

The Impact Of Work Environment On Teacher Performance: A Case Study At Senior High School

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Abstract

This study aims to analyze the influence of the work environment on the performance of educators at Senior High School 1 Bangkinang Kota. A quantitative approach was employed, utilizing a total sampling technique where all 84 educators were included as the sample. Data were collected using questionnaires and analyzed through simple linear regression with the assistance of SPSS software. The results revealed that the work environment at Senior High School 1 Bangkinang Kota was perceived as good, with 58.3% of respondents agreeing with the work environment indicators. The educators' performance was also rated as good, with 51.2% of respondents providing positive feedback. Statistical analysis indicated a significant influence of the work environment on educators' performance, with a t-value of 8.943 exceeding the t-table value of 1.989 and a significance level of 0.000 (below 0.05). The determination coefficient (R^2) of 0.446 suggested that 44.6% of educators' performance is influenced by the work environment, while 55.4% is affected by other variables not examined in this study. These findings emphasize the importance of a conducive work environment in supporting the improvement of educators' performance. Therefore, it is recommended that the school, particularly the principal, continue to foster a comfortable and supportive work atmosphere to optimize the performance of educators.

Keywords: Work environment, performance, educators, Senior High School 1 Bangkinang Kota

Introduction

Educational institutions are organizations designed to provide educational services to the community, particularly students as the primary customers. In the context of educational organizations, the success of an institution is heavily influenced by the quality of services provided. This quality is not only related to infrastructure but also to human resources (HR) who drive all processes within the institution. If the quality of services fails to meet customer expectations, educational institutions may lose public trust, ultimately affecting their operational sustainability (Buchari, 2013). Therefore, improving the quality of educational services through effective HR management is a necessity for every educational institution.

In educational organizations, educators are one of the key elements playing a strategic role. Educators not only function as providers of learning materials but also as facilitators, motivators, and mentors for students in the teaching-learning process. Educators' performance, which includes aspects of planning, implementation, evaluation, and creating a conducive learning environment, becomes a primary indicator of an institution's success (Mulyasa, 2010). Therefore, efforts to enhance educators' performance should be a top priority for educational institutions.

Educators' performance can be defined as the outcomes achieved by a teacher in performing their duties according to established standards. This performance encompasses several aspects, such as the quantity of work results, the quality of work results, work efficiency, and work discipline (Moehariono, 2012). Moreover, optimal performance can only be achieved if supported by various factors, including individual abilities, work motivation, leadership, and the work environment. In this context, the work environment becomes a crucial aspect as it directly affects the productivity of educators.

The work environment is defined as everything surrounding employees or workers that can influence the execution of their duties. It can be categorized into two types: physical work environment and non-physical work environment. The physical work environment includes facilities, equipment, and other supporting resources, while the non-physical work environment involves workplace atmosphere, relationships among employees, and organizational culture (Nitisemito, 2015). In the context of education, a conducive work environment is essential to create an optimal teaching-learning atmosphere. Conversely, an unsupportive work environment can lead to stress, burnout, and even a decline in educators' performance (Ferawati, 2017).

A good work environment has several characteristics, including the availability of adequate facilities, harmonious relationships among colleagues and with superiors, and a supportive organizational culture (Paais, 2020). A conducive work environment provides educators with a sense of safety and comfort, allowing them to focus on their tasks without being distracted by irrelevant external factors (Chan, 2020). This also positively impacts job satisfaction and motivation, ultimately enhancing their productivity (Marwansyah, 2019). On the other hand, a poor work environment can become a major barrier to achieving optimal performance. For example, inadequate facilities, such as cramped workspaces or insufficient teaching materials, can disrupt educators' work processes. Additionally, conflicts among employees or strained working relationships can create an uncomfortable workplace atmosphere, further reducing morale (Ali, 2023). Therefore, school principals as leaders of educational institutions bear significant responsibility in creating and maintaining a supportive work environment (Mulyasa, 2005).

Various studies have demonstrated a significant relationship between the work environment and educators' performance (Dicke, 2020). For instance, a study by Ferawati (2017) found that a good work environment positively impacts teachers' performance in various schools. This research revealed that a supportive work environment can increase motivation and job satisfaction, which ultimately leads to improved performance. Similar findings were reported by Putra (2019), who found that the work environment contributed 21.2% to the performance of teachers in Bangkinang Kota. Another study by Fajar (2022) showed that the work environment significantly influences teachers' performance at SMP Negeri 24 Kota Jambi. This study highlighted the importance of factors such as good working relationships, supporting facilities, and a conducive workplace atmosphere in enhancing educators' productivity. Based on these findings, it can be concluded that the work environment is not merely a supporting factor but also a key element in determining the success of educators in fulfilling their duties.

Based on observations at Senior High School 1 Bangkinang Kota, various issues were found affecting educators' performance. The work environment at this school was deemed less comfortable, both in terms of physical facilities and overall workplace atmosphere. Some educators were also found to be non-compliant with work hour regulations, such as arriving late or leaving early. Furthermore, there was a lack of responsibility among some educators in carrying out assigned tasks. These problems indicate that there are still aspects of the work environment that need improvement to support educators' performance. In addition, the school principal needs to take strategic steps to create a more conducive work atmosphere. A good work environment not only enhances productivity but can also reduce stress and burnout often experienced by educators.

This study aims to analyze the influence of the work environment on the performance of educators at Senior High School 1 Bangkinang Kota. By employing a quantitative approach, this research is expected to provide a clearer picture of the relationship between the two variables. Furthermore, the findings of this study are anticipated to serve as valuable

input for the school, particularly for the principal, in efforts to improve the quality of the work environment. By creating a conducive work environment, educators are expected to perform their duties better, thereby achieving the goals of national education. This research also holds significant importance both theoretically and practically. Theoretically, it can enrich studies on the relationship between the work environment and educators' performance, particularly in the context of secondary schools. Practically, it can provide concrete recommendations for schools in managing the work environment. By understanding the factors affecting educators' performance, schools can design more effective policies to support their productivity.

Method

This study employed a quantitative approach with a survey method to analyze the influence of the work environment on the performance of educators at Senior High School 1 Bangkinang Kota. A quantitative approach was chosen because it allows for the measurement of causal relationships between clearly defined variables using numerical data that can be analyzed statistically (Sugiyono, 2019). The research location was Senior High School 1 Bangkinang Kota, selected based on an initial identification of problems related to a suboptimal work environment and its potential impact on educators' performance.

The study was conducted in November 2023 and continued until its completion. The population of this study included all 84 educators at Senior High School 1 Bangkinang Kota. Considering the relatively small size of the population, this study employed a census or total sampling technique, where the entire population was included as the sample. This technique was chosen to ensure that the research findings accurately and representatively reflect the population (Sugiyono, 2019). The study focused on two main variables: the work environment as the independent variable (X) and educator performance as the dependent variable (Y). The work environment encompassed both physical and non-physical aspects affecting the comfort and productivity of educators, while performance covered aspects such as the quantity, quality, efficiency, and discipline of work.

Data were collected using questionnaires developed based on the indicators of the research variables. The questionnaires were pre-tested for validity and reliability to ensure that the instruments used were capable of measuring what they were intended to measure. Validity testing was conducted using Pearson Product Moment correlation, where items were deemed valid if their significance value was less than 0.05. Reliability testing, on the other hand, was conducted using Cronbach's Alpha coefficient, with a threshold value of greater than 0.7 indicating reliable instruments.

Data analysis was conducted in stages. First, descriptive analysis was used to describe the distribution of respondents based on their characteristics and to provide an overview of the variables of the work environment and educator performance. Subsequently, simple linear regression analysis was applied to examine the influence of the independent variable on the dependent variable. This analysis was performed using the latest version of SPSS software, with the regression model considered significant if the p-value was less than 0.05. Additionally, the coefficient of determination (R^2) was used to measure the extent to which the work environment explained variations in educator performance. A higher R^2 value indicated a greater contribution of the work environment to performance.

This study also adhered to ethical research principles. Prior to data collection, official permission was obtained from the principal of Senior High School 1 Bangkinang Kota. Respondents were informed about the purpose of the study and assured of the confidentiality of their data. Participation in the study was voluntary, with respondents given the freedom

to withdraw from participation at any time without any negative consequences. By adhering to these procedures, the study aims to provide valid, reliable, and relevant findings to understand the relationship between the work environment and educator performance.

Results and Discussions

This study aimed to analyze the influence of the work environment on the performance of educators at Senior High School 1 Bangkinang Kota. Based on descriptive analysis, the majority of respondents provided positive responses to the indicators of both the work environment and educator performance. The distribution of respondents' responses is shown in Table 1.

Table 1: Distribution of Respondents' Assessments

Variable	Category	Frequency (N)	Percentage (%)
Work Environment	Good	49	58.3
	Poor	35	41.7
Educator Performance	Good	43	51.2
	Poor	41	48.8

Source: Primary data from the research.

A total of 58.3% of respondents rated the work environment at Senior High School 1 Bangkinang Kota as good, while 51.2% of respondents rated educator performance as good. This indicates a positive relationship between the work environment and educator performance.

A simple linear regression test was conducted to measure the influence of the work environment on educator performance. The results are presented in Table 2.

Table 2: Results of Simple Linear Regression Analysis

Parameter	Value
Coefficient of Determination (R^2)	0.446
$t_{\text{calculated}}$	8.943
t_{table} value	1.989
Significance (p-value)	0.000

Source: SPSS output.

The results show that the $t_{\text{calculated}}$ value of 8.943 is greater than the t_{table} value of 1.989 at a 0.05 significance level. This indicates that the work environment significantly influences educator performance. The coefficient of determination (R^2) of 0.446 suggests that 44.6% of the variance in educator performance can be explained by the work environment variable, while the remaining 55.4% is influenced by other factors not examined in this study.

The findings of this study underscore the importance of the work environment in supporting educator performance (Wang, 2024). Respondents who rated the work environment as good indicated that workplace facilities, interpersonal relationships, and work atmosphere effectively met their needs. This aligns with the theory by Nitisemito (2015), which states that a good work environment can create a sense of comfort and safety for employees, thus enhancing their productivity.

The positive assessment of educator performance suggests that educators at Senior High School 1 Bangkinang Kota have succeeded in meeting most performance indicators, including efficiency and discipline. These findings are consistent with research by Ferawati

(2017), which found that a supportive work environment can increase satisfaction and motivation among educators, ultimately contributing to improved performance.

The statistical test results reinforce the relationship between the work environment and performance. The $t_{\text{calculated}} > t_{\text{table}}$ value, which is greater than the t_{table} value, indicates a significant positive influence. This is consistent with research by Putra (2019), which revealed that the work environment significantly contributes to teacher performance in Bangkinang Kota. However, the coefficient of determination (R^2) value of 0.446 also indicates that more than half of the variance in performance is influenced by other factors outside the work environment, such as work motivation, training, and leadership style (Fajar, 2022).

Table 3 Visualizing Relationships

Statistical Components	Work Environment	Educator Performance
$t_{\text{calculated}} > t_{\text{calculated}}$ value	8.943	-
$t_{\text{table}} > t_{\text{table}}$ value	1.989	-
Coefficient of Determination (R^2)	44.6%	-
Unexplained Variance	55.4%	-

Source: Data analysis from the research.

The findings of this study have practical implications for school principals as leaders. Efforts to improve the work environment can be achieved by providing better supporting facilities, fostering harmonious working relationships, and creating an inclusive work atmosphere. Additionally, recognizing and rewarding high-performing educators can enhance their motivation and productivity.

However, this study has limitations as it only examines one independent variable—the work environment. Other factors such as work motivation, training, and leadership styles were not analyzed. Future research is recommended to explore these variables to gain a more comprehensive understanding of the factors influencing educator performance.

Conclusions

This study confirms that the work environment significantly influences the performance of educators at Senior High School 1 Bangkinang Kota. The simple linear regression test revealed that the work environment explains 44.6% of the variance in educator performance, with a $t_{\text{calculated}} > t_{\text{calculated}}$ value of 8.943 exceeding the $t_{\text{table}} > t_{\text{table}}$ value of 1.989 at a significance level of 0.000. A supportive work environment, including adequate facilities, harmonious relationships, and a conducive atmosphere, was found to enhance educators' efficiency, discipline, and productivity. The findings emphasize the importance of improving the work environment in schools to support educator performance. School principals are advised to enhance workplace facilities, strengthen interpersonal relationships, and foster an inclusive work atmosphere. Additionally, recognizing and rewarding high-performing educators can boost motivation and productivity. This study focused solely on the work environment as an independent variable. Further research is recommended to explore other factors, such as work motivation, training, and leadership styles, to gain a more comprehensive understanding of the determinants of educator performance.

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