

The Influence of Work Motivation and Physical Work Environment on the Performance of ASN Teachers at SMAN 1 Sukaresmi

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Abstract

The effectiveness of teachers significantly contributes to enhancing educational quality and fulfilling the objectives of academic institutions. The significance of teachers as the primary influence on the instructional and learning experience. Consequently, teachers are anticipated to provide a high standard of performance to facilitate effective learning, character development, and student success. Nonetheless, attaining peak teacher efficacy needs sufficient backing from both personal and organisational elements. At SMAN 1 Sukaresmi, many concerns about teacher efficacy have been noticed, encompassing signs of inadequate work motivation and physical work environmental factors may not entirely facilitate teachers in fulfilling their professional duties. This study aims to investigate the influence of work motivation and the physical work environment on the performance of ASN educators at SMAN 1 Sukaresmi. This research approach utilises a quantitative framework, collecting information via questionnaires, interviews, and documentation from all ASN educators at SMAN 1 Sukaresmi as subjects. The collected data was analysed by multiple linear regression utilizing SPSS version 27. Hypothesis testing was performed utilizing partial tests, simultaneous tests, and the measurement of the determination coefficient (R^2) to evaluate the influence of independent variables on teacher performance, applying quantitative descriptive and quantitative associative analytic methodologies. The study outcomes demonstrate work motivation has a beneficial effect on the performance of ASN teachers at SMAN 1 Sukaresmi, and the physical work environment similarly enhances their performance. Furthermore, both job motivation and the physical work environment simultaneously affect the performance of ASN instructors at SMAN 1 Sukaresmi. The outcomes suggest improved teacher motivation, supported by a favourable, safe, and adequate physical work environment, might outcome in increased teacher performance. The outcomes of this study highlight the need of improving motivational factors and modernising workplace facilities to enhance the effectiveness of educational endeavours. As a outcome, educational institutions must continue to improve teachers' job motivation and the physical conditions of their work environment to achieve higher levels of teacher performance and educational quality.

INTRODUCTION

Human resources are one of the most significant assets inside every firm, including educational establishments. In the era of globalization and rapid technological development, organizations are required to continue to improve their competitiveness through effective human resource management. The quality of an organization's performance is largely determined by the quality of the individuals who carry out the organization's activities. Therefore, human resources are not only considered operational resources but also strategic assets contribute to achieving organizational goals and maintaining organizational sustainability.

In the education sector, human resources play a very important role because educational outcomes are greatly influenced by the competence and performance of teachers. Educational institutions are expected to produce high-quality graduates who have the knowledge, skills, and

character necessary to meet the demands of society and the labor market. To achieve this goal, schools need professional teachers who are able to implement effective teaching and learning processes. As a outcome, the management and development of human resources in educational institutions has become an important issue in efforts to improve the quality of education and the performance of institutions.

Among the various human resources in educational institutions, teachers hold the most strategic position because they are directly involved in the teaching and learning process. Teachers not only play the role of teachers but also as facilitators, mentors, motivators, and role models for students. Their responsibilities extend beyond academic delivery to include the formation of students' character, attitudes, and competencies. Therefore, the quality of education is highly dependent on the performance shown by teachers in carrying out their professional duties.

Teacher performance is widely recognized as one of the main indicators of educational effectiveness. High-performing teachers are generally able to plan learning activities effectively, deliver teaching materials appropriately, assess student performance objectively, and continuously improve their professional competence. Conversely, low teacher performance levels can hinder the achievement of educational goals and negatively impact student learning outcomes. Thus, improving teacher performance remains a top priority for educational institutions seek to improve the quality of education and the competitiveness of institutions.

The significance of educator effectiveness is also evident in governmental regulations concerning teacher professional advancement. Educators are expected to exhibit professional proficiency, instructional expertise, social adeptness, and personal capability in alignment with national educational benchmarks. The attainment of this skill is intricately linked to educator efficacy, as proficient instructors tend to provide impactful instruction and enhance overall school performance. Consequently, understanding the elements influence educator efficacy is vital for academic institutions and decision-makers.

SMAN 1 Sukaresmi is a public secondary institution persistently endeavours to enhance educational quality by elevating instructor efficacy. As a public educational establishment, this institution relies significantly on the input of State Civil Apparatus (ASN) educators to fulfil its instructional objectives. Educators are expected to perform their responsibilities with professionalism and to engage proactively in the execution of educational initiatives. Preliminary assessments indicate several issues with teacher performance persist at SMAN 1 Sukaresmi.

One of the phenomena identified in the initial observation is related to the achievement of teacher performance as reflected in the Employee Performance Management System. The available data showed inconsistencies in performance outcomes among the teachers during the observation period. Although overall performance remains within acceptable standards, the presence of variations in performance levels suggests certain factors may affect teachers' ability to achieve optimal outcomes. This condition highlights the importance of investigating the determinants of teacher performance in the school environment.

In addition to performance inconsistencies, the aspect of work motivation is also reflected in the attendance record revealing cases of teacher absenteeism without an official explanation. Absenteeism can be an indication of reduced work enthusiasm, decreased commitment, or workplace conditions do not fully support teacher productivity. Although absences can be influenced by a variety of personal and institutional factors, their occurrence can affect the sustainability of learning activities and the overall effectiveness of education. Therefore, addressing

factors related to teacher attendance and performance is becoming increasingly important for school management.

Another issue identified during the initial observation relates to the physical work environment. Several aspects of the school environment, including classroom facilities, workspace conditions, workplace lighting, and supporting infrastructure, can affect teacher comfort and productivity. A conducive physical work environment is very important because teachers spend a lot of time in the school environment. Inadequate facilities or uncomfortable working conditions can reduce concentration, increase fatigue, and ultimately affect job performance. Therefore, the physical work environment needs attention as a potential factor affects teacher performance.

In light of the observed circumstances, it is important to investigate the elements may influence teacher performance. Prior research has recognised work motivation and the physical work environment as significant factors influencing teacher effectiveness across diverse institutional settings. Teachers who possess strong motivation and operate within a nurturing atmosphere often excel compared to their counterparts facing poor motivation and adverse working circumstances. Consequently, examining these elements inside educational establishments may provide significant understanding to enhance educator efficacy.

Work motivation is among the most extensively researched factors in human resource management due to its direct impact on employee conduct and performance. Motivation encompasses the internal and environmental stimuli propel people to take action, aspire to, and seek organisational objectives. Enthusiastic personnel are more inclined to demonstrate initiative, perseverance, accountability, and dedication in fulfilling their responsibilities. Consequently, motivation is often seen as a crucial element influencing personal performance and organisational efficiency.

The notion of job motivation highlights the significance of fulfilling teachers' requirements and anticipations. Teachers who see their roles as offering chances for achievement, acknowledgement, accountability, and professional growth often exhibit heightened motivation. In an academic environment, enthusiastic teachers are more inclined to adequately prepare for classes, involve students actively, and participate in professional development initiatives. Consequently, an elevated degree of motivation is anticipated to enhance instructor efficacy and the standard of instruction. This investigation aligns with other empirical studies, like Borotoding and Abdurahman (2024) discovered work motivation positively and significantly influences performance.

Numerous motivational theories endorse the connection among motivation and performance. Motivational theories indicate workers exhibit enhanced performance when they see a significant purpose, get acknowledgement for their efforts, and encounter chances for personal growth. In academic settings, enthusiastic teachers often exhibit heightened devotion to their duties and a more profound commitment to the achievement of their students. Consequently, job motivation is anticipated to significantly influence teacher performance at SMAN 1 Sukaresmi.

Apart from job motivation, the physical work environment is an additional element might influence teachers performance. A physical work environment encompasses all the concrete elements envelop people throughout their tasks, such as illumination, comfort, odours, décor, and workplace safety. These ecological factors influence worker comfort, focus, and efficiency. This aligns with studies indicating a suitable physical work environment may foster comfort, enhance productivity, and positively influence employee performance. Consequently, organisations are urged to create a workplace fosters employee health and productivity. Safitri and Romi (2025)

A conducive physical workspace enables workers to do their tasks effectively and with ease. Sufficient amenities and infrastructure alleviate occupational stress, enhance focus, and facilitate job completion. On the contrary, poor environmental conditions can cause discomfort, lower morale, and negatively impact employee performance. For teachers, a conducive school environment is very important because it affects the effectiveness of classroom activities and interactions with students.

Educational institutions need a physical work environment supports teaching and administrative activities. Facilities such as comfortable classrooms, adequate lighting, adequate ventilation, teaching equipment, and easily accessible workspaces contribute to creating favorable working conditions for teachers. When teachers view their physical work environment positively, they tend to show higher levels of enthusiasm, productivity, and work performance. Consequently, assessing the impact of the physical work environment on teacher performance is very pertinent.

Prior studies have consistently shown a favourable correlation among job motivation and employee performance. Studies carried out in both academic and non-academic environments have shown driven individuals often exhibit increased productivity, enhanced dedication, and superior performance outcomes. Research centred on teachers has similarly shown motivation plays a crucial role in instructional efficacy, classroom administration, and overall professional achievement. These outcomes indicate motivation continues to be a crucial element in enhancing organisational efficacy and educational outcomes.

Prior investigations have analysed the impact of occupational motivation and the physical work setting on employee performance; nonetheless, several study deficiencies persist. The majority of prior studies have been on commercial sector entities, governmental agencies, industrial sectors, or institutes of higher learning. A limited number of investigations have explicitly focused on teachers of state government workers employed in public secondary schools, particularly inside Indonesian state educational establishments. Consequently, more empirical data is required to enhance comprehension of the elements influencing teacher performance in this research.

Grounded on the theoretical structure of the empirical outcomes and the research deficiencies highlighted before. This research seeks to evaluate the job motivation, physical work environment, and performance of ASN teachers at SMAN 1 Sukaresmi. To ascertain the impact of job motivation on the efficacy of ASN teachers at SMAN 1 Sukaresmi. To ascertain the physical work setting for the efficacy of ASN teachers at SMAN 1 Sukaresmi. In addition to determining the impact of work motivation and the physical work environment on the performance of ASN instructors at SMAN 1 Sukaresmi, an assessment of these two elements will be conducted concurrently.

To have a more lucid comprehension of the impact of work motivation and the physical work environment on the performance of ASN teachers at SMAN 1 Sukaresmi, one may refer to the study paradigm diagram provided below.:

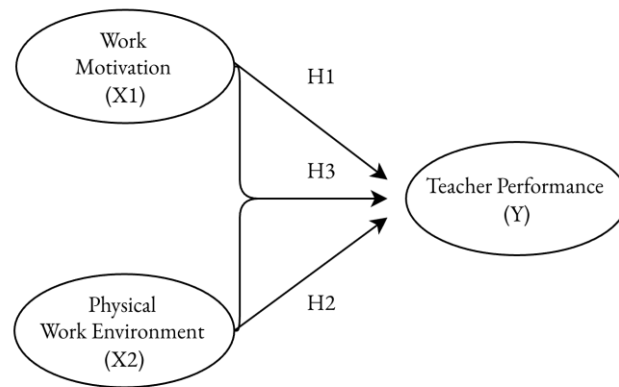


Image 1 Research Paradigm

METHODS

Research Design

This research employs a quantitative methodology, as stated by Sugiyono (2023:2), which defines research methods as systematic means to gather data for certain objectives and applications. The quantitative methodology is grounded in positivist philosophy and is used to analyse a particular population or sample via data gathering via research tools. The acquired data is then subjected to statistical analysis to evaluate the proposed hypothesis.

This research was carried out at SMAN 1 Sukaresmi, a public high school located in Cianjur Regency, West Java. This school was chosen as the research location because initial observations revealed several issues related to teacher performance, work motivation, and physical work environment conditions required further evaluation. This phenomenon provides a relevant context to examine the causes affect teacher performance in the education sector.

Population and Sample

The cohort in this investigation comprises all ASN teachers employed at SMAN 1 Sukaresmi. Due to the relatively small and manageable number of ASN teachers, this research used a saturation sampling method (census sampling), including all individuals from the community as participants. Consequently, the sample included 55 ASN teachers employed at SMAN 1 Sukaresmi. This research aims to include all segments of the population to provide an exhaustive depiction of teachers' views on job motivation, physical work environment, and performance.

The use of saturated sampling is considered appropriate because it minimizes sampling errors and allows researchers to obtain more accurate information regarding the characteristics and perceptions of the target population. Additionally, this technique improves the validity of the findings by ensuring all qualified respondents participate in the research.

Research Variables

This research investigates three factors, which include two independent variables and one dependent variable. The autonomous variables consist of work motivation (X1) and physical work environment (X2), while the dependent variable is teacher performance (Y).

Work motivation encompasses the intrinsic and extrinsic factors compel teachers to perform their responsibilities proficiently and attain academic objectives. In this research, work motivation was assessed via many sub-factors, such as the nature of the task, accountability, prospects for promotion, potential for personal growth, achievement, and acknowledgement. This

sub-variable was selected since it embodies significant elements of instructor motivation might influence performance outcomes.

The physical work environment encompasses all the tangible circumstances envelop teachers as they perform their professional responsibilities. These factors include sub-factors including illumination, comfort, odours, aesthetics, and workplace safety facilitate educational endeavours. An optimal physical workspace is anticipated to enhance comfort, focus, and efficiency among teachers.

Educator efficacy pertains to the degree of success shown by instructors in fulfilling their professional duties. Educator effectiveness include aspects such as job quality, work quantity, timeliness, collaboration, and accountability. Exceptional teachers are anticipated to enhance student learning outcomes and the overall standard of education.

Data Collection Techniques

This study utilises both primary and secondary data sources. Primary data was collected directly from participants utilizing a questionnaire sent to ASN educators at SMAN 1 Sukaresmi. Secondary data is acquired from educational papers, performance evaluations, attendance logs, and other administrative information pertinent to the study aims.

Surveys serve as the principal tool for gathering quantitative information. The survey comprises a collection of organised statements aimed at assessing participants' views on job motivation, physical work conditions, and educator effectiveness. Participants were asked to express their degree of agreement with each assertion utilizing a 5-point differential semantic scale spanned from very low (1) to very high (5).

Alongside surveys, interviews were carried out with pertinent school staff to get contextual insights about teacher efficacy and the school's environmental circumstances. The interviews aim to enhance the quantitative outcomes and provide a more profound comprehension of the phenomena identified during the study process. Documentation methods are used to gather supplementary data about educator attendance, performance accomplishments, and institutional amenities.

Instrument Testing

Prior to executing the primary analysis, the research tool is evaluated for its validity and reliability to ascertain the quality of the measurement instrument. Validity assessment is conducted to ascertain whether each item in the questionnaire effectively evaluates the intended concept. An item is deemed legitimate if its correlation coefficient above the crucial threshold established for the sample size used in the research. Legitimate questionnaire items demonstrate the tool effectively encapsulates the subject under investigation.

Reliability evaluation was conducted to examine the uniformity and steadiness of survey answers. The Alpha Cronbach coefficient was used to assess reliability. A Cronbach's alpha over 0.70 signifies satisfactory reliability, suggesting the instrument reliably assesses the variables being examined. Tools fulfil the criteria of validity and reliability provide a robust foundation for further statistical examination.

Data Analysis Technique

The gathered data were examined utilizing descriptive statistical techniques and associative methods utilising the SPSS 27 ver. As stated by Sugiyono (2023:64), the descriptive approach serves to delineate study variables autonomously, without associating them with other factors. This research used descriptive analysis to characterise the degree of work motivation, physical work

environment, and instructor performance based on the mean scores derived from respondents' feedback.

Sugiyono (2023:65) states the associative approach is used to ascertain the correlation or impact among two or more variables. This study used associative analysis to evaluate the influence of work motivation and the physical work environment on the performance of ASN educators at SMAN 1 Sukaresmi. The assessment was performed by multiple linear regression analysis, allowing the researcher to assess the strength and direction of the correlations among variables and to ascertain the influence of each independent variable on teacher performance. The regression model used in this study may be expressed as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Description:

- * Y = Teacher Performance
- * a = Intercept Value
- * X₁ = Work Motivation
- * b = Regression direction coefficient
- * X₂ = Physical Work Environment
- * e = Term error

Classic Assumption Test

Before doing regression analysis, classical assumption testing is performed to ensure regression model meets statistical requirements necessary for reliable estimation.

The evaluation of normality is performed to ascertain whether residual data adheres to a normal distribution (Ghozali, 2023:161). In this study, evaluation of normalcy was performed utilizing Kolmogorov-Smirnov test by analysing significant values.

The evaluation of multicollinearity is to ascertain whether a correlation exists among two or more independent variables inside regression framework. In a proficient regression model, presence of multicollinearity should be eliminated Ghozali (2023:161).

The evaluation of heteroscedasticity is to determine if a variance discrepancy exists among residual data inside a regression framework. This assessment employs Glejser test, which entails regressing absolute residual values of model, as delineated by Ghozali (2023:139), against independent variables.

Hypothesis Testing

Hypothesis assessment is performed by individual tests (t-tests), simultaneous testing (F-tests), and analysis of R². The t-test is used to determine whether job motivation and physical work environment somewhat affect teacher performance. A significance threshold below 0.05 indicates independent variable positively influences dependent variable. outcomes of this study demonstrate work motivation has a beneficial effect on performance of ASN educators at SMAN 1 Sukaresmi. The findings correspond with research suggesting occupational motivation enhances performance Almananda & Prabowo (2025). Moreover, outcomes of this study suggest physical work environment has a beneficial effect on performance of ASN educators at SMAN 1 Sukaresmi. se findings correspond with research of Ernawati et al. (2025), suggesting physical work environment has a beneficial effect on performance of ASN in Paser Regency BKPSDM.

The F test was performed to see whether job motivation and the physical work environment simultaneously affect teacher performance. A notable outcome <0.05 indicates the two independent variables together improve instructor effectiveness. The outcomes of this study demonstrate work motivation and the physical work environment have a beneficial impact on the performance of ASN teachers at SMAN 1 Sukaresmi. These findings correspond with the research of Aprilio and Daud (2025), which claims both motivation and the work environment simultaneously affect teacher performance.

Ultimately, the R^2 was calculated to assess the extent to which work motivation and the physical work environment influence variations in teacher performance. Increased R^2 values indicate a superior explanatory power of regression models and illustrate the influence of independent variables on predicting teacher effectiveness.

OUTCOME AND DISCUSSIONS

Research Outcomes

To gather data about job motivation, physical work environment, and teacher performance, the researcher administered a questionnaire to all ASN teachers at SMAN 1 Sukaresmi. The SPSS 27 software has been used by scholars to assess validity and reliability.

Table 1. Validity Test and Reliability Test

Variable	Statement	Calculation	Table	Remarks
Work Motivation (X1)	X1.1	0,446	0,268	Valid
	X1.2	0,584	0,268	Valid
	X1.3	0,576	0,268	Valid
	X1.4	0,461	0,268	Valid
	X1.5	0,465	0,268	Valid
	X1.6	0,417	0,268	Valid
	X1.7	0,625	0,268	Valid
	X1.8	0,552	0,268	Valid
	X1.9	0,604	0,268	Valid
	X1.10	0,545	0,268	Valid
	X1.11	0,410	0,268	Valid
	X1.12	0,522	0,268	Valid
Physical Work Environment (X2)	X2.1	0,394	0,268	Valid
	X2.2	0,470	0,268	Valid
	X2.3	0,598	0,268	Valid
	X2.4	0,620	0,268	Valid
	X2.5	0,739	0,268	Valid
	X2.6	0,575	0,268	Valid
	X2.7	0,745	0,268	Valid
	X2.8	0,598	0,268	Valid
	X2.9	0,572	0,268	Valid
	X2.10	0,670	0,268	Valid
Teacher Performance (Y)	Y1.1	0,855	0,268	Valid
	Y1.2	0,813	0,268	Valid
	Y1.3	0,936	0,268	Valid
	Y1.4	0,939	0,268	Valid
	Y1.5	0,882	0,268	Valid
	Y1.6	0,913	0,268	Valid
	Y1.7	0,919	0,268	Valid

Y1.8	0,752	0,268	Valid
Y1.9	0,908	0,268	Valid
Y1.10	0,784	0,268	Valid

Source: SPSS Output Processing Outcomes, 2026.

Table 2. Reliability Test Outcomes

Variable	Cronbach's Alpha	N of Item	Remarks
Work Motivation (X1)	0,744	12	Reliable
Physical Work Environment (X2)	0,805	10	Reliable
Teacher Performance (Y)	0,964	10	Reliable

Source: SPSS Output Processing Outcomes, 2026.

Respondents' Perceptions of Work Motivation

Table 3. Total Average Statements Regarding Work Motivation Variables

Sub Variables	Total Average	Criteria
The Work Itself	4,67	Very High
Responsibilities	4,23	Height
Opportunities to Advance	3,82	Height
Possibilities of Self-Development	3,91	Height
Success	4,13	Height
Acknowledgments	3,84	Height

Total Average = $4.67+4.23+3.82+3.91+4.13+3.84+24.6/6=4.1$

Criteria: High

Source: Questionnaire, Reprocessed in 2026

From the table, it is showed the total average response of respondents to each sub-variable of work motivation as a whole obtained a score of 4.1 and was included in the high category. The sub-variable of opportunity to advance is the sub-variable with the lowest average value, while the sub-variable of the job itself is the sub-variable with the highest average value. This shows ASN teachers at SMAN 1 Sukaresmi have high work motivation in carrying out their duties and responsibilities, especially in teaching and learning activities. Work motivation shows the drive in a person to behave and carry out work in accordance with their responsibilities. Motivation in teachers is expected to be able to provide encouragement to complete work well so it can help the school in achieving its goals. Thus, the work motivation of ASN teachers at SMAN 1 Sukaresmi which is in the high category shows teachers have a strong drive to carry out work, develop themselves, and achieve success in their work so they are able to assist the achievement of the goals set by SMAN 1 Sukaresmi

Respondents' Perceptions of the Physical Work Environment

Table 4. Total Average Statements Regarding Physical Work Environment Variables

Sub Variable	Average Total	Criteria
Description	3,51	Bright
Convenience	3,68	Convenient
Smells	3,81	Fragrance
Decoration	3,69	Conform
Security	4,54	Height

Total Average = $3.51+3.68+3.81+3.69+3.54+18.23/5=3.64$

Criteria: High

Source: Questionnaire, Reprocessed in 2026

According to the aforementioned table, the overall average reaction of participants to each sub-variable of the physical work environment is recorded at 3.64, categorising it as high. The illumination sub-variable has the lowest mean value, whilst the security sub-variable exhibits the greatest mean value. This indicates the physical working circumstances for ASN instructors at SMAN 1 Sukaresmi are mostly favourable and conducive to educational activities. The physical work environment is a significant factor in educational institutions, as it may directly or indirectly influence instructors in performing their duties. A suitable physical work environment may enhance instructors' effectiveness and efficiency. Consequently, an optimum physical work environment may provide comfort, safety, and facilitate the efficient execution of tasks.

Respondents' Perceptions of Teacher Performance

Table 5. Total Average Statements Regarding Performance Variables

Sub Variables	Total Average	Criteria
Quality	4,65	Very Satisfying
Quantity	4,69	Very Satisfying
Punctuality	4,72	Very Satisfying
Collaboration	4,74	Very Satisfying
Responsibilities	4,8	Very Satisfying

$$\text{Total Average} = 4.65+4.69+4.72+4.74+4.8+23.6/5=4.72$$

Criteria: Very Satisfactory

Source: Questionnaire, Reprocessed in 2026

According to the aforementioned table, the overall average answer of participants for each sub-variable of ASN teacher performance at SMAN 1 Sukaresmi yielded a score of 4.72, categorising it as extremely good. The quality sub-variable has the lowest mean value, however the responsibility sub-variable exhibits the greatest mean value. This indicates the performance of ASN teachers at SMAN 1 Sukaresmi has been functioning efficiently in fulfilling their obligations and responsibilities. Educator effectiveness reflects the outcomes of executing teaching responsibilities, including instructing, mentoring, evaluating students, and doing supplementary school chores with professionalism. Consequently, teachers' capacity to fulfil all obligations and responsibilities in alignment with the school's established standards facilitates the effective execution of tasks and the optimum attainment of educational objectives.

Classic Assumption Test

Before doing multiple linear regression analysis, classical assumption assessments are carried out to ensure the regression model meets the fundamental requirements for reliable estimation, such as normality checks, multicollinearity analyses, and heteroscedasticity evaluations. The outcomes of the classical assumption assessment are outlined as follows:

Normality Test

The outcomes of the normality evaluation indicated a significance level of 0.200, above the required threshold of 0.05. As a outcome, the residuals exhibit a normal distribution, demonstrating the regression model meets the normality criterion. These outcomes indicate the data is suitable for further regression analysis.

Multicollinearity Test

The evaluation of multicollinearity yielded a tolerance value of 0.927 and a VIF of 1.079. These indicators imply multicollinearity is absent among the independent variables, since the

tolerance value exceeds 0.10 and the VIF remains significantly below 10. As a outcome, both work motivation and the physical work environment may be included simultaneously into the regression model without caulitizing estimation bias.

Heteroscedasticity Test

The evaluation of heteroscedasticity revealed the residuals' variance remained uniformly constant across the observations. As a outcome, the regression model fulfils the homocedasticity criterion and may provide unbiased coefficient estimations.

The outcomes of the classical assumption assessment demonstrate the regression model meets the fundamental requirements for multiple linear regression analysis.

Multiple Linear Regression Analysis

A multiple linear regression analysis was performed to investigate the influence of job motivation and the physical work environment on teacher performance. The subsequent regression equation is delineated as follows:

$$Y = -38.387 + 0.054X_1 + 1.758X_2$$

Where:

* Y = Teacher Performance

* X₁ = Work Motivation

* X₂ = Physical Work Environment

The regression coefficient indicates a favourable correlation among work motivation and the physical work environment and teacher performance. A single increment in work motivation correlated with a 0.054-unit enhancement in teacher performance, while a singular increment in the physical work environment correlated with a 1.758-unit enhancement in teacher performance. These outcomes indicate an enhancement in one of these factors positively influences teacher performance.

Coefficient Determination Analysis

The examination of the coefficient of determination produced a R Squared value of 0.945. The findings indicate 94.5% of the factors related to teacher performance may be elucidated by work motivation and the physical work environment, exhibiting very high impact metrics. The remaining 5.5% was affected by other factors were excluded from the study framework.

Table 6. Coefficient of Determination

Variable	R Square	Percentage
Work Motivation and Physical Work Environment → Teacher Performance	0,945	94,5%

Source: SPSS Output Processing Outcomes, 2026.

The high R Square value shows the proposed model has substantial explanatory power in predicting teacher performance at SMAN 1 Sukaresmi.

Partial Hypothesis Testing (t-test)

This test was used to ascertain the individual impact of each independent variable on teacher performance.

Table 7. Partial Hypothesis Testing Outcomes

Variable	Stuttgart	Table	Sig.	Remarks
Work motivation	2.337	1.675	0,000	Influential
Physical Work Environment	29.583	1.675	0,000	Influential

Source: SPSS Output Processing Outcomes, 2026.

The findings indicated work motivation positively influenced teacher performance, since the computed t-value surpassed the essential threshold and the significance level < 0.05 . Consequently, the proposition job motivation positively influences teacher performance is valid. The tangible work environment considerably influences educator effectiveness. The computed t-value of 29.583 above the crucial threshold of 1.675, and the significance level is under 0.05.

Consequently, the proposition the physical work environment positively influences teacher performance is acknowledged. The outcomes further indicated the physical work environment had a more significant statistical impact on teacher performance compared to work motivation, as shown by a much elevated t-value.

Simultaneous Hypothesis Testing (F-Test)

Concurrent hypothesis testing was conducted to ascertain the combined influence of job motivation and the physical work environment on teacher performance. The examination revealed an F-value of 442.503, above the essential F-table threshold of 3.18. Furthermore, the p-value of 0.000 is within the stipulated significance threshold of 0.05. Consequently, the proposition job motivation and the physical work environment concurrently influence teacher performance is valid.

These outcomes indicate teacher efficacy is affected not only by personal motivating elements but also by the circumstances of the work environment. The amalgamation of robust motivation and a conducive physical work environment substantially enhances teacher performance and bolsters educational efficacy at SMAN 1 Sukaresmi.

DISCUSSION

The Effect of Work Motivation on Teacher Performance

Descriptive analysis substantiates this hypothesis by indicating instructors exhibit a high level of work motivation. The sub-variable obtained the highest score was the occupation itself, suggesting teachers see their vocation as significant and worthwhile. These findings indicate teachers find intrinsic motivation in their teaching endeavours and see their roles as significant to student growth and academic advancement. Conversely, the sub-variable concerning possibilities for promotion had the lowest rating, indicating teachers can perceive constraints about career progression and professional growth prospects. Notwithstanding these constraints, the general degree of motivation persists at a high level, favourably influencing teacher efficacy.

This research demonstrates job motivation positively impacts the performance of ASN teachers at SMAN 1 Sukaresmi. The findings from the partial hypothesis test indicated work motivation positively influenced teacher performance, shown by a t-value of 2.337 surpassing the crucial threshold of 1.675, alongside a significance value of 0.000, which fell below the predetermined significance level of 0.05. These outcomes showed teachers exhibiting elevated work motivation are likely to demonstrate superior performance in fulfilling their professional

obligations.

According to the study, these outcomes align with motivation theory, which highlights the significance of intrinsic motivation in shaping employee conduct and performance. Inspiration acts as a driving force compels people to exert effort, maintain perseverance in reaching objectives, and execute activities proficiently. Teachers with robust motivation tend to exhibit more enthusiasm, accountability, and dedication to their professional responsibilities. Consequently, they are more inclined to meticulously prepare for lessons, participate actively in classroom activities, and consistently improve their teaching methodologies.

According to Herzberg's Two-Factor Theory, the outcomes may be elucidated by the presence of intrinsic motivators including accomplishment, acknowledgement, accountability, and chances for development. Herzberg believes these motivating elements directly enhance work performance by fostering a feeling of achievement and professional fulfilment. The elevated scores achieved in the sub-variables of the work suggest teachers see significance and worth in their vocation, hence strengthening their dedication to provide superior educational services.

The findings of this investigation align with earlier empirical studies. Rafsanjani and Abdurahman discovered work motivation has a favourable and substantial influence on the performance of the Aircraft Maintenance, Repair & Overhaul (MRO) Department at PT Dirgantara Indonesia. Furthermore, Kusuma and Abdurahman (2026) revealed job motivation positively influences the performance of workers at the PT Angkasa Pura Indonesia Contact Center and Customer Experience at Soekarno Hatta Airport. These outcomes corroborate the study's conclusion increased work motivation correlates with enhanced performance.

The Influence of the Physical Work Environment on Teacher Performance

Descriptive findings further reveal the physical work environment is categorized as high. Teachers generally view the conditions of their workplace positively and believe the school environment supports their professional activities. Among the environmental sub-variables, safety achieved the highest score, indicating teachers felt safe and comfortable while carrying out their duties. In contrast, lighting obtained the lowest score, indicating certain physical facilities may need to be upgraded to provide more optimal working conditions.

The outcome of this investigation shows the physical work environment has a positive influence on the performance of ASN teachers at SMAN 1 Sukaresmi. Partial hypothesis tests revealed a t-value of 29.583, which is substantially greater than the critical value of 1.675, with a significance level of 0.000. These outcomes show improvements in the physical work environment make a significant contribution to improving teacher performance.

These findings support environmental theory in organizational behavior, which emphasizes workplace conditions significantly affect employee productivity and performance. A supportive physical work environment allows employees to concentrate on their responsibilities, reduces distractions, and creates a sense of comfort facilitates effective work performance. Conversely, inadequate environmental conditions can lead to discomfort, fatigue, and decreased productivity.

In educational institutions, a physical work environment is very crucial because teachers spend a lot of time in classrooms, teachers' rooms, and other school facilities. Factors such as lighting, comfort, smells, workplace décor, and safety directly affect a teacher's ability to handle teaching and administrative tasks effectively. Therefore, maintaining a conducive physical work environment is essential to support the effectiveness of education.

The strong affects of the physical work environment observed in this investigation may

also be related to the conditions identified during the initial observations. Some school facilities were found to be in need of maintenance and repair, including the condition of certain buildings, corridors, and physical infrastructure. Although teachers generally rate the work environment positively, improvements in these areas can further improve comfort and productivity.

These outcomes are in line with prior research examined the work environment and employee performance. Ernawati et al. (2025) report the physical work environment significantly affects teachers performance because a comfortable, safe, and well-organized workplace supports effective and productive work behaviors. Similarly, Pratama (2024) and Lestari et al. (2022) found favorable environmental conditions contribute positively to teacher performance by facilitating learning activities and improving workplace comfort.

The Influence of Work Motivation and Physical Work Environment on Teacher Performance

The findings from the concurrent analysis indicated both work motivation and the physical work environment collectively influenced teacher performance. The F test produced a outcome of 442.503, above the crucial value of 3.18, while the significance level of 0.000 fell below the 0.05 barrier. Consequently, the proposition job motivation and the physical work environment together influence teacher performance is valid.

Additionally, the examination of the coefficient of determination produced an R-squared value of 0.945, indicating 94.5% of the factors related to teacher performance could be accounted for by work motivation and the physical work environment. Merely 5.5% of the variables were influenced by external elements not accounted for in the research model. This exceptional explanatory capability indicates the two variables examined in this research are significant factors influencing teacher performance at SMAN 1 Sukaresmi. The outcomes indicate educator efficacy is affected by both internal and external factors. Work motivation serves as an intrinsic catalyst propels instructors to execute their duties proficiently, whilst the physical work environment constitutes an extrinsic element influences teachers' everyday experiences and working circumstances. The synergy of robust motivation and conducive working environments fosters settings enable teachers to attain peak performance.

The outcomes indicate work motivation and the physical work environment are significant factors influencing the performance of ASN instructors at SMAN 1 Sukaresmi. Teachers who possess strong motivation and are aided by favourable working environments are more inclined to excel, enhance educational quality, and foster the institution's enduring success.

CONCLUSION

The findings from the study on the impact of work motivation and the physical work environment on the performance of ASN teachers at SMAN 1 Sukaresmi lead to the following conclusions:

Initially, the job motivation of ASN teachers at SMAN 1 Sukaresmi falls inside the elevated category. In this research, the sub-variable with the least prominence is the possibility for advancement, whereas the most significant sub-variable of work motivation is the job itself. Secondly, the physical work environment for ASN teachers at SMAN 1 Sukaresmi falls inside the high standards category. In the research, the sub-variable with the least significance is illumination, whereas the sub-variable with the most significance within the physical work environment variable is safety. Thirdly, the efficacy of ASN teachers at SMAN 1 Sukaresmi falls inside the category of being very commendable. In this research, the sub-variable with the lowest value is quality, whereas

the sub-variable with the greatest value is teacher performance, specifically responsibility. Fourth, a) partial job motivation positively influences the performance of ASN teachers at SMAN 1 Sukaresmi. b) The physical work environment has a beneficial influence on the performance of ASN teachers at SMAN 1 Sukaresmi. c) The motivation for work and the physical work environment concurrently impact the performance of ASN teachers at SMAN 1 Sukaresmi, exhibiting a very significant influence.

Research Implications

The outcomes of this research have both theoretical and practical significance. From a theoretical standpoint, the research bolsters the current body of literature on human resource management and educational administration by affirming work motivation and the physical work environment are significant factors influencing teacher performance. These findings assist the hypothesis personal psychological elements and workplace contextual variables affect employee performance.

From a pragmatic standpoint, this research offers significant insights for educational establishments, particularly SMAN 1 Sukaresmi. Educational administrators have to persist in executing techniques enhance instructor motivation alongside upgrading workplace amenities and infrastructure. By tackling these elements, educational institutions may foster more conducive environments motivate teachers to enhance their performance and more significantly impact educational quality.

Research Limitations

Certain constraints must be acknowledged while analysing the outcomes of this research. Initially, this study was only performed at SMAN 1 Sukaresmi and included a somewhat small cohort of participants. Consequently, the outcomes may not be entirely applicable to other schools or educational entities with varying organisational traits.

Secondly, this research only examines job motivation and the physical work environment as factors influencing teacher performance. While these variables account for the majority of performance variance, other elements including leadership approach, organisational ethos, remuneration, job contentment, work ethics, organisational allegiance, and professional proficiency may also influence teacher effectiveness.

Thirdly, this study mostly depends on data gathered via questionnaires. Consequently, the responses provided by participants may be swayed by their own perspectives and interpretations of the survey questions.

Recommendations

Given the outcomes and constraints of this research, a number of suggestions may be put up. For SMAN 1 Sukaresmi, school management must continue to strengthen teacher motivation by developing a structured teacher career development program, such as providing opportunities to participate in training, seminars, workshops, competency certifications, and continuous professional development activities. Special attention should be directed to the chances of progressing, which score the lowest among the motivational subvariables.

In addition, schools must continue to improve physical facilities and infrastructure, especially aspects related to lighting in the workplace. Improving classroom facilities, teachers' workspaces, and supporting infrastructure can contribute to creating a more conducive environment for teaching and learning activities.

It is advisable for future scholars to broaden the study parameters by including diverse schools or educational establishments to enhance the generalisability of outcomes. Future

researchers should also contemplate the incorporation of supplementary variables like leadership style, organisational commitment, job satisfaction, compensation, organisational culture, and teacher competence to achieve a more holistic comprehension of the elements influencing teacher performance.

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