



**THE EFFECT OF WORK ENVIRONMENT ON TEACHER PERFORMANCE
AT THE NAHDLATUL ULAMA PRIVATE ELEMENTARY SCHOOL IN
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Abstract

The significance of the work environment in bolstering teacher performance in private primary schools served as the impetus for this study. At Nahdlatul Ulama Private Elementary School in Medan, the goals were to assess the state of the workplace, the caliber of teacher performance, and the impact of the workplace on teacher performance. The study used basic regression analysis as part of a quantitative methodology. Nine teachers made up the population; all of them participated in the study as responders. A questionnaire on a five-point Likert scale was used to gather data. Prior to hypothesis testing, normality and linearity tests were required. The results show that teacher performance is classified as very good with a mean score of 3.40, and the work environment is classified as very good with a mean score of 3.37. With a correlation value of 0.069 and a coefficient of determination of 0.005, the regression results, however, do not demonstrate a positive and substantial impact of the work environment on teacher performance. This indicates that whereas other factors impact 99.5% of teacher effectiveness, the work environment only affects 0.5% of it. These results imply that in order to enhance teacher performance and contribute to the creation of school management policies, more factors should be taken into account.

Keywords: Work Environment, Teacher Performance, Simple Regression, Private Elementary School, Educational Human Resource Management





INTRODUCTION

In order to accomplish its objectives, an organization needs a number of interconnected components. Human resources are one of the elements necessary for an organization to accomplish its objectives. As a result, companies must manage and maximize their human resources to the fullest extent possible. In addition to other elements like capital, human resource management is crucial for a business, claims Marihot (2005: 2). This is because human resource management is done to find trustworthy instructors who can do their jobs well and have a strong sense of accountability. In this manner, businesses can increase their organization's effectiveness to meet their objectives.

Human resources are crucial because they help mobilize and coordinate other resources to accomplish organizational objectives, claims Wirawan (2009: 1). An excellent human resource management strategy will improve the performance of the organization. Among the tasks involved in human resource management are hiring, evaluating, safeguarding, inspiring, empowering, enhancing discipline, advising, etc. Teachers are among the human resources that need to be managed and maximized. Teachers who perform well are essential to a good school. Put another way, a school's ability to survive is mostly based on how well its teachers perform.

Siagan (2002: 5) asserts that a number of elements, including pay, work environment, organizational culture, leadership and work motivation, work discipline, job satisfaction, communication, and others, have an impact on teacher effectiveness. One of the elements that enhances teacher performance is the workplace. To boost teacher effectiveness, the company, as the work's parent, must create a welcoming and supportive work environment. According to Strek (in Badri 2006: 207), educators anticipate a cozy workplace that allows them to be pampered while at work. According to Chao, Schwartz, Milton, and Burge (Badri, 2006: 207), an unhygienic and uncomfortable workplace will lower teachers' morale and productivity, which will impact the organization's capacity to meet its objectives.

One of the establishments involved in education management is Medan's Nahdlatul Ulama Elementary School. Ahlul Sunah Wal Jamaah (aswaja) values form the basis of this institution's educational development. Given the numerous advancements in the area today, extremely high instructor productivity is required. In the field, there are still a lot of barriers that could prevent Nahdlatul Ulama Elementary School in Medan from operating properly and efficiently. The working atmosphere of Nahdlatul Ulama Elementary School in Medan is still not



favorable to teacher production, according to the findings of observations that have been conducted. This is evident from the currently disorganized files, the uncontrolled room temperature, the unsuitable workspace, etc. Additionally, as evidenced by the fact that certain teachers are unable to fulfill the deadline requirements, teacher performance continues to fall short of the institution's expectations. Naturally, issues like the ones listed above need to be resolved right away in order to maintain Nahdlatul Ulama Elementary School in Medan's dedication to doing its best job of educating the local population.

The author is motivated to investigate "The Influence of the Work Environment on Teacher Performance at Nahdlatul Ulama Private Elementary School in Medan" in light of the aforementioned claims. It is anticipated that this study will help teachers perform better, fulfilling Nahdlatul Ulama Private Elementary School's mission to provide high-quality education to the community in Medan.

The primary subjects of this study are the quality of teacher performance at Nahdlatul Ulama Private Elementary School in Medan, the working environment there, and whether or not there is a significant relationship between the two. Thus, this study aims to describe the working conditions and performance level of the instructors at Nahdlatul Ulama Private Elementary School in Medan. It also looks at how the working environment affects the performance of the teachers. This definition and objective serve as the foundation for the development of an analytical framework to provide an empirical picture of the relationship between the two variables under investigation.

LITERATURE REVIEW

Work Environment

The conditions that surround teachers while they carry out their responsibilities and have the potential to affect how well they perform at work are collectively referred to as the work environment. According to Armstrong (in Kisworo, 2012), the work environment encompasses the job design, working conditions, work system, and the way coworkers and superiors treat each other. The work environment, according to Nitisemito (1996), is everything that surrounds employees and has the potential to influence their level of enthusiasm and job performance. According to Sedarmayati (2001), the work environment encompasses individual and group work arrangements, work tools and materials, and work methods. Saydam (2000) says that the work environment includes everything that can affect how well teachers do their jobs. The work



environment is usually split into two parts: the physical environment and the non-physical environment. The study's main focus is on the physical work environment, which includes things like the color of the walls, how clean they are, how well the air flows, how bright the lights are, how safe the area is, and how loud it is. The right choice of colors can affect mood and work enthusiasm; cleanliness is related to comfort and health; air circulation and appropriate room temperature help maintain physical freshness; adequate lighting can reduce eye fatigue; safety ensures personal safety and asset protection, and noise control is important for maintaining concentration. With a good physical work environment, teachers can work more calmly, comfortably, and productively.

Teacher Performance

Teacher performance basically shows the results achieved by teachers in carrying out their duties and responsibilities. Muhammad Zainur Roziqin (2010) explains that performance is the overall work process of an individual, the results of which can be used as a basis for assessing whether or not the work has been carried out well, while Wirawan (2009) states that performance is the output produced from a function or profession within a certain period of time. Suryadi (1999) emphasizes that performance is related to the work results achieved in accordance with authority and responsibility in order to achieve organizational goals legally and ethically. Thus, teacher performance can be understood as the work results of teachers in carrying out their main duties, which form the basis for assessing their work performance. Performance is influenced by internal and external factors, such as knowledge, experience, personality, and motivation, as well as organizational support, policies, and working conditions (Wirawan, 2009; Nawawi, 2006; Mangkuprawira, 2003). Performance indicators include the quantity and quality of work output, timeliness, attendance, and ability to work together (Robert & John, 2006). Performance is carried out continuously through commitment to goals, communication with leaders, provision of feedback, and support for competency development. Performance appraisals are conducted systematically to compare work results with established standards as a basis for human resource management decision-making (Mondy, 2008; Wirawan, 2009). Through these appraisals, organizations can improve performance, adjust compensation, plan careers, identify training needs, and improve the overall quality of the organization.



Conceptual Framework

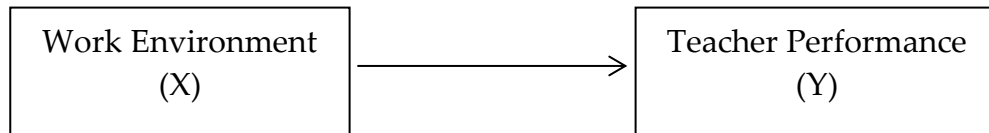


Figure 1.
Conceptual Framework

Research Hypothesis

The hypothesis to be investigated in this study is based on the presumptions and viewpoints of the experts mentioned above:

H₀: The work environment and teacher performance at Nahdlatul Ulama Elementary School in Medan do not positively and significantly correlate.

H_a: The work atmosphere and teacher performance at Nahdlatul Ulama Elementary School in Medan are positively and significantly correlated.

RESEARCH METHOD

This study investigates the relationship and impact of the work environment on teacher performance using a quantitative approach and a correlational research design. In November 2022, the study was carried out in Medan's Nahdlatul Ulama Private Elementary School. All nine teachers made up the research population, and as there were fewer than 100 of them, the entire population served as the sample. A closed questionnaire using a five-point Likert scale was used to gather data. Indicators of room color, cleanliness, air exchange, lighting, safety, noise, teacher-supervisor interactions, and relationships were used to measure the work environment variable as the independent variable. Indicators of work output quantity, quality, attendance, punctuality, and teamwork were used to measure teacher performance, the dependent variable. The instruments were deemed credible and legitimate. To ascertain whether there was a significant relationship between the work environment and teacher performance, the acquired data were subsequently subjected to prerequisite tests in the form of normality and linearity tests. This was followed by hypothesis testing using basic regression analysis with the aid of SPSS version 22.

RESULTS AND DISCUSSION

The purpose of this study is to assess the effect of the work environment on teacher performance at Nahdlatul Ulama Private Elementary School in Medan, using a quantitative technique and correlational research design. The study was



conducted on July 6–11, 2020, with a total of 9 teachers as respondents, all of whom were included in the sample. Data were obtained through questionnaires and processed using SPSS 22. Based on interval calculations using Purwanto's formula (2009), an interval value of 0.8 was obtained so that the assessment categories can be seen in the following table:

Table 1.
Interval Classification

Interval	Category
0.00 – 0.79	Very Poor
0.80 – 1.59	Poor
1.60–2.39	Fair
2.40–3.19	Good
3.20 – 4.00	Very good.

Work Environment

The results of data analysis indicate that the mean score for the work environment variable was 3.37, which falls into the “very good” category.

Table 2.
Mean Scores of Work Environment Indicators

Indicator	Mean	Category
Classroom Color Arrangement	3.39	Very good
Cleanliness	3.39	Very good
Air Circulation	3.44	Very good
Lighting	3.22	Very good
Safety	3.33	Very good
Noise Level	3.33	Very good
Relationships among Teachers	3.44	Very good
Relationship with the Principal	3.39	Very good

Overall, the findings show that the work environment at the school can be considered very good across all measured indicators.

Teacher Performance

The mean score for teacher performance was 3.40, which is also categorized as very good.

Table 3.
Mean Scores of Teacher Performance Indicators

Indicator	Mean	Category
Work Quantity	3.42	Very Good



Work Quality	3.44	Very Good
Timeliness	3.36	Very Good
Attendance	3.18	Good
Teamwork Ability	3.67	Very Good

Most performance indicators are in the very good category, with attendance rated as good. These results indicate that teachers generally demonstrate a strong level of performance in carrying out their responsibilities.

Data Analysis

Preliminary Tests

Table 4.
Results of Preliminary Tests

Test Type	Statistical Value	Significance	Interpretation
Normality (Kolmogorov-Smirnov)	–	0.200	Data are normally distributed
Linearity	F = 1.681	0.349	The relationship is linear

The normality test yielded a significance value of 0.200, greater than 0.05, showing that the data is regularly distributed. The linearity test yielded a significance value of 0.349, which is greater than 0.05, indicating that the link between the work environment and teacher performance is linear. Since all assumptions were met, the regression analysis was performed.

Hypothesis Testing

The hypothesis was tested using simple linear regression, as the study involved only one independent variable, namely the work environment.

Table 5.
Results of Regression Analysis

Component	Value
Constant (a)	72.121
Regression Coefficient (b)	0.111
t-value (calculated)	0.183
t-table ($\alpha = 0.05$)	1.894
Significance	0.860
Correlation Coefficient (r)	0.069
Coefficient of Determination (r ²)	0.005

The results indicate that the calculated t-value (0.183) is less than the crucial value in the t-table (1.894). Furthermore, the 0.860 significance level exceeds the 0.05 threshold. These data show that the work environment does not



have a statistically significant impact on teacher performance. The correlation coefficient ($r = 0.069$) indicates a weak association between the two variables. Furthermore, the coefficient of determination ($r^2 = 0.005$) suggests that the work environment accounts for just 0.5% of the variation in teacher performance, with the remaining 99.5% being influenced by other factors not addressed in this study.

Discussion

Work Environment at Nahdlatul Ulama Private Elementary School in Medan

The results of calculations based on 9 respondents show that the work environment at Nahdlatul Ulama Private Elementary School in Medan is in the very good category with an average score of 3.37. All indicators, namely room coloring (3.39), cleanliness (3.39), air exchange (3.44), lighting (3.22), safety (3.33), noise (3.33), relationships between teachers (3.44), and relationships with superiors (3.39), were all in the excellent category.

In general, the physical condition of the school supports work comfort. The rooms are dominated by bright colors that give a clean and comfortable impression, the cleanliness of the workspace and facilities is maintained, air circulation is adequate through proper ventilation, and natural lighting supports work activities. From a non-physical perspective, relationships between teachers and with superiors are harmonious. These conditions indicate that the work environment, both physical and social, supports teachers in carrying out their duties.

Teacher Performance at Nahdlatul Ulama Private Elementary School in Medan

Teacher performance is also in the excellent category with an average score of 3.40. The indicators of work quality (3.44), work quantity (3.42), timeliness (3.36), and ability to work together (3.67) are in the excellent category, while attendance (3.18) is in the good category.

These data show that teachers are able to complete tasks well, on time, and collaborate effectively. Overall, teacher performance has met the institution's expectations. This performance is determined not just by internal elements such as motivation and work ethic, but also by external influences such as the workplace and school environment.

The Impact of Work Environment on Teacher Performance at Nahdlatul Ulama Private Elementary School in Medan

At a 5% level of significance, the estimated t-value of 0.183 is less than the table t-value of 1.894. This suggests that there is no positive or substantial relationship between the work environment and teacher performance. The correlation coefficient (r) of 0.069 suggests a very weak association between the two variables. The coefficient of determination (r^2) of 0.005 indicates that the work



environment only has a 0.5% impact on teacher performance, with the other 99.5% influenced by factors not addressed in this study. Although the working environment was in the very good category and teachers showed high performance, the analysis results indicate that performance improvement is not directly determined by work environment conditions. This indicates that other factors outside the research variables may play a greater role in influencing teacher performance.

CONCLUSION

Based on the results of research conducted at Nahdlatul Ulama Private Elementary School in Medan regarding the influence of the work environment on teacher performance, it is possible to conclude that the work environment conditions are in the very good category with an average score of 3.37, and all respondents rated the work environment at the school as very good. Teacher performance was also classified as very good with an average score of 3.40, where most teachers were in the very good category and one person was in the good category; indicators of quantity and quality of work, timeliness, and ability to work together were very good, while attendance was in the good category. The test results indicated that there was no substantial and positive correlation between teacher performance and the work environment. Only 0.5 percent of performance was influenced by the work environment; the majority of the remaining performance was impacted by other factors not covered in this study. The duration of service of teachers and other variables that could influence performance were not taken into account, which is one of the study's weaknesses. Therefore, it is advised that more study be done with multiple variables so that the findings can paint a more comprehensive and wide-ranging picture.

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