

The Effect Of Work Motivation And Work Environment On The Performance Of Administrative Staff At Mts Nwidi School

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Abstract

Keywords:

Work Motivation, Work Environment, Performance, School Administrative Staff

This study aims to determine and analyze the influence of work motivation and work environment on the performance of school administrative staff at Madrasah Tsanawiyah (MTs) in the NWDI environment. This study was motivated by the discovery of several problems in the performance of administrative staff, such as late completion of work, lack of accuracy in administrative management, and less than optimal utilization of work facilities. The study used a quantitative approach with an associative method to determine the relationship and influence between variables. The population in this study was all administrative staff at MTs NWDI with a sample of 100 respondents determined using the Paul Leedy formula and simple random sampling technique. Data collection was carried out through a questionnaire with a Likert scale (1–5), while data analysis used validity and reliability tests, multiple linear regression, t-tests, and F-tests with the help of IBM SPSS. The results showed that work motivation had a positive and significant effect on the performance of administrative staff with a calculated t-value of $3.413 > t\text{-table } 1.660$ and a significance value of $0.001 < 0.05$. The work environment also has a positive and significant effect on performance with a calculated t value of $2.549 > t\text{ table } 1.660$ and a significance value of $0.004 < 0.05$. Simultaneously, work motivation and work environment have a significant effect on the performance of administrative staff with a calculated F value of $11.482 > F\text{ table } 3.09$ and a significance value of $0.000 < 0.05$. Thus, good work motivation and work environment can improve the performance of school administrative staff optimally.

INTRODUCTION

Work motivation is one of the factors that determines a person's performance. The extent of work motivation's influence on a person's performance depends on the intensity of the motivation provided. Therefore, it can be said that motivation is essentially a mental condition that will encourage educators to take action (action or activities) and provide strength that leads to achieving needs, providing satisfaction, or reducing the imbalance experienced by employees in carrying out their work responsibilities. (Wijaya et al., 2024). Teachers or educators, like other professionals, have a large number of responsibilities in their work. In order to carry out their duties diligently without any shortcomings, a teacher/educator needs to be given greater autonomy in carrying out their duties. This is important because they are required to make the right decisions about their students' education, especially in determining teaching strategies, curriculum, and academic support. The position of the school institution as a formal learning medium has a very significant role, especially in producing a generation with high qualifications and abilities.

Administration is a series of comprehensive teamwork processes and the use of means to achieve goals through planning, organizing, implementing, coordinating, regulating, and controlling dynamic, human-oriented activities. Schools can implement appropriate strategies to take steps that increase the effectiveness of teachers and administrative staff. Transformational leadership allows the principal to collaboratively involve teachers and staff in formulating the vision, mission,

and goals of education, while motivating all school members to implement them. (Salsabila & Salsabilla, 2024).

The principal serves as a role model respected and trusted by the entire school community. In this way, the implementation of transformational leadership is expected to improve the performance of teachers and administrative staff. Teacher empowerment and skill development in schools are closely related to the conditions and atmosphere within the school environment. A comfortable environment will greatly assist individuals in optimizing their potential. School climate, as a representation of the environmental characteristics experienced by teachers and administrative staff, plays a significant role in success. This is because school climate is directly related to the process of creating an atmosphere and perception formed by teachers regarding a supportive work environment. A positive work environment is also expected to facilitate teachers in achieving targets, which ultimately will improve the overall quality of the school. Therefore, teacher performance can be said to have improved (Kelas et al., 2022).

Performance relates to a person's results, accomplishments, implementation, or achievements, whether in work or other activities. The role of teachers is crucial in advancing education, particularly in formal educational settings such as schools. Teachers' influence on student success is clearly significant, particularly in the teaching and learning process. They are a key component in creating and delivering quality education. Therefore, any effort to improve the quality of education will be meaningless without the contribution of professional and competent teachers. In short, improving the quality of education must start with teachers and refocus on their role. A teacher's success is greatly influenced by the existing work environment. The work environment in question encompasses all elements both inside and outside the school, including physical and non-physical aspects.

The work environment encompasses everything around an individual that can impact their performance while carrying out their duties, such as cleanliness, atmosphere, lighting, and other factors. Everything surrounding workers has the potential to influence the performance of their duties. Issues that arise in the physical work environment can arise from the lack of adequate personal space for teachers, which causes them to feel uncomfortable working in the classroom. On the other hand, issues in the non-physical work environment are more social, such as the existence of certain groups among teachers that may hinder their interactions with others, both physically and emotionally. (Sindy Alvian, 2023)

School administration and management play a significant role in efforts to improve the quality of education at the elementary school level. School management encompasses a series of activities ranging from planning, organization, implementation, and supervision, aimed at achieving educational goals efficiently and effectively (Difa Ananda, 2025). With proper management, schools can optimally manage various resources, including teaching staff, facilities, and budgets, thereby creating a supportive learning environment and improving the quality of learning.

(Niswaty et al., 2023) revealed that performance is the quality and quantity of work results achieved by an employee in carrying out tasks according to their assigned responsibilities. In line with this, performance is a function of ability, motivation, and opportunity. Therefore, the performance of school administrative staff is inseparable from various influencing factors, both internal and external. One internal factor that influences performance is work motivation. Work motivation is a drive within an individual that creates enthusiasm and a desire to work optimally to achieve certain goals. Work motivation is the driving force that creates a passion for work so that they are willing to cooperate, work effectively, and integrate with all their efforts to achieve satisfaction. Meanwhile, individuals will be encouraged to work well if their basic needs are met. With high work motivation, school administrative staff will be more responsible, disciplined, and enthusiastic in completing their tasks.

In addition to work motivation, an external factor that also influences performance is the work environment. The work environment encompasses everything around an employee that can affect the performance of their work, both physically and non-physically. The work environment includes all the tools and materials encountered, the surrounding environment in which a person works, work methods, and work arrangements, both as individuals and as a group. A comfortable, safe work environment, and harmonious working relationships can increase employee concentration and productivity. Conversely, a less conducive work environment can reduce employee morale and performance.

Various previous studies have shown that work motivation and the work environment have a positive and significant influence on employee performance. This means that the higher the work motivation and the better the work environment, the higher the performance. In the context of educational institutions, highly motivated administrative staff supported by a conducive work environment will be able to provide fast, precise, and accurate administrative services.

Based on initial observations at MTs NWDI, several issues related to the performance of administrative staff were still identified, such as late completion of work, lack of accuracy in administrative management, and suboptimal utilization of work facilities. These conditions are suspected to be related to the level of work motivation and the existing work environment. Therefore, research is needed to determine the extent to which work motivation and the work environment influence the performance of school administrative staff.

Based on these problems, this study aims to determine and analyze the influence of work motivation on the performance of school administrative staff at MTs NWDI. Furthermore, this study also aims to determine the influence of the work environment on the performance of school administrative staff. This study is expected to provide an overview of the extent to which work motivation and the work environment play a role in improving the performance of school administrative staff at MTs NWDI. Therefore, the results of this study are expected to be a consideration for schools in increasing work motivation and creating a more conducive work environment to improve the performance of school administrative staff.

LITERATURE REVIEW

School Administrative Staff Performance

(Puteria et al., 2025) Performance is the result of an individual's activities in carrying out their duties in accordance with their assigned responsibilities within an organization. In education, the performance of school administrative staff plays a crucial role in improving the effectiveness of school management and ensuring the smooth running of educational administrative services. School administrative staff are responsible for managing student information, maintaining documents, providing academic services, handling correspondence, and carrying out various operational activities within the school. (Salsabila & Salsabilla, 2024) Based on a study of madrasah administrative staff, school administrative activities include the steps involved in collecting, recording, processing, storing, and disseminating administrative documents related to learning activities. School administrative staff are often identified as the frontline in providing educational services, as they are directly involved in services both inside and outside the educational institution.

The performance of school administrative staff can be seen from their ability to carry out administrative tasks effectively and efficiently. This performance is influenced by competence, responsibility, work discipline, and the ability to work together within the school organization. Research shows that school administrative staff play a role in improving the quality of administrative services through good service to teachers, students, and the community, as well as maintaining school inventory. In educational institutions, human resource performance is a crucial element in achieving educational goals. The effectiveness of school administrative staff is

influenced not only by technical skills but also by organizational aspects such as leadership, work motivation, and work atmosphere. Studies on the performance of school administrative staff reveal that inefficient management of school archives and administration can be caused by limited administrative staff and supporting facilities. (Menengah et al., 2025).

Work motivation

(Ulya & Mutia Rahmah, 2025) argues that work motivation is an internal and external drive that influences a person to perform work optimally in achieving organizational goals. Work motivation is an important factor in improving employee performance because highly motivated individuals tend to work more disciplined, responsible, and productively. A person's motivation is influenced by the fulfillment of needs ranging from physiological, security, social, appreciation, to self-actualization. In the context of educational organizations, fulfilling these needs can increase the work enthusiasm of school administrative staff, thereby impacting the quality of administrative services. Two Factors explains that work motivation is influenced by intrinsic factors (achievement, recognition, responsibility, and self-development) and extrinsic factors (salary, working conditions, work relationships, and organizational policies). Both factors play a role in increasing job satisfaction and employee performance. S. Santosa (2022) also shows that work motivation has a positive relationship with employee performance. Highly motivated employees will strive to achieve work targets optimally, improve the quality of work, and have a commitment to the organization. In a school environment, work motivation for administrative staff can arise through recognition from leaders, a conducive work atmosphere, opportunities for competency development, and harmonious work relationships. With good work motivation, school administrative staff are able to provide effective and efficient administrative services.

In a school environment, the work motivation of administrative staff can be increased through the provision of rewards, good communication between management and staff, a comfortable work environment, and a clear division of tasks. Good work motivation will encourage school administrative staff to be more disciplined, responsible, and professional in providing administrative services. Research shows that work motivation has a positive and significant influence on employee performance. Employees with high work motivation tend to demonstrate better performance than those with low work motivation. This indicates that work motivation is a crucial factor in improving the quality of employee work within an organization.

Work environment

According to Sedarmayanti (2022), the work environment is everything around workers that can influence their work performance. The work environment includes the physical condition of the workplace, working relationships between employees, comfort, safety, and available work facilities. A good work environment will create a conducive work atmosphere so that employees can carry out their tasks optimally. In educational organizations, the work environment is a crucial factor in supporting the performance of educational staff, including school administrative staff. A comfortable, organized, and supportive work environment will increase the effectiveness of school administrative services. Conversely, a less conducive work environment can reduce employee morale and productivity.

The work environment can be divided into two categories, namely the physical and non-physical work environment. The physical work environment includes the work area, lighting, air circulation, cleanliness, facilities that support work, and tools to assist in carrying out tasks. The non-physical work environment includes interactions between employees, communication within the organization, leadership style, and the atmosphere within the organization. A supportive work environment can contribute to increased employee comfort and satisfaction, which in turn affects increased productivity. Employees who operate in a safe and pleasant atmosphere tend to have better work focus, lower stress levels, and greater work enthusiasm.

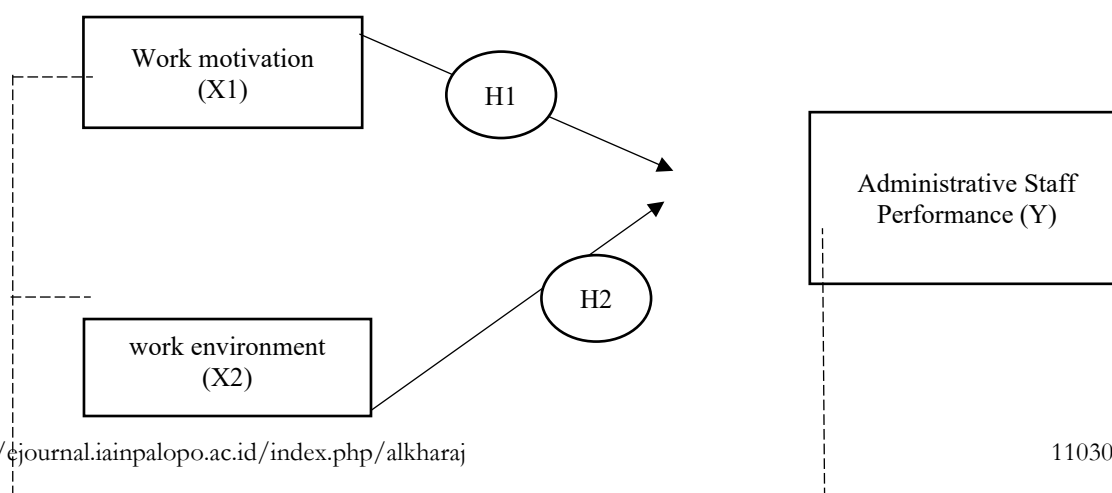
Research shows that the workplace atmosphere has a positive impact on employee performance. A comfortable work environment can boost productivity, improve service quality, and strengthen employees' sense of responsibility in carrying out their duties. Furthermore, according to (Ariyanti et al., 2024) The work environment also plays a role in influencing employee morale within an organization. This finding is supported by studies showing that the work environment significantly impacts employee performance, both directly and through work morale as a contributing factor. A positive work environment can increase employee comfort at work and efficiency in completing tasks within an organization.

The Relationship Between Work Motivation, Work Environment, and Performance

(Al Duhayyim, 2023) Employee performance is the level of achievement an individual attains in carrying out their obligations in accordance with their responsibilities. In the context of educational institutions, the performance of teaching staff and educational staff is influenced by various factors, both internal and external to the organization. Two aspects frequently analyzed in efforts to improve employee performance are work morale and workplace conditions. Work motivation is an internal factor that drives individuals to work optimally to achieve organizational goals. Employees with high work motivation tend to demonstrate better work morale, responsibility, discipline, and commitment. Work motivation can encourage individuals to improve the quality of their work and achieve the work targets set by the organization.

On the other hand, the workplace acts as an external element that impacts employee behavior. A comfortable, safe, and well-developed work environment fosters positive work relationships, which will increase employee satisfaction and productivity. An optimal work environment can also strengthen employees' drive to complete their tasks. The relationship between employee motivation, working conditions, and performance outcomes can be understood from a human resource management perspective, indicating that employee performance is determined by skills, motivation, and the work environment. When work motivation is high and the environment is supportive, employees tend to work more effectively and efficiently.

Work motivation and working conditions simultaneously significantly influence employee performance. This indicates that increased employee motivation is supported by the work environment. On the other hand, the workplace acts as an external element that impacts employee behavior. If the work environment is comfortable, safe, and equipped with good working relationships, this will increase employee satisfaction and productivity. An optimal work atmosphere can also strengthen employee drive in completing their tasks. The relationship between employee motivation, working conditions, and performance outcomes can be understood from a human resource management perspective, which indicates that employee performance is determined by skills, motivation, and the work situation. When work motivation is at a high level and the work environment is supportive, employees tend to work more effectively and efficiently. Research shows that work motivation and working conditions simultaneously significantly influence employee performance. This indicates that increased employee motivation supported by a good work environment can contribute to improved employee performance in educational institutions and government agencies. (Fernando et al., 2026)



In this study there are the following hypotheses;

H₁: There is a significant influence of Work Motivation (X₁) on the Performance of Administrative Staff (Y) at MT's NWDI.

H₂: There is a significant influence of the Work Environment (X₂) on the Performance of Administrative Staff (Y) at MT's NWDI.

H₃: There is a significant influence of Work Motivation (X₁) and Work Environment (X₂) simultaneously on the Performance of Administrative Staff (Y) at MT's NWDI.

RESEARCH METHODS

This study uses a quantitative approach with an associative research method, namely research that aims to determine the relationship or influence between two or more variables. Associative research in this study was used to determine the influence of motivation and work environment on administrative performance at MT's NWDI. Data collection in this study used a questionnaire with a Likert scale (1-5) determined based on indicators in each variable consisting of 8 statements for each variable.

The population in this study was the administrative staff at MT's NWDI, with a sample determined using the Paul Leedy formula (Sugiyono, 2023), with the number of samples from the formula formulation being 96, which was then rounded up by the researcher to 100 respondents. The sample was determined using probability sampling, meaning that all populations have an equal opportunity to be sampled using the simple random sampling technique.

In this study, hypothesis testing was conducted using Multiple Linear Regression techniques consisting of two types of tests: a partial test (T-test) that examines the influence of each independent variable on the dependent variable with a 95% confidence level. Furthermore, hypothesis testing was also conducted using the F-test (Simultaneous Test) to determine the influence of the independent variables simultaneously on the dependent variable. Prior to conducting the hypothesis testing, the validity and reliability of the questionnaire were tested to assess the appropriateness of the questionnaire.

Data collection technique

The data collection technique in this study was carried out by distributing questionnaires to all school administrative staff. Data in this study were collected online using the Google Forms platform. The use of digital media was chosen to increase time efficiency, data tabulation accuracy, and provide respondents with the convenience of completing the questionnaires during their busy work schedules. Data collection was conducted digitally (Google Forms) to ensure efficiency and ensure the confidentiality of respondents' responses. The collected data were then tabulated to test their validity and reliability before further analysis.

RESEARCH RESULT

Description of Respondent Characteristics

The respondents in this study were administrative staff at the Nahdlatul Wathan Diniyah Islamiyah (NWDI) madrasah. Respondent characteristics are presented in Table 1 based on gender, age, last education, and length of service. Table 1 shows that the respondents were dominated by women totaling 66 people or 66 percent while men were 34 people or 34 percent. In terms of age, the largest group was in the 25 to 40 year range. This composition indicates that most respondents were in the mature age category, highly educated, and included relatively long work experience.

The respondents of this study numbered 100 respondents after 14 (fourteen) days of online questionnaire distribution via Google Form to the range of Tsanawiyah madrasah staff in the NWDI environment. The respondents based on gender are as follows.

Table 1. Respondents by Gender

No	Gender	Amount	Percentage
1	Man	34	34%
2	Woman	66	66%

Source: Questionnaire Results, Processed by Researchers, 2026.

Based on the data above, it can be seen that the administrative staff at the junior high madrasah in the NWDI area is predominantly female, with 66%, or 66 out of 100 total respondents. Meanwhile, males represent 34%, or 34 of the total respondents.

Table 2. Respondents by Age

No	Age	Amount	Percentage
1	< 25 Years	38	38%
2	25-30 Years	43	43%
3	30-40 Years	15	15%
4	>40 Years	4	4%

Source: Questionnaire Results, Processed by Researchers, 2026.

The data above shows that the average administrative staff at madrasahs within the NWDI junior high school environment is dominated by Gen Z and millennials, with a total percentage under 30 years of age reaching 81%. Meanwhile, the total percentage of administrative staff over 30 years of age is only 19%. This figure indicates that junior high schools within the NWDI environment prefer administrative staff who are young and energetic enough to facilitate all madrasah administrative needs.

Table 3. Respondents Based on Last Education

No	Age	Amount	Percentage
1	SENIOR HIGH SCHOOL	22	22%
2	S1	88	88%

Source: Questionnaire Results, Processed by Researchers, 2026.

The data above indicates that some administrative staff have a high school education. The researchers found that the average high school administrative staff member was a final-year student recruited by the madrasah where they received their junior high school education. This explains the fact that 22% of the administrative staff at MTs NWDI have a high school education. Meanwhile, 88% of the administrative staff had completed a bachelor's degree, or 88 out of 100 respondents. The researchers observed that the undergraduate staff were alumni, and recruitment was conducted directly by the madrasah.

Questionnaire Validity Test Results

In this study, the validity and reliability of the questionnaire were tested using a product-moment correlation test using the IBM SPSS application. The results of the questionnaire validity test are as follows.

Table 4. Questionnaire Validity Test Results

Variables	Questionnaire No.	R-Count	R-Table	Information
Work motivation	X1.1	0.618	0.228	Valid
	X1.2	0.717	0.228	Valid
	X1.3	0.453	0.228	Valid
	X1.4	0.726	0.228	Valid

	X1.5	0.739	0.228	Valid
	X1.6	0.747	0.228	Valid
	X1.7	0.525	0.228	Valid
	X1.8	0.738	0.228	Valid
Work environment	X2.1	0.689	0.228	Valid
	X2.2	0.542	0.228	Valid
	X2.3	0.715	0.228	Valid
	X2.4	0.622	0.228	Valid
	X2.5	0.765	0.228	Valid
	X2.6	0.642	0.228	Valid
	X2.7	0.876	0.228	Valid
	X2.8	0.645	0.228	Valid
Performance	Y1.1	0.590	0.228	Valid
	Y1.2	0.562	0.228	Valid
	Y1.3	0.745	0.228	Valid
	Y1.4	0.766	0.228	Valid
	Y1.5	0.775	0.228	Valid
	Y1.6	0.673	0.228	Valid
	Y1.7	0.547	0.228	Valid
	Y.18	0.669	0.228	Valid

Source: SPSS Output, Processed by Researchers, 2026.

Based on the data above, it can be seen that the r-table value of the validity test of this questionnaire is 0.228. This is known based on the information in the r-table with a 95% confidence level or alpha 0.05 and the number of samples ($df = N-2$) is 51. The results of the r-table are the criteria for the validity of the questionnaire where all questionnaire items in this study are declared valid. This is because the $r > r_{count}$. The results of the questionnaire reliability test in this study are as follows.

Table 5. Questionnaire Reliability Test Results

Variables	Test Results	Cronbach's Alpha	Information
Work motivation	0.742	0.70	Reliable
Work environment	0.836	0.70	Reliable
Performance	0.796	0.70	Reliable

Source: SPSS Output, Processed by Researchers, 2026.

The data above indicates that all questionnaire items were deemed reliable. This is confirmed by the reliability test results, which showed a value greater than 0.70. The determination of the reliability level at 0.70 is based on Sugiyono's (2020) statement, which explains that a good level of questionnaire reliability is one with a Cronbach's alpha value > 0.70 .

Multiple Linear Regression Test Results

Multiple linear regression analysis is a tool used to test the influence of two or more variables (Sugiyono, 2020). The results of the multiple linear regression test from this study are as follows.

Table 6. Multiple Linear Regression Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,576	2,704		5,760	.000
	X2	.322	.094	.395	3,413	.001

X1	.260	.108	.064	2,549	.004
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a. Dependent Variable: Y

Source: SPSS Output, Processed by Researchers, 2026.

Based on the data above, the multiple linear regression equation is obtained as follows.

$$Y = 5.576 + 0.322X1 + 0.260X2 + e$$

The regression coefficient is a number that indicates the extent of influence of each independent variable on the dependent variable. The extent of influence of each variable can be explained as follows.

1. This constant (a) means that if all independent variables have a value of 0, then the value of the dependent variable (beta) is 5.576.
2. Work motivation towards administrative staff performance

The work motivation coefficient value is 0.322. This indicates that for every unit increase in the work motivation variable, the administrative staff performance variable will increase by 0.322, assuming the other independent variables remain constant or do not increase.

3. Work environment on administrative staff performance

The work environment coefficient value is 0.260. This indicates that for every unit increase in the work environment variable, the administrative staff performance variable will increase by 0.260, assuming the other independent variables remain constant or do not increase.

Partial Test (T-Test)

This test is conducted to determine the effect of each independent variable on the dependent variable. The method is by comparing the calculated t-value with the t-table value at a sig (a) value of 5%. Each independent variable is said to have a significant value if the calculated t-value is greater than the t-table. The method for determining the t-table value is determined based on the distribution table of t-values with a significance level of 95% with the number of variables x (k = 2) with the formula for the significance level of t-table = t (a/2 : n-2)

Based on the table of multiple linear regression above, the results of the hypothesis test in this study can be seen as follows.

1. The influence of work motivation on the performance of administrative staff

Based on the results in table 5, it shows that the t-count result for the work motivation variable is 3.413. These results indicate that the T-count for the work motivation variable is greater than the t-table (3.413 > 1.660). Meanwhile, the sig value for the work motivation variable shows a result of 0.001, which is smaller than the significance level of 0.05. Therefore, it can be stated that the hypothesis in this study is accepted. From these results, it can be concluded that work motivation has a significant influence on the performance of administrative staff at Madrasah Tsanawiyah in the NWDI environment.

2. The influence of work environment on the performance of administrative staff

Based on the results in table 5, it shows that the t-count result for the work environment variable is 2.549. These results indicate that the T-count for the work motivation variable is greater than the t-table (2.549 > 1.660). Meanwhile, the sig value result for the work environment variable shows a result of 0.004, which is smaller than the significance level of 0.05. Therefore, it can be seen that the hypothesis in this study is accepted. Which means that the work environment has a significant influence on the performance of administrative staff at Madrasah Tsanawiyah in the NWDI environment.

F Test Results (Simultaneous)

The F-test (Simultaneous) was conducted to determine the effect of independent variables simultaneously on the dependent variable. The results of the F-test in this study are as follows.

Table 6.F Test Results

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	192,061	2	96,030	11,482	.000b
	Residual	811,249	97	8,363		
	Total	1003.310	99			

a. Dependent Variable: Y

b. Predictors: (Constant), X1, X2

SPSS Output, Processed by Researchers, 2026.

Based on the data above, it can be seen that the F value in this study is 11.482. The F table in this study is 3.09. Based on these two figures, it can be seen that the independent variables in this study, namely work motivation and work environment, together have a significant influence on the performance of administrative staff at MTs in the NWDI environment. This is because the F count > F table with a sig value smaller than 0.05 ($0.000 < 0.05$).

DISCUSSION

Work Motivation on MTs NWDI Staff Performance

The research results show that work motivation significantly influences the performance of administrative staff. This can be explained, logically, because work motivation is the primary factor driving individuals to perform optimally. Motivation serves as an internal driver that influences the intensity of effort, persistence, and direction of work behavior. When administrative staff are highly motivated, they exhibit greater work ethic, greater accuracy in completing tasks, and greater responsibility for their work. This directly impacts performance improvement.

This is based on research conducted by Rahmawati and Sultoni (2024), which explains that work motivation is a crucial factor in improving employee performance because it is directly related to an individual's drive to carry out their duties. The body text states that the study "evaluated various aspects of employee performance... to significantly improve performance." This demonstrates that motivation plays a role not only as a supporting factor but also as a determining factor in improving performance.

Furthermore, research by (Education et al., 2024) also shows that work motivation has a positive and significant influence on employee performance. The research results explain that increased work motivation will be followed by a direct increase in employee performance. This finding reinforces the linear relationship between motivation and performance, where higher work motivation leads to higher performance. Furthermore, recent research by (Meringgi et al., 2025) stated that work motivation has been shown to have a significant effect on employee performance based on partial and simultaneous test results. This indicates that motivation not only has an individual (partial) impact but also remains consistent when tested alongside other variables.

Other research also confirms that motivation is a central factor in organizations that influences employee performance. Yani and Andani (2024) state that motivation is one of the main factors determining employee performance within an organization. This means that work motivation is a crucial element that cannot be separated from efforts to improve performance.

Thus, based on theoretical arguments and supported by various recent studies, it can be concluded that work motivation plays a crucial role in improving the performance of administrative staff. The results of this study are not only statistically significant but also consistent with recent empirical findings, thus reinforcing the notion that work motivation is a key variable in determining organizational performance success.

The Impact of Work Environment on the Performance of MTs NWDI Staff

The partial hypothesis testing results show that the work environment variable has a t-value of 3.033, which is greater than the t-table of 2.007 ($3.033 > 2.007$). In addition, the significance value of 0.004 is smaller than the significance level of 0.05. This indicates that the work environment significantly influences the performance of administrative staff at Madrasah Tsanawiyah in the NWDI environment. Thus, the hypothesis stating that the work environment influences the performance of administrative staff can be accepted.

Argumentatively, the work environment influences performance because it is an external factor that directly impacts an individual's comfort, concentration, and work effectiveness. A good work environment—both physical aspects such as lighting, temperature, and cleanliness, and non-physical aspects such as employee relationships and leadership support—will create a conducive work atmosphere. This condition encourages administrative staff to work more focused, productively, and efficiently. Conversely, a less supportive work environment can cause discomfort, job stress, and lower morale, ultimately impacting performance.

Scientifically, the results of this study align with various recent studies showing that the work environment has a significant influence on employee performance. Research by Pratama and Lestari (2023) states that a conducive work environment can increase employee productivity and work quality. The body text explains that "a comfortable and supportive work environment will optimally improve employee performance." This demonstrates that the condition of the work environment is a crucial factor in determining the success of individual performance.

Furthermore, research by (Novriani Gultom & Nurmaysaroh, 2021) also found that the work environment has a positive and significant impact on employee performance. Their research explains that the better the work environment perceived by employees, the higher the level of performance they produce. This finding reinforces the strong relationship between the work environment and improved performance. Furthermore, research by Saputra et al. (2025) shows that the work environment, both physical and non-physical, significantly contributes to improving employee performance. The body text states that "a conducive work environment has a positive impact on employee effectiveness and efficiency." This confirms that the work environment is not only a supporting factor, but also a determining factor in achieving optimal performance.

Another study by Wulandari and Putra (2022) also confirmed that the work environment is a key factor influencing employee performance, particularly in creating comfort and job satisfaction. This means that the better the work environment, the higher the employee's performance. Therefore, based on theoretical arguments and supported by recent research, it can be concluded that the work environment plays a crucial role in improving the performance of administrative staff. The results of this study are not only statistically significant but also consistent with empirical findings, thus reinforcing the importance of the work environment as a crucial factor in supporting organizational performance.

Work Motivation and Work Environment on the Performance of MTS NWDI Staff

Based on the results of simultaneous testing, the calculated F-value was 3.012, which was greater than the F-table of 2.78 ($3.012 > 2.78$). In addition, the significance value of 0.031 was smaller than the significance level of 0.05 ($0.031 < 0.05$). This indicates that the variables of work

motivation and work environment together have a significant effect on the performance of administrative staff at Madrasah Tsanawiyah in the NWDI environment. Thus, the hypothesis that work motivation and work environment simultaneously influence performance can be accepted.

Argumentatively, this simultaneous influence can be explained because employee performance is not primarily influenced by a single factor, but rather by the interaction of internal and external factors. Work motivation, as an internal factor, provides an internal drive for individuals to perform optimally, while the work environment, as an external factor, provides conditions that support or hinder work performance. When these two factors operate simultaneously under favorable conditions, a synergy is created that can significantly improve performance compared to if either factor operates separately.

For administrative staff at Madrasah Tsanawiyah (Islamic junior high school) in the NWDI environment, high work motivation will encourage individuals to have enthusiasm and responsibility in their work, while a conducive work environment will support comfort and effectiveness in completing tasks. This combination of internal motivation and external support will result in more optimal performance, both in terms of quality and quantity of work.

Scientifically, the results of this study are supported by various recent studies. Research by Firmansyah and Nugraha (2023) shows that work motivation and the work environment simultaneously have a significant influence on employee performance. The body of the text explains that "the combination of work motivation and a positive work environment can significantly improve employee performance." This demonstrates a synergistic relationship between these two variables in influencing performance.

Furthermore, research by Lestari and Saputra (2024) also found that motivation and work environment variables together significantly contribute to improving employee performance. Their research explains that performance improvement is not determined by a single factor, but rather by various mutually supporting factors. Furthermore, research by Hidayah et al. (2025) states that work motivation and work environment simultaneously have a significant influence on employee performance. The body text states that "employee performance will improve if supported by high motivation and a conducive work environment." This confirms that these two variables have complementary roles in improving performance.

Thus, based on theoretical arguments and supported by recent research, it can be concluded that work motivation and the work environment together have a significant influence on the performance of administrative staff. These results indicate that efforts to improve performance are not sufficient by simply improving one factor but require a comprehensive approach, taking both internal and external factors into account.

CONCLUSION

Based on the research results, it can be concluded that partially, work motivation and work environment each have a positive and significant influence on the performance of administrative staff at Madrasah Tsanawiyah in the NWDI environment. Furthermore, both variables simultaneously proved to have a significant influence on performance. These findings indicate that improving administrative staff performance is influenced by a combination of internal factors in the form of work motivation and external factors in the form of a conducive work environment. Therefore, efforts to improve performance need to be carried out in an integrated manner by simultaneously considering both aspects

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