

The Influence of Work Culture and Work Environment on Teacher Performance at SMPN 6 Karawang

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Abstract

This study aims to determine , analyze and explain the influence of work culture and work environment on teacher performance at SMPN 6 West Karawang. This study uses a quantitative method with a descriptive and verification approaches . The study population consisted of 50 teachers and all were sampled with a saturated sampling technique . Data were collected through questionnaires , analyzed using multiple linear regression methods using SPSS version 26. The results of the descriptive analysis indicate that work culture , work environment and teacher performance are in the very good category . The results of the t- test with a significance value of $0.000 < 0.05$, t- count of work culture 12,649 and work environment 11.197> t- table 2.012, that work culture and work environment have a positive and significant effect on teacher performance . The results of the f- test with a significance value of $0.000 < 0.05$, f- count 208.096> f- table 3.195 that work culture and work environment together have a significant positive effect on teacher performance . The coefficient of determination (R^2) of 0.899 indicates that 89.9% of teacher performance is influenced by work culture and work environment , while 10.1% is influenced by other factors not examined . The conclusion of this study is that improving teacher performance can be achieved through a positive work culture and a comfortable and supportive work environment . This study provides a practical contribution to schools as a basis for formulating policies in efforts to improve teacher performance .

Keywords: *Work Culture; Work Environment; Teacher Performance.*

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INTRODUCTION

Teachers have an important role in system formal education , teachers play a role as the very decisive vanguard success of the learning process . Along with the rapid development technology and current globalization , institutions education sued For produce graduates who do not only fulfil standard national , but own ability adaptability and power compete at the level international . Therefore that , education become foundation main in build source Power quality human beings (Manullang , 2025).

System Indonesian education continues experience change , good from aspect policy and implementation curriculum . As component important , curriculum play a role in design , organize content learning , as well as become guidelines implementation effective education (Mayangsari et al. 2024) . A number of teachers still face obstacles in optimizing the use of learning technology and in selecting learning methods and strategies that align with the implementation of the independent curriculum. (Rohim & Rigianti 2023 in Zulaiha et al. 2022).

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Teacher performance is related with level professionalism and commitment to the tasks he carries out . Teachers who have accountability tall generally show good dedication , discipline and consistency in carry out his work . On the other hand , progress technology as well as change policy education demands teachers to always adapt , improve competence and apply learning digital -based as part from effort For fulfil demands performance in the modern era (Wahyuni & Haryanti, 2024) .

Next , culture Work own role important in form teacher performance . Culture positive work will foster a sense of ownership and responsibility answer , and Spirit high level of work on individuals can push individual For innovate and provide results Work best for organization (Robbins & Judge , 2017) . In line with matter said , culture positive work make teachers have a sense of belonging to school , enthusiasm For innovate , and desire For give results Work best for participant Educate . A strong work culture can help an organization grow by creating close working relationships between employees, thus creating cooperation and solidarity in carrying out tasks (Ermawati et al. al. 2024) .

Meanwhile , the environment Work become factor important thing that also influence teacher performance . Conditions supportive environment , will create a sense of security , comfort and satisfaction in Work (Prayuda et al. 2025) .

Study Previously carried out by Ilham (2022) found that culture work and environment Work in a way simultaneous influential significant to teacher performance . Furthermore , Purwanti (2023) showed that culture Work influential to teacher performance , whereas environment Work No give significant influence . While that , Arianto (2023) disclose that culture Work No influential significant to teacher performance and environment Work own influence significant to teacher performance . However , the research conducted in a way simultaneous to third variables this is in context public schools in Karawang Regency , especially SMPN 6 West Karawang, are still limited and not yet There is study related . This matter become gap research and become base he did study This .

Study This was held at SMPN 6 West Karawang which is one of the school medium The first state school located at Jl. Jakarta No. 02, Nagasari Village , West Karawang District , Karawang Regency . This stand since 1994 and has accredited "A", School This own role important in increase quality education in the West Karawang region, efforts improvement teacher performance , culture work and support environment Work become crucial thing For Keep going be considered in order to realize objective optimal education .

Based on interviews with representatives of the principal, teacher performance at SMPN 6 West Karawang shows a number of problems related to the implementation of learning tasks. The learning process has not been running consistently, the variety of media and learning methods used is still limited, and teacher creativity in creating interesting learning is not evenly distributed, which has an impact on student boredom and a learning process that tends to be monotonous. The implementation of learning evaluations, accuracy of task completion, productivity levels, responsibility and independence of some teachers are not fully optimal. These conditions are related to the work culture reflected in uneven compliance with work rules, consistency in carrying out tasks that are still varied, levels of pride and enthusiasm for the teaching profession are diverse, and exemplary and harmonious work relationships that have not been fully established. The work environment faces obstacles, both from physical aspects such as the arrangement of work spaces and building layouts that are not

supportive, room comfort is not optimal, lighting and air temperature that are not always appropriate, and limited facilities, as well as from non-physical aspects related to relationships between colleagues and interaction patterns with superiors that do not fully create a conducive work atmosphere.

Following is evaluation data table Teacher performance at SMPN 6 West Karawang for the period January 1 - December 31 2023 and 2024.

Table 1. Teacher Performance Evaluation Data at SMPN 6 West Karawang

No	Organizational Performance Achievements	Employee Performance Predicate	Number of Teachers	Percentage (%)
1.	Good	Very good	9	18%
2.	Good	Good	41	82%
Total			50	100%

Source : Teacher Performance Evaluation Data at SMPN 6 West Karawang (2023-2024), Processed researcher (2025)

Based on Table 1 of teacher performance evaluation data at SMPN 6 West Karawang, out of 50 teachers, 9 received excellent performance and 41 received good performance. The predominance of teacher performance in the good category indicates that there are still obstacles hindering optimal performance improvement, related to work culture and the work environment. Therefore, the researcher conducted a pre-survey to identify initial problems affecting teacher performance.

Following is table results pre-survey teacher performance at SMPN 6 West Karawang.

Table 2. Results of the Teacher Performance Pre-Survey at SMPN 6 West Karawang

No	Statement	STB	TB	CB	B	S B
1	Quality of work in managing learning innovations set by the school.	0	2	22	6	0
2	Quantity of learning tasks to be completed	0	9	18	3	0
3	Implementation of tasks and teaching and learning processes	0	9	19	9	0
4	Responsibility for assigned tasks	0	1	13	1 6	0
5	Quality of work in providing evaluation and feedback to students	0	3	12	1 4	1

Source : Processed researcher (2025)

Based on the results of the teacher performance pre-survey , the majority of teachers performed in the adequate category, particularly in managing learning innovations. This condition indicates limitations in implementing creative learning and optimally utilizing technology. This research aligns with Ilham (2022) who stated that work culture and the work environment play a crucial role in improving teacher performance. A positive work culture and a conducive work environment have been shown to simultaneously have a significant impact on teacher performance.

Following is table results pre-survey culture work at SMPN 6 West Karawang.

Table 3. Results of the Cultural Pre-Survey Working at SMPN 6 West Karawang

No	Statement	SR	R	CR	T	ST
1	Consistent level between words and actions	0	1	8	14	7
2	Efficient and effective level in finish work	0	3	8	19	0
3	Pride to profession as a teacher	0	2	6	12	10
4	Frequent level become role model for students and colleagues Work	0	18	11	1	0
5	Relationship level with colleague work at school	0	1	20	9	0

Source : Processed researcher (2025)

Based on the results of the work culture pre-survey, it shows that teachers have demonstrated work efficiency and a sense of pride in their profession. However, there are still obstacles in the aspects of exemplary behavior, consistency between words and actions, and harmonious relationships between colleagues. The values of integrity and collaboration need to be strengthened. This research is in line with Nurhandayani, (2022) who stated that work culture plays an important role in building organizational commitment and has been proven to have a significant impact on performance.

Following is table results pre-survey environment work at SMPN 6 West Karawang.

Table 4. Environmental Pre-Survey Results Working at SMPN 6 West Karawang

No	Statement	STB	TB	CB	B	SB
1	Condition lighting in the room Work	0	9	19	2	0
2	Comfort temperature air in the room Work and class	0	17	12	1	0
3	Condition and completeness facility school	5	19	6	0	0
4	Connection Work same and communication between fellow teachers at school	0	0	20	10	0
5	Connection between head schools and teachers	0	0	9	19	2

Source : Processed researcher (2025)

Based on the results of a pre-survey of the work environment, it was shown that physical aspects such as facilities, lighting, and comfortable room temperature were still considered inadequate, although working relationships between teachers and between teachers and the principal were considered quite good. This research aligns with Mardini's. et al. (2024) and Islami (2025) who stated that a conducive work environment has a significant influence on teacher performance.

Based on description above , researchers interested take title Influence Culture Work and Work Environment on Teacher Performance at SMPN 6 West Karawang.

Research purposes

To identify, analyze, and explain work culture, work environment, and teacher performance. This study aims to identify the partial influence of work culture and work environment on teacher performance, as well as to analyze the influence of work culture and work environment simultaneously on teacher performance at SMPN 6 West Karawang.

Management en

Management is gathering activities that include the planning process, decision making decisions, organizing, leadership and control to various source Power organization like human, financial, physical and informational all of which directed For reach objective organization in a way effective and efficient (Yuliawati et al., 2024 in Griffin 2021).

Human Resource Management

Human resource management is a series of planned steps that encompass all aspects of personnel. This process includes planning, organizing, directing, and supervising various personnel activities, such as the procurement, development, compensation, and maintenance of human resources, so that organizational goals can be optimally achieved. (Putri, 2024 in Suparyanto, 2020).

Work Culture

Culture Work is framework formed values from view life, including values, habits and motivations that have been become part from routine something groups, as well as reflected in attitudes, behavior, views and ways individual interpret his job (Harahap et al., 2024 in Suparyadi 2015).

According to Quinn et al., (2015), dimensions culture Work covering integrity with indicator compliance, consistency, dimension professionalism with indicator competence and effectiveness, dimensions satisfaction with indicator pride and enthusiasm as well as dimensions exemplary behavior with indicator exemplary behavior and harmony.

Work environment

According to Yusuf et al. (2023) Environment Work is conditions that describe situation place good job from aspect physical and non-physical in matter create atmosphere comfortable, safe, quiet, and capable cultivate a sense of beta for individual in operate activity his job.

According to Sedarmayanti, (2020) dimensions environment Work that is environment Work physical and environmental non-physical work. Indicators environment Work physique covers lighting, temperature air, layout room work, size room, color or decoration, noise and facilities. Indicators non-physical environment covers connection with colleague work and relationships with superior.

Teacher Performance

Teacher performance is description real or level success a teacher in carry out duties and responsibilities the answer as well as the teacher's ability in reach goals and standards that have been set as a teacher (Indriawati et al., 2023).

According to Massie & Areros, (2018) dimensions and indicators of teacher performance, namely quality with quality indicators, creativity, evaluative, quantity dimension with productivity indicators, timeliness dimension with accuracy indicators, effectiveness dimension with consistency and responsibility indicators and independence dimension with independent indicators.

FRAMEWORK AND RESEARCH HYPOTHESIS

Framework

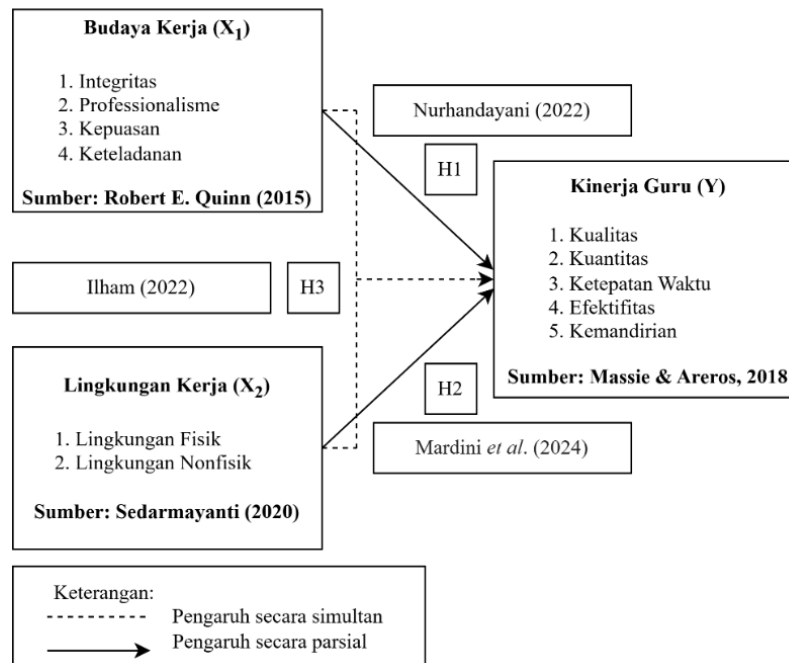


Figure 1. Research Paradigm

Source: Processed by researchers (2025)

Research Hypothesis

H1: There is a Partial Influence of Work Culture (X₁) on Teacher Performance (Y)

H2: There is a partial influence of the work environment (X₂) on teacher performance (Y)

simultaneous influence of work culture (X₁) and work environment (X₂) on teacher performance (Y)

METHODOLOGY

This study uses descriptive and verification quantitative methods with multiple linear regression analysis tests. The study population is all 50 teachers of SMPN 6 Karawang Barat, and all of them are sampled using saturated sampling techniques. Furthermore, the data will be analyzed using the SPSS version 26 application, with several testing stages including validity and reliability tests, classical assumption tests including normality tests, multicollinearity tests and heteroscedasticity tests. Furthermore, multiple linear regression analysis is carried out with the coefficient of determination (R²) test, t-test (partial) and f-test (simultaneous).

RESULTS AND DISCUSSION

Based on table 5. recapitulation results of variables X1, X2 and Y , work culture obtained a total score of 1,808 with an average of 226 and is in the very good category, with the highest score on the consistency indicator in the integrity dimension, while the lowest score is on the compliance, pride and exemplary indicators. The work environment obtained a total score of 1,771 with an average of 221.37 including the very good category, where the highest score is on the harmonious work relationship indicator, while the lowest score is on the work space layout indicator. Teacher performance obtained a total score of 1,771 with an average of 221.37 and is in the very good category, with the highest score on the evaluative and creativity indicators, while the lowest score is on the consistency indicator in carrying out tasks. The following is a *bar scale image* showing the average value of the variables work culture, work environment and teacher performance:

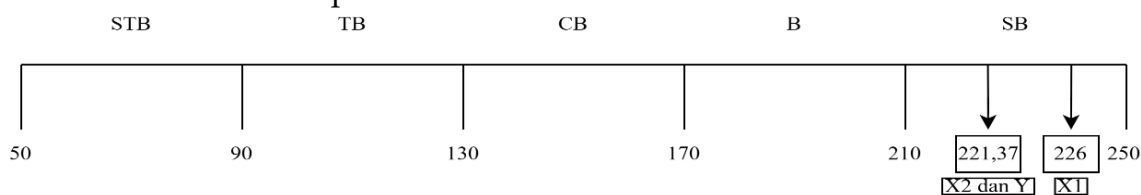


Figure 2. Bar Scale Variables X1, X2 and Y

Source: Processed by Researchers (2026)

Verification Analysis

Validity Test

Table 6. Validity Test Results

No	Budaya Kerja (X1)			Lingkungan Kerja (X2)			Kinerja Guru (Y)		
	R-Hitung	R-Tabel	Ket	R-Hitung	R-Tabel	Ket	R-Hitung	R-Tabel	Ket
1	0,660	0,388	Valid	0,561	0,388	Valid	0,680	0,388	Valid
2	0,491	0,388	Valid	0,612	0,388	Valid	0,586	0,388	Valid
3	0,684	0,388	Valid	0,765	0,388	Valid	0,513	0,388	Valid
4	0,624	0,388	Valid	0,607	0,388	Valid	0,578	0,388	Valid
5	0,578	0,388	Valid	0,650	0,388	Valid	0,623	0,388	Valid
6	0,505	0,388	Valid	0,610	0,388	Valid	0,609	0,388	Valid
7	0,627	0,388	Valid	0,764	0,388	Valid	0,588	0,388	Valid
8	0,673	0,388	Valid	0,540	0,388	Valid	0,613	0,388	Valid

Source: Processed by researchers using SPSS 26 (2026)

Based on table 6, the validity test results show that all statement items in the work culture, work environment, and teacher performance variables are valid, as all R-calculated values are greater than R-table, which is 0.388 . It can be concluded that each statement item in each variable is suitable for use as a reference in research.

Reliability Test

Table 7. Reliability Test Results

No	Variabel	Nilai Cronbach's Alpha	Kriteria	Keterangan
1	Budaya Kerja (X1)	0,754	0,60	Reliabel
2	Lingkungan Kerja (X2)	0,795	0,60	Reliabel
3	Kinerja Guru (Y)	0.763	0,60	Reliabel

Source: Processed by researchers using SPSS 26 (2026)

Based on Table 7. Reliability test results, all variables have *Cronbach's alpha* values greater than 0.60. It can be concluded that the variables of work culture, work environment, and teacher performance have reliable indicators. It can be concluded that the research instrument has a good level of consistency and is suitable for use in further research.

Normality Test

Table 8. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	.74109409
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.041
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200 ^{c, d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Processed by researchers using SPSS 26 (2026)

Based on Table 8 Normality test results known that mark significant $0.200 > 0.05$. Can concluded residual values are normally distributed .

Multicollinearity Test

Table 9. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.804	1.828		-.987	.329		
	BUDAYA_KERJA	.586	.046	.619	12.649	.000	.900	1.111
	LINGKUNGAN_KERJA	.451	.040	.548	11.197	.000	.900	1.111

a. Dependent Variable: KINERJA_GURU

Source: Processed by researchers using SPSS 26 (2026)

Based on Table 9 Multicollinearity test results known mark *tolerance* $0.900 > 0.10$ and VIF (*Variance Inflation Factor*) value $1.111 < 10.00$. concluded No happen multicollinearity .

Heteroscedasticity Test

Heteroscedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.053	1.171		-.046	.964
	X1	.014	.030	.074	.483	.631
	X2	.003	.026	.016	.106	.916

a. Dependent Variable: Abs_RES

Source: Processed by researchers using SPSS 26 (2026)

Based on table 10 the results of the heteroscedasticity test with the Glejser test show that work culture (X1) Sig . $0.631 > 0.05$, X2 Sig . $0.916 > 0.05$. In accordance with the basis for decision making > 0.05 . It can be concluded that there is no heteroscedasticity .

Multiple Linear Regression Test

Table 11. Multiple Linear Regression Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.804	1.828		-.987	.329
	BUDAYA_KERJA	.586	.046	.619	12.649	.000
	LINGKUNGAN_KERJA	.451	.040	.548	11.197	.000

a. Dependent Variable: KINERJA_GURU

Source: Processed by researchers using SPSS 26 (2026)

Based on table 1.1 the results of the multiple linear regression test, the constant (a value) is -1.804, work culture (b value) is 0.586, while the work environment (b value) is 0.451. The multiple linear regression equation can be obtained:

$$Y = -1.804 + 0.586X_1 + 0.451X_2 + e$$

- 1) The constant value of -1.804 indicates that if the work culture and work environment are zero, then teacher performance is -1.804.
- 2) The work culture regression coefficient of 0.586 indicates that every 1-point increase in work culture will increase teacher performance by 0.586. The better the work culture, the better teacher performance will be.
- 3) The work environment regression coefficient of 0.451 indicates that every 1-point increase in the work environment will increase teacher performance by 0.451. A better work environment will improve teacher performance.

Coefficient of Determination Test (R²)

Table 11. Results of the Determination Coefficient Test (R²)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948 ^a	.899	.894	.75670

a. Predictors: (Constant), Lingkungan_Kerja, Budaya_Kerja

Source: Processed by researchers using SPSS 26 (2026)

Based on table 1 2, the results of the coefficient of determination test (R²) The R square value of 0.899 means that 89.9% of teacher performance is influenced by work culture and work environment, while the remaining 10.1% is influenced by other factors that were not studied.

T-Test (Partial)

Table 13. Results of the T-Test (Partial)
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.804	1.828		-.987	.329
	BUDAYA_KERJA	.586	.046	.619	12.649	.000
	LINGKUNGAN_KERJA	.451	.040	.548	11.197	.000

a. Dependent Variable: KINERJA_GURU

Source: Processed by researchers using SPSS 26 (2026)

Based on table 13, the results of the t-test (partial) can be seen the influence of each independent variable on the dependent variable, namely as follows:

1. Work culture has a significance value of 0.000 < 0.05 with a t-count value of 12.649 > t-table 2.012, it can be concluded that H₀ is rejected and H₁ is accepted, which means that work culture has a partial positive and significant effect on teacher

performance. This shows that the better the work culture, the better teacher performance will be.

2. Environment Work own mark significance of $0.000 < 0.05$ with t- value $11.197 > t$ -table 2.012, can concluded that H_0 is rejected and H_1 is accepted which means the environment Work in a way partial influential positive and significant to teacher performance . This shows that the better the work environment, the more teacher performance will improve.
- 3.

F Test (Simultaneous)

Table 14. F-Test Results (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238.308	2	119.154	208.096	.000 ^b
	Residual	26.912	47	.573		
	Total	265.220	49			

a. Dependent Variable: Kinerja_Guru

b. Predictors: (Constant), Linokondan Keria, Budaya Keria

Source: Processed by researchers using SPSS 26 (2026)

Based on table 1 4 f-test results, the significant value is $0.000 < 0.05$ and F-count $208.096 > F$ -table 3.191. The F-table value is obtained from the degrees of freedom $df_1 = k = 2$ and $df_2 = n - k - 1 = 50 - 2 - 1 = 48$. It can be concluded that H_0 is rejected and H_1 is accepted, work culture and work environment simultaneously have a significant positive effect on teacher performance. This shows that the better the work culture and work environment together, the more teacher performance will increase.

Descriptive Discussion

Work Culture

Based on Table 5, the work culture obtained a total score of 1,808 with an average of 226 on a scale range of 210–250 (Very Good). The highest score (231) was found in consistency of words and actions in work, while the lowest score (224) was found in adherence to the code of ethics, professional pride and the role of teachers as role models. This indicates that the work culture at SMPN 6 West Karawang is already very good, but needs to be strengthened in this aspect.

Work environment

Based on Table 5, the work environment obtained a total score of 1,771 with an average of 221.37 on a scale range of 210–250 (Very Good). The highest score (227) was found in harmonious relationships between colleagues, while the lowest score (216) was found in the arrangement of school spaces. This study indicates that the work environment is already very good, but needs improvement in the spatial aspect.

Teacher Performance

Based on Table 5, teacher performance obtained a total score of 1,771 with an average of 221.37 on a scale of 210–250 (Very Good). The highest score (224) was found in learning evaluation and teaching method innovation, while the lowest score (216) was found in task execution consistency. This indicates that teacher performance is already very good, but work consistency needs to be improved.

Verification Discussion

The Partial Influence of Work Culture on Teacher Performance

Work Culture has a significant positive effect on teacher performance, the significance value is $0.000 < 0.05$ and the t-count is $12.649 > t$ -table 2.012, H_0 is rejected and H_1 is accepted.

The Partial Influence of Work Environment on Teacher Performance

Work Environment has a significant positive effect on teacher performance, significance value $0.000 < 0.05$ and t-count $11.197 > t\text{-table } 2.012$, H_0 is rejected and H_1 is accepted.

The Simultaneous Influence of Work Culture and Work Environment on Teacher Performance

Work culture and work environment together have a significant positive effect on teacher performance, with a significance value of $0.000 < 0.05$ and F-count $208.096 > F\text{-table } 3.195$, H_0 is rejected and H_1 is accepted.

CONCLUSION

Based on the results of the study, it can be concluded that work culture, work environment, and teacher performance are in the very good category. This can be seen from the total work culture score of 1,808 with an average of 226, work environment of 1,771 with an average of 221.37, and teacher performance of 1,771 with an average of 221.37, all of which are in the scale range of 210–250. In addition, work culture is proven to have a positive and significant effect on teacher performance with a significance value of $0.000 < 0.05$ and a t-count value of $12.649 > t\text{-table } 2.012$. The work environment also has a positive and significant effect on teacher performance with a significance value of $0.000 < 0.05$ and a t-count value of $11.197 > t\text{-table } 2.012$. Simultaneously, work culture and work environment have a positive and significant influence on teacher performance with a significance value of $0.000 < 0.05$ and an f-count value of $208.096 > f\text{-table } 3.195$, which shows that the better the work culture and work environment, the more teacher performance will improve.

Implications

Teacher performance improvement at SMPN 6 West Karawang can be optimized through strengthening work culture and continuous improvement of the work environment. Although the work culture and work environment are in the very good category, the school needs to focus attention on strengthening compliance with the code of ethics, increasing professional pride, teacher role models, and arranging the school's layout to better support work comfort and effectiveness. Increasing consistency in the implementation of teacher duties needs to be supported through the establishment of clear work standards and continuous performance evaluation and teacher performance continues to improve optimally.

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