

The Role of Teacher Involvement in Mediating the Effects of the Work Environment on Teaching Performance at State High School 1 Bukit Bener Meriah Regency

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Abstract

This study aims to analyze the role of teacher engagement in mediating the influence of the work environment on teachers' instructional performance at SMA Negeri 1 Bukit, Bener Meriah Regency. The background of this study is based on the continuing variations in teaching enthusiasm, teacher participation in school activities, the readiness of teaching materials, the use of instructional media, and creativity in classroom management. In addition, there are still limitations in supporting facilities, inconsistent coordination, and differences in the level of support perceived by teachers, which are suspected to influence teacher engagement and teaching performance. This study employed a quantitative approach using a census method. The study population consisted of all 71 teachers at Bukit State High School 1, and the entire population was used as the study sample. Data were collected through the distribution of questionnaires using a Likert scale and analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method with SmartPLS. The results indicate that all indicators met the criteria for validity and reliability. The R^2 value indicates that the work environment explains 13.0% of the variation in teacher engagement, while the work environment and teacher engagement together explain 43.7% of the variation in teaching performance. Hypothesis testing results show that the work environment has a positive and significant effect on teaching performance ($\beta = 0.192$; $p = 0.038$), the work environment has a positive and significant effect on teacher engagement ($\beta = 0.361$; $p = 0.000$), and teacher engagement has a positive and significant effect on teaching performance ($\beta = 0.567$; $p = 0.000$). Furthermore, teacher engagement was found to positively and significantly mediate the effect of the work environment on teaching performance ($\beta = 0.205$; $p = 0.001$). The conclusion of this study is that a conducive work environment can enhance teacher engagement, which in turn leads to improved teaching performance. Thus, teacher engagement plays a crucial role as a mediating variable in the relationship between the work environment and teaching performance. This study provides practical implications that schools need to create a comfortable, supportive, and collaborative work environment to enhance teacher engagement and teaching quality sustainably.

Keywords: Work Environment, Teacher Engagement, Teaching Performance

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Introduction

Education is a strategic sector in national development because it plays a vital role in producing high-quality human resources. The success of education is largely determined by the quality of the learning process carried out by teachers. Teachers play a central role in planning instruction, conducting the teaching-learning process, and evaluating student learning outcomes. Therefore, teacher's teaching performance is one of the primary factors determining the quality of education in schools.

Teachers' instructional performance reflects their ability to carry out their professional duties effectively, ranging from the development of instructional materials, mastery of subject matter, the use of innovative teaching methods, classroom management, to the assessment of student learning outcomes. Teachers with high instructional performance will be able to create a learning process that is active, creative, and focused on helping students achieve their competencies. Conversely, low teaching performance can lead to a decline in the quality of instruction and student learning outcomes.

Over the past five years, various data have shown that improving teacher performance remains a significant challenge in Indonesia's education system. The Ministry of Education, Culture, Research, and Technology (2024) reports that Indonesia still faces a shortage of more than 1.3 million teachers due to high retirement rates and limited recruitment of new teachers. This situation leads to an increased workload for teachers, particularly in rural schools, which can reduce their ability to focus on designing and delivering instruction effectively. Furthermore, the Organisation for Economic Co-operation and Development (OECD), through its 2022 Programme for International Student Assessment (PISA) report released in 2023, indicates that the quality of Indonesian students' learning outcomes remains below the OECD average, highlighting the need to improve the quality of the learning process and the effectiveness of teachers' instruction.

This phenomenon is supported by various empirical studies conducted over the past five years. A study by Nurhayati et al. (2024), published in the *Tambusai Education Journal*, found that the work environment and work engagement have a positive and significant effect on teacher performance. Furthermore, a study by Hasan Basri et al. (2024) in *Almarhalah: Journal of Islamic Education* indicates that the work environment, interpersonal communication, and workload have a significant effect on teacher performance. Research by Ayu Lestari et al. (2023) also concluded that work engagement has a direct influence on improving teacher performance. These findings confirm that a conducive work environment can increase teacher engagement, which ultimately leads to improved teaching performance.

The work environment encompasses all physical and non-physical conditions that influence teachers' comfort in performing their duties. A good work environment is characterized by the availability of adequate facilities and infrastructure, harmonious working relationships, effective communication, and support from the school principal. According to Sedarmayanti (2019), a conducive work environment fosters a sense of comfort and security, enabling staff to perform at their best. In the school context, a supportive work environment can encourage teachers to be more focused, creative, and productive in carrying out the learning process.

However, the influence of the work environment on teaching performance is not always direct. One variable thought to explain this relationship is teacher engagement. Teacher engagement is a positive psychological state characterized by enthusiasm, dedication, and full immersion in one's work. According to Wilmar Schaufeli (2021), individuals with high levels of engagement demonstrate enthusiasm, energy, and a strong commitment to performing their duties. In an educational context, teachers with high engagement tend to be more active, innovative, and responsible in their teaching, thereby producing better teaching performance.

Theoretically, the relationship between the work environment, teacher engagement, and teaching performance can be explained through the Job Demands-Resources Model developed by Arnold Bakker and Evangelia Demerouti. This model posits that job resources—such as

workplace facilities, managerial support, and positive interpersonal relationships—enhance job engagement, which in turn leads to improved individual performance.

This phenomenon is also evident at Bukit State High School No. 1 in Bener Meriah Regency. Based on initial observations, there are still variations in teaching enthusiasm, teacher participation in school activities, the readiness of teaching materials, the use of instructional media, and creativity in classroom management. Some teachers demonstrate high enthusiasm and actively participate in school development programs, while others tend to perform their duties routinely without showing optimal engagement. In addition, there are still complaints regarding limited learning support facilities, inconsistent coordination, and differences in the level of support teachers feel in carrying out their duties. These conditions indicate that although teachers work in relatively similar environments, their levels of engagement with their work vary, resulting in varying teaching performance.

Numerous studies have examined the impact of the work environment on teacher performance; however, research specifically examining the mediating role of teacher engagement remains relatively limited, particularly in the context of high schools in Bener Meriah Regency. Yet, understanding the mediating role of teacher engagement is crucial for explaining the mechanisms through which the work environment can more effectively enhance teaching performance.

Based on these empirical phenomena, theoretical support, and the results of previous research, the researcher is interested in conducting a study titled “The Role of Teacher Engagement in Mediating the Influence of the Work Environment on Teaching Performance at SMA Negeri 1 Bukit, Bener Meriah Regency.” This study is expected to provide theoretical contributions to the development of educational management science and offer practical recommendations for schools in designing policies that can enhance teacher engagement and teaching performance sustainably.

Literature Review

Theoretical Framework

Teaching Performance

Definition of Teaching Performance

According to Robbins & Judge (2021), teaching performance is the level of a teacher’s effectiveness in carrying out their professional duties in the classroom, including the ability to plan, implement, and evaluate learning so that educational goals are achieved. High-performing teachers are able to create effective learning experiences, motivate students, and use innovative learning strategies.

Indicators of Teaching Performance

Indicators of Teaching Performance according to Robbins & Judge (2021):

- 1) **Instructional Planning**
Teachers are able to plan the learning process systematically, clearly defining learning objectives, syllabi, and lesson plans (RPP).
- 2) **Instructional Delivery**
Teachers apply learning methods and strategies as planned, using effective media and techniques to enhance student engagement.
- 3) **Classroom Management**
Teachers manage the classroom environment to ensure it is conducive to learning, including maintaining discipline, interacting with students, and managing resources.
- 4) **Learning Assessment**
Teachers systematically assess student learning outcomes, using feedback to improve future learning processes.
- 5) **Continuous Professional Development**
Teachers continue to improve their pedagogical competencies and skills through training, reflection, and best practices.

Teacher Engagement

Definition of Teacher Engagement

According to Sari & Hidayat (2021), teacher engagement is the level of energy, commitment, and active participation of teachers in teaching and learning activities as well as other school activities, which can mediate the relationship between organizational factors (such as the work environment and self-efficacy) and teaching performance.

Indicators of Teacher Engagement

Indicators of teacher engagement according to Sari & Hidayat (2021):

- 1) Energy
Teachers demonstrate high levels of energy and enthusiasm in carrying out their teaching duties, including readiness to face learning challenges.
- 2) Dedication
Teachers feel emotionally committed to their work, demonstrating pride, enthusiasm, and a sense of purpose in teaching.
- 3) Concentration
Teachers are fully focused on teaching activities, feel that time flies when they are teaching, and find it difficult to take their attention away from their tasks.

Work Environment

Definition of Work Environment

Rahman & Sulistiyo (2023) define the school environment as a combination of physical, social, and psychological factors that shape the school climate and influence teachers’ motivation, engagement, and innovation. Their research indicates that teachers working in schools with a collaborative climate and adequate facilities are better able to implement creative and innovative teaching methods.

Work Environment Indicators

Teacher Work Environment Indicators (Rahman & Sulistiyo, 2023):

- 1) Support from the Principal / Management
Teachers feel that they receive support, direction, and guidance from the principal regarding classroom instruction and innovation.
- 2) Inter-Teacher / Social Relationships
Teachers feel they have a harmonious, collaborative, and supportive working relationship with their colleagues.
- 3) Facilities and Resources
Availability of adequate learning tools, media, and supporting facilities for teaching and learning activities.
- 4) School Climate / Psychological Conditions
Teachers perceive a positive, safe school environment that encourages active participation and innovation in learning.

Conceptual Framework

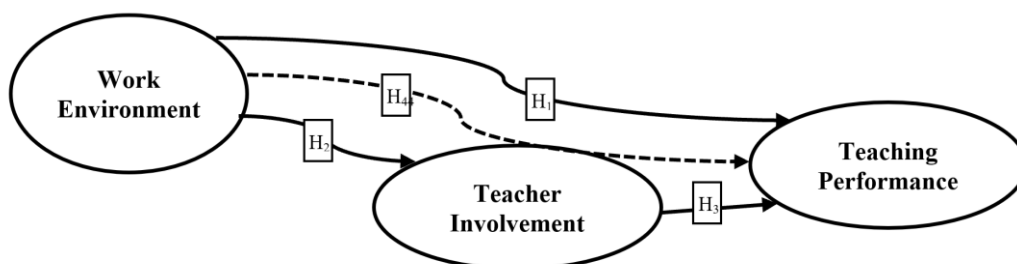


Figure 1. Conceptual Framework

Research Hypotheses

- H₁: The work environment has a positive and significant effect on teachers' teaching performance at SMA Negeri 1 Bukit.
- H₂: The work environment has a positive and significant effect on teacher engagement at SMA Negeri 1 Bukit.
- H₃: Teacher engagement has a positive and significant effect on teachers' teaching performance at SMA Negeri 1 Bukit.
- H₄: Teacher involvement positively and significantly mediates the influence of the work environment on teachers' teaching performance at SMA Negeri 1 Bukit.

Research Methodology

Type of Research

The type of research used is quantitative research. According to Sugiyono (2022), quantitative research is defined as a method based on the philosophy of positivism, used to study a specific population or sample; sampling techniques are generally conducted randomly; data collection uses research instruments; and data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses. This type of quantitative research was conducted to create a study aimed at adapting a research framework and analyzing the role of teacher involvement in mediating the influence of the work environment on teaching performance at SMA Negeri 1 Bukit, Bener Meriah Regency.

Research Location and Timeframe

The research was conducted at SMA Negeri 1 Bukit, located on Jalan Bale Atu Simpang Tiga Redelong, Hakim Tunggul Naru Village, Bukit Subdistrict, Bener Meriah Regency, Aceh Province. The research was conducted over a period of 3 months, from April to July 2026.

Population and Sample

According to Arikunto (2025), if the population is less than 100, it is better to include all members so that the study constitutes a population study. In this study, the population consists of all teachers at Bukit State High School 1, totaling 71 teachers, and the entire population was used as the sample.

Research Data Sources

The data source used in this study is primary data.

Data Collection Techniques

Data collection was conducted by distributing questionnaires to respondents using a Likert scale as the primary data source.

Results

Outer Model Analysis

The *Outer Model* analysis using *the PLS Algorithm* yielded the following results:

Validity Test

Table 1. Outer Loadings

	Teacher Involvement	Teaching Performance	Work Environment
X1.1			0.852
X1.2			0.850
X1.3			0.882
X1.4			0.785
Y.1		0.733	
Y.2		0.902	
Y.3		0.763	
Y.4		0.848	
Y.5		0.850	
Z.1	0.899		

Z.2	0.830		
Z.3	0.853		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, the results of the outer model testing through factor loadings/outer loadings indicate that all indicators for each variable have loadings ≥ 0.60 . This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

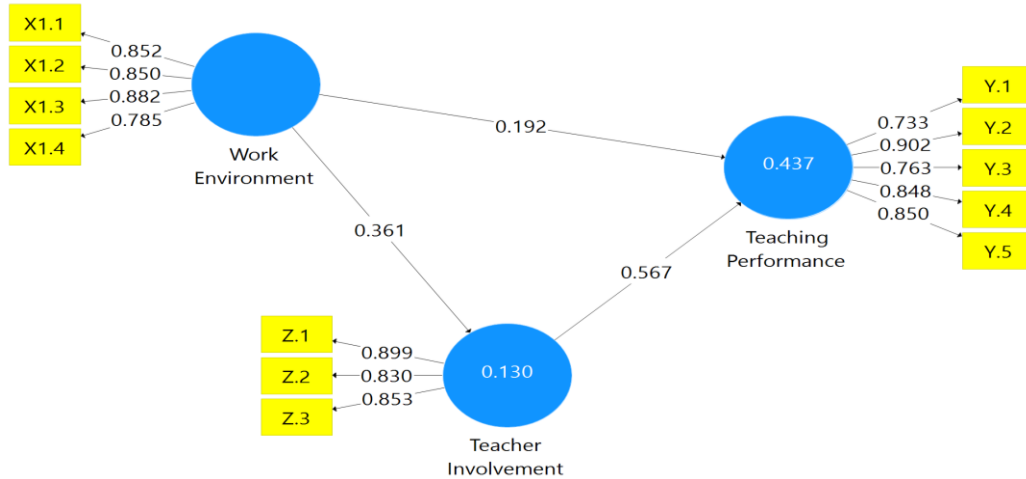


Figure 1. Outer Loadings

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Involvement	0.825	0.836	0.896	0.741
Teaching Performance	0.879	0.894	0.912	0.675
Work Environment	0.865	0.879	0.907	0.711

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in structural equation modeling.

Coefficient of Determination (R²)

When evaluating a model using PLS, the process begins by examining the R-squared for each latent dependent variable. The table below presents the estimated R-square values using SmartPLS.

Table 3. R-Square Results

	R-Square	Adjusted R-Square
Teacher Involvement	0.130	0.118
Teaching Performance	0.437	0.421

Source: Smart PLS, 2025

In Table 3, there are R-squared values for both dependent variables. For the teacher engagement variable, the R-squared value is 0.130; this means that the influence of the work environment is 0.130 or 13%. The remainder is attributed to other variables outside the model. The R-squared value for teacher performance is 0.437, meaning that the work environment and teacher engagement account for 0.437 or 43.7%; the remainder is attributed to other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Effects Between Variables

Direct effects between variables are reflected in the *path coefficient* values. The data analysis results show that the direct effect values are presented in the following table.

Table 4. Path Coefficients (Direct Effects)

	Original Sample	T-Statistics	P-Values	Conclusion
Work Environment -> Teaching Performance	0.192	2.076	0.038	Accepted
Work Environment -> Teacher Involvement	0.361	3.588	0.000	Accepted
Teacher Involvement -> Teaching Performance	0.567	7.729	0.000	Accepted

Source: Smart PLS Output, 2025

Table 4 shows the following direct effect values:

1. The work environment has a positive and significant effect on teaching performance, with a t-statistic value of 2.076 above 1.96 and a significance level of 0.038 below 0.05. This means that the work environment has a significant effect on teaching performance because the significance value is below 0.05. These findings align with previous research, which also found that the work environment has a positive and significant effect on teaching performance (Rukaiyah et al., 2025).
2. The work environment has a positive and significant effect on teacher engagement, with a t-statistic of 3.588 (above 1.96) and a significance level of 0.000 (below 0.05). This means that the work environment has a significant effect on teacher engagement because the significance level is below 0.05. These findings align with previous research, which also found that the work environment has a positive and significant effect on teacher engagement (Dewi et al., 2021).
3. Teacher engagement has a positive and significant effect on teaching performance, with a t-statistic of 7.729 (above 1.96) and a significance level of 0.000 (below 0.05). This means that teacher engagement has a significant effect on teaching performance because the significance level is below 0.05. These findings align with previous research, which indicates that teacher engagement has a positive and significant effect on teaching performance (Wood, 2020).

Indirect Effects Between Variables

The indirect effects between variables can be seen in the *specific indirect effects* values. The data analysis results show that the indirect effect values are presented in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Work Environment → Teacher Involvement → Teaching Performance	0.205	3.283	0.001	Accepted

Source: Smart PLS, 2025

Table 5 shows the indirect effect between variables, namely that the work environment has a positive and significant effect on teaching performance through teacher engagement, with a t-statistic value of 3.283 above 1.96 and a significance level of 0.001 below 0.05. This means that teacher engagement acts as an intervening variable between the work environment and teaching performance.

Conclusion

1. The work environment has a positive and significant effect on teachers' teaching performance at SMA Negeri 1 Bukit.
2. The work environment has a positive and significant effect on teacher engagement at SMA Negeri 1 Bukit.
3. Teacher engagement has a positive and significant effect on teachers' instructional performance at SMA Negeri 1 Bukit.
4. Teacher engagement mediates the influence of the work environment on teachers' instructional performance in a positive and significant manner at SMA Negeri 1 Bukit.

Recommendations

1. Teachers' instructional performance must be continuously improved, as it is the primary outcome of the educational process in schools. Schools are advised to conduct periodic evaluations of the quality of lesson planning, lesson delivery, classroom management, the use of varied teaching methods, and the assessment of learning outcomes. Teachers also need to be encouraged to enhance their teaching creativity, precision in selecting learning strategies, and the ability to adapt instruction to students' needs. Thus, improving teaching performance should not only focus on administrative aspects but also on the quality of the teaching-learning process in the classroom.
2. Teacher engagement needs to be strengthened because this variable acts as a link between teachers' working conditions and self-confidence and their teaching performance. Schools are advised to involve teachers more in meetings, school evaluations, program development, instructional development, and decision-making. Teachers also need to be given space to share ideas, experiences, and learning innovations to foster a sense of ownership toward the school. The higher the teacher's involvement, the greater their commitment, enthusiasm, and sense of responsibility in carrying out their teaching duties.
3. The work environment needs to be made more conducive, comfortable, and supportive of teachers' professionalism. Schools are advised to improve work facilities, foster harmonious working relationships, enhance communication between administrators and teachers, and create a safe and collaborative work atmosphere. A positive work environment will help teachers feel comfortable, valued, and motivated to perform at their best. Therefore, schools need to ensure that the work environment does not become a barrier but rather a driving factor in increasing teachers' engagement and teaching performance.

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