

The Influence of Work Environment, Work Motivation, And Career Development on Private Vocational School Teacher Performance

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Abstract

Keywords:

teacher performance, work environment, work motivation, career development.

This research aims to analyze the influence of the work environment, work motivation, and career development on teacher performance at Private Vocational High Schools (SMK) in Cepu District, Blora Regency. Teacher performance is a crucial aspect in improving the quality of education, especially in vocational schools which are required to produce work-ready graduates. This research uses a quantitative approach with survey methods. The population in this study were all teachers in three private vocational schools in Cepu, with a total of 139 respondents obtained through the census method. Data collection was carried out through a closed questionnaire with a five-point Likert scale covering four main variables. Data analysis was carried out using multiple linear regression using the latest version of SPSS. The research results show that the three independent variables, namely work environment, work motivation, and career development, simultaneously or partially have a positive and significant effect on teacher performance. Work motivation is the variable that most dominantly influences teacher performance compared to the other two variables. These findings have the implication that efforts to improve teacher performance must be focused on improving the work environment, providing incentives and recognition to increase motivation, as well as structured career development. This research also emphasizes the importance of managerial strategies and educational policies that support the sustainability of teacher professionalism in private schools. Thus, it is hoped that the results of this research can become a reference for school management and policy makers in improving the quality of education in developing areas such as Cepu.

INTRODUCTION

Teacher performance has a central role in determining the quality of education, especially in the era of industrial revolution 4.0 which demands continuous improvement of professional competence (Tai et al., 2022),(Sima et al., 2020). Teachers are not only required to transfer knowledge, but also act as facilitators, innovators and motivators in the learning process (Wijoyo, 2021), (Stumbrienė et al., 2024).

In this context, measuring and strengthening teacher performance is an important agenda, especially in educational institutions that have high competitiveness such as Vocational High Schools (SMK) (Kholis et al., 2020). Several variables are known to contribute significantly to

teacher performance, including work environment, work motivation, and career development (Noorhapizah et al., 2023).

A healthy and supportive work environment, both physically and psychologically, influences teacher comfort and work productivity (Achiri, 2024). Sunyoto (2015) states that factors such as work facilities, social interaction, and direct relationships between superiors and subordinates can encourage the creation of a productive work environment. In the context of private schools which often have limited facilities, the issue of the work environment becomes increasingly crucial.

Work motivation is an internal element that encourages individuals to achieve their best achievements (Ahmad, 2021). Hasibuan (2016) and Andika (2019) stated that high motivation not only encourages optimal performance, but also increases job satisfaction and loyalty. However, in many cases, teachers in private schools face challenges such as limited rewards, high workloads, and lack of institutional recognition, which can reduce morale.

On the other hand, career development functions as an external driver that provides opportunities for teachers to improve their competence. A study by Julkarnain (2020) shows that structured career development can increase a sense of belonging, self-confidence and attachment to institutions. Unfortunately, in reality on the ground, many private teachers do not have a clear career development path, thus potentially hampering continuous performance improvement.

Cepu, as a developing region dominated by private vocational schools, presents its own dynamics. Based on initial observations, the facilities and performance management systems in private vocational schools are still lagging behind compared to public vocational schools which have been integrated with digital systems such as E-Kinerja and SIASN. In fact, in terms of number of students and achievements, private vocational schools in Cepu are no less competitive. This shows that teachers are the main actors who support this success, but the sustainability of their performance depends on how the three main factors of work environment, work motivation and career development are managed (Tadda et al., 2023).

Unfortunately, empirical studies that discuss these three variables simultaneously in the context of private vocational schools in the Cepu area are still very limited. This research aims to fill this gap by providing an empirical analysis of how much influence the work environment, work motivation and career development have on the performance of private vocational school teachers in Cepu District, Blora Regency.

METHODS

This research uses a quantitative approach with survey methods to analyze the influence of the work environment, work motivation and career development on the performance of private

vocational school teachers in Cepu District, Blora Regency. The population in this study were all teachers from three private vocational schools, namely SMK Migas Cepu, SMK Muhammadiyah 1 Cepu, and SMK Muhammadiyah 2 Cepu, with a total population of 158 people. The sampling technique used the census method, with a total of 139 teachers completing the questionnaire.

The research instrument is a closed questionnaire with a five-point Likert scale arranged based on the indicators of each variable (Lionello et al., 2021). The validity test was carried out using the Pearson Product Moment correlation, while the reliability test used the Cronbach's Alpha coefficient (Kennedy, 2022). Data were analyzed using multiple linear regression to test the simultaneous and partial influence of independent variables on teacher performance (Sujai et al., 2025).

Before the regression analysis, a classic assumption test was carried out which included normality, multicollinearity and heteroscedasticity tests to ensure the suitability of the regression model. Hypothesis testing was carried out at a significance level of 5% ($\alpha = 0.05$). All data processing and analysis processes were carried out using the latest version of SPSS software.

RESULTS AND DISCUSSION

RESULTS

Respondent Characteristics

Before carrying out further analysis, this research examines the characteristics of respondents based on gender, age and length of service. This information is important to provide a general overview of the profile of private vocational school teachers in Cepu District, Blora Regency.

Respondent's Gender

The following table presents the distribution of respondents based on gender:

Table 1.

Distribution of Respondents Based on Gender

Gender	Frequenc y	Percentage (%)
Man	70	50,4
Woman	69	49,6
Total	139	100

Source: Primary data, processed (2025).

From Table 1, it can be seen that the number of male (50.4%) and female (49.6%) teachers is almost equal. This shows that this research involves proportional representation of both gender groups in the population of private vocational school teachers in Cepu.

Respondent's Age

A teacher's age can influence their experience, maturity in work, and ability to adapt to educational changes. The following table shows the distribution of respondents based on age categories:

Table 2.

Distribution of Respondents Based on Age

Age (Years)	Frequenc y	Percentage (%)
18 – 25	10	7,2
26 – 30	16	11,5
31 – 35	17	12,2
36 – 40	17	12,2
> 40	79	56,8
Total	139	100

Source: Primary data, processed (2025).

The majority of respondents (56.8%) are over 40 years old, indicating that the majority of teachers at Cepu private vocational schools are senior educators who have long experience in the world of education.

Respondent's Working Hours

Tenure can be an important factor in understanding the experience and stability of teaching staff. The following is the distribution of respondents' working years:

Table 3.

Distribution of Respondents Based on Years of Work

Working Time	Frequenc y	Percentage (%)
< 1 year	5	3,6
> 1 year	134	96,4
Total	139	100

Source: Primary data, processed (2025).

Most respondents (96.4%) have taught for more than one year, which shows a sufficient level of experience in carrying out their duties as educators in private vocational schools.

Descriptive Analysis of Research Variables

After analyzing the characteristics of the respondents, the next stage is to describe the results of measuring the research variables, namely work environment, work motivation, career development and teacher performance.

Description of Work Environment Variables

The teacher's work environment is measured using several indicators that reflect the physical and non-physical conditions of the workplace.

Table 4.

Descriptive Statistics of Work Environment Variables (X₁)

Indicator	Mean	Std. Dev	Min	Max
Comfortable work space air circulation	4,52	0,75	1	5
Adequate lighting for teaching	4,47	0,75	1	5
Clean and comfortable work space	4,49	0,63	3	5
School environment security is good	4,41	0,62	3	5
School facilities support performance	4,46	0,64	2	5
Total Average Score	4,47	0,68	1	5

Source: Primary data, processed (2025).

The overall mean value for the work environment variable is 4.47, indicating that respondents tend to have a positive perception of the conditions of their work environment.

Description of Work Motivation Variables

Work motivation is measured based on physiological, social and self-actualization needs.

Table 5.

Descriptive Statistics of Work Motivation Variables (X₂)

Indicator	Mean	Std. Dev	Min	Max
I feel appreciated for my work	4,40	0,56	3	5
I am motivated to develop myself	4,36	0,57	3	5
I have satisfaction in teaching	4,43	0,53	3	5
I feel my work has a positive impact	4,50	0,55	3	5
Total Average Score	4,42	0,55	3	5

Source: Primary data, processed (2025).

The mean value of 4.42 indicates that the majority of respondents feel quite motivated in carrying out their teaching duties.

Description Career Development Variables

Career development includes aspects of training, promotion, and performance feedback.

Table 6.

Descriptive Statistics of Career Development Variables (X₃)

Indicator	Mean	Std. Dev	Min	Max
I have regular training opportunities	4,28	0,60	3	5
I get fair performance evaluations	4,41	0,57	3	5
Total Average Score	4,34	0,58	3	5

Source: Primary data, processed (2025).

Multiple Linear Regression Analysis

After testing the classical assumptions (normality, multicollinearity and heteroscedasticity) and being declared fulfilled, multiple linear regression analysis was carried out to determine the simultaneous and partial influence of the independent variables on the dependent variable.

Table 7.

Multiple Linear Regression Results

Independent Variable	Regression Coefficient (B)	t-count	Say. (p-value)
(Constant)	5,234	4,872	0,000
Work Environment (X ₁)	0,341	3,762	0,000
Work Motivation (X ₂)	0,422	4,128	0,000
Career Development (X ₃)	0,286	2,985	0,004

Source: SPSS output, processed (2025).

Regression Equation Model

$$Y = 5,234 + 0,341X_1 + 0,422X_2 + 0,286X_3$$

Interpretation of results:

The p-value for all independent variables is <0.05, indicating that all three significantly influence teacher performance.

The work motivation variable (X₂) has the highest coefficient value, meaning it is the most dominant factor in influencing teacher performance.

All coefficients are positive, indicating that improving the work environment, motivation and career development will have a positive impact on teacher performance.

Table 8.

R-Square Value and F Test

R	R Square	Adjusted R Square	F-count	Mr. F
0,801	0,641	0,634	81,428	0,000

Source: SPSS output, processed (2025).

The R Square value of 0.641 indicates that 64.1% of the variation in teacher performance can be explained by the three independent variables, while the remainder (35.9%) is explained by other variables outside the model. The F-calculated value of 81.428 with a significance of $0.000 < 0.05$ proves that this regression model is statistically feasible for use in predicting teacher performance based on these three variables.

DISCUSSION

Based on the results of data analysis and discussion, it can be concluded that the work environment, work motivation and career development have a positive and significant effect on the performance of private vocational school teachers in Cepu District, Blora Regency.

First, a comfortable and supportive work environment has been proven to increase teacher productivity and professionalism in carrying out their duties. The physical condition of the work space, supporting facilities, and good interpersonal relationships are important factors in creating a conducive work atmosphere.

Second, work motivation is the most dominant factor in this research. Teachers who have high internal motivation, such as a sense of belonging, self-actualization, and pride in their profession, tend to show more optimal performance. This strengthens the role of motivation as a foundation in building sustainable work enthusiasm.

Third, career development acts as an important element that encourages teachers to continue to improve their competence and professionalism. Opportunities to take part in training, obtain promotions, and receive fair performance evaluations are factors that strengthen teacher loyalty and work ethic.

Simultaneously, these three variables explain 64.1% of the variation in teacher performance, which means that performance improvement strategies should focus on managing the work environment, strengthening motivation, and facilitating sustainable teacher career development.

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