

The Influence of the Physical Work Environment and Non-Physical Work Environment on Teacher Performance at PKBM XYZ Tahfidzul Quran School

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Abstract

Teacher performance is a key factor in the success of educational institutions because it influences the quality of learning and the achievement of academic goals. However, there are still variations in the accuracy and consistency of task execution, indicating that the optimization of work-supporting factors needs to be continuously improved. This study aims to determine the influence of the physical work environment and the non-physical work environment on teacher performance at the PKBM (Community Learning Activity Center) XYZ Tahfidzul Quran School, both partially and simultaneously. The method used was quantitative, employing multiple linear regression analysis and the coefficient of determination using SPSS version 27. Data were collected via a questionnaire from all 32 permanent teachers and 1 school principal. The results indicate that the physical work environment has a positive effect on teacher performance when considered partially, while the non-physical work environment does not have a positive effect when considered partially. This suggests that improving teacher performance is more effectively achieved through the optimization of school facilities and physical comfort, while the development of the non-physical work environment remains necessary to maintain a harmonious work atmosphere.

INTRODUCTION

Supporting national development and molding the character of a nation are two of education's primary functions. As stated in Law No. 20 of 2003 on the National Education System of the Republic of Indonesia, the purpose of education is to cultivate skills and mold the personality and culture of a respectable nation. This sector not only contributes to the intellectual enrichment of society but also provides high-quality human resources for the nation future. This aligns with the view expressed by Hasibuan (2019). With a growing population, advances in information technology, and shifting global trends, the demand for high-quality educational services continues to rise each year. These conditions compel educational institutions to continually innovate in improving the quality of learning to meet the expectations of an increasingly discerning public.

Teacher performance is a key determining factor. Optimal teacher performance enables schools to achieve curriculum goals, maintain the quality of graduates, and build a positive reputation. Mangkunegara (2017) performance is defined as the end outcome, both qualitative and quantitative, of an employee's work while performing their job responsibilities. The effectiveness of an educational institution is highly dependent on the quality of its teaching staff. Performance can serve as a tool for individuals, groups, or work units to help achieve or exceed established targets (Ardiansyah & Surjanti, 2020).

This is also a concern for educational institutions such as the PKBM XYZ Tahfidzul Quran School. As an Islamic educational institution, the PKBM XYZ Tahfidzul Quran School has a mission to develop professional and trustworthy educators. The school's commitment to

educational quality is clearly articulated in one of its mission statements to develop professional and trustworthy educators. The school's mission statement emphasizes that its human resources are its most valuable asset in gaining a competitive advantage. However, in practice, this noble goal appears to face serious obstacles.

Based on pre-survey observations and interviews with the principal at the PKBM XYZ Tahfidzul Quran School, the school administration expects teachers to demonstrate excellent performance and a high level of discipline. In reality, however, there is still *a gap* in the field. Data shows that in 2024, very few teachers only 3 (9.4%) demonstrated excellent performance. Meanwhile, 10 teachers (31.3%) were rated as having good performance. On the other hand, the percentage of teachers with below-standard performance is relatively high. There are 13 teachers (40.6%) in the “adequate” category and 6 teachers (18.7%) in the “poor” category. This indicates that 59.3% the majority of teachers at XYZ Tahfidzul Quran School have not yet achieved optimal performance targets.

Suboptimal teacher performance directly risk's the educational institution credibility in the eyes of the public. The school service is defined by the quality of instruction students receive in the classroom. If teachers perform below the expected competency standards, student and parent satisfaction will drop drastically. This situation is critical to evaluate for the school sustainability, as the loss of trust in teacher's performance resulting in low teaching quality will be difficult to restore. The failure to meet these performance targets is indicated by suboptimal teacher performance, which is influenced by various factors.

Based on observations at the Tahfidzul Quran PKBM XZY School, it was found that there is insufficient lighting in classrooms, the teachers lounge, and restrooms limited facilities, such as overcrowding in the teacher lounge, classrooms with minimal facilities and inadequate comfort workspaces and classrooms deemed unrepresentative and air circulation that is uncomfortable and suboptimal. These conditions have the potential to hinder teacher professional performance. Workers are able to reduce physical exhaustion and stress on the job and increase their focus and concentration when they work in an ergonomically designed space with sufficient lighting, proper air circulation, cleanliness, and maintenance (Safitri & Romi, 2025). This aligns with the research by Hanafi & Zulkifli (2018), which discovered that the actual workplace significantly affects workers' productivity.

In addition to the physical work environment, the importance of the non-physical work environment in education necessitates its careful consideration. A positive influence on the quality of learning can be achieved through a harmonious work atmosphere, which can promote comfort and enhance teacher performance. Conversely, unsupportive work relationships will dampen work morale and significantly reduce teacher performance. Siagian (2019) stresses that the development of cordial working relationships between managers and their subordinates is an indicator of the non-physical work environment. Aulalia and Abdurahman's (2024) research backs up this claim by showing how the non-physical work environment positively affects employee performance.

Results from interviews and first-hand observations, there are still many teachers who communicate poorly because certain tasks and school committee activities require collaboration. It is common for some teachers to perceive the division of tasks as unfair, which triggers minor conflicts that disrupt the work atmosphere. This discomfort is evident in teacher responses, which tend to be reactive or protest-oriented when they receive instructions regarding the fulfillment of graduation standards or the completion of learning materials (lesson plans or modules) that are

urgent. The pre-survey interviews and observations of PKBM XYZ Tahfidzul Quran School's physical work environment have shown that it is not yet in a conducive state.

The goals of this research were to (1) collect information about the PKBM XYZ Tahfidzul Quran School's physical and non-physical work environments and (2) assess the degree to which these two factors impact teachers' performance on the job. The research objectives include: (1) to determine respondents' perceptions of the physical work environment for teachers at the PKBM XYZ Tahfidzul Quran School; (2) to determine respondents' perceptions of the non-physical work environment for teachers at the PKBM XYZ Tahfidzul Quran School; (3) to determine the teacher performance at the PKBM XYZ Tahfidzul Quran School as perceived by the principal (4) to determine the influence of teachers' physical work environment and non-physical work environment on teacher performance at the PKBM XYZ Tahfidzul Quran School, both partially and simultaneously.

The following is a description of the phenomena and hypotheses in this study:

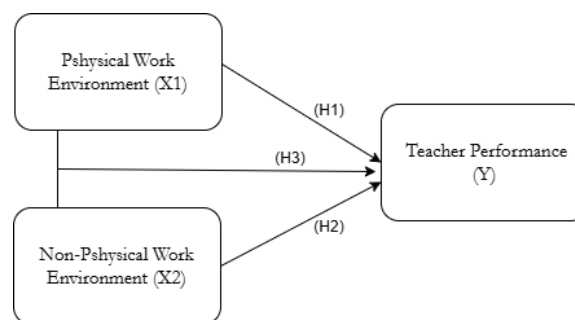


Figure 1.1 Conceptual Framework

H1: Teachers' physical work environment has a positive effect on teacher performance at Tahfidzul Quran PKBM XYZ.

H2: The non-physical work environment of teacher has a positive effect on teacher performance at the Tahfidzul Quran PKBM XYZ.

H3: Teachers' physical and non-physical work environments influence the teacher performance at Tahfidzul Quran PKBM XYZ School.

METHODS

Statistical, descriptive, and associative techniques make up this study's methodology. In order to collect objectively measurable data and to statistically test the correlations between variables, the quantitative approach was chosen. At the PKBM XYZ Quran Memorization School, this research looked at how both the real and virtual work environments affected the efficiency and effectiveness of the instructors. Literature reviews, questionnaires, interviews (including with the school administration), and recordkeeping were all part of the data collection process.

This study's population included all thirty-two instructors and one principal of PKBM XYZ Tahfidzul Quran School; all participants had been with the school for a minimum of one year. We used the Semantic Differential Scale, a tool for measuring attitudes, to examine data collected from statements in questionnaires that were sent out to participants. If you're familiar with scales that use multiple-choice or checklist formats, you might be surprised to learn that this one uses a continuous line to rank responses, with "very positive" at the top and "very negative" at the bottom.

(Sugiyono, 2023: 11). The data were then processed through the stages of editing, coding, tabulation, and verification.

Testing for heteroscedasticity, multicollinearity, and normalcy were all a part of the data analysis that took place in SPSS version 27. Next, the impacts of both the physical and non-physical work settings on teacher performance were assessed using multiple linear regression analysis and the coefficient of determination (R^2).

A quantitative descriptive technique was utilized to offer a quantitative overview of the impact of each variable in the data analysis that addressed the research questions. A quantitative associative method was implemented to assess the influence of independent factors on the dependent variable. A partial t-test was conducted to determine the individual or partial influence of the independent variables (X) on the dependent variable (Y) by comparing the $t_{\text{calculated}}$ t_{value} . A simultaneous test (F-test) was also conducted to determine whether the independent variables (X) collectively (simultaneously) influence the dependent variable (Y). The verification is performed by comparing the $F_{\text{hypothetical}}$ value with the F_{table} value.

RESULTS AND DISCUSSION

Validity Test

Table 1. Validity Test

VARIABLE	STATEMENT ITEM	CALCULATED R	TABLE R	COMMENT
PHYSICAL WORK ENVIRONMENT (X1)	X1.1	0.913	0.3494	Valid
	X1.2	0.843	0.3494	Valid
	X1.3	0.852	0.3494	Valid
	X1.4	0.877	0.3494	Valid
	X1.5	0.879	0.3494	Valid
	X1.6	0.859	0.3494	Valid
	X1.7	0.863	0.3494	Valid
	X1.8	0.896	0.3494	Valid
	X1.9	0.811	0.3494	Valid
	X1.10	0.972	0.3494	Valid
	X1.11	0.908	0.3494	Valid
	X1.12	0.860	0.3494	Valid
	X1.13	0.889	0.3494	Valid
	X1.14	0.901	0.3494	Valid
	X1.15	0.919	0.3494	Valid
NON-PHYSICAL WORK ENVIRONMENT (X2)	X2.1	0.872	0.3494	Valid
	X2.2	0.752	0.3494	Valid
	X2.3	0.777	0.3494	Valid
	X2.4	0.827	0.3494	Valid
	X2.5	0.861	0.3494	Valid
	X2.6	0.913	0.3494	Valid
TEACHER PERFORMANCE (Y)	Y1.1	0.869	0.3494	Valid
	Y1.2	0.871	0.3494	Valid
	Y1.3	0.831	0.3494	Valid
	Y1.4	0.911	0.3494	Valid
	Y1.5	0.866	0.3494	Valid
	Y1.6	0.837	0.3494	Valid
	Y1.7	0.871	0.3494	Valid

	Y1.8	0.906	0.3494	Valid
	Y1.9	0.877	0.3494	Valid
	Y1.10	0.866	0.3494	Valid

Reliability Test

Table 2. Reliability Test

VARIABLE	<i>CRONBACH'S ALPHA</i>	<i>Number of Items</i>	DESCRIPTION
Physical Work Environment (X1)	0.978	15	Reliable
Non-Physical Work Environment (X2)	0.913	6	Reliable
Teacher Performance (Y)	0.866	10	Reliable

It is clear from the reliability test findings above that the Cronbach's alpha value is regarded as dependable since it is greater than 0.60, indicating that the instrument utilized yields consistent and reliable results.

These variables are then broken down into variable concepts and their subvariables, as shown in the following table:

Table 3. Research Variables and Subvariables

No	Variable	Subvariable
1	Variable X1: The physical work environment consists of all physical objects surrounding the workplace that have a direct or indirect impact on the activities performed by each worker.	1. Lighting 2. Comfort 3. Odors 4. Color scheme 5. Safety 6. Cleanliness
2	Variable X2: The non-physical work environment refers to the conditions surrounding the work area that cannot be directly perceived by the human senses, but whose presence can be felt.	1. Peer-to- al Work Relationships 2. Relationship between supervisors and employees 3. Cooperation among employees
3	Variable Y: Teacher performance is related to the obligations of teachers or employees arising from activities carried out to achieve the school's goals.	1. Work Quantity 2. Quality of Work 3. Timeliness 4. Initiative 5. Independence

Source: Adapted from the operationalization of research variables for the year 2026.

Respondents' Perceptions of the Physical Work Environment at the PKBM XYZ Tahfidzul Quran School

All of the items pertaining to the physical work environment were found to be valid and reliable based on the results of the validity and reliability tests; as a result, the data can be used to examine how the physical work environment affects teacher performance. Analysis of the lighting subvariable shows that lighting in the teacher lounge received an average score of 3.81, lighting in the classrooms scored 3.97, and lighting in the restroom area scored 4.06. Overall, this subvariable received an average score of 3.95, meeting the “bright” criterion, indicating that lighting conditions at the school are sufficiently good to support teachers’ work activities.

The air comfort subvariable showed that air comfort in the teachers’ lounge received an average score of 4.06, while air comfort in the restroom area received a score of 4.09. Overall, with an average score of 4.08, these subvariables met the “good” requirement, meaning that the physical work environment’s air quality is acceptable to support teachers’ comfortable performance of their duties.

The odor subvariable showed that air freshness in the classroom environment scored 3.84, air freshness in the teacher lounge scored 3.88, and air freshness in the restroom area scored 3.97. Overall, this subvariable received an average score of 3.90, meeting the “pleasant” criterion, indicating that odor conditions at the school are good and do not interfere with teachers’ activities.

The color scheme subvariable showed that the color harmony of the walls in the classrooms received an average score of 3.01, the color harmony of the walls in the teacher lounge received a score of 3.94, and the color harmony of the walls in the restroom area received a score of 3.94. Overall, this subvariable received a score of 3.93, meeting the “acceptable” criterion, which indicates that the use of wall colors is appropriate and supports teachers’ comfort.

The safety subvariable indicates that the safety of the school’s staircases received an average score of 4.03. Overall, this variable received a score of 4.03, meeting the “safe” criteria, which indicates that safety aspects within the physical work environment are generally well maintained.

The cleanliness subvariable showed that cleanliness in the teacher lounge received an average score of 4.00, classroom wall cleanliness scored 3.97, and restroom cleanliness scored 3.97. Overall, this subvariable received a score of 3.98, meeting the “clean” criterion, demonstrating that the actual workplace’s cleaning standards are typically sufficient.

Considering the overall outcomes, the total average for all subvariables of the physical work environment was 3.98, falling within the “good” criteria, with the lowest subvariable being odors (3.90) and the highest being air comfort (4.08). This indicates that the overall physical work environment at the PKBM XYZ Tahfidzul Quran School is rated as good however, improvements are still needed in several aspects to better support teachers’ work activities.

Respondents’ Responses to the Non-Physical Work Environment at the PKBM XYZ Tahfidzul Quran School

All of the items pertaining to the non-physical work environment were found to be valid and reliable based on the results of the validity and reliability tests; as a result, the data may be utilized to examine how the non-physical work environment affects teacher performance.

The sub-variable on peer relationships among colleagues at the same level showed that the ease of communication with colleagues received an average score of 4.16, and the ease of receiving assistance from colleagues regarding work-related issues received a score of 4.00. Overall, these subvariables received an average score of 4.08, meeting the “smooth” criterion, indicating that communication and support among coworkers at the PKBM XYZ Tahfidzul Quran School are well-established and capable of creating a supportive work environment.

The sub-variable regarding supervisor-employee relationships showed that fairness in treatment of all teachers received an average score of 4.22, and the ease of receiving guidance from supervisors scored 4.13. Overall, this sub-variable received an average score of 4.16, falling within the “smooth” criterion, indicating that the pattern of interaction between leadership and teachers has been harmonious, fair, and supportive of effective task performance.

The subvariable on cooperation among employees showed that the smoothness of cooperation among coworkers received an average score of 3.88, and the smoothness of successfully completing tasks among coworkers received a score of 3.97. Overall, this subvariable received a score of 3.92, falling within the “smooth” criteria, indicating that cooperation among teachers at the school is proceeding well, although there is still room for improvement in the consistency of cross-task collaboration.

According to the overall findings, all of the non-physical work environment's subvariables had an average of 4.05, which fell into the "good" category. The interaction between supervisors and employees had the highest subvariable (4.16), while employee collaboration had the lowest (3.92). This indicates that the overall non-physical work environment at the PKBM XYZ Tahfidzul Quran School is rated as good and conducive; however, team collaboration still needs to be strengthened so that collaborative synergy among teachers can be optimized in supporting the achievement of educational goals.

Respondents' Responses to Teacher Performance at the PKBM XYZ Tahfidzul Quran School

All of the items pertaining to teacher performance were found to be valid and reliable based on the findings of the validity and reliability tests; as a result, the data can be utilized to examine how the physical and non-physical work environments affect teacher performance.

Analysis of the work quality sub-variable shows that the alignment of tasks performed with established standards received an average score of 3.81, and precision in completing tasks received a score of 4.00. Overall, these sub-variables received an average score of 3.91, meeting the “acceptable” criterion, indicating that teachers at the PKBM XYZ Quran Memorization School have carried out instructional and administrative tasks in accordance with the curriculum and operational procedures, although there is still a need for improvement in the areas of precision and accuracy of work outcomes.

The work quantity subvariable showed that the level of achievement of predetermined work targets received an average score of 4.03, and the level of task completion received a score of 4.06. Overall, this subvariable received an average score of 4.04, falling within the “high” criteria, indicating that teachers have been able to complete various administrative and instructional responsibilities with an adequate volume of work consistent with the workload expected by the school.

The subvariable of punctuality showed that the ability to complete reports or tasks on time received an average score of 3.97, and the ability to arrive on time received a score of 3.88. Overall, this subvariable received a score of 3.93 for the punctuality criterion, indicating that teachers have demonstrated commitment and good time management in completing instructional materials, classroom administration, and reporting student evaluation results in accordance with established deadlines.

The initiative subvariable indicates that the ability to propose new ideas or concepts received an average score of 3.91, and the ability to take action without being told to do so received a score

of 4.09. Overall, this sub-variable received a score of 4.00, meeting the “good” criteria (), indicating that teachers have a high level of awareness to proactively contribute to task execution, such as offering constructive suggestions regarding improvements to teaching methods and innovations in classroom management.

The independence subvariable showed that the ability to independently find solutions to work-related problems received an average score of 3.91, and the ability to perform work without the need for constant supervision received a score of 4.03. Overall, this subvariable received a score of 3.97, falling within the “satisfactory” criteria, indicating that teachers possess the professional integrity to fulfill their responsibilities with discipline without requiring intensive supervision from superiors.

Based on the overall results, the total average for all teacher performance subvariables was 3.97, falling within the “good” criteria, with the lowest subvariable being work quality (3.91) and the highest being work quantity (4.04). This indicates that the overall teacher performance at the PKBM XYZ Tahfidzul Quran School is rated as good and productive; however, further strengthening is needed in the areas of precision and adherence to pedagogical standards so that the quality of teachers’ work can be maintained and continuously improved to optimally achieve educational goals.

The Influence of the Physical and Non-Physical Work Environments on Teacher Performance at the PKBM XYZ Tahfidzul Quran School

Multiple regression analysis was employed to solve the fourth identified issue concerning the impact of the physical and non-physical work surroundings on teacher performance at the PKBM XYZ Tahfidzul Quran School. The goal of this investigation is to show that there is a legitimate link that meets the requirements of the best linear unbiased estimator (BLUE). The model needs to satisfy the traditional ordinary least squares (OLS) assumptions. To verify these assumptions, the following assumption tests were conducted in this study:

Normality Test

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters ^{a, b}	Mean	,0000000
	Standard Deviation	1.74335013
Most Extreme Differences	Absolute	,093
	Positive	,074
	Negative	−0.093
Test Statistic		0.093
Asymptotic Significance (2-tailed)^c		,200 ^d

Source: SPSS 27 Output Results (Data Processed in 2026)

The physical and non-physical work environment factors influencing teacher performance had a significant value of $0.200 > 0.05$, according to the results of the normality test, suggesting that the data utilized in this study are normally distributed.

Multicollinearity Test

Table 5. Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8,577	4,854		1,767	,088		
	X1	,516	,078	,831	6,653	,000	,663	1,507
	X2	,018	,232	,010	,076	,940	,663	1,507
a. Dependent Variable: Y								

Source: SPSS 27 Output Results (Data Processed in 2026)

The physical and non-physical work environment factors influencing teacher performance at the PKBM XYZ Tahfidzul Quran School had a tolerance value of $0.663 > 0.10$ and a VIF value of $1.507 < 10.00$, according to the multicollinearity test results. This indicates that the model is free from multicollinearity, meaning that there is no correlation among the independent variables.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,500	3,970		1,637	,112
	TX1	-,032	,063	-0.111	-,498	,622
	TX2	-,089	,189	-,105	-,471	,641
a. Dependent Variable: ABS_RES						

Source: SPSS 27 Output Results (Data Processed in 2026)

There was no indication of heteroscedasticity, according to the heteroscedasticity test results, which showed a significance value of $0.622 > 0.05$ for the physical work environment and $0.641 > 0.05$ for the non-physical work environment.

Multiple Linear Regression Test

Table 7. Multiple Linear Regression Test

Variables	Unstandardized Coefficients
	B
Constant	8.577
Physical Work Environment	0.516
Non-Physical Work Environment	0.018
Dependent Variable: Teacher Performance	

$$Y = 8.577 + 0.516 X_1 + 0.018 X_2$$

The multiple regression analysis's findings indicate that:

- The positive regression coefficient for the Physical Work Environment, indicates that every increase in the Physical Work Environment will increase Teacher Performance.
- Meanwhile, the coefficient for the Non-Physical Work Environment is positive, indicating that a increase in the Non-Physical Work Environment will increase Teacher Performance.

Coefficient of Determination

Table 8. Coefficient of Determination

Model Summary ^b				
Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	,837 ^a	,700	,679	4,656
a. Predictors: (Constant), TOTAL_X2, TOTAL_X1				
b. Dependent Variable: TOTAL_Y				

Source: SPSS 27 Output Results (Data Processed in 2026).

The R-squared, or coefficient of determination (R^2), was determined to be 0.700 based on the data analysis using SPSS 27. Based on the guidelines for interpreting the coefficient of determination, it can be concluded that both the physical and non-physical work environments have a simultaneous impact on teacher performance, with a level of influence classified as strong. Other factors outside of the physical and non-physical work settings account for the remaining 30%.

Hypothesis Testing

Partial Test (t-Test)

Table 9. Partial Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,577	4,854		1,767	,088
	Physical Work Environment	,516	,078	,831	6,653	,000
	Non-Physical Work Environment	,018	,232	,010	,076	,940
a. Dependent Variable: Y						

Source: SPSS 27 Output Results (Data Processed in 2026)

Variable	$t_{calculated}$	t_{table}	Sig.	Prob.	Notes
X1	6.653	1.69913	0.001	0.05	Significant
X ²	0.076	1.69913	0.940	0.05	No Effect

1. The Effect of the Physical Work Environment on Teacher Performance

The value $t_{\text{calculated}}$ of $6.653 > 1.69913$ t_{table} is known to indicate that H_0 is rejected and H_a is approved. Thus, it can be said that teacher performance at PKBM XZY Tahfidzul Quran School is positively impacted by the physical workplace.

These results are consistent with Sedarmayanti's (2017) theory that a pleasant physical workplace can improve employee comfort and morale. They are also corroborated by earlier research, such as Hanafi & Zulkifli (2018), who discovered that the physical workplace significantly improves employee performance. Alfariz & Romi's (2024) research, which indicates that the physical workplace has a favorable impact on employee performance, further supports this.

2. The Effect of the Non-Physical Work Environment on Teacher Performance

The value $t_{\text{calculated}}$ of $0.076 < 1.69913$ t_{table} is known to indicate that H_0 is accepted and H_a is rejected. The PKBM XZY Tahfidzul Quran School teachers' performance is not significantly impacted by non-physical work environment factors.

These findings align with the theory proposed by Fauziyyah (2022), who claimed that employee performance is not significantly impacted by the non-physical work environment. Furthermore, research conducted by Indrasari (2024) additionally demonstrated that, despite the favorable social conditions in the workplace, the non-physical work environment has no discernible impact on teacher performance. In their daily routines, teachers tend to rely more on intrinsic motivation, professional competency standards, and moral responsibility as the primary drivers of performance, thus external factors such as social relationships or communication climate do not serve as significant distinguishing variables. Furthermore, when non-physical aspects (such as communication among coworkers, supervisor-subordinate relationships, and teamwork) are stable and uniformly adequate among respondents, their variance becomes low, so they do not make a strong contribution to the regression model. Conversely, physical environmental conditions that directly influence concentration, cognitive comfort, and the smoothness of the learning process proved to be more sensitive to changes in workload, thus exerting a statistically more dominant influence.

Simultaneous Test (F-Test)

Table 10. Simultaneous Test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1466.119	2	733.060	33,811	,000 ^b
	Residual	628,756	29	21,681		
	Total	2,094,875	31			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Non-Physical Work Environment, Physical Work Environment						

Source: SPSS 27 Output Results (Data Processed in 2026)

Variable	$F_{\text{calculated}}$	F_{table}	Sig.	Prob.	Note
Physical Work Environment and	33.811	3.29	0.001	0.005	Significant

Non-Physical Work Environment on Teacher Performance					
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The $F_{\text{calculated}}$ value is $33.811 > 3.29$ (F_{table}) and the significance value is $0.001 < 0.005$, according to the results of the SPSS Statistics version 27 computations. This suggests that both the physical and non-physical work surroundings concurrently have a major impact on teacher performance since H_a is accepted and H_0 is denied.

CONCLUSION

The physical work environment at the PKBM XYZ Tahfidzul Quran School falls into the "good" category, with the lowest average score in the sub-variable of odors and the highest in air comfort, according to the findings of the study and discussion on the Influence of the Physical and Non-Physical Work Environments on Teacher Performance. The non-physical workplace, on the other hand, has the lowest average score in the sub-variable of employee cooperation and the highest in the sub-variable of supervisor-employee connections, placing it in the "good" category. With the lowest average score in the sub-variable of work quality and the highest in the sub-variable of work quantity, teacher performance is classified as "good."

The test results indicate that while the non-physical work environment has no discernible impact on teacher performance, the physical work environment has a beneficial effect. These results show that enhancing the physical workplace is a more effective way to improve teacher performance, while the agency is still in charge of the non-physical workplace.

Based on the results of data processing and analysis, the discussion, and the conclusions presented, the researcher offers several recommendations intended to serve as input and considerations for the PKBM XYZ Tahfidzul Quran School in establishing policies and making decisions related to the physical work environment, the non-physical work environment, and teacher performance. The school is advised to improve odor control by optimizing ventilation in restroom and teachers' lounge areas, installing or maintaining exhaust fans and air conditioners to refresh air circulation, and increasing the frequency of cleaning and strictly managing waste disposal, while the aspects of air comfort that are already functioning well should be maintained. Furthermore, although the physical work environment has no significant impact on teacher performance. At least in part this indicates that the work atmosphere and communication at the school have been established in a harmonious and fair manner.

To strengthen teacher performance, teachers have been productive in completing their workload and meeting work targets however, aspects of thoroughness, accuracy, and alignment with pedagogical standards still require improvement. Therefore, the school is advised to implement a checklist of quality standards for instructional administration, hold peer review forums to minimize administrative errors, and allocate specific time in the work schedule for the preparation and verification of academic documents.

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