

The Role of Motivation in Mediating the Influence of the Work Environment on Teacher Performance at SMA Negeri 1 Bandar Bener Meriah Regency

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Abstract

This study aims to analyze the role of motivation in mediating the influence of the work environment on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency. The background of this research is based on the phenomenon that although some teachers have worked in a conducive environment, performance has not been fully optimal, so it is suspected that motivation has an important role as a mediating variable. The research method used is a quantitative approach with an explanatory research design. The research population is all teachers at SMA Negeri 1 Bandar Bener Meriah Regency, and sampling was carried out using census techniques. The research instrument is a questionnaire with a Likert scale, which has been tested for validity and reliability. Data analysis used Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results of the study show that the work environment has a positive and significant effect on teacher performance, both directly and indirectly through motivation. Motivation has been shown to be a partial mediating variable that strengthens the relationship between the work environment and teacher performance. These findings emphasize the importance of creating a conducive work environment while maintaining teacher motivation so that performance can be optimal.

Keywords: Work Environment, Motivation, Teacher Performance

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Introduction

Education is an important factor in improving the quality of human resources and becoming the foundation for the progress of a nation. Schools as formal educational institutions have a strategic role in realizing national education goals, where teachers are the spearhead of the implementation of the learning process. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Therefore, teacher performance is one of the main indicators of school success. The optimal performance of teachers is not only determined by their competence and professionalism, but is also influenced by various external and internal factors, one of which is the work environment.

A conducive work environment, including cleanliness, comfort, availability of facilities, and harmonious working relationships, can create a positive atmosphere that supports teachers in carrying out their duties. Susanto and Rahmawati (2021) stated that "a well-managed work environment will affect the level of productivity and work effectiveness of employees." Conversely, an inadequate work environment can reduce motivation and have an impact on decreased performance.

Motivation has an important role as a psychological factor that drives individuals to work passionately. Robbins and Judge (2022) posit that motivation is "a process that explains an individual's intensity, direction, and perseverance in achieving a goal." In the context of teachers, motivation can be a link between a conducive work environment and performance improvement. Teachers who have high motivation tend to be more committed, creative, and consistent in teaching (Uno, 2016).

The phenomenon at SMA Negeri 1 Bandar Bener Meriah Regency shows that although some teachers work in a relatively good school environment, not all have shown optimal performance. This raises the suspicion that work motivation is a determining factor in maximizing the influence of the work environment on teacher performance. Based on this description, this study was conducted to analyze the role of motivation in mediating the influence of the work environment on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.

Literature Review

2.1 Definition of Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning goals, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is a tangible ability shown in carrying out all their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explained that teacher performance indicators according to Sutrisno can be grouped into the following aspects:

1. Working Quantity
Describes the amount of work completed in a given time. Examples for teachers: the number of lesson plans prepared, the number of teaching hours fulfilled.
2. Quality of Work
Refers to the quality of the work results and conformity with the specified standards.
3. Punctuality
Assess how quickly the work is completed according to the predetermined schedule.
4. Attendance
Frequency of attendance and discipline in carrying out duties.

5. Cooperation Ability

Ability to work closely with peers, principals, and other related parties.

2.2 Definition of Motivation

Robbins & Judge (2022) motivation is the process that initiates, directs, and sustains goal-oriented behaviors in organizations. The focus of this definition is on the components of the process: what triggers (initiation), choice (direction), and maintains intensity and persistence (persistence) in work.

Motivation Indicators

Motivation Indicators According to Robbins & Judge (2022)

1. Goal Clarity
The extent to which a person understands and accepts the purpose of the job.
2. Expectancy
Belief that effort will produce good performance.
3. Instrumentality
Confidence that performance will produce the desired results.
4. Valensi (Valencia)
The value that an individual gives to the expected outcome.
5. Perceived Equity
Perception of fairness in the reward and contribution system.
6. Reinforcement
Response to rewards and punishments received.
7. Job Characteristics
Structural aspects of work that can increase intrinsic motivation.

2.3 Definition of Work Environment

According to Kasmir (2020), the work environment is everything around the workplace that can affect employees in carrying out their duties and work. The work environment includes physical, social, and psychological conditions that affect a person's comfort, safety, and work effectiveness. So, the work environment includes aspects such as facilities, relationships between employees, work atmosphere, and factors that have an impact on the performance and welfare of workers.

Work Environment Indicators

Kasmir (2020) divides the work environment into two main aspects:

1. Physical Work Environment
The physical work environment is everything that can be felt directly in the workplace.
2. Non-Physical Work Environment (Psychological/Social)
It is an atmosphere or relationship between individuals that is invisible.

Conceptual Framework

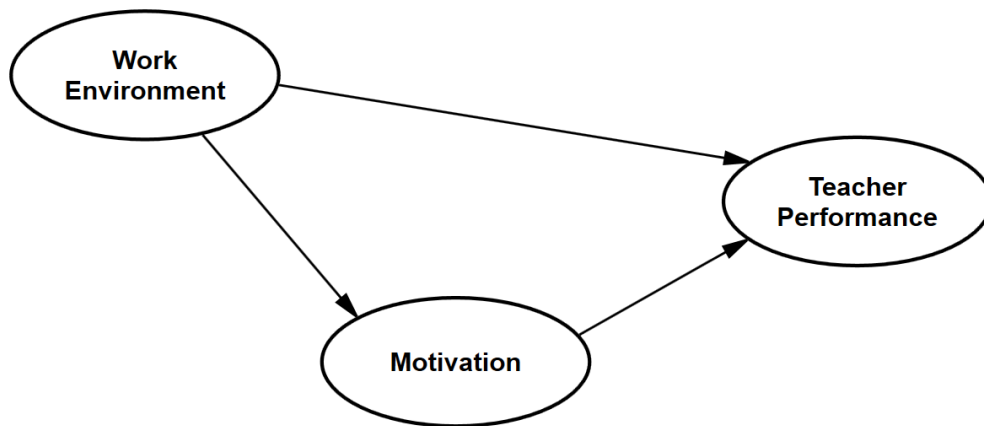


Figure 1. Conceptual Framework

2.4 Research Hypothesis

- H1: The work environment has a positive and significant effect on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.
- H2: The work environment has a positive and significant effect on motivation at SMA Negeri 1 Bandar Bener Meriah Regency.
- H3: Motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.
- H4: The work environment has a positive and significant effect on teacher performance through motivation at SMA Negeri 1 Bandar Bener Meriah Regency.

Methods

3.1 Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research was conducted to make a study that aimed to adjust a research and to analyze the role of motivation in mediating the influence of the work environment on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.

3.2 Research Location and Research Time

The location of the research was conducted at SMA Negeri 1 Bandar, which is located in Simpang Utama, Bandar District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from May to August 2025.

3.3 Population and Sample

In this study, the population is 66 people, consisting of 57 ASN teachers and 9 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

Result and Discussion

4.1 Outer Model Analysis

Outer Model *analysis* using *the PLS Algorithm*, yielding:

Validity Test

Table 1. Value of Outer Loadings

	Motivation	Performance_Teacher	Work Environment
X2.1			0,860
X2.2			0,908
X2.3			0,925
X2.4			0,897
Y.1		0,904	
Y.2		0,933	
Y.3		0,866	
Y.4		0,804	
Y.5		0,930	
Z.1	0,940		
Z.2	0,892		
Z.3	0,916		
Z.4	0,908		
Z.5	0,923		
Z.6	0,928		
Z.7	0,928		

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis. For more details, the values above can also be as follows.

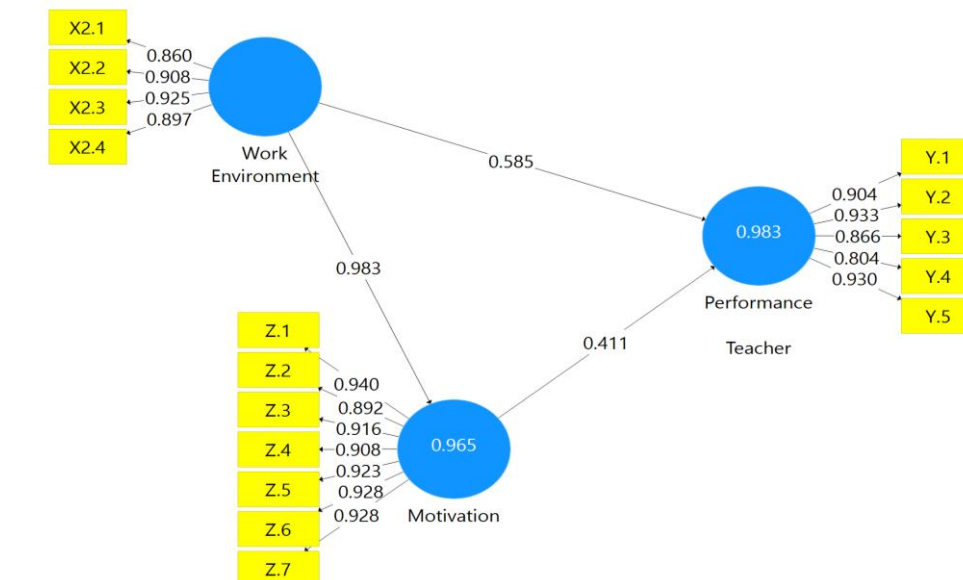


Figure 2. Outer Loudings

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Motivation	0,969	0,970	0,974	0,845
Performance Teacher	0,933	0,934	0,949	0,790
Work Environment	0,920	0,920	0,943	0,806

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and feasible for use in structural model testing.

Coefficient of Determination (R²)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Motivation	0,965	0,965
Performance Teacher	0,983	0,983

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the motivation variable, there is an R square value of 0.965, meaning that the influence of the work environment is 0.965 or 96.5%, the rest is in other variables outside the model. The R square value of teacher performance is 0.983, meaning that the influence of the work environment and motivation is 0.983 or 98.3%, the rest is on other variables outside the model.

4.2 Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

Table 4. Path Coefficients (Direct Influence)

	Original Sample	T Statistics	P Values	Conclusion
Motivation -> Performance Teacher	0,411	2,840	0,005	Accepted
Work Environment -> Motivation	0,983	174,128	0,000	Accepted
Work Environment -> Performance Teacher	0,585	4,016	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there is a direct influence value which will be explained as follows:

1. The work environment has a positive and significant effect on teacher performance with a t-statistical value of 3.820 above 1.96 and a significance of 0.000 below 0.05, meaning that the work environment has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with research conducted by Harefa (2020) which states that the work environment has a positive and significant effect on teacher performance.
2. The work environment has a positive and significant effect on motivation with a t-statistical value of 8.778 above 1.96 and a significance of 0.000 below 0.05, meaning that the work environment has a positive and significant effect on motivation because the significance value is below 0.05. The results of this study are also in accordance with research conducted by Baribin & Saputri (2020) which states that the work environment has a positive and significant effect on motivation.
3. Motivation has a positive and significant effect on teacher performance with a t-statistical value of 2.431 above 1.96 and a significance of 0.015 below 0.05, meaning that motivation has a positive and significant effect on teacher performance because the significance value is below 0.05. Rivai 's research (2021) also states that motivation has a positive and significant effect on teacher performance.

Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

Table 5. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Work Environment -> Motivation -> Performance Teacher	0,404	2,813	0,005	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

The work environment has a positive and significant effect on teacher performance through motivation with a t-statistical value of 2.021 and a significance value of 0.044, meaning that motivation plays a role as an intervening variable between the work environment on teacher performance.

Conclusion and Suggestion

Conclusion

1. The work environment has a positive and significant effect on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.
2. The work environment has a positive and significant effect on motivation at SMA Negeri 1 Bandar Bener Meriah Regency.
3. Motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Bandar Bener Meriah Regency.
4. The work environment has a positive and significant effect on teacher performance through motivation at SMA Negeri 1 Bandar Bener Meriah Regency.

Suggestion

1. Teacher performance with the lowest statement "I am rarely absent in carrying out teaching duties". He suggested that schools should recap and store attendance data as proof of performance.
2. The motivation with the lowest statement is "I am confident that my efforts will give good results". What can be suggested is to focus on improving the quality of teachers, because competent and motivated teachers will have the greatest impact on student progress and school reputation.
3. The work environment with the lowest statement "My workspace is clean, tidy, and comfortable to work in". Suggestions that can be made by schools are to create and maintain a clean, tidy, and comfortable work environment in all school areas so that the productivity and work spirit of all school residents increase.

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