



The Influence of the Work Environment and Work Motivation on Teacher Performance in Senior High Schools, Junior High Schools, and Elementary Schools in Malimongan, Luwu Regency

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Abstract	
<p>Keywords: <i>Work Environment, Work Motivation, Teacher Performance</i></p> <p>Conflict of Interest Statement: The authors declare that this research was conducted independently and without any commercial, financial, or external interests that could potentially influence the objectivity, integrity, or outcomes of the study.</p> <p>Copyright © 2023 POVREMA. All rights reserved.</p>	<p>Purpose: This study aims to examine both the partial and simultaneous effects of the work environment and work motivation on teachers' performance.</p> <p>Research Design and Methodology: The research employed a quantitative approach. The sample consisted of 68 teachers selected as research respondents. Data were analyzed using statistical techniques with the assistance of SPSS version 27 to test both partial and simultaneous relationships among the variables.</p> <p>Findings and Discussion: The results indicate that the work environment has a positive and significant effect on teachers' performance. Similarly, work motivation also demonstrates a positive and significant influence on teachers' performance. Simultaneously, the findings reveal that the work environment and work motivation together have a positive and significant effect on teachers' performance, highlighting the importance of both factors in enhancing teacher effectiveness.</p> <p>Implications: These findings suggest that educational institutions should focus on creating a supportive work environment and fostering teachers' motivation to improve overall performance. School management and policymakers are encouraged to develop strategies and policies that enhance working conditions and motivational factors to achieve better educational outcomes.</p>

Introduction

Education is a fundamental pillar in the development of a nation, as it plays a crucial role in shaping human resources capable of competing in an increasingly globalized world. The quality of education is strongly influenced by the effectiveness of the teaching and learning process, in which teachers serve as the primary agents. Teachers are not only responsible for delivering knowledge but also for shaping students' character, skills, and academic achievement. Therefore, teacher performance is a critical factor that determines the success of educational institutions at all levels of schooling.

Teacher performance refers to the level of achievement demonstrated by teachers in carrying out their professional duties, including lesson planning, classroom management, instructional delivery, and evaluation of student learning outcomes. High teacher performance contributes significantly to improved student achievement and overall school effectiveness. However, teacher performance is not solely determined by individual competence or teaching experience. Previous studies have shown that

teacher performance is influenced by a combination of internal and external factors, among which the work environment and work motivation play a dominant role (Sudibjo & Nasution, 2023; Yunita et al., 2022).

The work environment encompasses both physical and non-physical aspects that support teachers in carrying out their duties. Physical aspects include adequate facilities, classroom conditions, teaching resources, and school infrastructure, while non-physical aspects involve interpersonal relationships, organizational climate, leadership support, and communication among school members. A conducive work environment has been shown to foster job satisfaction, reduce work-related stress, and enhance teachers' enthusiasm and productivity (Wijayaningsih, 2023; Putra & Satpatmantyo, 2024). Conversely, an unsupportive work environment may lead to decreased motivation, reduced job satisfaction, and suboptimal teacher performance.

In addition to the work environment, work motivation is a key factor influencing teacher performance. Work motivation refers to the internal and external forces that stimulate teachers to perform their tasks effectively and persistently. Motivated teachers tend to demonstrate higher commitment, creativity, and responsibility in the teaching process. Several empirical studies have confirmed that work motivation has a significant positive effect on teacher performance across different educational levels (Taqwim, 2024; Maulana & Widjaya, 2023). Teachers with strong intrinsic and extrinsic motivation are more likely to engage in continuous professional development and adapt to instructional challenges.

Empirical evidence from both national and international studies consistently indicates that the work environment and work motivation significantly influence teacher performance. Meta-analytic research has further strengthened this conclusion by demonstrating that improvements in these factors lead to meaningful enhancements in teachers' productivity and instructional effectiveness (Yunita et al., 2022). Moreover, studies conducted in Indonesian school contexts reveal that organizational culture, leadership support, and motivational strategies interact with the work environment to shape teacher performance outcomes (Sudibjo & Nasution, 2023; Balkis et al., 2025).

At the local level, the Malimongan area of Luwu Regency represents a region with a relatively complete range of educational institutions, including elementary schools, junior high schools, and senior high schools. Despite this advantage, several schools in the area face complex challenges related to limited facilities, school management practices, and varying levels of teacher motivation. These conditions highlight the importance of examining how the work environment and work motivation affect teacher performance across different school levels in this region.

Based on the theoretical framework and empirical findings discussed above, it is evident that improving teacher performance requires attention not only to individual competence but also to organizational and motivational factors. Therefore, this study aims to analyze the influence of the work environment and work motivation on teacher performance in elementary schools, junior high schools, and senior high schools in Malimongan, Luwu Regency. The findings of this study are expected to provide empirical evidence and practical implications for policymakers, school leaders, and educators in their efforts to enhance teacher performance and improve educational quality.

Literature Review

Performance Theory

Performance refers to the level of achievement of tasks that reflects an individual's effectiveness in fulfilling job responsibilities. According to Campbell (1990), performance is a function of behavior relevant to organizational goals. In the educational context, teachers' performance is reflected in lesson planning, instructional delivery, classroom management, and evaluation of learning outcomes. Mangkunegara (2017) defines performance as the result of work in terms of quality and quantity achieved by an employee in carrying out duties according to assigned responsibilities. Thus, teachers' performance is influenced by both individual and organizational factors.

Work Environment Theory

The work environment theory emphasizes that physical and psychosocial conditions significantly influence employee behavior and performance. According to Sedarmayanti (2018), the work environment consists of physical aspects (such as facilities, lighting, temperature, and workspace) and non-physical aspects (such as interpersonal relationships and organizational climate). Robbins and Judge (2017) argue that a supportive work environment enhances job satisfaction and productivity. From a systems perspective, a conducive work environment allows teachers to perform optimally by minimizing distractions and work-related stress.

International studies support this theoretical perspective. Mushtaq and Khan (2011) found that work environment factors significantly affect employee performance, including in educational institutions. Similarly, Saleem et al. (2010) demonstrated that a positive work environment leads to higher employee efficiency and effectiveness. Based on work environment theory, teachers who operate in a supportive and well-equipped environment are more likely to perform effectively. Empirical evidence from international research shows that the work environment has a positive and significant effect on teachers' performance (Parveen et al., 2018). National studies also confirm this relationship. Sihotang and Saragih (2020) reported that both physical and non-physical work environments significantly influence teachers' performance in Indonesian schools. Therefore, the work environment is a critical determinant of teachers' performance.

Motivation Theory

Motivation theory explains the internal and external forces that drive individuals to perform tasks. Maslow's Hierarchy of Needs theory posits that individuals are motivated to fulfill needs ranging from basic physiological needs to self-actualization (Maslow, 1943). In the educational context, teachers who have their basic and psychological needs met are more motivated to achieve higher performance.

Herzberg's Two-Factor Theory distinguishes between hygiene factors (such as salary and working conditions) and motivator factors (such as achievement and recognition), suggesting that true motivation arises from intrinsic factors (Herzberg et al., 1959). Additionally, McClelland's Theory of Needs emphasizes achievement, affiliation, and power as primary motivational drivers (McClelland, 1961). Theoretically, motivated teachers demonstrate higher levels of commitment and effectiveness. Luthans (2011) states that motivation directly influences performance by determining the intensity and persistence of effort. International studies by Ololube (2006) and Han and Yin (2016) found that work motivation significantly enhances teachers' professional performance. National research by Rahmawati and Widodo (2019) also confirmed that work motivation has a positive and significant effect on teachers' performance in Indonesian educational institutions.

Relationship between Work Environment, Work Motivation, and Teachers' Performance

The interaction between work environment and work motivation is explained through expectancy theory, which suggests that individuals are motivated when they believe their efforts will lead to desirable outcomes (Vroom, 1964). A conducive work environment strengthens expectancy and motivation, leading to improved performance. Empirical findings from both international (Parveen et al., 2018) and national studies (Prasetyo & Marlina, 2021) indicate that work environment and work motivation simultaneously have a positive and significant effect on teachers' performance.

Proposed Hypotheses

Based on the theoretical and empirical review, the following hypotheses are proposed: H1, Work environment has a positive and significant effect on teachers' performance. H2, Work motivation has a positive and significant effect on teachers' performance. H3, Work environment and work motivation simultaneously have a positive and significant effect on teachers' performance.

Research Design and Methodology

This study employed a quantitative research approach with an explanatory design to examine the influence of the work environment and work motivation on teacher performance. The quantitative approach was chosen because the study aims to analyze relationships between variables using statistical methods.

The population of this study consisted of all teachers at senior high schools (SMA), junior high schools (SMP), and public elementary schools (SDN) in Malimongan, North Luwu Regency. The total population was 68 teachers, and due to the relatively small population size, a census technique was applied, in which all members of the population were included as research respondents.

The research instrument used for data collection was a questionnaire. According to Sugiyono (2014), a questionnaire is a data collection technique conducted by providing respondents with a set of written questions or statements to be answered. The questionnaire in this study was designed using a Likert scale to measure respondents' perceptions of the work environment, work motivation, and teacher performance.

The data collected were analyzed using simple linear regression analysis to determine the effect of the independent variables (work environment and work motivation) on the dependent variable (teacher performance). Statistical analysis was conducted to assess the significance and strength of the relationships among the variables, providing empirical evidence to support the research objectives.

Findings and Discussion

Findings

Based on the SPSS output presented in the Coefficients table, a multiple linear regression analysis was conducted to examine the effect of the work environment and work motivation on teacher performance. The resulting regression equation is as follows:

$$Y = 5,968 + 0,326X_1 + 0,284X_2 + e$$

Where: Y = teacher performance, X_1 = work environment, X_2 = work motivation, e = error term

Regression Interpretation

The regression results can be interpreted as follows: the constant (intercept) value of 5,968 indicates that when the work environment and work motivation variables are assumed to be zero, teacher performance is predicted to be 5,968. The regression coefficient for the work environment (X_1) is 0,326, indicating that a one-unit increase in the work environment variable will increase teacher performance by 0,326 units, assuming other variables remain constant. This result suggests that improvements in the work environment contribute positively to teacher performance. The regression coefficient for work motivation (X_2) is 0,284, which means that a one-unit increase in work motivation will lead to an increase in teacher performance by 0,284 units, holding other variables constant. This finding indicates that higher levels of teacher motivation are associated with better performance.

Significance Testing

As shown in Table 1, both independent variables have statistically significant effects on teacher performance. The work environment variable has a t-value of 3,312 with a significance level of 0,002, which is below the 0,05 threshold. Similarly, work motivation has a t-value of 3,590 with a significance value of 0,001. These results indicate that both variables significantly influence teacher performance.

Furthermore, the standardized coefficients (Beta) reveal that work motivation ($\beta = 0,377$) has a slightly stronger influence on teacher performance compared to the work environment ($\beta = 0,348$). This suggests that although both factors are important, work motivation plays a more dominant role in enhancing teacher performance in the studied schools.

Table 1. Results of Multiple Linear Regression Analysis

Model	Variable	B	Std. Error	Beta	t	Sig.
1	Constant	5.968	2.018	—	2.958	0.004
	Work Environment	0.326	0.098	0.348	3.312	0.002
	Work Motivation	0.284	0.079	0.377	3.590	0.001

Source: Data Pribadi, 2025.

Discussion

The results of this study indicate that both the work environment and work motivation have significant positive effects on teacher performance. The regression coefficients show that the work environment contributes positively ($\beta = 0.326$) and work motivation similarly contributes ($\beta = 0.284$) to teacher performance. These findings are consistent with a substantial body of empirical research demonstrating that supportive work conditions and high levels of motivation enhance teacher outcomes.

Several studies corroborate the positive influence of the work environment on teacher performance. For instance, research conducted by Sudibjo and Nasution (2023) found that a conducive work environment, including adequate facilities and supportive organizational climate, significantly improves teacher performance. Similarly, studies examining work environment, motivation, and discipline in educational settings have reported that positive work conditions facilitate teacher productivity and effectiveness.

In line with this study’s findings, Novita Sari et al. (2023) reported that work environment significantly affects teacher performance in elementary school settings, where a better work environment is linked to higher performance levels. Likewise, research at SMP Negeri 3 Tangerang Selatan demonstrated a significant positive relationship between work environment and teacher performance using multiple regression analysis.

However, there are nuanced findings in the literature. For example, Mujahidin, Isharyani, and Gunawan (2025) reported that in their case study of SD Alam Baiturrahman Bontang teachers, the work environment did **not** significantly affect performance, but work motivation did. This variation may reflect contextual differences across school settings, suggesting that the impact of environmental variables can be mediated by other factors such as school leadership or resource availability.

Regarding work motivation, this study’s results align with a robust line of research indicating its significant role in enhancing teacher performance. Taqwim (2024) found that teacher motivation significantly influences performance by increasing commitment, enthusiasm, and instructional effectiveness. This positive influence of motivation resonates with findings from Putra and Satpatmantyo (2024), who also found that work motivation has a significant impact on teacher performance, alongside non-physical work environment factors.

Additional research confirms that work motivation remains a key determinant of teacher performance across different educational contexts. The study by Anggrayni et al. (2025) showed significant positive effects of both work motivation and work environment on teacher performance at SMK Pancasila 6 Jatisrono. Likewise, the investigation by Jamaluddin (2021) in MTs Muslim Cendikia Bengkulu Tengah demonstrated that both variables significantly influence teacher performance, suggesting a synergistic effect when combined.

Several studies expand these relationships by including additional organizational variables. Sudibjo and Nasution (2023) reported that when work environment and work motivation are supported by a positive organizational culture, teacher performance is further enhanced. Similarly, Wijayaningsih (2023) examined motivation, discipline, and work environment and found that these factors, particularly when coupled with organizational commitment, have a significant positive effect on teacher performance.

The literature also indicates that other variables such as job satisfaction, leadership styles, and culture can interact with work environment and motivation to influence performance. For instance, research involving job satisfaction demonstrates that motivation and work environment contribute to teacher performance partially through increased satisfaction with job conditions. Meanwhile, studies that incorporated leadership and non-physical environmental aspects showed these factors also play substantial roles in improving teachers' effectiveness.

Despite these general consistencies, some studies highlight different magnitudes of effect or conditional relationships. For example, research in Gunungwungkal District showed that while work motivation positively correlated with teacher performance, the direct influence of the work environment was not statistically significant suggesting that contextual or methodological differences may moderate effects.

In summary, the present findings affirm that both the work environment and work motivation are significant predictors of teacher performance, which is consistent with the majority of empirical studies in diverse educational settings. However, variations in the strength and significance of these relationships suggest that contextual factors such as school leadership, culture, discipline, and levels of support also play crucial roles and should be considered in future research.

Conclusion

Based on the results and discussion of this study, it can be concluded that both the work environment and work motivation have a significant positive effect on teacher performance in elementary, junior high, and senior high schools in Malimongan, Luwu Regency. A supportive work environment, including adequate facilities, harmonious relationships among colleagues, and leadership support, contributes to higher levels of teacher productivity and effectiveness. Similarly, motivated teachers demonstrate greater commitment, enthusiasm, and responsibility in their professional duties, with work motivation showing a slightly stronger influence than the work environment. These findings are consistent with previous national and international research, although the magnitude of influence may vary depending on contextual factors such as school leadership, organizational culture, and resource availability. Therefore, school administrators and policymakers are encouraged to enhance both the work environment and teacher motivation as a strategic approach to improving teacher performance and, ultimately, the quality of education in the region.

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