitated by welfare economy Encourage learning orientation - the tendency to view situations as opportunities to learn and develop competencies, rather than merely performing. achieve encourage innovation and calculated risk-taking. Teachers with motivation highly willing to try new teaching methods, experiment with technology, and even implement innovative approaches with the risk of initial failures. The willingness to take risks is essential for innovation and adaptation, which are core elements of Power competitive.

In Makassar City, the disparity economy between certified civil servant teachers and honorary teachers creates difference significant in motivation high achievers. Honorary teachers with economic insecurity often show diminished achievement motivation because energy psychological They are consumed by financial concerns. In contrast, civil servant teachers with economic security are more likely to demonstrate high achievement motivation. Data shows that the teacher with welfare economy better in Makassar more active in professional development activities, more likely to pursue higher degrees, and more engaged in innovative practices - all behaviors that are driven by achievement motivation and that increase competitiveness.

In context Bugis-Makassar culture, concept series ' (price self /honor) can interact with achievement motivation in complex way. Siri can amplify achievement motivation by making professional success matter no only not only for personal satisfaction but also for maintaining family and community honor. Teachers with adequate economic welfare can leverage siri ' as an additional source of achievement motivation. Can also create counterproductive pressure if economic circumstances do not It allows the pursuit of achievement, creating a sense of shame that can be demotivating. Adequate economic welfare removes this barrier and allows siri to function as a positive motivational force.

CONCLUSION

Based on results research and discussion so can conclude study This namely: Welfare economy proven influential positive and significant to Power teacher competition in Makassar City. Teachers who have condition economy stable more capable access technology, training, and resources Power professional so that power competition increased. Satisfaction work influential significant to Power competitive. Satisfied teachers with his job show better performance innovative, committed high, and participation active in development professional. Motivation achieve influential positive to teacher competition. Teachers who have encouragement achieve tend more ambitious, innovative, and consistent in increase competence. Satisfaction Work mediate connection between welfare economy and power competitiveness. This means welfare economy increase satisfaction work moreover first, then strengthen power teacher competition. Motivation achievement also becomes an important mediator that explains How welfare economy increase Power teacher competition through encouragement psychological for reach superiority professional. Implications Theoretical study strengthen Human Capital Theory, Herzberg's Motivation Theory, and Affective Events Theory in the context of Indonesian teachers, shows that aspect economic and psychological each other Work in form Power professional competition. Implications Practical show the importance development professional with ensure equal access for teachers with condition economy different so that the gap Power competition can reduced.

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