



## The Influence Of Physical Environment, Situational Leadership On Performance Through Work Motivation

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**Abstract.** Human resources are an asset for organizations and agencies, because humans are part of the elements in every organization that can trigger creativity. Without effective human resources, it will be impossible for the organization to achieve its goals. The analysis used to test the research hypothesis uses descriptive analysis and path analysis. The results of this study show that there are there is a positive influence of the physical environment on work motivation, there is a positive influence of situational leadership on work motivation, there is a positive influence of the physical environment on teacher performance, there is a positive influence of situational leadership on teacher performance, there is a positive influence of work motivation on teacher performance, there is a direct influence of the physical environment on performance through work motivation, there is a direct influence of situational leadership on performance through work motivation. In an effort to improve teacher performance, management ensures that the physical work environment is adequate, and that situational leadership is supportive so that it can increase work motivation.

**Keywords:** Performance, Physical environment, Situational leadership, Work motivation.

### 1. INTRODUCTION

Human resources are assets for companies, organizations and agencies, because humans are part of the elements in every organization that can trigger creativity without effective human resources it will be impossible for the organization to achieve its goals. To be able to achieve organizational goals, it is required to be able to manage and optimize human resources. Human resource management has an important role in improving the quality of education, one of which is the development and improvement of teacher performance.

In the Republic of Indonesia Law Number 14 of 2005, Article 20 explains "... there are professional obligations of teachers in addition to their main duties regarding the learning process, namely the demand for teachers to improve and develop their academic qualifications and competencies continuously in line with the development of science, technology, and art ..." Based on this description, teachers are an important element in improving the quality of school human resources. Therefore, management is an important tool in education. This is done so that all educational units carry out their work optimally.

Teachers are professional staff who have the task of planning and implementing the learning process in schools, assessing student learning outcomes, providing guidance and training for students, and also conducting research and community service (National Education System Law No. 20 of 2003, Chapter XI Article 39 Paragraph 2). Teachers are human resources

who are central figures who are very strategic as educators. Teachers are also a dominant factor in improving the quality of education, because teachers are part of education that cannot be separated and are directly involved in the education system. So without teachers as educators, of course the teaching and learning process is hampered. For that, teachers are expected to have the skills to educate their students. The teacher's abilities are in accordance with the teacher's performance standards in the form of pedagogical skills, professional competence, and personal competence and social competence.

Mangkunegara (2013:98), performance is the result of work carried out in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Teacher performance is an achievement of the results of a teacher's work in an educational institution in accordance with the responsibilities and duties that are his obligations.

The standard of ability possessed by a teacher is a picture of performance. Teacher performance must basically meet standards related to the quality of teachers in carrying out their duties, such as working together with students, preparing and planning learning, using learning media, involving students in the learning process and good leadership attitudes from a teacher. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, article 39 paragraph (2), states that educators are professional workers who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service.

The achievement of the performance results of public elementary school teachers in Ciomas District in 2022-2023 has not reached the predetermined target, so this has become a problem in the school environment every year. This is reinforced by the initial survey that the author conducted on 6 Principals in the Ciomas District area with oral interviews about Teacher Performance as evidenced by the PKG (Teacher Performance Assessment) by the Principal can be seen in the table below:

**Table 1. Performance of Public Elementary School Teachers in Ciomas District 2022-2023**

No	Teacher Performance Assessment Indicators	2022 Achievements	2023 Achievements	Target
1	Standard content mapping	86%	88%	100%
2	Indicator Development	85%	86%	100%
3	Syllabus development	85%	88%	100%
4	Preparation of lesson plans	86%	90%	100%
5	Preparation of KKM Documents	85%	87%	100%
6	Use of Learning Media	80%	85%	100%

7	Learning methods	75%	80%	100%
8	Use of Learning Resources	75%	82%	100%
9	Use of Learning Media	75%	82%	100%
10	Uses and assessment techniques	80%	85%	100%
11	Analysis of learning outcomes	65%	75%	100%
12	Utilization of ICT	70%	80%	100%
13	Learning completion analysis	65%	75%	100%
14	Teacher Discipline	60%	70%	100%

**Source: Public Elementary Schools in Ciomas District in 2022 and 2023**

Based on Table 1.1 above, it can be seen that the achievement of teacher performance in 6 Public Elementary Schools in Ciomas District in 2022-2023 in all indicators has not reached the target of 100%. Of the fourteen indicators for assessing teacher performance, the smallest is teacher discipline. The failure to achieve optimal teacher performance can be caused by many factors. One important factor that can affect a teacher's optimal performance is work motivation. Teachers who do not have work motivation will make the teacher quickly feel bored and tired because there is no driving element. Motivation is the provision of driving force that can arouse a person's work passion, so that they are willing to work together, work effectively and efficiently. Motivation is very important in work because with motivation, it is hoped that every teacher will be willing to work hard and have high enthusiasm to achieve high work performance too.

Every teacher needs work motivation in themselves in order to provide maximum and quality work results. Through work motivation will affect the rise of work enthusiasm and thus performance will also increase. However, in reality what is found in the field is the lack of appreciation or achievements produced by teachers and there are still teachers who come late to school and into the classroom even though the bell has rung. This shows that teacher motivation is still low in doing work so that teacher performance is also not optimal.

## 2. LITERATURE REVIEW

**Table 1. Previous Research**

No	Researcher	Research Title	Research methods	Research result
1.	Alan Alfiansyah, Liliana Puspa Sari and Dicky Hendrawan (2020)	The influence of leadership and work motivation on teacher performance	Quantitative methods with descriptive statistical techniques, analysis requirements testing and hypothesis testing.	There is a positive influence of motivation on performance
2.	Asmawi, Wahyudi and HM Chiar	The influence of situational leadership of the principal, work environment and achievement motivation on the performance of vocational school teachers	Quantitative methods with path analysis and regression testing	There is a positive and significant influence of the work environment on teacher performance.
3.	Dini Dwiyani and Alit Sarino (2018)	Principal's situational leadership style and teacher work motivation as determinants of teacher performance	Quantitative method with descriptive analysis and inferential analysis using SEM	There is a positive influence of the principal's situational leadership style on teacher performance.

No	Researcher	Research Title	Research methods	Research result
4.	Endah Kurniawati and Miftahul Majid (2022)	The influence of physical work environment, work discipline and extrinsic motivation on the performance of teachers at SMK Negeri 1 Grogol	Quantitative method with descriptive and verification analysis using SPSS	Physical work environment, work discipline and extrinsic motivation simultaneously have a significant influence on teacher performance.
5.	Sri Tilawati (2021)	The influence of situational leadership style, teacher work motivation and work environment on teacher performance	Associative research type with quantitative research techniques and descriptive analysis using SPSS	Simultaneously, there is a positive and significant influence between situational leadership style, teacher work motivation and work environment on teacher performance.
6.	Life is a dream (2021)	The influence of situational leadership style, principal, education and training, work motivation on teacher performance	Descriptive and quantitative research methods using SEM and WarpPLS 6.0.	Work motivation has a significant influence on teacher performance
7.	Sri Rizqi	The influence of physical work environment on work motivation of teachers and employees at SMAN 1 Dawan, Klungkung Regency	Quantitative research methods and linear regression analysis, determination and T test	There is a positive and significant influence of the physical environment on teacher work motivation
8.	The Greatest Showman (2015)	The influence of the physical environment on teacher performance in learning at the RA Kartini Regional Elementary School	Quantitative Research Methods with regression analysis and descriptive analysis	There is an influence of the physical environment on teacher performance
9.	Yuniz Majidah, Tin Agustina Karnawati and Ike Kusdyah (2020)	The influence of leadership style and motivation on teacher performance with job satisfaction as a moderating variable	Quantitative research method with structural equation analysis	Situational leadership style has a significant influence on teacher performance Work motivation has a significant influence on teacher performance
10.	Son (2014)	The Influence of Situational Leadership Style and Work Environment on Employee Performance with Work Motivation as an Intervening Variable	Path analysis	Situational leadership style has a positive effect on performance through work motivation. The work environment has a positive influence on performance through work motivation.
11.	Azzhuri and Huda (2016)	The influence of situational leadership style on work motivation	Multiple linear regression analysis	Situational leadership has a positive and significant influence on work motivation
12.	Poppy Generous (2018)	The influence of situational leadership style on employee performance with work motivation as an intervening variable	Path analysis	There is a significant influence between situational leadership style and work motivation. There is a significant influence between situational leadership style and employee performance. There is a significant influence of work motivation on employee performance

### 3. METHODS

The method used in this study is a survey method with a quantitative approach. Sugiyono (2020, p. 57) explains that "the survey research method. The target population is teachers with PNS (Civil Servant) status at Public Elementary Schools in Ciomas District,

Bogor Regency, totaling 235 people from 39 Public Elementary Schools. In this study, random sampling was taken based on Area (Cluster Random Sampling)

**Table 2. Determination of Sample Size**

No	School	Number of Civil Servant Teachers	Calculation
1.	Ciapus State Elementary School	50	$\frac{50}{235} \times 160 = 34$
2.	Ciomas State Elementary School	56	$\frac{56}{235} \times 160 = 38$
3.	Batu City State Elementary School	55	$\frac{55}{235} \times 160 = 38$
4.	Laladon State Elementary School	12	$\frac{12}{235} \times 160 = 8$
5.	Pagelaran State Elementary School	25	$\frac{25}{235} \times 160 = 17$
6.	Parakan State Elementary School	21	$\frac{21}{235} \times 160 = 14$
7.	Sukamakmur State Elementary School	4	$\frac{4}{235} \times 160 = 3$
8.	Taman Pagelaran State Elementary School	12	$\frac{12}{235} \times 160 = 8$
Amount		235	160

After determining the number of samples based on the area, then take them randomly according to the sample size at the final level, for example in Ciapus State Elementary School the number of samples is 50, then it is done randomly by shaking and 34 teacher names are taken to fill out the questionnaire. Data collection techniques in research are methods used by researchers to obtain data in a study. Referring to the data source, data collection uses primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by interviews, questionnaires, observations, and a combination of the three (Sugiyono, 2020, p. 219). The data collection technique in this study is a questionnaire in the form of a statement.

Sampling technique from the data of the names of teachers with civil servant status in Public Elementary Schools throughout Ciomas District. From the names of the teachers, the names of the teachers who will fill out the questionnaire are randomized or shuffled according to the number of samples that have been calculated.

#### 4. RESULTS

##### The Influence of Physical Environment (X1), Situational Leadership (X2), Work Motivation (Z) on Performance (Y)

This path analysis is used to determine the influence of physical environment, situational leadership and work motivation on performance. The results of the second model analysis can be seen in the following table:

**Table 3. The Influence of Physical Environment, Situational Leadership and Work Motivation on Performance**

Model	Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	-15,314	9,877		-1,551	.123
Physical Environment	.131	.045	.151	2,874	.005
Situational Leadership	.794	.110	.616	7,238	.000
Work motivation	.325	.115	.248	2,820	.005

a. Dependent Variable: Performance

**Source: Researcher data processing results, 2024**

Based on the results of the first model regression in table 4.16, it can be seen that the significance value of the three variables, namely  $X1 = 0.005 < 0.05$ , which means that the physical environment has an effect on performance,  $X2 = 0.000 < 0.05$ , which means that situational leadership has an effect on performance and  $Z = 0.005 < 0.05$ , which means that work motivation has an effect on performance.

Based on the results of the study by conducting multiple linear regression analysis and path analysis using the SPSS software program version 26, the following is an analysis related to the influence between the proposed variables: An adequate physical work environment such as the availability of a teacher's room, learning tools, a comfortable work space, will provide enthusiasm for teachers to work. Teachers are given easy access to school facilities that support learning will have an impact on teacher work motivation in improving teacher performance. This is supported by previous research by Srie Rizki (2020) which states that there is a positive and significant influence of the physical environment on teacher work motivation.

Situational leadership is the behavior or actions of leaders that can motivate, move and influence subordinates to achieve organizational goals with a situational approach. Work motivation is the level of drive, desire and driving force that grows within a person, both from

within and outside himself to do a job. The leadership of the principal who can move teachers will influence the enthusiasm of teachers in doing their jobs. The leadership of the principal who can direct teachers to achieve their work achievements will provide enthusiasm for teachers to work and achieve. According to Azzhuri and Huda (2016) who stated that there is a significant and positive influence of situational leadership on work motivation.

Based on the third hypothesis test (H3), it is known from the test results that the t-count value of  $2.874 > t$  table of 1.975 and a significant value of  $0.005 < 0.05$ , which means that H3 is proven, meaning that there is a positive influence of the physical environment on the performance of civil servant teachers at public elementary schools in Ciomas District, Bogor. The physical environment is everything around it that affects teacher performance both directly and indirectly. Teacher performance is the result of the teacher's work, both in terms of quality and quantity, achieved during a certain period of time in carrying out his work duties in accordance with the responsibilities given to him.

In practice, teacher performance can be influenced by many factors both internally and externally. Internal factors include ability, personality, motivation, and effort. External factors that influence performance include the physical environment. With conducive and comfortable physical environmental conditions, such as the availability of facilities and infrastructure such as laptops, infocus, air conditioning in this case making teachers feel comfortable and pleasant can have an impact on increasing work productivity because teachers will be more active and enthusiastic in working, both working individually and in groups. If the physical work environment is not conducive and less supportive in working, it will result in teachers' enthusiasm in working according to and have an impact on decreasing teacher performance in learning

This is supported by research Singih Mahendra (2015) stated that there is an influence of the physical environment on teacher performance. Asmawi, Wahyudi and HM Chiar also stated that there is a positive influence of the work environment on teacher performance.

The description above is in line with the research conducted by Agus Sunarno (2005) in his research entitled *The Influence of Work Motivation, Principal Leadership and Work Environment on Teacher Performance (Study Based on the Perception of State Vocational High School Teachers in Tegal City)* concluded that there is an influence of leadership style, work motivation and work environment on teacher performance. The four things described above influence each other in terms of manifestation in the midst of school success. Where teacher performance is influenced by situational leadership style, teacher work motivation and work environment. More simply and firmly the influence of Situational Leadership Style,

Teacher Work Motivation and Work Environment on Performance. According to Putra (2014) who stated that The work environment has a positive effect on performance through work motivation as an intervening variable. Endah Kurniawati and Miftahul Majid (2022) stated that the physical work environment, work discipline and extrinsic motivation simultaneously have a significant effect on teacher performance.

Based on the seventh hypothesis test (H7), it is known from the test results that the t-count value of  $2.781 > t \text{ table } 1.975$ , which means that H7 is proven. So it can be concluded that there is no direct influence of situational leadership on performance through work motivation of civil servant teachers of Public Elementary Schools in Ciomas District, Bogor. Leadership style is a behavioral norm used by a superior to influence his subordinates. Every leader in an organization must have a different leadership style from one another. Every leader needs to consider efforts to motivate his subordinates to work well. If the teacher's work motivation is low, the resulting performance will decrease as if their abilities are low, but on the contrary, if a leader can apply a good leadership style, then the leadership style can motivate teachers to give their best abilities so that organizational goals can be achieved optimally.

## **5. CONCLUSION**

Based on the research analysis on the Influence of Physical Environment and Situational Leadership on Performance Through Work Motivation as an Intervening Variable on Civil Servant Teachers of Public Elementary Schools in Ciomas District, Bogor using the SPSS software program version 26, it can be concluded as follows:

1. There is a positive influence of the physical environment on the work motivation of civil servant teachers at public elementary schools in Ciomas District, Bogor, so that strengthening the physical environment can increase work motivation.
2. There is a positive influence of situational leadership on the work motivation of civil servant teachers at public elementary schools in Ciomas District, Bogor, so that strengthening situational leadership can increase work motivation.
3. There is a positive influence of the physical environment on the performance of civil servant teachers at public elementary schools in Ciomas District, Bogor, so that strengthening the physical environment can improve teacher performance.
4. There is a positive influence of situational leadership on the performance of civil servant teachers at public elementary schools in Ciomas District, Bogor, so that strengthening situational leadership can improve teacher performance.



5. There is a positive influence of work motivation on the performance of civil servant teachers at public elementary schools in Ciomas District, Bogor, so that strengthening work motivation can improve teacher performance.
6. There is a direct influence of the physical environment of teachers on performance through the work motivation of civil servant teachers at public elementary schools in Ciomas District, Bogor.
7. There is a direct influence of situational leadership on performance through the work motivation of civil servant teachers at public elementary schools in Ciomas District, Bogor.

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