

The Effects of the Physical Work Environment and Workload on the Performance of PPPK Teachers at XYZ School

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ARTICLE INFO

Keywords: Environment
Physical Work, Workload,
Performance

Received : 12, July

Revised : 14, August

Accepted: 30, September

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ABSTRACT

Teacher performance helps schools succeed. Initial observations at School XYZ show that PPPK teachers' performance is below expectations. A poor physical work environment and an unsuitable workload for teachers may contribute to this disease. This study examines how physical work environment and workload affect PPPK teachers' performance in XYZ schools, partially and simultaneously. Quantitative descriptive and associative methods are used in this investigation. Multiple linear regression analysis in SPSS version 27 was used to analyse data from observation, interviews, questionnaires, and documentation studies. The study found that PPPK teachers performed better in their physical workplace. Workload also improved PPPK teacher performance. The physical work environment and workload also affected PPPK instructors' performance. This shows that PPPK teachers' professional duties and responsibilities can be improved by a good physical work environment and adequate infrastructure to support Teaching and Learning Activities (KBM) and workload in accordance with their competence.

INTRODUCTION

Indonesia is preparing for the Golden Indonesia 2045 vision, which is characterized by the use of demographic bonuses as the main capital for national development. This goal depends on exceptional, characterful, and competitive Human Resources (HR). The Ministry of National Development Planning/Bappenas (2023) recommends quality education to improve human resources. Besides improving abilities, education develops character, creativity, and critical thinking to meet global challenges. Thus, strengthening education helps national development.

Successful education implementation depends on teachers' leadership of the learning process. Teachers function as facilitators, supervisors, motivators, and character builders, hence their performance is crucial to learning achievement (Kurnia & Rahadi, 2023). Performance, according to Rafsanjani and Abdurahman (2024), is the quality and quantity of work results employees achieve when fulfilling their duties. Pedagogic competence, motivation, and classroom management abilities affect learning effectiveness in education (Davis, 2008).

Physical workplace and workload affect teacher performance. Physical work environment conditions can effect performance, according to Newstrom (2007:97). An improved work environment improves employees' attitudes and actions, whereas a poor one lowers morale, according to Afandi (2018). According to Mujib Faturrohman and Abdurahman (2025), helpful workplaces boost worker satisfaction. A comfortable, satisfying workplace will help people work more efficiently.

The physical work environment and workload affect teacher performance. Jayanti and Abdurahman (2024) define workload as a work scenario where tasks must be accomplished according to a deadline. The teacher's skill, time, and responsibilities should determine the workload to help employees complete jobs efficiently and increase performance. On the other hand, excessive workload can cause fatigue, stress, and reduce teachers' ability to carry out tasks optimally. Suma'mur (2018) stated that workload includes physical and mental demands that must be met by workers. Thus, providing a balanced workload that is in accordance with the teacher's capacity can create more effective working conditions and contribute to the achievement of optimal performance.

This phenomenon was found in Government Employees with Employment Agreements (PPPK) teachers at School XYZ. Based on the 2025 performance assessment data, some teachers are still sufficient, lacking, or very lacking, indicating that not all teachers have met the expected performance standards, especially in implementing learning tasks, responsibilities, and work results according to school targets. In addition, school renovations force some teaching and learning outside the classroom with restricted facilities, lighting, noise, and odours. However, PPPK teachers perform other jobs to enhance their burden. Physical workplace and workload effects on performance have been studied. The physical work environment influences teacher performance, according to Fharadila (2025), whereas Sanga (2023) discovered that it increases burnout risk. Conversely, Yuliyanto (2022) found that a balanced workload

improves performance, whereas Tinambunan (2014) found that it lowers concentration and quality. It's necessary to match teachers' workload with their capacity and time to optimise job implementation. Balanced workloads help teachers manage learning and extra responsibilities to improve performance.

Furthermore, a comfortable and supportive physical work environment might help teachers focus and perform better. If assigned proportionally to teachers' skills and responsibilities, workload can help them work efficiently and increase performance. Teacher performance depends on the workplace and workload.

Using the phenomenon presented above and previous research on physical work environment, workload, and performance, the researcher wants to conduct more in-depth research on different objects, such as educational institutions, such as School XYZ, with the title *The Influence of Physical Work Environment and Workload on the Performance of PPPK Teachers in School XYZ*. It examines how the physical work environment and workload affect School XYZ's PPPK teachers' performance partially and simultaneously.

THEORETICAL REVIEW

Physical Work Environment

According to Sedarmayanti (2017), Physical workplace circumstances can effect employees directly or indirectly. Afandi (2018) defines the physical work environment as factors that affect workers' performance, such as temperature, humidity, ventilation, lighting, workplace cleanliness, and work equipment.

According to Sedarmayanti (2017), factors or indicators of the physical work environment include: 1) Lighting, 2) Temperature, 3) Humidity 4) Air Circulation, 5) Noise, 6) Mechanical Vibration, 7) Odors in the Workplace, 8) Coloring, 9) Workplace Decoration, 10) Music, and 11) Safety.

According to Fharadila (2025), the physical work environment affects teacher performance. In the study, teachers performed better when their working environment was comfortable, illuminated, air-conditioned, and included learning support facilities. In contrast, a poor work environment can delay task completion and lower instructor performance.

Workload

According to Tarwaka (2015:125) Workload is the number of tasks a worker must perform in a given period, based on task requirements, work environment, and talents. Manuaba (2012:58) defines workload as a comparison between a worker's physical, mental, and psychological capacity and the job's expectations. Tarwaka in Safitri and Astutik (2019) defines workload as time, mental, and physical.

Ma'rifah (2023) found that workload influences teacher performance. The study found that workload that matches teachers' talents and capacities improves task completion and performance. Too high workloads might create physical and mental weariness, lowering teacher performance.

Teacher Performance

According to Torang (2014), Performance is the amount or quality of an organization's employees' or groups' principal duties and functions, guided by norms, operational standards, processes, criteria, and measures. Mangkunegara (2011) defines performance as a person's quality and quantity of work in accordance with his duties.

According to Yuliyanto (2022), the physical work environment and workload jointly affect teacher performance. The study shows that a comfortable workplace and proportionate workload management boost teacher productivity and effectiveness. To boost teacher effectiveness, schools must develop a good work atmosphere and balance workload.

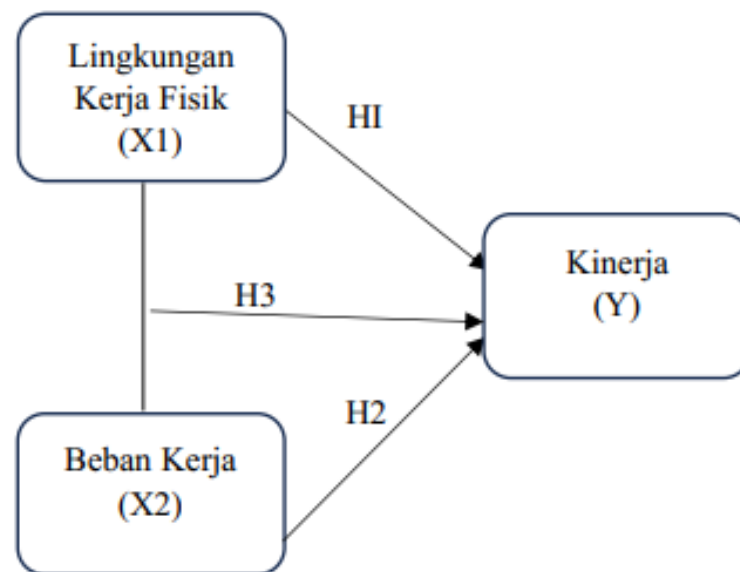


Figure 1. Research Paradigm

Based on the review above, the research hypotheses that can be used in this study are:

- H1: Physical Work Environment Has a Positive Effect on PPPK Teacher Performance in School XYZ
- H2: Workload has a positive effect on the Performance of PPPK Teachers in School XYZ
- H3: Physical Work Environment and Workload Simultaneously Affect PPPK Teacher Performance in School XYZ

METHODOLOGY

This study uses quantitative descriptive and associative methods. The quantitative descriptive approach is utilised to describe School XYZ's Government Employee Teachers with Employment Agreements (PPPK) physical work environment, workload, and performance. While the quantitative associative approach analyses how physical work environment and workload affect teacher performance. To test the hypothesis, questionnaires were distributed to respondents and statistical analysis was performed.

This research focused on PPPK Teachers at School XYZ. Physical work environment (X1), workload (X2), and teacher performance (Y) were studied.

Indicators of each variable's theoretical foundation were used to measure it using a Semantic Differential scale questionnaire. Responses can be very negative or quite positive. The respondent's view of the dimension determines this. Respondents with a score of 1 are very negative, while those with a score of 3 are neutral, and those with a score of 5 are very positive.

Primary and secondary data are research sources. Primary data came from observation, interviews, and questionnaires, while secondary data came from study literature and documents. Respondents were 35 School XYZ PPPK teachers.

The research instrument is validated and reliable tested before data collection to verify that each statement question measures study variables accurately and consistently. IBM SPSS Statistics version 27 analyses qualified data.

Data analysis begins with quantitative descriptive statistical examination of each research variable. Regression analysis requires a traditional assumption test with normality, multicollinearity, and heteroscedasticity tests. Multiple linear regression, correlation coefficient analysis, determination coefficient, t-test to determine the influence of each partially independent variable, and F test to test the effect of physical work environment and workload on School XYZ PPPK teachers' performance.

RESULTS AND DISCUSSION

Validity Test Results

Based on the results of the validity test on all indicators shows that all statement items in the analysis are legitimate. This is shown by the calculation value exceeding the r_{table} , which in this case is 0.333 at 5% significance. The table below summarises the study's findings:

Table 1. Validity Test Results			
Variable	Calculation	r_{table}	Remarks
Physical Work Environment			
X1.1	0,844	0,333	Valid
X1.2	0,847		Valid
X1.3	0,848		Valid
X1.4	0,734		Valid
X1.5	0,774		Valid
X1.6	0,789		Valid
X1.7	0,845		Valid
Variable	Calculation	r_{table}	Remarks
Workload			
X2.1	0,809	0,333	Valid
X2.2	0.803		Valid
X2.3	0,809		Valid
X2.4	0,812		Valid

X2.5	0,649		Valid
X2.6	0,716		Valid
Variable	Calculation	rtable	Remarks
Performance			
Y1.1	0,872		Valid
Y1.2	0,841		Valid
Y1.3	0,813		Valid
Y1.4	0,806		Valid
Y1.5	0,888		Valid
Y1.6	0,872		Valid
Y1.7	0,858	0,333	Valid

Source: Questionnaire, Reprocessed 2026.

Based on the analysis in table 1, the validity test results can be calculated from the Product Moment coefficient correlation. The table shows that all questionnaire statements with a rtable value > calculation are valid. The research tool can measure the variables.

Reliability Test Results

Table 2. Reliability Test

Variable	Cronhbach's Alpha	N Of Item	Remarks
Physical Work Environment (X1)	0.909	7	Reliable
Workload (x2)	0,857	6	Reliable
Performance (Y)	0,936	7	Reliable

Source : Questionnaire, reprocessed 2026.

Based on the above table of reliability test results, if Cronbach's Alpha > 0.60, the questionnaire's complete statement can be considered reliable. This study collected data from 35 School XYZ PPPK teachers using questionnaires. Workload, teacher performance, and physical work environment were measured by the questionnaire. All statement items passed instrument testing for validity and reliability. Thus, all study tools were approved for data collection. The validity and reliability test results are in the table below.

Physical Work Environment of PPPK Teachers in School XYZ

Table 3. Total Average Respondents' Responses to Statements Regarding Physical Work Environment Variables

SUB VARIABLE	AVERAGE TOTAL	KRTERIA
Lighting	2,01	Dark
Convenience	2,17	Inconvenient
Noise	1,94	Noise
Smells	2,17	Smell
TOTAL AVERAGE SCORE	$(2.01+2.17+1.94+2.17)/4=2.08$	
PHYSICAL WORK ENVIRONMENT	Inappropriate	

Source : Questionnaire, reprocessed 2026.

Based on Table 3 above, the results of the calculation of each subvariable of the physical work environment show that noise is the lowest subvariable with an average value of 1.94 and includes inappropriate criteria, which shows that the noise level is still one of the main problems felt by PPPK teachers. This condition can interfere with concentration and the smooth learning process. Meanwhile, the subvariables of comfort and smell obtained an average score of 2.17, but were still included in the uncomfortable criteria, so that the overall working environment condition did not provide optimal comfort for teachers.

Overall, the average physical work environment score of PPPK teachers in School XYZ was 2.08, which was inappropriate. The school's expectations for lighting, comfort, noise, and odours were not met in the physical work environment. This is consistent with curriculum interviews that found some rooms have inadequate illumination, uncomfortable space conditions, noise that disrupts teaching and learning, and lavatory odours. These conditions demonstrate that an unsuitable workplace might hamper instructors' performance.

PPPK Teacher Workload in School XYZ

Table 4. Total Average Respondents To Statements About Workload Variables

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Load Time	2,11	Inappropriate
Mental Load	2,21	Inappropriate
Physical Load	2,51	Inappropriate
TOTAL AVERAGE SCORE	$(2.11+2.21+2.51)/3=2.28$	

WORKLOAD	Inappropriate
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Source : Questionnaire, Reprocessed, 2026

According to the table above, after calculations were made on each workload subvariable, time load was the lowest with an average value of 2.11 and included in the non-conforming criteria, while physical load was the highest with 2.51. Workload averaged 2.28, indicating non-conformity. PPPK instructors' workload is not proportional to their time, ability, and work capability. This discrepancy can be seen from the demands for completing tasks in a relatively short time, the workload that is quite draining, and the existence of additional tasks outside of learning activities. In addition, the uneven division of tasks causes some teachers to receive a greater workload than other teachers. This condition shows that the workload received by teachers is not fully proportional to the abilities and time available, so more appropriate management and division of tasks are needed so that teachers can complete their work optimally.

Performance of PPPK Teachers in XYZ schools

Table 5. Total Average Respondents' Responses to Statements
About Performance Variables

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Quality of Work	2,02	Less
Working Quantity	2,11	Less
Task Execution	1,86	Less
Responsibilities	2,03	Less
AVERAGE TOTAL SCORE	$(2.02+2.11+1.86+2.03)/4=2$	
PERFORMANCE	LESS	

Source : Questionnaire, Reprocessed, 2026

According to the table above, the Task Implementation sub-variable had the lowest average total of 1.86, meeting the less requirement. The highest sub-variable, Work Quantity, averaged 2.11 and was included in the less criterion. Its average performance score was 2.00, which was low. This suggests that respondents' work quality, quantity, task implementation, and responsibility are still imperfect. Similar to the field findings, some teachers have not been able to finish the work on time, and compliance with standards is still inconsistent. In addition, the results of the work produced have not been fully maximized due to delays and lack of precision in completing the task. These results indicate that the implementation of the work has not been fully in accordance with the expected targets and standards, so improvements are still needed in various aspects of performance so that work results can be maximized.

The Influence of Physical Work Environment and Workload on the Performance of PPPK Teachers in XYZ Schools Partially and Simultaneously.

This study employed multiple linear regression analysis to solve the question of how physical work environment and workload affect Government Employees with Employment Agreements (PPPK) in School XYZ. Each independent variable's partial or simultaneous effect on the dependent variable is examined. Before regression analysis, conventional assumption testing was done to ensure the regression model met the Best Linear Unbiased Estimator (BLUE) requirements. This study uses normality, multicollinearity, and heteroscedasticity tests to examine classical assumptions.

Normality Test Results

The results of the normality test gave an Asymp. Sig. (2-tailed) of 0.200, exceeding the significance limit of 0.05. Therefore, the research data is regularly distributed, meeting one of the multiple linear regression analysis assumptions.

Multicollinearity Test Results

The results of the multicollinearity test indicates that the physical work environment and workload have a value of $0.887 > 0.10$ and a variance inflating factor (VIF) of $1.127 < 10.00$. No multicollinearity exists between independent variables, hence they can be used jointly in the regression model.

Heteroscedasticity Test Results

Based on the heteroscedasticity test, the physical work environment variable had a significance value of 0.069 and the workload variable had 0.884, both greater than 0.05, indicating that the regression model did not exhibit heteroscedasticity. The residual variance is constant and the regression model meets the homogeneouscedasticity assumption, making it suitable for further analysis.

Multiple Linear Regression Test

Table 6. Multiple Linear Regression Test

Variable	<i>Unstandardized coefficients B</i>
Constant	3,313
Physical Work Environment	0,991
Workload	0,223
Dependent Variable : Performance	

Source: SPSS Output Results, Reprocessed 2026.

Furthermore, this study was tested for multiple linear regression analysis using SPSS version 27 and obtained the following equations:

$$Y = 3.313 + 0.991 X_1 + 0.223 X_2$$

The multiple regression equation can be interpreted as follows:

1. The regression coefficient for the physical work environment variable is partially positive with a value of 0.991. This means that if there is an increase in the physical work environment variable, the teacher's performance will also increase.
2. The regression coefficient for the workload variable is partially positive with a value of 0.223. This means that if there is an increase in the workload variable, the teacher's performance will also increase.

Coefficient of Determination

Table 7. Determination of the Influence of Physical Work Environment and Workload on the Performance of PPPK Teachers in School XYZ

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980a	.960	.957	1,36429

a. Predictors: (Constant), X2, X1

Source: SPSS Output Results, Reprocessed 2026.

Based on SPSS 27 calculations, R Square is 0.960. The physical work environment and workload affect performance by 96% with a very high level of influence, whereas the remaining 4% is influenced by variables not explored by this study.

Hypothesis Test

Partial Test (t-test)

To determine the influence between independent variables (X) individually or partially on dependent variables (Y). The hypothesis testing that will be tested in this study is the Physical Work Environment (X1) on the Performance variable (Y). To see rejected or accepted, it is done by comparing the calculation with the rtable with the following criteria: H_0

- a. If $t_{hitung} > t_{tabel}$ then it is rejected and accepted. This means that the Physical Work Environment variable has a positive effect on the Performance variable.

$t_{hitung} > t_{tabel} H_0 H_a$

- b. If $t_{hitung} \leq t_{tabel}$ then accepted and rejected. This means that the Physical Work Environment variable has no effect on the Performance variable.

$t_{hitung} \leq t_{tabel} H_0 H_a$

In addition, to find out the influence of the Workload variable (X2) on the Performance variable (Y). To see rejected or accepted, it is done by comparing the calculation with the rtable with the following criteria: H_0

- a. If $t_{hitung} > t_{tabel}$ then it is rejected and accepted. This means that the Workload variable has a positive effect on the Performance variable.

$t_{hitung} > t_{tabel} H_0 H_a$

- b. If $t_{hitung} \leq t_{tabel}$ then accepted and rejected. It means that the Load variable

$t_{hitung} \leq t_{tabel} H_0 H_a$

Work has no effect on Performance variables.

This calculation uses SPSS Version 27 to test partially, in addition to that the researcher also has to look for the DF first to see.

Formula for finding df:

$$Df = N - K$$

Description :

N = Number of Respondents

K = Number of Variables

So the df used is $35 - 3 = 32$, then the one used is 1.69389. The result of the calculation can be seen as follows:

Table 8. Results of Partial Tests of Physical Working Environment and Workload

Towards Performance					
Variable	t_{hitung}	t_{tabel}	Sig.	Prob.	Remarks
X1	21,500	1,6939	0.000	0,05	Significant
X2	3,960	1,6939	0,000	0,05	Significant

Source: SPSS Program Output Results Version 27.0, Reprocessed, 2026.

The magnitude of the influence of the physical work environment has a significant impact on performance ($p\text{-value} < 0.05$). So it is accepted and rejected, indicating that the physical work environment positively impacts teacher effectiveness. Additionally, teacher effectiveness is significantly impacted by workload ($0.000 < 0.05$). Thus, it is accepted and rejected, indicating that teacher workload positively impacts performance. One-party testing on physical work environment and workload on performance gives the following results: $H_a H_0 H_a H_0$

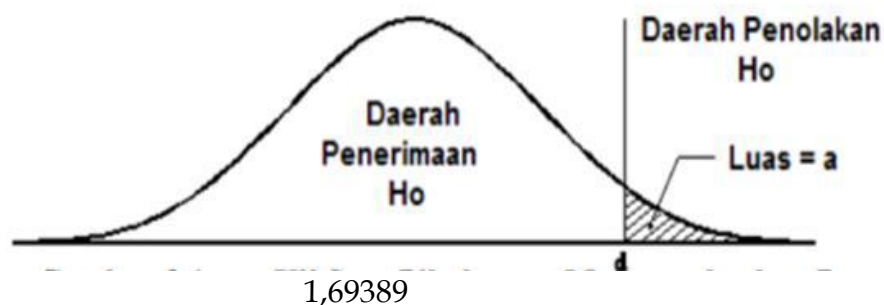


Figure 2. One-Way Test Describing the Region Acceptance and Rejection of Statistical Hypotheses Physical Work Environment on Performance

According to the image above, $21,500 > 1.6939$ in the varied physical work environment. Since it is accepted and rejected, the physical work environment improves teacher performance. This illustrates that teacher performance improves as schools provide facilities and infrastructure for teaching and learning, such as enough lighting, good space comfort, controlled noise, and safe and suitable work environments. The results of this study are in line with the research $t_{hitung} t_{tabel} H_a H_0$ of Faturrahman and Abdurahman (2025) which concluded that the physical work environment has a positive effect on employee

performance. A comfortable and accommodating work atmosphere increases employee concentration, motivation, and productivity, making work more efficient and productive. Marwansyah (2016) states that when every worker works in an unsuitable physical work environment, the organization's aims would be hindered. Thus, employee performance increases with the organization's physical work environment.

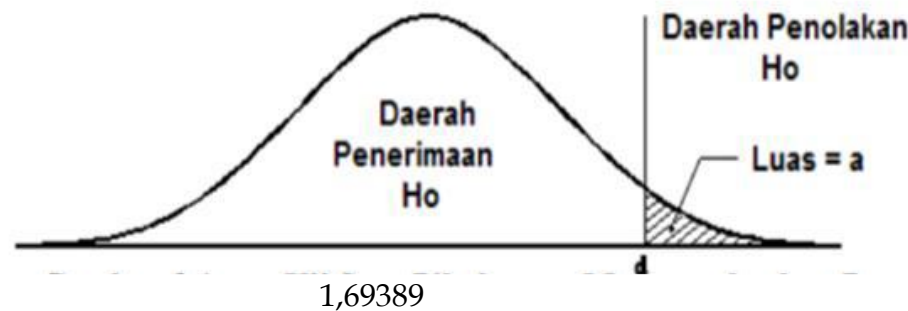


Figure 3. One-Way Test Describing Regions Acceptance and Rejection of Statistical Hypotheses
The Effect of Workload on Performance

Based on the figure above shows that $3.960 > 1.6939$ for the variable workload. Since it is accepted and rejected, the workload improves teacher performance. Better workload management based on ability, skills, and competencies improves teacher performance. The results of this study are in line with the research conducted by $t_{hitung} > t_{tabel}$ Wati and Abdurahman (2025) which concludes that workload is one of the factors that affect employee work results. The study shows that workload management that is in accordance with employee capabilities, proportional division of tasks, and a balance between job demands and individual capacity can create optimal working conditions. A well-managed workload is able to increase the effectiveness, productivity, and ability of employees to complete their tasks. If the workload given is not appropriate, according to Koesomowidjojo (2017), when the workforce receives a workload that exceeds their ability and time, the implementation of work becomes non-optimal so that it can hinder the achievement of organizational goals. Thus, the better the workload management in an organization, the more optimal the employee performance will be.

Simultaneous Test (F Test)

Simultaneous testing (F tests) determine if independent variables (X1) and (X2) influence dependent variables (Y). Here are the criteria:

- If the value $>$ is rejected or accepted, it means that the independent variable simultaneously affects the dependent variable. $F_{hitung} > F_{tabel}$ $H_0 H_a$
- If the value $<$ the value is accepted and rejected, it means that the independent variable simultaneously has no effect on the dependent variable. $F_{hitung} < F_{tabel}$ $H_0 H_a$

From the results of simultaneous tests using *SPSS 27* obtained a value of 301,431. Next, the researcher searched for F_{tabel} with the following formula:

F_{hitung}

$$F_{tabel} = \boxed{K ; N - K - 1}$$

Description :

N = Number of Respondents

K = Number of Variables

So, what is used is 2 ; 35 - 2 - 1 = 32, then what is used is 2 ; 32 is 3.295. The results of the calculation can be seen as follows: F_{tabel}

Table 9. Results of Simultaneous Physical and Workload Work Environment Tests

Towards Performance						
Variable		F_{hitung}	F_{tabel}	Sig.	Prob.	Remarks
Physical Work Environment and Workload on Teacher Performance		301,431	3,295	0.000	0,05	Significant

Source: SPSS Program Output Results Version 27.0, Reprocessed, 2026.

The statistical analysis yielded a score of 33,269 > 3,295 with a significance value of 0.000 < 0.05. Rejected and accepted indicate that physical work environment and workload affect PPPK instructors' performance simultaneously and significantly. This research is supported by $F_{hitung} H_0 H_a$ Yayuk (2023) who states that workload and physical work environment are factors that affect employee performance. The better work environments and workloads improve employee performance. However, bad working conditions and overwork can lower employee performance.

CONCLUSION AND RECOMMENDATIONS

Based on the results of the study on the impact of physical work environment and workload on Government Employee Teachers with Employment Agreements (PPPK) in School XYZ found that the physical work environment is inappropriate. The noise subvariable had the lowest average score, indicating that it needed attention, while the comfort subvariable had the highest average score, indicating that it is better than other subvariables but still below the appropriate criteria.

Workload was similarly non-conforming with an average score of 2.28. The time load subvariable scored lowest, indicating that some teachers struggle with time management. However, the physical burden subvariable scored highest, indicating that it is lighter than the other subvariables but still non-conforming.

PPPK instructors' average score is 2.00, indicating low performance. Task implementation scores lowest, while work quantity scores best. These results suggest that the teacher's ability to complete work is better than other elements,

however task implementation needs to be improved to optimise instructor performance.

The hypothesis test demonstrated that School XYZ PPPK teachers performed better in their physical work environment. Teacher performance also improved with workload. PPPK teachers' performance was strongly influenced by their physical work environment and workload, hence these two elements must be considered while improving teacher performance.

Recommendations

Based on the results of the research, XYZ School should improve its physical work environment, especially the lowest-scoring noise. Provide a better workspace, reduce noise during learning and school remodelling, and improve supporting facilities and infrastructure. The best-rated comfort factor needs to be maintained by managing a clean, safe, and comfortable work environment to preserve teacher productivity.

In the varied workload, schools must review task division to be more proportional, especially in time burden, which is still an issue. Teacher productivity is projected to improve by reducing administrative costs, scheduling duties better, and supporting work completion. The aspect of physical stress that has demonstrated greater results demands proper work facilities and balanced task allocation.

Educational institutions must regularly coach, train, and evaluate teachers to improve their professional performance. Special emphasis must be devoted to task implementation, which still earns the lowest scores, while work quantity must be maintained to maintain and grow instructor productivity.

FURTHER STUDY

This research is expected to be a reference for future research that examines factors that affect teacher performance. The next researcher is advised to add other variables, such as work motivation, job satisfaction, principal's leadership, organizational culture, work discipline, and work stress, so that the resulting research model becomes more comprehensive. In addition, further research can be conducted on a larger number of respondents or on schools with different characteristics so that the research results have a broader level of generalization.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the management and PPPK teachers of XYZ School for their valuable support, cooperation, and participation throughout this study. The authors also extend their appreciation to all individuals who contributed to the completion of this research.

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