



Received: October 03, 2024

Revised: October 15, 2024

Accepted: October 30, 2024

*Corresponding author: Ramania Sthefany Rolenta Parhusip, Department of Management, Faculty of Economics and Business, Universitas Sumatera Utara, Medan, Indonesia.

E-mail: ramaniarolenta.parhusip@gmail.com

DESCRIPTIVE OF QUANTITATIVE DATA | RESEARCH ARTICLE

Analysis of the Influence of Motivation and Work Environment on the Performance of Teaching Staff at Methodist High School in Berastagi

Ramania Sthefany Rolenta Parhusip¹, Irsad Lubis²

^{1,2} Department of Management, Faculty of Economics and Business, Universitas Sumatera Utara, Medan, Indonesia. Email: ramaniarolenta.parhusip@gmail.com, irsad@usu.ac.id

Abstract: Based on the initial survey, deficiencies in the performance of teaching staff were identified, as indicated by high absenteeism rates, which ultimately negatively impact the school's performance. This study focuses on the aspects of motivation, work environment, and the performance of teaching staff, examining whether motivation and the work environment affect teaching staff performance both separately and collectively. The aim of this research is to understand the conditions of motivation, work environment, and teaching staff performance at SMA Swasta Methodist Berastagi, and to assess the impact of motivation and work environment on teaching staff performance, both partially and simultaneously. The results show that motivation and the work environment are rated as good, as is the performance of the teaching staff. Motivation contributes 12.04% to teaching staff performance, while the work environment has an 8.88% impact. Together, motivation and the work environment influence teaching staff performance by 37.6%. The recommendations of this study emphasize the importance of meeting the need for security, as the institution has not provided sufficient future guarantees for the teaching staff. One solution is to offer retirement programs or old-age benefits. Additionally, there is a noted lack of social interaction among teaching staff, which should be improved to support their social needs. The combination of motivation and work environment contributes 37.6% to teaching staff performance, and improvements can be made by enhancing future security and increasing social interaction among the staff.

Keywords: Motivation, Work Environment, Employee Performance.

1. INTRODUCTION

Changes in the business environment, whether in terms of technology, politics, or economics, have a significant impact on large companies, especially in terms of competition. In general, companies that cannot compete often have low product quality and performance. The achievement of an institution in managing its human capacity is an important factor in achieving organizational goals. The most valuable resource for companies are individuals who provide their labor, talent, creativity, and effort.

Performance is the achievement of work results by individuals or groups in an organization in accordance with the duties and responsibilities given, aiming to achieve organizational targets legally, without violating the rules, and following applicable norms and ethics. Mathis and Jackson (2006: 378) explain that performance is influenced by several factors, such as the amount of work completed in one working day, the quality of work according to procedures and discipline, accuracy in completing tasks with minimal supervision, regular attendance according to schedule, and the ability to work with others to achieve maximum efficiency. Factors that influence performance include individual and situational factors, such as attitude, character, age, motivation, gender, education level, and cultural background.



The work environment includes all things that are around workers that can affect them in carrying out their work. Companies need to arrange comfortable and proper working conditions, such as the arrangement of optimal working conditions including a healthy environment, good air circulation, and adequate maintenance. In addition, non-physical aspects of the work environment, such as work ethics, relationships between employees, and safety in the workplace, are also very important. A consistent and conducive work environment can increase productivity, foster well-being, and improve employee morale (Syarifa et al., 2023). In addition to the work environment, motivation is also a key component that affects the level of employee job satisfaction. Robbins and Judge state that motivation is a person's desire and perseverance to achieve goals. Work motivation helps employees become more responsible for their work. It is possible that this motivation comes from superiors or coworkers, either directly or indirectly. Employee satisfaction levels are positively correlated with work motivation. Conversely, a lack of motivation can lead to job dissatisfaction (Puri S & Vishnu W). A conducive work atmosphere can build interaction among teaching staff. Therefore, it is important to keep the work environment conducive, as a comfortable environment will make staff feel more at home and motivated to carry out their duties, which in turn can improve their job satisfaction as well as their performance. Although motivation and work environment at Berastagi Methodist Private Senior High School are good, there are fluctuations in satisfaction and performance levels. There are still many teaching staff who are not on time or even absent for no apparent reason.

Berastagi Methodist Private High School, located on Veteran Street No. 44 Berastagi, faces the problem of unsatisfactory performance of teaching staff, as seen from the attendance data. The number of absenteeism among teaching staff is still relatively high, with some staff absent without explanation and others taking leave. According to Desler, attendance is an important indicator in assessing the performance of teaching staff. Although management has provided various incentives, such as appropriate salaries and benefits, health insurance, recreational activities, outbound to strengthen cooperation, and birthday celebrations to provide a sense of appreciation, performance-related challenges remain. This research arises because of the different results in previous studies. Joko Purnomo (2008) showed that leadership, work motivation, and work environment have a significant influence on employee performance. However, research by Almeyda & Gulo (2022) produced different findings, the work environment has a negative and insignificant impact on employee job satisfaction at PT Berdikari Matahari Logistik. Various studies show different results regarding the effect of work motivation on employee job satisfaction. Research by Nurmalaya & Endratno (2022) at Perumda Air Minum Tirta Ayu Tegal Regency shows that work motivation has a positive and significant effect on job satisfaction. In contrast, Fausta & Ekawati's research (2023) found that although work motivation has a positive influence, the effect is not significant on job satisfaction.

2. LITERATURE REVIEW

2.1. Work Environment

According to Wowo Sunaryo Kuswana (2014:7), the work environment includes the physical conditions of the workplace, such as lighting and ventilation, as well as additional factors such as interference, vibration, temperature, and chemical waste. On the other hand, Edy Sutrisno (2016) states that the work environment includes all facilities and facilities that are around employees and affect their work, such as work equipment, cleanliness, lighting, quietness, and relationships between people in the workplace

2.2. Work Motivation

The role of people in every organization is very important to achieve its goals. Understanding the motivations underlying a person's behavior in the workplace is essential to encourage individuals to move in accordance with the wishes of the company. In other words, a person's behavior shows the

motivation that exists within them. Motivation is the drive that encourages organizational members to want and be willing to exert their abilities-both in terms of expertise, energy, and time-to complete the tasks assigned to them (Sondang P. Siagian, 2012).

2.3. Teaching Staff Performance

Performance is a person's achievement or accomplishment in relation to the tasks assigned to him. The term "performance" comes from the word "perform", which means the result of a job. Performance is the result of a process that is measured and evaluated over a period of time, based on rules or agreements, according to Emron Edison (2016: 190). Sudjana (2002) states that teaching employees are people who help and guide the teaching and learning process. The main task is to help students understand, master, and demonstrate the expected attitude in accordance with the applicable curriculum. Teaching staff performance refers to the effectiveness and quality of the implementation of the duties and responsibilities of a teaching staff in carrying out their main functions, namely teaching, guiding and educating students. This performance can be measured through various aspects, including student learning outcomes, pedagogical ability, personality, social interaction, and the fulfillment of established educational goals.

3. RESEARCH DESIGN AND METHOD

The population in this study included all teaching staff at Berastagi Methodist Private High School, which amounted to 115 people. From this population, a sample of 53 people was taken. The information utilized in this study uses primary and secondary data. Primary data was obtained directly from the primary original sources, either individuals or groups, through the collection of questionnaires on encouragement, work atmosphere, and performance by the teaching staff of Berastagi Methodist Private Senior High School. Meanwhile, secondary data was used to complement the necessary information, such as the organizational structure of the teaching staff in the school. The data sources in this study are entirely internal sources, i.e. data obtained from the internal organization where the research is conducted. In this context, internal data includes employee performance appraisals, profiles, and organizational structures of Berastagi Methodist Private High School, as well as the results of questionnaires filled out by respondents. Variables in this study refer to the components that are the focus of the study. This study involves two types of variables: independent variables and dependent variables. Independent variables are variables that influence other variables, while dependent variables are variables that are influenced by independent variables. In this study, teaching staff performance is the dependent variable, while motivation and work environment serve as the independent variables. Data collection methods include questionnaire and documentation techniques. Data was obtained through distributing questionnaires to respondents who provided answers to the questions asked. In addition, documentation techniques were also utilized to add the necessary information from reliable sources.

4. RESULT AND DISCUSSION

4.1. Performance Variables

A summary of the descriptive analysis of the performance variable data can be found in the table below:

Table 1. Results of Descriptive Calculation of Performance Variable Percentage

No.	Amount	Percentage	Response
1	1	1.89	Strongly Agree
2	42	79.25	Agree

No.	Amount	Percentage	Response
3	10	18.87	Neutral
4	0	0.00	Disagree
5	0	0.00	Strongly Disagree
	53	100	

From table 1, there are 79.25% of respondents who agree. With the total score of the performance variable reaching 1936 or 73.06%, performance is categorized as good. This indicates that almost all teaching staff have encouragement and a positive working atmosphere, which in turn contributes to good performance.

4.2. Work Quantity

Work quantity is measured through the number of results achieved, for example the total units or phases of activities completed. The results of the descriptive analysis regarding the percentage of the amount of work at Berastagi Methodist Private High School can be seen in the attached table:

Table 2. Descriptive analysis findings on the percentage of performance variables

No.	Amount	Percentage	Response
1	6	11.32	Strongly Agree
2	43	81.13	Agree
3	4	7.55	Neutral
4	0	0.00	Disagree
5	0	0.00	Strongly Disagree
	53	100	

From the table 2, 81.13% of respondents gave approval. With a total work quantity indicator score of 409 or 77.17%, work quantity can be categorized as good. This shows that most teaching staff have completed their tasks with a quality that exceeds the standard and in accordance with the targets set by the company.

4.3. Quality of Work

Quality of work is assessed based on the teaching staff's view of the quality of the work they produce and the extent to which the tasks are done well according to their skills and abilities. The findings of the descriptive analysis regarding the percentage of work quality at Berastagi Methodist Private Senior High School can be seen in the attached table:

Table 3. Descriptive Calculation Findings for Work Quality Indicators

No.	Amount	Percentage	Response
1	7	13.21%	Strongly Agree
2	44	83.02%	Agree
3	2	3.77%	Neutral
4	0	0.00%	Disagree
5	0	0.00%	Strongly Disagree
	53	100%	

Based on the table 3, 83.02% of respondents agreed. With a total work quality benchmark score of 415 or 78.30%, work quality is categorized as good. This indicates that the majority of teaching staff have a high quality of work, including the ability to complete tasks on time.

4.4. Work Reliability

Work reliability is assessed based on the ability of teaching staff to complete tasks with minimal supervision. Zeithaml & Berry in the Journal of Marketing explain that reliability includes consistency and accuracy in service delivery. Descriptive analysis data regarding the percentage of work reliability at Berastagi Methodist Private High School can be seen in the attached table 4:

Table 4. Descriptive Calculation Findings for Reliability Indicators

No.	Amount	Percentage	Response
1	2	3.77	Strongly Agree
2	33	62.66	Agree
3	15	28.30	Neutral
4	3	5.66	Disagree
5	0	0.00	Strongly Disagree
	53	100	

Based on the table 4, 62.26% of respondents gave approval. With a total reliability parameter score of 361 or 68.11%, work reliability is categorized as good. Some teaching staff demonstrate good reliability, such as accuracy in completing tasks, while others still require improvement which can be obtained through further training and development.

4.5. Attendance

The attendance of teaching staff is measured based on their daily attendance based on the work plan. The results of the descriptive analysis regarding the percentage of attendance at Berastagi Methodist Private Senior High School can be seen in the attached table 5:

Table 5. Descriptive Calculation Findings for Attendance Indicator

No.	Amount	Percentage	Response
1	1	1.89	Strongly Agree
2	36	67.92	Agree
3	14	26.42	Neutral
4	2	3.77	Disagree
5	0	0.00	Strongly Disagree

According to the table 5, 67.92% of respondents agreed. With the total score for the attendance indicator reaching 365 or 68.87%, attendance is categorized as good. Some teaching staff show a good level of attendance, reflecting their commitment to the job.

4.6. Ability to Cooperate

The ability to work together is measured based on the extent to which the workforce can collaborate with their colleagues to complete the assigned tasks. The results of descriptive analysis of the percentage of ability to work together at Berastagi Methodist Private High School can be seen in the table 6 below:

Table 6. Descriptive calculation findings of the Ability to Cooperate indicator

No.	Amount	Percentage	Response
1	5	9.43	Strongly Agree
2	38	71.70	Agree
3	8	15.09	Neutral
4	2	3.77	Disagree

No.	Amount	Percentage	Response
5	0	0.00	Strongly Disagree
	53	100	

According to the table 6, 71.70% of respondents agreed. With the total value of the ability to cooperate indicator of 386 or 72.83%, the ability to cooperate category is considered good. Most teaching staff demonstrate effective cooperation skills with their colleagues, often coordinating in completing common tasks so that work can be completed more quickly.

4.7. Motivation

Motivation refers to the drive, desire, and enthusiasm that comes from within a person to carry out a task. To achieve optimal performance and meet the set targets, companies need to motivate teaching staff so that they are willing to give their full effort and attention to their work. The results of descriptive analysis regarding the percentage of motivation variables at Berastagi Methodist Private High School can be seen in the following appendix:

Table 7. Descriptive Calculation Findings for Motivation Indicators

No.	Amount	Percentage	Response
1	4	7.55	Strongly Agree
2	29	54.72	Agree
3	18	33.96	Neutral
4	2	3.77	Disagree
5	0	0.00	Strongly Disagree
	53	100	

According to the table 7, 54.72% of respondents agreed. With the total score for the motivation variable being 2050 or 70.33%, motivation is classified as good. This indicates that the majority of teaching staff have a high work drive, which has a positive effect on their performance.

4.8. Physiological Needs

Physiological needs include fundamental needs that are very fundamental in the hierarchy of human demand, including needs such as food, drink, shelter, oxygen, sleep, and others. A summary of descriptive analysis regarding the percentage of fulfillment of physiological needs at Berastagi Methodist Private High School can be found in the table below 8:

Table 8. Descriptive Calculation Findings for Physiological Needs Indicator

No.	Amount	Percentage	Response
1	7	13.21	Strongly Agree
2	30	56.60	Agree
3	10	18.87	Neutral
4	5	9.43	Disagree
5	1	1.89	Strongly Disagree
	53	100	

According to table 8 above, the study of physiological needs revealed that 56.60% of respondents gave approval. With the total score of the physiological needs measuring instrument reaching 379 or 71.51%, physiological needs are categorized as good. This is due to the fulfillment of basic needs including clothing and food and drink needs that have been met by some employees.

4.9. Social Needs

Once physiological and security needs are met, social needs take priority, including the need for friendship, connection, and more intimate involvement with others. In an organizational setting, this relates to the need for a solid team, good supervision, and shared recreational activities. The percentage of social needs fulfillment at Berastagi Methodist Private High School can be found in the table 9 presented:

Table 9. Descriptive analysis findings of the Social Needs Indicator

No.	Amount	Percentage	Response
1	3	5.66	Strongly Agree
2	26	49.06	Agree
3	7	13.21	Neutral
4	15	28.30	Disagree
5	2	3.77	Strongly Disagree
	53	100	

According to the table 9, 49.06% of respondents agreed with these results. With the accumulated score in the social needs indicator reaching 342 or 64.53%, social needs are classified as quite good. a large number of teaching staff have fulfilled their social needs, including having a solid work group and interacting with colleagues, although there are still some staff who are less active in interacting.

4.10. Work Environment

According to Sedarmayanti, the work environment is generally divided into two types, namely: (a) physical work environment, and (b) non-physical work environment. The physical work environment includes aspects such as lighting, ambient temperature, humidity levels, air circulation, noise levels, work mechanisms, unpleasant odors, color schemes, ornaments, music, and security systems in the workplace. Descriptive analysis data regarding the percentage of work environment factors at Berastagi Methodist Private High School can be seen in the attached table 10:

Table 10. Findings of Descriptive analysis of Work Environment Variables

No.	Amount	Percentage	Response
1	7	13.21	Strongly Agree
2	29	54.72	Agree
3	16	30.19	Neutral
4	1	1.89	Disagree
5	0	0.00	Strongly Disagree
	53	100	

Based on the table 10, research on the work environment shows that 54.72% of respondents agree. With a score for the work environment factor with a score of 2050 or 70.33% categorized as in good condition. This includes a pleasant work environment, positive interaction relationships with coworkers, and adequate facilities, sufficient lighting, free from unpleasant odors, low noise levels, and maintained security. Data analysis revealed that motivation significantly affects the performance of teaching staff. The partial test resulted in a partial correlation coefficient of 0.347, which means $r^2 = 12.04\%$, indicating that motivation makes an effective contribution of 12.04% to teaching staff performance. Since the significance value is less than 0.05, the hypothesis stating that motivation affects teaching staff performance is accepted. This shows that good motivation is associated with better performance, while lack of motivation can reduce performance, in line with Handoko's theory (2001: 193) which suggests that motivation is an important component in work results. In addition to motivation, the work environment also has a significant impact on the performance of teaching staff. The partial correlation coefficient for work environment is 0.298, with $r^2 = 8.88\%$, indicating

an effective work atmosphere contribution of 8.88% to performance. With a significance value below 0.05, the hypothesis regarding the effect of work environment on the performance of teaching staff is accepted. Overall, this study found that Morale and working conditions both in individual and combined terms have a significant effect on the performance of teaching staff at Berastagi Methodist Private Senior High School. Simultaneous analysis shows that these two factors together contribute 37.6% to performance. This means that there are other factors, not included in this study, that also influence the performance of teaching staff by 62.4%. This influence is relatively small because the performance of teaching staff is influenced by various factors other than motivation and work environment.

5. CONCLUSION

From the findings of this study, it can be concluded that work motivation has an impact on the work performance of teaching staff at Berastagi Methodist Private High School, with a role of 12.04%. In addition, the work environment also affects the performance of teaching staff, contributing 8.88%. Overall, both work motivation and work environment together affect teaching staff performance by 37.6%, while the remaining 62.4% is affected by other aspects not included in this study.

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