

The Mediating Role of Job Satisfaction in the Relationship Between Self-Efficacy, Digital Competence, and Early Childhood Daycare Service Quality in Depok City

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Abstract: The quality of educational services in daycare institutions has become increasingly important as urban families increasingly rely on professional early childhood care services. Despite the growing literature on teacher competencies and organizational outcomes, empirical studies integrating psychological, technological, and organizational dimensions within daycare institutions remain limited. This study aims to examine the effects of self-efficacy and digital competence on service quality through the mediating role of job satisfaction among daycare teachers in Depok City, Indonesia. A quantitative explanatory design was employed using survey data collected from 146 teachers working in registered daycare institutions. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results indicate that self-efficacy positively affects job satisfaction ($\beta = 0.381, p < 0.001$) and service quality ($\beta = 0.291, p < 0.001$), while digital competence positively influences job satisfaction ($\beta = 0.427, p < 0.001$) and service quality ($\beta = 0.318, p < 0.001$). Job satisfaction also exerts a significant positive effect on service quality ($\beta = 0.356, p < 0.001$) and partially mediates the relationships between teacher competencies and service quality. The model explains

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62.4% of the variance in job satisfaction and 71.0% of the variance in service quality. These findings suggest that improving daycare service quality requires not only strengthening teachers' professional and technological capabilities but also enhancing workplace well-being and organizational support. This study contributes to the literature by integrating psychological, technological, and organizational perspectives within a single framework and by providing empirical evidence from the context of early childhood daycare institutions in Indonesia.

Keywords: daycare education, digital competence, job satisfaction, self-efficacy, service quality, SEM-PLS.

Introduction

The rapid growth of urban economic activity has gradually changed family lifestyles and childcare patterns in many developing countries, including Indonesia. Increasing participation of parents in formal employment sectors has contributed to higher demand for daycare institutions that are capable of providing not only childcare services but also educational support for children during their early developmental stages. As a result, daycare institutions are now expected to function as professional educational environments that can support children's cognitive, emotional, and social development simultaneously. Early childhood is widely recognized as a critical developmental period because experiences during this stage strongly influence future learning capacity, emotional maturity, and social behavior. For this reason, the quality of services delivered by daycare institutions becomes highly important in supporting children's developmental outcomes. Educational service quality in daycare institutions does not solely depend on facilities and infrastructure, but also on the competence, responsiveness, and professionalism of educators who directly interact with children on a daily basis ([Baum & Schnake, 2024](#)). In practice, daycare teachers are required to perform multiple responsibilities simultaneously. In addition to facilitating learning activities, they must maintain children's safety, build emotional relationships, communicate with parents, and manage administrative responsibilities within the institution. These complex duties require educators to possess both psychological readiness and professional competence in order to maintain effective service delivery. Consequently, improving teacher capability has become one of the most important concerns in strengthening daycare institutional quality. One important psychological aspect associated with teacher performance is self-efficacy. Self-efficacy refers to an individual's confidence in their ability to complete specific tasks and overcome professional challenges effectively ([Gilbride, 2025](#)). Teachers with stronger self-efficacy are generally more confident when dealing with classroom difficulties, managing children's behavior, and adapting to dynamic educational situations. They also tend

to demonstrate greater persistence and emotional stability in performing professional responsibilities. Several previous studies have shown that self-efficacy contributes positively to teacher motivation, work engagement, and educational effectiveness ([Suranto & Sugiarti, 2021](#)). Educators who believe in their professional capabilities are more likely to provide responsive and consistent educational services. In daycare institutions, where educational interaction is strongly connected with emotional caregiving, self-efficacy becomes increasingly relevant for maintaining service quality. Besides psychological competence, the growing use of digital technology within educational institutions has also changed the professional demands faced by teachers. Technological development has transformed communication systems, educational administration, and learning activities across various educational levels, including early childhood education. Consequently, digital competence has become an increasingly important capability for educators. Digital competence refers to the ability to utilize digital technology effectively for communication, information management, educational activities, and administrative tasks ([Parlina & Sujanto, 2023](#)). In daycare institutions, digital tools are commonly used for documenting children's development, communicating with parents, organizing learning materials, and managing institutional information systems. Teachers who possess stronger digital competence are generally more adaptable to technological changes and more capable of supporting efficient educational services. The integration of digital technology into educational environments has also influenced parental expectations regarding institutional professionalism. Parents increasingly expect daycare institutions to provide transparent communication, accessible information systems, and responsive educational services supported by technology. Therefore, digital competence no longer functions merely as a technical skill but has become part of institutional service quality itself ([Winarti, 2022](#)). Although teacher competencies are important, educational service quality may also be influenced by organizational and psychological conditions experienced by educators in the workplace. One factor frequently associated with teacher performance is job satisfaction. Teachers who feel appreciated, supported, and emotionally comfortable within their work environment are generally more motivated to perform their responsibilities effectively. Job satisfaction reflects an employee's emotional evaluation of their work experiences and professional environment ([Robbins & Judge, 2020](#)). In educational institutions, teachers with higher job satisfaction often demonstrate stronger organizational commitment, better emotional engagement, and more positive interactions with students and parents. Particularly in daycare institutions, where educational services rely heavily on interpersonal interaction and emotional caregiving, teacher satisfaction becomes highly important in shaping service quality outcomes. Previous studies have found that job satisfaction contributes positively to organizational performance and educational effectiveness ([Jeon, 2023](#)). Satisfied teachers are more likely to maintain consistency,

patience, and professionalism when interacting with children and parents. In addition, job satisfaction may strengthen the positive effects of teacher competencies on service delivery because educators who feel professionally capable often experience stronger workplace fulfillment. Despite the growing body of literature on teacher self-efficacy, digital competence, and job satisfaction, previous studies have generally examined these variables separately and within broader educational contexts such as primary schools, secondary schools, and higher education institutions. For example, (Suranto and Sugiarti, 2021) primarily investigated the influence of teacher self-efficacy on teaching performance, whereas (Winarti, 2022) focused on digital competence and learning quality. Likewise, (Jeon, 2023) emphasized the relationship between teacher job satisfaction and educational quality outcomes. However, these studies rarely incorporated psychological, technological, and organizational dimensions simultaneously within a single analytical framework. Furthermore, empirical evidence regarding the mechanisms through which teacher competencies contribute to service quality remains inconclusive. While several studies reported direct relationships between professional competencies and educational performance, other scholars suggested that organizational and psychological conditions may play an important intervening role (Dautovic, 2025). Nevertheless, limited studies have specifically examined the mediating role of job satisfaction in explaining how self-efficacy and digital competence contribute to service quality outcomes. Consequently, the underlying mechanism through which teacher competencies affect service quality remains insufficiently understood. Another important limitation concerns the research setting. Existing studies have predominantly focused on formal educational institutions, whereas daycare institutions possess distinctive characteristics because educational activities are closely integrated with caregiving, emotional interaction, and communication with parents. Empirical investigations within daycare institutions, particularly in developing countries such as Indonesia, remain scarce. Therefore, this study addresses these gaps by integrating self-efficacy, digital competence, and job satisfaction into a single structural model to explain service quality among daycare teachers in Depok City, Indonesia. These conditions indicate the need for further investigation regarding how teacher competencies and workplace satisfaction interact in influencing educational service quality within daycare institutions. Understanding these relationships is important because daycare education combines instructional, caregiving, and emotional responsibilities simultaneously.

Table 1. Previous Studies and Research Gap

Authors	Variables	Context	Findings	Gap
Suranto & Sugiarti (2021)	Self-efficacy → Performance	Early childhood education	Positive effect	No mediator

Winarti (2022)	Digital competence → Learning quality	PAUD	Positive effect	No job satisfaction
Jeon (2023)	Job satisfaction → Education quality	ECE	Positive effect	No teacher competencies
Dautovic (2025)	Self-efficacy, job satisfaction	Organizational setting	Indirect effect	Not daycare
Present study	Self-efficacy, Digital competence, Job satisfaction, Service quality	Daycare institutions, Depok	SEM-PLS mediation model	Integration of psychological, technological and organizational perspectives

Therefore, this study aims to analyze the influence of self-efficacy and digital competence on service quality through the mediating role of job satisfaction among daycare teachers in Depok City, Indonesia. The study applies the Structural Equation Modeling - Partial Least Squares (SEM-PLS) approach to examine both direct and indirect relationships among variables. This research is expected to contribute theoretically by integrating psychological, technological, and organizational perspectives into a single analytical framework within early childhood daycare education. Practically, the findings are expected to provide useful insights for daycare managers and educational policymakers in designing strategies to improve teacher competence, workplace well-being, and institutional service quality.

Research Method

Research Design

This study applied a quantitative approach to examine the relationships among self-efficacy, digital competence, job satisfaction, and service quality in daycare institutions. Quantitative research was considered appropriate because the study focused on measuring relationships among variables objectively through statistical analysis. The research employed an explanatory design because it aimed to explain how teacher competencies and workplace conditions influence educational service quality. Explanatory research is commonly used to test theoretical relationships and evaluate causal connections among variables within a structured analytical model (Geremias, 2025). A cross-sectional survey method was used in

this study. Data were collected from respondents at one specific period of time to capture teachers' perceptions regarding professional competence, workplace satisfaction, and institutional service quality. This approach allowed the researcher to obtain empirical data efficiently within the context of daycare educational institutions.

Research Location

The study was conducted in daycare institutions located in Depok City, Indonesia. Depok was selected because the city has experienced rapid urban development and increasing demand for daycare services as more parents participate in formal employment sectors. The expansion of daycare institutions in urban areas has increased competition among educational service providers and strengthened parental expectations regarding service professionalism. Consequently, daycare institutions in Depok provide a relevant setting for examining factors influencing educational service quality.

Population and Sample

Population

The population in this study consisted of teachers working in registered daycare institutions in Depok City during the research period. Teachers were selected as the unit of analysis because they directly participate in educational activities, child supervision, communication with parents, and institutional service delivery. Based on institutional data obtained from local educational records, the total population included 230 daycare teachers.

Sample Size

Because involving the entire population was not feasible, the researcher determined the sample size using the Slovin formula with a 5% margin of error, as shown in Equation (1).

$$n = \frac{N}{1 + N(e)^2} \quad (1)$$

In this equation, n denotes the number of samples included in the research, while N refers to the total population under investigation. Meanwhile, e represents the tolerable margin of error used to determine the level of precision in the sampling process, the calculation result is presented as follows in Equation (2).

$$n = \frac{230}{1 + 230(0,05)^2} = 146 \quad (2)$$

Based on this calculation, the study involved 146 respondents.

Sampling Technique

This study employed a cluster sampling technique because daycare institutions in Depok City are geographically dispersed. The clustering process was carried out based on the administrative distribution of districts in Depok City to ensure better representativeness and facilitate data collection. A total of six clusters were established. The first cluster (CiSari) consisted of Cipayung, Sawangan, and Bojongsari districts, with 42 teachers. The second cluster (CiTos) included Cilodong and Tapos districts, comprising 37 teachers. The third cluster (BCL) covered Beji, Cinere, and Limo districts, also consisting of 37 teachers. The remaining clusters represented Cimanggis (33 teachers), Pancoran Mas (48 teachers), and Sukmajaya (33 teachers). Overall, the population consisted of 230 teachers distributed across the six clusters. After determining the total sample size of 146 respondents using the Slovin formula, proportional allocation was applied to determine the number of respondents selected from each cluster. The number of samples in each cluster was calculated using the following formula (3).

$$n_i = \frac{N_i}{N} \times n \quad (3)$$

where (n_i) represents the sample size in cluster (i), (N_i) denotes the number of teachers in each cluster, (N) is the total population (230 teachers), and (n) refers to the total sample size (146 respondents). Based on this procedure, 27 respondents were allocated to the CiSari cluster, 23 respondents to the CiTos cluster, 23 respondents to the BCL cluster, 21 respondents to the Cimanggis cluster, 30 respondents to the Pancoran Mas cluster, and 22 respondents to the Sukmajaya cluster. Following the proportional allocation stage, the final sampling units were selected from daycare teachers within each cluster who met the inclusion criteria, namely actively teaching in registered daycare institutions during the period of data collection. This procedure ensured that respondents from each geographical area were adequately represented and enhanced the representativeness of the sample.

Table 2. Distribution of Clusters and Sample Allocation

Cluster	Districts Included	Number of Teachers (N_i)	Sample Allocation (n_i)
CiSari	Cipayung, Sawangan, Bojongsari	42	27
CiTos	Cilodong, Tapos	37	23
BCL	Beji, Cinere, Limo	37	23
Cimanggis	Cimanggis	33	21
Pancoran Mas	Pancoran Mas	48	30
Sukmajaya	Sukmajaya	33	22
Total		230	146

Research Variables

The research framework comprised four main variables. These included two independent variables that functioned as the primary factors influencing the model, one mediating variable that acted as an intermediary mechanism in explaining the relationship between variables, and one dependent variable that represented the main outcome or effect examined in the study. The variables are presented below: Self-Efficacy (X1) Independent Variable, Digital Competence (X2) Independent Variable, Job Satisfaction (M) Mediating Variable, Service Quality (Y) Independent Variable

Operational Definition of Variables

To ensure conceptual clarity, each variable was operationalized based on theoretical indicators derived from previous studies.

Table 3 Operational Definition of Variables

Variable	Operational Definition	Indicators	Main References
Self-Efficacy	Teachers' confidence in their ability to perform professional responsibilities effectively	confidence, adaptability, emotional control, problem-solving, classroom management	Gilbride (2025); Suranto & Sugiarti (2021)
Digital Competence	Ability to utilize digital technology for educational and administrative purposes	digital literacy, communication technology, information management, technology utilization	Parlina & Sujanto (2023); Hu (2025)
Job Satisfaction	Teachers' emotional evaluation of workplace experiences and professional conditions	motivation, workplace comfort, recognition, interpersonal relationships, professional fulfillment	Robbins & Judge (2020); Jeon (2023)
Service Quality	The effectiveness and professionalism of educational services delivered by daycare institutions	responsiveness, reliability, assurance, empathy, tangibility	Pratama (2024); Emre (2023)

Data Collection Method

The study used primary data collected through questionnaires distributed to daycare teachers. Questionnaire items were developed based on theoretical indicators and empirical studies related to each research variable. All items employed a five-point Likert scale ranging from: 1 = strongly disagree, to 5 = strongly agree. The Likert scale was selected because it allows respondents to express levels of agreement regarding workplace experiences, competencies,

and perceptions systematically. Before the questionnaires were distributed widely, the instrument was reviewed and adjusted to ensure clarity and contextual relevance for daycare educational environments. Data collection was conducted both directly and through digital distribution methods to improve accessibility and response rates.

Data Analysis Technique

The collected data were processed and analyzed using the SEM-PLS approach with the assistance of SmartPLS software. This analytical technique was considered appropriate because it allows the researcher to examine several latent variables simultaneously within a single research framework. In addition, SEM-PLS is effective in assessing both direct and indirect relationships among variables, as well as evaluating mediating effects in complex structural models. In addition, SEM-PLS does not require strict normality assumptions and is suitable for predictive and exploratory research models (Geremias, 2025). Prior to the main survey, the measurement items were developed from established scales reported in previous studies and adapted to the context of daycare institutions. The wording of the items was carefully reviewed to ensure clarity, readability, and contextual relevance for daycare teachers. Minor refinements were introduced to several statements before the questionnaires were administered to the full sample. The psychometric properties of the measurement instrument were subsequently assessed through the SEM-PLS measurement model evaluation, including convergent validity, discriminant validity, Cronbach's alpha, and composite reliability

Measurement Model Evaluation (Outer Model)

The outer model evaluation was conducted to examine the validity and reliability of the research instrument. The evaluation included the following procedures:

Convergent Validity

Convergent validity was evaluated using loading factor values, and Average Variance Extracted (AVE). The indicators used in this study were regarded as valid and acceptable when they fulfilled the established statistical criteria. Specifically, the loading factor for each indicator was required to exceed 0.70, indicating a strong relationship between the indicator and its corresponding construct. In addition, the Average Variance Extracted (AVE) value needed to be greater than 0.50, demonstrating that the construct was able to explain more than half of the variance of its indicator.

Discriminant Validity

Discriminant validity was assessed using: the Fornell–Larcker Criterion, and the Heterotrait-Monotrait Ratio (HTMT). A construct was considered to demonstrate adequate discriminant validity when it satisfied several statistical requirements. First, the square root value of the Average Variance Extracted (AVE) had to be higher than the correlation values between

constructs, indicating that each construct was more strongly associated with its own indicators than with other constructs in the model. Furthermore, the Heterotrait–Monotrait Ratio (HTMT) values were required to remain below 0.90, reflecting a sufficient level of distinction among the constructs being examined. Reliability Test Reliability testing was conducted using Cronbach's Alpha, and Composite Reliability (CR). Constructs were considered reliable when both values exceeded 0.70.

Structural Model Evaluation (Inner Model)

The inner model evaluation aimed to examine relationships among latent variables in the structural framework. The evaluation included:

Coefficient of Determination (R^2)

R^2 values were used to evaluate the explanatory strength of endogenous variables. The interpretation criteria are: 0.75 = substantial, 0.50 = moderate, and 0.25 = weak.

Hypothesis Testing

Hypothesis testing was conducted using bootstrapping procedures in SmartPLS. Hypotheses were considered statistically significant when: t-statistic values exceeded 1.96, and p-values were below 0.05.

Mediation Analysis

Mediation analysis was conducted to examine whether job satisfaction mediated the relationship between: self-efficacy and service quality, and digital competence and service quality. Indirect effects were evaluated using: Path coefficient values, t-statistics, and p-values obtained from the bootstrapping process.

Result and Discussion

General Description of the Research Object

This study was conducted in several daycare institutions operating in Depok City, Indonesia. The institutions involved in this research provide early childhood educational and caregiving services for children whose parents are actively engaged in professional occupations and urban economic activities. In recent years, the increasing need for professional childcare services has encouraged the growth of daycare institutions in urban areas. Consequently, educational service quality has become an important issue because parents increasingly expect daycare institutions to provide not only child supervision but also supportive educational environments for children's development. Within this context, daycare teachers hold a central role in determining institutional effectiveness. Teachers are responsible for educational

activities, emotional interaction, communication with parents, and children's daily supervision. Therefore, teacher competence and workplace conditions become important factors influencing service quality within daycare institutions. Data collection in this study was conducted using questionnaires distributed to daycare teachers. The collected responses were then analyzed using SEM-PLS approach with SmartPLS software.

Respondent Profile

The respondent profile analysis was conducted to provide an overview of the demographic characteristics of participants involved in the study.

Respondents Based on Gender

Table 4 Respondents by Gender

Gender	Frequency	Percentage
Female	128	87.7%
Male	18	12.3%
Total	146	100%

The results show that female teachers dominated the respondent composition. This finding reflects the common demographic pattern within early childhood education institutions, where women generally constitute the majority of educational caregivers.

Respondents Based on Educational Background

Table 5 Respondents by Educational Background

Educational Level	Frequency	Percentage
Diploma	24	16.4%
Bachelor's degree	103	70.5%
Master's degree	19	13.1%
Total	146	100%

Most respondents possessed undergraduate educational qualifications. This indicates that daycare teachers generally have adequate academic preparation for educational responsibilities within early childhood institutions.

Respondents Based on Work Experience

Table 6 Respondents by Work Experience

Work Experience	Frequency	Percentage
Less than 3 years	27	18.5%
3–5 years	49	33.6%

6–10 years	51	34.9%
More than 10 years	19	13.0%
Total	146	100%

The findings indicate that most respondents possessed between three and ten years of professional experience. This suggests that the majority of participants were relatively familiar with educational and caregiving responsibilities in daycare environments.

Descriptive Statistics

Descriptive statistical analysis was conducted to examine respondents' general perceptions regarding each research variable.

Table 7 Descriptive Statistics of Variables

Variable	Mean	Standard Deviation	Interpretation
Self-Efficacy	4.12	0.61	High
Digital Competence	4.05	0.65	High
Job Satisfaction	4.08	0.59	High
Service Quality	4.17	0.57	High

The mean values indicate that respondents generally perceived all variables positively. Teachers reported relatively strong confidence in their professional abilities, adequate digital competence, positive workplace satisfaction, and favorable perceptions regarding institutional service quality.

Evaluation of the Measurement Model (Outer Model)

The outer model evaluation aimed to examine whether the measurement indicators used in this study fulfilled validity and reliability requirements. The evaluation included: convergent validity, discriminant validity, and reliability testing.

Convergent Validity

Convergent validity was evaluated through loading factor values and Average Variance Extracted (AVE). Indicators were considered acceptable when loading factor values exceeded 0.70 and AVE values exceeded 0.50.

Table 8 Loading Factor and AVE Results

Variable	Indicator	Loading Factor	AVE
Self-Efficacy	SE1	0.742	
	SE2	0.801	
	SE3	0.873	

	SE4	0.891	
	SE5	0.785	0.684
Digital Competence	DC1	0.756	
	DC2	0.811	
	DC3	0.903	
	DC4	0.879	
	DC5	0.772	0.701
Job Satisfaction	JS1	0.731	
	JS2	0.809	
	JS3	0.852	
	JS4	0.884	
	JS5	0.774	0.663
Service Quality	SQ1	0.748	
	SQ2	0.814	
	SQ3	0.867	
	SQ4	0.912	
	SQ5	0.821	
	SQ6	0.788	0.719

All indicators achieved loading factor values above the recommended threshold of 0.70. In addition, all AVE values exceeded 0.50. These findings indicate that the measurement indicators possessed satisfactory convergent validity.

Reliability Analysis

Reliability testing was conducted using Cronbach's Alpha and Composite Reliability values.

Table 9 Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability
Self-Efficacy	0.884	0.915
Digital Competence	0.897	0.922
Job Satisfaction	0.871	0.907
Service Quality	0.913	0.932

All constructs demonstrated Cronbach's Alpha and Composite Reliability values above 0.70, indicating strong internal consistency and measurement reliability.

Discriminant Validity

Discriminant validity was assessed using: the Fornell–Larcker Criterion, and the Heterotrait-Monotrait Ratio (HTMT).

Table 10 Fornell–Larcker Criterion

Variable	SE	DC	JS	SQ
Self-Efficacy (SE)	0.827			
Digital Competence (DC)	0.541	0.838		
Job Satisfaction (JS)	0.617	0.593	0.814	

The square root values of AVE for each construct were higher than the correlations among constructs. This result indicates that each construct possessed adequate discriminant validity.

Table 11 HTMT Ratio

Variable Relationship	HTMT Value
SE ↔ DC	0.711
SE ↔ JS	0.768
SE ↔ SQ	0.792
DC ↔ JS	0.744
DC ↔ SQ	0.781
JS ↔ SQ	0.824

All HTMT values remained below 0.90, confirming satisfactory discriminant validity among variables.

Structural Model Evaluation (Inner Model)

The evaluation of the structural model was carried out to assess several important aspects of the research framework. First, the analysis examined the explanatory power of the model in explaining the relationships among the endogenous variables. Second, it evaluated the direct effects between variables to determine the significance and strength of the proposed relationships. Finally, the analysis also investigated the mediation effects to identify whether the mediating variable contributed to explaining the indirect relationships within the model.

Coefficient of Determination (R^2)

Table 12 R-Square Results

Endogenous Variable	R^2	Interpretation
Job Satisfaction	0.624	Moderate
Service Quality	0.710	Strong

The R² value of Job Satisfaction indicates that self-efficacy and digital competence explained 62.4% of the variance in job satisfaction. Meanwhile, the R² value of Service Quality indicates that self-efficacy, digital competence, and job satisfaction collectively explained 71.0% of the variance in service quality. These findings demonstrate that the research model possessed relatively strong explanatory capability.

Hypothesis Testing

Hypothesis testing was conducted using bootstrapping procedures in SmartPLS. The significance criteria used in this study were t-statistic > 1.96 and p-value < 0.05.

Table 13 Direct Effect Results

Hypothesis	Relationship	Path Coefficient	Standard Deviation	T-Statistic	P-Value	Decision
H1	Self-Efficacy → Job Satisfaction	0.381	0.078	4.912	0.000	Supported
H2	Digital Competence → Job Satisfaction	0.427	0.080	5.334	0.000	Supported
H3	Self-Efficacy → Service Quality	0.291	0.075	3.876	0.000	Supported
H4	Digital Competence → Service Quality	0.318	0.077	4.107	0.000	Supported
H5	Job Satisfaction → Service Quality	0.356	0.076	4.665	0.000	Supported

The statistical results indicate that all proposed hypotheses were supported. Each relationship demonstrated a t-statistic value above 1.96 and a p-value below 0.05, confirming statistically significant relationships among variables. The strongest direct effect was found in the relationship between digital competence and job satisfaction. This finding suggests that teachers who are more capable of utilizing digital technologies tend to experience stronger workplace satisfaction.

Mediation Analysis

The mediation analysis was conducted to evaluate whether job satisfaction mediated the relationship between self-efficacy and service quality, and digital competence and service quality.

Table 14 Indirect Effect Results

Hypothesis	Indirect Relationship	Path Coefficient	Standard Deviation	T-Statistic	P-Value	Decision
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H6	Self-Efficacy → Job Satisfaction → Service Quality	0.136	0.042	3.214	0.001	Supported
H7	Digital Competence → Job Satisfaction → Service Quality	0.152	0.043	3.587	0.000	Supported

The results indicate that job satisfaction significantly mediated both indirect relationships. Because the direct relationships between independent variables and service quality also remained significant, the mediation effect was categorized as partial mediation. These findings suggest that teacher competencies contribute to service quality not only directly but also indirectly through improvements in workplace satisfaction.

Discussion

The Influence of Self-Efficacy on Job Satisfaction

The findings indicate that self-efficacy has a positive and significant effect on job satisfaction among daycare teachers. This result suggests that teachers who possess stronger confidence in their professional capabilities are more likely to experience positive emotional conditions and greater satisfaction in their work. Self-efficacy enables teachers to cope effectively with work-related challenges, manage classroom situations, and maintain positive interactions with children and parents. As a result, confidence in professional abilities may serve as an important psychological resource that enhances feelings of accomplishment and workplace well-being. The significance of this relationship becomes particularly relevant in the context of daycare institutions, where teachers are required to perform multiple roles simultaneously. In addition to facilitating learning activities, daycare teachers are responsible for ensuring children's safety, providing emotional support, communicating with parents, and completing administrative duties. These responsibilities often create substantial work demands, especially in developing countries where institutional resources and teacher welfare remain limited. Under such circumstances, teachers with stronger self-efficacy are better able to adapt to professional challenges and maintain positive attitudes toward their work. Within the Indonesian context, early childhood educators frequently encounter increasing expectations regarding service quality and accountability. Government efforts to improve the quality of early childhood education through competency standards and professional development programs have expanded the responsibilities of teachers beyond traditional instructional activities. Consequently, teachers' beliefs in their own capabilities become increasingly important in sustaining motivation and emotional well-being. This finding suggests that self-

efficacy functions not only as an individual psychological characteristic but also as a strategic resource for maintaining teacher satisfaction in daycare institutions.

From the perspective of Social Cognitive Theory, individuals with higher self-efficacy tend to demonstrate greater persistence, resilience, and emotional stability when facing difficult situations ([Gilbride, 2025](#)). Therefore, teachers who perceive themselves as capable are more likely to experience stronger professional fulfillment and workplace satisfaction. The present finding is consistent with previous studies conducted by ([Sya'dullah, 2024](#)) and ([Suranto and Sugiarti, 2021](#)), which reported positive relationships between self-efficacy and teacher-related outcomes. However, this study extends the existing literature by demonstrating that the importance of self-efficacy is also evident in daycare institutions, where educational activities are closely integrated with caregiving and emotional interaction.

The Influence of Digital Competence on Job Satisfaction

The results of this study reveal that digital competence has a positive and significant effect on job satisfaction among daycare teachers. This finding indicates that teachers who possess stronger digital capabilities tend to experience higher levels of comfort and satisfaction in performing their professional responsibilities. Digital competence enables teachers to manage administrative tasks more efficiently, facilitate communication with parents, organize learning resources, and adapt more effectively to technological changes within educational institutions. Consequently, greater technological capability may reduce work-related difficulties and contribute to more positive workplace experiences. The importance of digital competence has become increasingly evident in early childhood education settings, where communication and documentation are essential components of service delivery. In daycare institutions, teachers are required not only to conduct learning activities but also to document children's developmental progress and maintain regular communication with parents. Teachers with stronger digital skills are generally better able to fulfill these responsibilities efficiently, thereby reducing work pressure and enhancing feelings of competence and professional accomplishment. This relationship is particularly relevant in the Indonesian context, where the digital transformation of education has accelerated in recent years. Government initiatives promoting digital literacy and the integration of educational technology have increased expectations regarding teachers' technological capabilities. In addition, the experience of online and hybrid learning during the COVID-19 pandemic highlighted the importance of digital readiness among educators, including those working in early childhood education. Consequently, digital competence has evolved from being merely a technical skill into an essential professional resource that supports teacher adaptability and workplace satisfaction. From the perspective of competence theory, individuals who possess adequate skills and resources are more likely to perform their tasks effectively and experience

positive attitudes toward their work. Teachers who are capable of utilizing technology efficiently may perceive fewer barriers in completing professional responsibilities, which subsequently contributes to higher job satisfaction. The present findings are consistent with previous studies conducted by (Hu, 2025), which reported that digital competence contributes positively to teachers' professional effectiveness and well-being. However, this study extends the existing literature by demonstrating that digital competence also plays an important role in shaping job satisfaction within daycare institutions, where educational activities are closely associated with caregiving and continuous interaction with parents.

The Influence of Self-Efficacy on Service Quality

The findings demonstrate that self-efficacy has a positive and significant effect on service quality in daycare institutions. This result suggests that teachers who possess stronger confidence in their professional capabilities are more likely to provide responsive, reliable, and empathetic services. Self-efficacy enables teachers to perform their responsibilities with greater confidence, make appropriate decisions, and respond effectively to children's developmental and emotional needs. Consequently, teachers with higher self-efficacy tend to deliver educational and caregiving services more consistently, thereby enhancing overall service quality. This relationship is particularly important in daycare institutions because service quality depends not only on instructional effectiveness but also on the ability of teachers to establish emotional connections, maintain children's safety, and communicate effectively with parents. Unlike formal schools, daycare institutions combine educational and caregiving functions simultaneously. Therefore, the quality of services is strongly influenced by teachers' confidence in managing complex situations and addressing children's needs in a professional manner. Teachers who believe in their capabilities are generally more proactive, patient, and responsive when interacting with children and parents, which contributes to better service experiences. In the Indonesian context, the importance of teacher competence has been emphasized through national standards for early childhood education, which highlight pedagogical, professional, social, and personal competencies as essential components of quality educational services. Increasing parental awareness and expectations regarding children's development have also encouraged daycare institutions to provide more professional and child-centered services. Under these circumstances, self-efficacy becomes a critical psychological resource that enables teachers to meet these expectations and maintain service excellence despite limited institutional resources and growing work demands. From the perspective of Social Cognitive Theory, individuals who possess stronger beliefs in their abilities are more likely to exhibit persistence, initiative, and effective problem-solving behaviors. These characteristics are essential for maintaining service quality in environments that require continuous interaction and emotional engagement. The present findings are

consistent with previous studies conducted by ([Suranto and Sugiarti, 2021](#)), which reported positive associations between teacher self-efficacy and educational performance. However, this study extends previous evidence by demonstrating that self-efficacy also contributes to service quality within daycare institutions, where educational activities are closely integrated with caregiving and parent-teacher interactions. Therefore, self-efficacy should be viewed not merely as an individual characteristic but as an important strategic resource for improving the quality of early childhood services.

The Influence of Digital Competence on Service Quality

The findings reveal that digital competence has a positive and significant effect on service quality in daycare institutions. This result indicates that teachers who possess stronger technological capabilities are better able to provide responsive and professional services to children and parents. Digital competence enables teachers to organize learning materials, document children's developmental progress, and maintain effective communication with parents. Consequently, technological capability contributes not only to operational efficiency but also to the overall quality and reliability of educational services. The importance of digital competence is particularly evident in daycare settings, where service quality extends beyond classroom instruction. Parents increasingly expect timely information regarding their children's activities, developmental achievements, and daily conditions. Therefore, the ability of teachers to utilize digital communication platforms and information management systems becomes an important element in building parental trust and institutional credibility. Teachers with higher digital competence are generally more capable of providing transparent and responsive services, which in turn enhances perceptions of service quality. This finding is highly relevant in the Indonesian context, where educational digitalization has become one of the priorities of the Ministry of Education, Culture, Research, and Technology through various initiatives aimed at strengthening teachers' digital literacy and promoting technology integration in educational practices. The rapid adoption of digital technologies following the COVID-19 pandemic has further increased expectations regarding teachers' ability to utilize technology effectively. In urban areas such as Depok City, parents are increasingly accustomed to digital communication and expect daycare institutions to provide efficient and technology-supported services. Under these circumstances, digital competence becomes an important factor that enables institutions to meet the evolving expectations of families and maintain service excellence. From the perspective of service quality theory, customers evaluate service quality not only based on outcomes but also on responsiveness, reliability, assurance, and communication effectiveness. In daycare institutions, these dimensions are closely associated with teachers' ability to manage information and interact with parents professionally. The present findings are consistent with previous studies conducted by ([Winarti, 2022](#)), which

highlighted the importance of digital competence in improving educational quality. However, this study extends previous evidence by demonstrating that digital competence contributes directly to service quality within daycare institutions, where educational services are strongly characterized by continuous communication and parent-teacher interactions. Therefore, digital competence should be viewed not merely as a technical skill but as a strategic capability that supports institutional professionalism and service excellence.

The Influence of Job Satisfaction on Service Quality

The findings indicate that job satisfaction has a positive and significant effect on service quality in daycare institutions. This result suggests that teachers who experience positive feelings toward their work are more likely to provide responsive, reliable, and consistent services. Job satisfaction contributes to stronger organizational commitment, greater emotional engagement, and a higher willingness to perform professional responsibilities effectively. Consequently, satisfied teachers tend to demonstrate more positive attitudes and maintain better interactions with children and parents, thereby improving overall service quality. The importance of job satisfaction is particularly evident in daycare institutions, where educational services are strongly characterized by interpersonal interaction and emotional caregiving. Unlike other educational settings, daycare teachers are required to maintain continuous emotional involvement while simultaneously ensuring children's safety, supporting developmental activities, and communicating regularly with parents. Such responsibilities demand not only technical competence but also psychological well-being. Teachers who experience higher levels of satisfaction are generally more patient, empathetic, and committed to providing high-quality services. Therefore, job satisfaction functions as an important organizational resource that supports service excellence. Within the Indonesian context, the issue of teacher welfare and professional recognition remains an important concern in early childhood education. Compared with teachers in formal education, many early childhood educators still face challenges related to compensation, career development opportunities, and institutional support. Despite these limitations, increasing public awareness regarding the importance of early childhood education has led to higher expectations concerning the quality of daycare services. Under these circumstances, maintaining teacher satisfaction becomes essential because satisfied educators are more likely to sustain motivation and provide professional services despite existing constraints. This finding highlights the importance of organizational support and teacher well-being in strengthening institutional performance.

From the perspective of Herzberg's Motivation-Hygiene Theory, job satisfaction emerges when individuals experience intrinsic motivational factors such as recognition, achievement, and opportunities for personal growth. Teachers who perceive their work positively are more likely to exhibit stronger commitment and higher performance. The present findings are

consistent with previous studies conducted by (Jeon, 2023) and (Ipsirli and Namal, 2023), which reported that teacher satisfaction contributes positively to educational effectiveness and service quality. However, this study extends previous evidence by demonstrating that job satisfaction plays a crucial role in daycare institutions, where service quality depends heavily on emotional engagement and continuous interaction with children and parents. Therefore, improving service quality requires not only enhancing teacher competencies but also fostering supportive working conditions and promoting teachers' psychological well-being.

The Mediating Role of Job Satisfaction

The mediation analysis revealed that job satisfaction partially mediates the relationships between self-efficacy and service quality as well as between digital competence and service quality. These findings suggest that teacher competencies influence service quality not only directly but also indirectly through teachers' psychological experiences in the workplace. In other words, professional competencies alone are insufficient to maximize service quality unless they are accompanied by positive emotional conditions and workplace satisfaction. This result highlights the importance of understanding job satisfaction as an underlying mechanism through which teacher capabilities are translated into better service outcomes.

The partial mediation found in this study indicates that self-efficacy and digital competence remain important determinants of service quality, while job satisfaction strengthens and complements these relationships. Teachers who possess greater confidence in their professional abilities and stronger technological capabilities are more likely to experience feelings of competence, accomplishment, and professional fulfillment. These positive psychological conditions subsequently encourage stronger commitment, emotional engagement, and greater willingness to provide responsive and reliable services. Therefore, job satisfaction functions as an important psychological pathway linking teacher competencies with institutional performance. This mechanism becomes particularly relevant in daycare institutions because educational services are strongly characterized by emotional interaction and caregiving responsibilities. Unlike many organizational settings where performance is primarily task-oriented, service quality in daycare institutions depends heavily on teachers' emotional involvement and interpersonal relationships with children and parents. Consequently, teachers' feelings toward their work become an essential factor influencing the quality of educational services. The findings imply that improving teacher competencies alone may not be sufficient to achieve service excellence unless institutions also create supportive working environments that promote teacher well-being and professional satisfaction. Within the Indonesian context, this finding carries important implications because early childhood educators frequently operate under limited resources and increasing service expectations. Government efforts to improve teacher competencies through training and professional

development programs are important; however, competency enhancement should be accompanied by organizational initiatives aimed at strengthening teacher welfare, recognition, and workplace support. Teachers who possess adequate competencies but experience low job satisfaction may not be able to fully translate their capabilities into high-quality services. Therefore, institutional strategies should address both competence development and teacher well-being simultaneously. From a theoretical perspective, these findings support the assumptions of Social Cognitive Theory, which emphasizes that personal capabilities influence behavioral outcomes through cognitive and affective processes. The results also complement Herzberg's Motivation-Hygiene Theory by suggesting that psychological satisfaction serves as an important mechanism through which individual competencies contribute to organizational performance. The present findings are consistent with previous studies reported by (Dautovic, 2025), which emphasized the role of job satisfaction in connecting professional capabilities and organizational outcomes. However, this study extends previous evidence by demonstrating that the mediating role of job satisfaction is also evident within daycare institutions, where educational, caregiving, and emotional functions are closely intertwined. Therefore, job satisfaction should not merely be viewed as an organizational outcome, but rather as a strategic mechanism through which teacher competencies contribute to service quality.

Conclusions

This study examined the relationships among self-efficacy, digital competence, job satisfaction, and service quality in daycare institutions in Depok City, Indonesia, using the SEM-PLS approach. The findings demonstrate that self-efficacy and digital competence positively influence both job satisfaction and service quality. Teachers with stronger professional confidence and higher technological capability tend to experience greater workplace satisfaction and provide more responsive and reliable educational services. In addition, job satisfaction was found to positively affect service quality and partially mediate the relationships between self-efficacy and service quality as well as between digital competence and service quality. These findings suggest that teacher competencies contribute to service quality not only directly but also indirectly through positive psychological experiences in the workplace. Theoretically, this study contributes to the literature by integrating psychological, technological, and organizational perspectives within a single analytical framework and by demonstrating the mediating role of job satisfaction in explaining how teacher competencies influence service quality in daycare institutions. The findings extend previous studies that predominantly focused on formal educational settings by providing empirical evidence from the context of early childhood daycare institutions in Indonesia.

From a practical perspective, the findings imply that improving service quality requires coordinated efforts among daycare managers, local governments, and educational policymakers. Daycare managers should strengthen teachers' self-efficacy through mentoring programs, supportive supervision, and regular professional development activities. In addition, institutions are encouraged to provide continuous training in digital literacy and educational technology to improve teachers' ability to manage learning activities, administrative tasks, and communication with parents. Organizational efforts aimed at enhancing workplace well-being, recognition systems, and supportive working environments are also necessary to maintain teacher satisfaction and professional commitment. At the policy level, local governments and educational authorities may support early childhood educators by expanding competency development programs and facilitating access to digital learning resources. The effectiveness of these interventions may be evaluated through measurable indicators, including improvements in teachers' digital competency levels, job satisfaction scores, parental satisfaction, and perceived service quality within daycare institutions. Therefore, strengthening teacher competencies and promoting workplace well-being should be viewed as complementary strategies for improving the quality and sustainability of early childhood education services. Several limitations should also be acknowledged. First, the study was limited to daycare institutions in Depok City, which may restrict the generalizability of the findings. Second, the cross-sectional design does not allow the examination of changes in teacher perceptions over time. Third, although the measurement instruments were adapted from established studies and demonstrated satisfactory psychometric properties, no formal pilot testing or expert validation procedures were conducted prior to the main survey. Future studies are encouraged to employ longitudinal approaches, involve broader geographical areas, and incorporate additional variables such as organizational culture, leadership effectiveness, teacher burnout, work stress, and parental satisfaction to provide a more comprehensive understanding of factors influencing service quality in early childhood education institutions.

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