


Effect of Work Environment, Work Motivation and Work Discipline on Teacher Performance at SD Plus Anbata

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ABSTRACT

The importance of the teacher's role in learning impacts the quality of students. The purpose of this study was to determine whether the work environment, work motivation, and work discipline partially and simultaneously affect teacher performance at SD Plus ANBATA Medan. The method used was multiple linear regression, assisted by SPSS 26 software. The sampling method was saturated sampling using an online questionnaire, where all 34 teachers at SD Plus ANBATA Medan were used as samples in this study. The data to be analyzed must meet validity and reliability tests, as well as classical assumption tests such as normality, heteroscedasticity, and multicollinearity. The results showed that the work environment variable did not affect teacher performance at SD Plus Anbata Medan, while the work motivation and work discipline variables had a positive and significant effect on teacher performance at SD Plus Anbata Medan. The simultaneous results showed that the work environment, work motivation, and work discipline had a positive and significant effect on teacher performance at SD Plus ANBATA Medan.

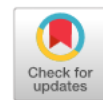
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INTRODUCTION

The success of education is highly dependent on the performance of teachers in carrying out their professional duties in the school environment. Improving teacher performance is crucial because it is a primary concern in the management of educational institutions. (Lubis, 2020). By the end of November 2024, teacher and principal performance management had been implemented by approximately 1.7 million ASN teachers throughout Indonesia. Therefore, the Ministry of Elementary and Secondary Education and the National Civil Service Agency (BKN) are committed to continuing their collaboration, including the development of a performance management system for school supervisors. (Rumah Pendidikan, nd).

The Minister of Elementary and Secondary Education stated that this update was the Ministry's response to input from teachers, principals, and school supervisors, regarding the previous performance management system. "With this system simplification, we want teachers to be more actively involved as educators and mentors, become important partners in strengthening character education, participate in community activities, and be involved in activities in educational units," (Rumah Pendidikan, n.d.). Like most schools, SD Plus Anbata Medan is a private school located at Jalan Wakaf No. 45 Medan Sunggal, Medan City, with the development of integrated Islamic-based basic education that has a vision to realize students with Islamic character, intelligent, independent, high-achieving and global insight.

In order to achieve the vision that is the goal of the educational process at SD Plus Anbata, SD Plus Anbata certainly needs to improve the quality of its education, one of which is by paying attention to teacher performance. According to Kembau et al. (2018), teacher performance is something that can be seen and measured based on the specifications or competency criteria that each teacher must have. Teacher performance is very important and

receives attention at SD Plus Anbata Medan. The principal has a crucial role in helping teachers develop learning activities by carrying out the stages of planning, implementing, and evaluating as well as assessing student learning outcomes. According to (Kamaludin & Fauziya, 2024), teacher performance indicators in learning can include aspects such as student participation in learning, test or evaluation results, student attendance levels, and feedback from students and parents.

Teacher performance in implementing learning program preparation had the lowest average percentage, namely 83.93 %. Therefore, the preparation of learning programs by teachers needs to be improved. "Based on these conditions, teacher performance was chosen as the dependent variable (Y) because it is the main indicator of the success of the educational process at SD Plus Anbata Medan." The quality of teacher performance can vary depending on many influencing factors, one of which is the work environment. A comfortable work environment significantly impacts teacher morale and productivity. Factors such as adequate infrastructure, working relationships between employees, and support from school leaders significantly influence teacher comfort. The work environment is divided into two categories: the physical work environment and the non-physical work environment. The physical work environment encompasses all physical conditions surrounding the workplace that can affect a person's performance. The non-physical work environment encompasses all circumstances related to work relationships, both with superiors and coworkers.

Based on the observations that the author has made, the physical work environment at SD Plus Anbata, namely facilities and infrastructure in the form of classrooms, tables, chairs, whiteboards, is very good and adequate. However, there are several facilities and infrastructure that still need attention from the foundation, such as a special teacher's room that has an area of 49 m², while the number of teachers is 3-4 people. so that the teacher's movement space is limited in working, lack of lighting in the classroom, and inadequate IT lab space (the number of computers does not match the number of students) this will certainly cause less conducive learning activities.

Table 1 Size of Teacher's Room at Anbata Plus Elementary School Medan

Education units	Room Size	Number of Teachers	Area of Teacher Room
Anbata Plus Elementary School	49 m ²	32	1.55 m ²

From the table data above, the area of the teacher's room at SD Plus Anbata is 7 x 7 meters or 49 m² with a total of 40 teachers. The area of the room per teacher is equal to $49 \text{ m}^2 / 32 = 1.55 \text{ m}^2$. The reason teachers feel cramped in their workspace can be justified because based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 the minimum ratio of teacher's room is 4 m² / educator and a minimum area of 72 m². The size of the teacher's room should be ideal because it affects comfort, productivity, and functionality. A space that is too narrow restricts movement and causes stress, the ideal size ensures there is sufficient space for movement, privacy, good air circulation, and efficient activity flow.

Meanwhile, regarding the non-physical work environment, namely relationships between colleagues and superiors, there is still a lack of respect among fellow teachers for the achievements of other teachers. Furthermore, regarding relationships with the principal, some teachers believe the principal is still not firm enough with several teachers and other staff who are still frequently late or neglect their responsibilities at school without clear reasons. This causes disappointment for teachers who always arrive at work on time and always strive to complete their work and responsibilities well. Another factor influencing teacher performance is motivation. The term "motivation" comes from the Latin word "movere," meaning to push or move. Motivation concerns how to direct energy and potential to achieve specified goals. Essentially, a person works because they want to fulfill their needs. (Tri Kumala Dewi et al., 2023) . Teachers with high work motivation tend to be more dedicated and committed to their tasks. Furthermore, teachers with high work motivation will always strive to give their best to complete their tasks. (Arman & Tahwin, 2025) . Furthermore, according to (Maruf et al., 2022)

, motivated teachers demonstrate higher work performance and are consistent in carrying out their duties.

Based on the results of interviews with the Principal of Anbata Plus Elementary School regarding work motivation, there are still some teachers at Anbata Plus Elementary School who lack strong drive and motivation. This can be seen from the negative responses, namely that some teachers still delay completing assignments or work assigned to them and do not coordinate. There are also teachers who are unwilling to be given new responsibilities, even though this would improve their skills and abilities. This includes the learning process, educating students, and administrative activities that must be carried out by teachers. So teachers already feel satisfied with the tasks or work demands they face and feel no need to add to their work by seeking new challenges in their work.

Another factor affecting teacher performance is teacher discipline. Teacher discipline at Anbata Plus Elementary School, Medan, is still considered imperfect, as many teachers are found to be late to school. Anbata Plus Elementary School itself has a morning briefing for group Quran recitation and information dissemination. If teachers are frequently late, they are less likely to attend the briefing on time. This can result in them missing out on information presented during the morning briefing.

The data above shows that teacher work discipline is still low, so it can be a factor in the decline in teacher performance at SD Plus Anbata Medan. One of the reasons is that there are still teachers who are absent without clear explanation and who are actually still able to attend work. If this condition is allowed to continue, it is feared that it will make the expected school targets unable to be achieved, resulting in poor quality of education at the school. Based on the description of the factual conditions at SD Plus Anbata Medan, teacher performance was chosen as the dependent variable (Y) because teacher performance is the main indicator of the success of the learning process and the achievement of school educational goals. Teacher performance reflects the extent to which teachers are able to carry out their professional duties in planning, implementing, evaluating learning, and fostering students optimally. The work environment (X1), work motivation (X2), and work discipline (X3) were chosen as independent variables because all three are internal factors of the school organization that are directly under the control of school management and the principal.

The work environment determines the level of comfort and availability of facilities to support teaching activities, work motivation reflects the internal drive of teachers in carrying out their duties optimally, while work discipline indicates the level of teacher compliance with rules, time, and professional responsibilities. The selection of these three variables is also based on the specific conditions of SD Plus Anbata Medan which show problems in aspects of work facilities, teacher work attitudes, and time discipline. As seen from the results of observations, interviews and teacher attendance data. Meanwhile, variables such as principal leadership, compensation, organizational culture or training were not selected because based on initial observations they were not the main dominant problems in this school and the limitations of the research scope. Therefore, this study focuses on the problems of the work environment, work motivation and work discipline as relevant, contextual and strategic factors in explaining variations in teacher performance at SD Plus Anbata Medan.

Based on the overall description above, the researcher is interested in further research to determine whether the work environment, work motivation, and work discipline influence teacher performance at Kidsstar School Makassar. The same thing was also conveyed by Absar et al. (2023), that work motivation and work environment have a positive and significant effect, both partially and simultaneously, on teacher performance. Sanga & Suhardi (2023) also stated that work discipline and work environment have a significant effect on teacher performance. This is in contrast to Ravensky's (2023) research, which found that the work environment does not significantly influence teacher performance (Natalia, 2021 & Rosanna, et al. 2023).

Several previous studies have also shown that the work environment, work motivation, and work discipline have a positive and significant impact on teacher performance. For example, research by Andi Ariyanto and Justita Dura (2024) found that the variables of the work environment, work motivation, and work discipline, both partially and

simultaneously, have a positive and significant impact on teacher performance. Lubis (2020) stated that Work environment, work discipline, and work motivation have a significant and positive influence on teacher performance. Likewise, the results of research (Suci Aulia, Rizki Syahputra, n.d. (2025) explain that motivation and work discipline partially have a significant and positive influence on teacher performance.

However, research findings still show discrepancies regarding the significance of each variable on teacher performance. For example, research by (Puspitaningtyas, Fathorrahman, 2024) found that work discipline had no effect on teacher performance at Strada Elementary School, Bekasi Branch, while work motivation and work environment had a positive and significant effect on teacher performance. (Dja'far Ravensky, Muhammad Bukhori, 2023) The work environment does not affect the performance of teachers at Dar Al-Raudhah Islamic Boarding School. Likewise, the results of research (Eni Candra Nurhayati, Bahtiar Efendi, 2022) did not find a positive and significant influence of the work environment on the performance of teachers at SMA N 1 Mojotengah. Based on the above background, the author is interested in researching and reviewing it carefully by approaching the school with the title: " The Influence of the Work Environment, Work Motivation, and Work Discipline on Teacher Performance at SD Plus Anbata Medan."

METHOD

The researcher employed a quantitative strategy in this study, which emphasizes the systematic collection of numerical data and statistical analysis. The purpose of the quantitative approach is to test existing hypotheses and maintain objectivity. This approach utilizes mathematical calculations to assess the relationship between the independent variable (X) and the dependent variable (Y). This study will specifically examine the influence of the work environment, work motivation, and work discipline on teacher performance at SD Plus Anbata Medan.

This research was conducted at SD Plus Anbata Medan, located at Jl. Balai Desa Gg. Wakaf No. 45/7, Medan Sunggal District, Medan City, North Sumatra Province. The research was conducted for approximately one month, namely in December 2025. The researcher collected data that explained relevant problems that were in accordance with the problem formulations in this study. The plan or method used to collect, examine, and evaluate data for a study is known as the research approach.

To obtain accurate data for this study, the researcher used primary data in the form of:

- a. Field survey This stage was conducted by the researcher by directly visiting the research subjects, in this case, the teachers of SD Plus Anbata Medan. This was done by distributing a Google Form-based questionnaire to teachers at SD Plus Anbata Medan through the teachers' WhatsApp group. The questionnaire used was a closed-ended questionnaire, with several answer options provided for each statement, allowing respondents to choose the option that best aligns with their perspective. The data obtained from this questionnaire will then be processed quantitatively using statistical analysis to obtain objective and accurate research results. The questionnaire will use a Likert scale.

Data Analysis Techniques To obtain more objective data, researchers use quantitative data analysis techniques. This technique is often used by researchers in research where the data can be measured or presented numerically. Furthermore, the data obtained can also be processed using statistical and computational techniques.

FINDINGS AND DISCUSSION**The Influence of the Work Environment on Teacher Performance at Anbata Plus Elementary School, Medan**

The coefficients table shows a t-value of 1.029. The calculated t-value at the 0.05 level of significance is 2.0369. Therefore, it can be concluded that the calculated t-value of 1.029 is greater than the t-table value of 2.0369, indicating that the work environment has no effect on teacher performance at Anbata Plus Elementary School, Medan. The results of the study indicate that the work environment has no effect on teacher performance at Anbata Plus Elementary School, Medan. This is confirmed by statistical analysis, which shows no effect of the work environment on teacher performance. In other words, the work environment, both physical and non-physical, has no effect on teacher performance. This explains the fact that many teachers view their work as a calling or a form of devotion, and their performance is driven by the inner satisfaction of seeing students succeed, rather than by physical facilities or office comfort. Even in less than ideal conditions, this dedication maintains their performance standards. Meanwhile, non-physical work environments (such as relationships between colleagues, the work atmosphere, or communication) do not impact teacher performance. This may be because professional teachers tend to separate interpersonal relationships with colleagues from teaching responsibilities. They continue to deliver their best performance in the classroom even when social relationships with fellow teachers or superiors are strained. The results of this study align with those of Nurhayati, Efendi, and Wardani (2022) and Ravensky (2023), which found that the work environment has no impact on teacher performance. However, these findings differ from those of Puspitaningtyas, Fathorrahman, and Pradiani (2024), and Sulastri (2020), which found that the work environment has a positive and significant impact on teacher performance.

The Influence of Work Motivation on Teacher Performance at Anbata Plus Elementary School, Medan

The coefficients table shows a t-value of 2.579. The calculated t-table value at a significance level of 0.05 is 2.0369. It can be concluded that the calculated t-value of 2.579 is greater than the t-table value of 2.0369, indicating that work motivation has a positive effect on teacher performance at Anbata Plus Elementary School, Medan. The results indicate that work motivation has a positive and significant influence on teacher performance at Anbata Plus Elementary School, Medan. This finding confirms that internal and external motivations possessed by teachers, such as enthusiasm for teaching, a sense of responsibility, a drive to achieve, and recognition for performance, play a significant role in determining the quality of their daily work. The statistical results obtained illustrate that highly motivated teachers tend to demonstrate more optimal performance, both in lesson planning, teaching implementation, and student learning evaluation. Work motivation is a driving force that makes teachers more diligent, disciplined, and creative in carrying out their professional duties. The results of this study are consistent with those of Fatimah J, Marnisah (2024), Rizkya Zahli, Pudyarningsih, and Laksmi (2024), and Alvian, Liana Dewi (2023), which stated that work motivation has a positive and significant effect on teacher performance. The work motivation variable in this study showed a significant influence on teacher performance, with the second-highest score among all independent variables used by the researcher.

The Effect of Work Discipline on Teacher Performance at Anbata Plus Elementary School, Medan

The coefficients table shows a t-value of 3.403. The calculated t-value at the 0.05 level of significance is 2.0369. Therefore, it can be concluded that the calculated t-value of 3.403 is greater than the t-value of 2.0369, indicating that work discipline has a positive effect on teacher performance at Anbata Plus Elementary School, Medan. The results indicate that work discipline has a positive and significant impact on teacher performance at Anbata Plus Elementary School, Medan. This illustrates that high levels of discipline, including punctuality, adherence to school rules, task management, and consistency in carrying out responsibilities, can encourage teachers to work more effectively and professionally. The statistical results indicate that teachers with high levels of discipline tend to demonstrate more

stable, focused, and high-quality performance. Discipline helps teachers maintain a work rhythm, minimize errors, increase focus, and ensure that learning occurs according to school standards. In other words, discipline is a crucial foundation for achieving superior performance.

The results of this study are consistent with those of Sahlan Lubis (202/), Ravensky (2023), Ariyanto (2024), Aulia, Syahputra, and Melia (2025), who stated that work discipline has a positive and significant effect on teacher performance. The work discipline variable in this study showed a significant influence on teacher performance, with the highest score of all independent variables used by the researchers. Therefore, leaders in each educational unit need to pay attention to teacher work discipline to improve their performance so that the school's vision, mission, and goals can be achieved properly.

The Influence of Work Environment, Work Motivation and Work Discipline Simultaneously on the Performance of Teachers at SD Plus Anbata Medan.

Furthermore, based on the output in the model summary table, the R-square value or correlation index was 0.601. This means that the variables of work environment, work motivation, and teacher work discipline have a positive and significant influence on teacher performance at SD Plus Anbata Medan, amounting to 60.1%, with the remaining 39.9% influenced by other factors. The results of this study provide a very meaningful picture of how the work environment, work motivation, and work discipline shape teacher performance when all three are present simultaneously. Statistical data shows that the combination of these three variables has a strong and significant influence on the quality of teacher work at SD Plus Anbata Medan.

This finding suggests that teacher performance does not emerge spontaneously, but is The results of this study align with those of Maria Vianney et al. (2024), Ravensky (2023), Ariyanto (2024), and Lubis (2020b), which stated that the work environment, work motivation, and work discipline simultaneously and significantly influence teacher performance. Overall, the results of this study provide positive insight that schools' success in improving the quality of teacher performance can be achieved through strengthening a supportive work environment, maintaining stable work motivation, and implementing consistent work discipline. These findings provide direction for schools, suggesting that building a pleasant, motivating, and orderly work culture is a key strategy for encouraging teachers to make the best contribution to students and educational institutions.

CONCLUSIONS

Based on the research and data analysis conducted regarding the influence of the work environment, work motivation, and work discipline on teacher performance at Anbata Plus Elementary School, the following conclusions were obtained: 1. The work environment does not affect teacher performance. The research indicates that a comfortable, organized, and supportive work environment is not sufficient to motivate teachers to perform optimally. 2. Work motivation has a positive and significant effect on teacher performance. This research confirms that internal and external motivations possessed by teachers, such as enthusiasm for teaching, a sense of responsibility, a drive to achieve, and recognition for performance, play a significant role in determining the quality of teacher performance. 3. Work discipline has a positive and significant effect on teacher performance. The research indicates that discipline helps teachers maintain a work rhythm, minimize errors, increase focus, and ensure that learning occurs according to school standards. In other words, discipline is a crucial foundation for achieving superior performance. 4. The work environment, work motivation and work discipline simultaneously have a positive and significant influence on teacher performance. The research results indicate that the better the work environment, work motivation and work discipline simultaneously, the higher the teacher performance. For students conducting research or future researchers, it is advisable to study more deeply the problem that will be the subject of the research in order to better understand what will be discussed through references from books or from previous research that discuss similar variables and research methods. For future researchers conducting research, it is hoped that

they will be more prepared in the process of collecting and collecting data and everything related to the research, namely conducting routine observations and socialization before distributing the questionnaire to respondents, so that there are no difficulties again when distributing the questionnaire and it can be done well and more maturely.

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