

The Influence of Workload and Physical Work Environment on Teacher Job Satisfaction at SMK XYZ

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ABSTRACT

The purpose of this study is to investigate the effects of workload and the physical workspace, both separately and together, on teacher job satisfaction at SMK XYZ. This research used a quantitative methodology. A semantic differential scale was used as the measurement instrument in a questionnaire that was sent to gather data. The validity and reliability of the research tool were initially examined. Multiple linear regression analysis was used to evaluate the data, and the coefficient of determination was also calculated. T-tests and an F-test were used to test the research hypotheses. The respondents in this study amounted to 47 honorary teachers at SMK XYZ. The results of this study show that job satisfaction is positively impacted by workload. Likewise, job satisfaction is positively impacted by the physical workspace. When taken as a whole, workload and the physical workspace have a big impact on job happiness. These findings suggest that job happiness increases in tandem with effective workload management and a favorable physical workspace.

INTRODUCTION

Any educational institution must have a strong human resource management framework in light of the current state of economic development. An institution can immediately attain optimal quality in its educators and educational services when it has top-notch human resources. Human resources are very important assets for a company in supporting the achievement of company goals (Gustiana et al., 2022). The degree to which a person's expectations about their work match the benefits and recognition they actually receive is known as job satisfaction. Workers that feel this alignment tend to be more committed and have lower turnover rates in their company. According to Pratiwi & Rahmawati (2022), on the other hand, people who have the highest expectations but receive the least credit for their efforts frequently have the highest degrees of unhappiness.

In essence, teacher job satisfaction is a reflection of how educators view the situations and environmental elements they face in their work, whether those circumstances are positive or negative (Fitria & Eddy, 2021). So teachers who do not have job satisfaction in doing their work will often cause negative or unpleasant attitudes. Based on the administrative archives of SMK XYZ on 47 teachers, data and information regarding the absence of teachers of SMK XYZ were obtained as follows:

Table 1. Data on the Absence of Teachers of SMK XYZ in the January-October Period of 2025

NO	MONTHS	NUMBER OF TEACHERS	ABSENCE/ MONTH	WEEKDAYS/MONTHS	PERCENTAGE
1	January	47	20	15	28%
2	February	47	14	20	1,5%
3	March	47	24	19	2,7%
4	April	47	24	17	3%
5	May	47	22	18	2,6%
6	June	47	26	17	3,3%
7	July	47	27	14	4,1%
8	August	47	42	20	4,5%
9	September	47	64	21	6,5%
10	Oktober	47	73	23	6,8%

Source: Administrative Archive of SMK XYZ. Re-processed, Year 2025

Based on table 1. above regarding the teacher absenteeism rate at SMK XYZ, it is known that in 2025 the percentage of teacher absenteeism every month will increase. According to Flippo (2015:281), An attendance rate of zero to two percent is considered good, and a rate of three to ten percent is considered high. A rate of more than 10 percent is deemed abnormal, then it is very necessary to get serious attention from the company. In the period from June to October 2025, the teacher absenteeism rate was recorded at 3.3%, 4.1%, 4.5%, 6.5% and 6.8%. Based on this category, the absenteeism rate of teachers at SMK XYZ is in the high category, which can indicate job dissatisfaction among some teachers. Because if teachers have satisfaction with their work, it will certainly make teachers more

enthusiastic and will not be absent from their work. According to Hasibuan (2017), one of the indicators of job satisfaction is the attendance rate.

Factors that affect job satisfaction are workload, Ideally, teachers work in a supportive environment with a proportional workload. However, conditions in the field show that most teachers face a high workload. Sumayku et al., (2023) which states that workload is influenced by various factors, including the existence of additional tasks. In addition, Tarwaka (2017:106) explained that the workload is one of the workload factors, namely the demands of completing tasks according to the set time. According to the results of several educators' interviews, the professional responsibilities are thought to be excessively taxing. The entire load of obligation is further increased by the large number of required teaching hours as well as other responsibilities like being a homeroom teacher or school administrator. Various administrative work that must be completed is also felt to be quite time-consuming. Some teachers even admitted that they still brought their homework home because they were not finished during working hours. The researcher administered a preliminary workload assessment to all non-permanent teaching staff at SMK XYZ in order to augment the data gathered from observations and interviews. With a combined percentage of 71%, the majority of respondents to this preliminary study on workload fell into the "Agree" and "Strongly Agree" categories. It can be concluded that the workload felt by teachers at SMK XYZ is quite high.

According to Putra & Adnyani (2019), the factor that affects job satisfaction is the physical work environment. The physical work environment has a favorable and significant impact on employee job satisfaction, according to research by Husa et al. (2023), which is consistent with this finding. In support of this, Novita & Kusuma (2020) also point out that a significant element that can influence an employee's degree of job satisfaction is the physical work environment. The tangible surroundings of an employee's workspace that can affect them directly or indirectly are all included in the physical work environment (Zulfah et al., 2021). Based on the results of the pre-survey by conducting interviews with several teachers and direct observation, several problems related to the physical work environment were found. This condition is exacerbated by the limited facilities and learning support facilities that make their tasks feel more difficult. Such as the lack of classrooms that make some classes have to move and study in an open area, namely Auning (pendopo) which has the potential to interfere with learning concentration. In addition, the air conditioning facilities are also felt to be uneven. Currently, only four classrooms are equipped with air conditioning, while 29 classrooms use fans, and five classrooms do not have cooling facilities at all. This condition is a challenge in itself, considering that the temperature in one of the regencies in Indonesia can reach 35 degrees Celsius, which of course affects the comfort and concentration of students during the learning process. The unevenness of these facilities also causes dissatisfaction among teachers, due to difficulties in creating a comfortable and conducive environment for teaching, some toilet facilities and the condition of ablution places is still poorly maintained.

Inspired by this observed circumstance, the researcher wants to find out how much the physical workspace and workload affect job happiness. The study that has been conducted is therefore called "The Influence of Workload and Physical Work Environment on Teacher Job Satisfaction at SMK XYZ."

THEORETICAL REVIEW

Workload

According to Koesomowidjojo and Mastuti (2017:24), workload is the link between an employee's capacity and the amount of work that needs to be completed within a given timeframe. In a similar vein, Budiasa (2021:30) characterizes it as an employee's assessment of the tasks they must complete within a specific time frame and the amount of effort needed to overcome obstacles at work. According to Koesmowidjojo & Mastuti (2017:24), the working environment, time management, and the goals that need to be achieved are important elements that affect workload.

According to earlier studies by Astuti et al. (2022), Jasmin & Asbara (2023), and Maro & Lestari (2024), workload has a favorable impact on job satisfaction. This result, however, runs counter to Yusuf et al.'s study from 2022, which found no evidence of a substantial relationship between workload and job satisfaction. Given these divergent findings from the body of current literature, the following hypothesis is put out for this investigation:

H1: At SMK XYZ, workload positively affects teachers' job satisfaction.

The physical workspace

The physical work environment, according to Mangkunegara (2022:74-75), is the sum of the physical components of a workplace, such as lighting, noise levels, ambient temperature, and available facilities, all of which have an effect on worker productivity. Likewise, Sedarmayanti (2017:26) views it as the culmination of all circumstances within and surrounding the workplace that have the potential to directly or indirectly affect employees. This environment is made up of several elements, including lighting, temperature, humidity, air quality, acoustics, vibrations, smells, color psychology, interior design, background noise, and safety precautions at work.

The physical work environment has a favorable impact on job satisfaction, according to earlier research by Maro & Lestari (2024), Andreas et al. (2023), Tonia & Romi (2025), Safitri & Santoso (2022), and Putra et al. (2025). The results of Natania & Martha (2023), however, cast doubt on this claim, indicating that the physical workspace has no discernible impact. In light of these divergent findings from the body of current literature, the following hypothesis is put out for this study:

H2: At SMK XYZ, teachers' job satisfaction is positively impacted by their physical workspace.

Job Satisfaction

According to Mangkunegara (2017:117), A feeling that supports or does not support the employee in relation to his work or his condition. According to Sutrisno (2017:74), job satisfaction is a complex emotional reaction. This response

results from the interaction between an employee's internal motivators, desires, and expectations about their work, as well as the realities they encounter on the job. Feelings of enjoyment, happiness, or dissatisfaction are the emotional states that result. According to Mangkunegara (2017:117-119), a number of important variables, such as employee age, position or rank within the company, absenteeism frequency, turnover rates, and total company size, affect an individual's degree of job satisfaction.

According to studies by Pratama & Kusumayadi (2023) and Maro & Lestari (2024), job satisfaction is influenced by both workload and the physical workspace. As a result, the following theory is put forth:

H3: At SMK XYZ, teacher job satisfaction is influenced by both workload and the physical work environment.

The research paradigm is shown below to clarify the connection between workload, the physical workspace, and teacher job satisfaction at SMK XYZ:

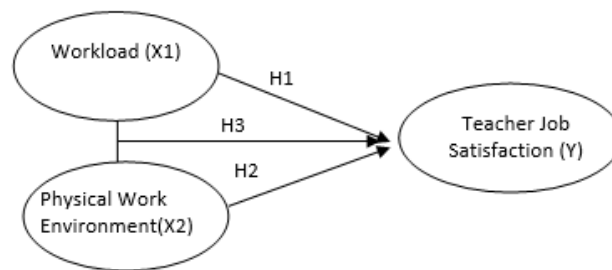


Figure 1. Research Framework on the Effects of Physical Work Environment and Workload on Teacher Job Satisfaction at SMK XYZ

METHODOLOGY

This research is a causal associative research with quantitative descriptive techniques and quantitative associative techniques. Quantitative data is used in this study's analysis. All 47 of the honorary teaching staff members of SMK XYZ make up the research population. Survey data collection was used, and SPSS 24 statistical software was used to process the replies. A semantic differential scale was used to measure the data. Validity and reliability tests were the main focus of the instrument's initial testing. A number of traditional assumption tests, such as analyses of heteroscedasticity, multicollinearity, and normality, were carried out to make sure that the statistical requirements were met. The methods of multiple linear regression and coefficient of determination computation were applied to the examination of the core data. Both the F-test and the t-test were then used for hypothesis testing.

RESULTS***Workload***

Table 2. Average Value of Workload Variables

SUB VARIABEL	AVERAGE TOTAL	CRITERIA
Employment Conditions	2,93	Quite Appropriate
Usage of Working Time	2,57	Inaccurate
Targets to be achieved	2,91	Quite Appropriate
TOTAL	8,41	
AVERAGE TOTAL SCORE	2,80	
CRITERIA	QUITE APPROPRIATE	

Source: Data Questionnaire Reprocessed in 2025

Based on table 2. After calculating the workload, the sub-variable of work conditions became the highest workload sub-variable which had a total score of 2.93 entered the criteria quite appropriately, while the sub-variable of work time use became the lowest A sub-variable with an overall average score of 2.57 was deemed to be unsuitable. With a total average score of 2.80, the workload variable falls into the category of criteria that are highly suitable. This means that the workload for teachers at SMK XYZ is considered to be quite appropriate but needs to be considered in terms of the use of working time, because of the lack of sufficient time in completing work which causes the intensity of bringing work home to be high. This aims to make the use of teachers' working time at SMK XYZ more appropriate.

Physical Work Environment

Table 3. Average Values of Physical Work Environment Variables

SUB VARIABEL	AVERAGE TOTAL	CRITERIA
Lighting or Lighting	3,20	Bright enough
Temperature, air humidity and air circulation	2,87	Quite Appropriate
Construction construction	2,83	Quite Fragrant
Security	3,06	Quite Safe
TOTAL	11,96	
AVERAGE TOTAL SCORE	2,99	
CRITERIA	QUITE APPROPRIATE	

Source: Data Questionnaire Reprocessed in 2025

Based on table 3. After calculating the physical work environment variable, the lighting sub-variable or lighting became the highest sub-variable having a 3.20 overall average score, which was part of the fairly bright, while the smell sub-variable became the lowest sub-variable that had a total average score of 2.83 entered the criteria of quite fragrant. Overall, the physical work environment variable has a total average score of 2.99 which is included in the criteria that are quite good. This means that the physical work environment for

teachers at SMK XYZ is considered to be quite good, attention must also be paid to the ventilation issue near the restroom in order to improve the workspace.

Job Satisfaction

Table 4. Average Value of Job Satisfaction Variables

SUB VARIABEL	AVERAGE TOTAL	CRITERIA
Turnover	2,66	Medium
Absenteeism Rate	3,29	Medium
Employment Rate	2,90	Quite Appropriate
Organization Size	2,99	Quite Smooth
TOTAL	11,84	
AVERAGE TOTAL SCORE	2,96	
CRITERIA	QUITE SATISFIED	

Source: Data Questionnaire Reprocessed in 2025

Based on table 4. after calculating the work satisfaction variable, the sub-variable attendance rate became the highest sub-variable with a total average score of 3.29 which was included in the medium criteria, while the sub-variable *turnover* (turnover) became the lowest sub-variable that had a total average score of 2.66 entered the medium criteria. According to the collected data, the total mean score for the work satisfaction measure was 2.96, which is within the satisfactory range. This suggests that even while the teaching staff at SMK XYZ is thought to be rather happy in their positions, their degree of contentment calls for further consideration. To help minimize possible staff turnover and lessen any temptation among educators to look for alternative employment, proactive examination of this topic is crucial.

Normality Test

A significant value (sig.) of 0.200 was obtained from the normality test that assessed the data distribution for the variables of workload and physical work environment in relation to job satisfaction. Given that this result is higher than the conventional cutoff point of 0.05, it may be said that the data used in this investigation has a normal distribution.

Multicollinearity Test

The regression model for job satisfaction showed a variance inflation factor (VIF) of 2.355 following a diagnostic examination for multicollinearity between the independent variables physical work environment and workload. This result, which is well below the threshold of 10, shows no signs of multicollinearity. It shows that there is no significant correlation between the independent variables in the constructed regression model.

Heteroscedasticity Test

Heteroscedasticity test results for workload and physical work environment variables in connection to job satisfaction reveal significant values of 0.080 for the physical work environment and 0.238 for workload. The two

readings exceed the 0.05 cutoff point. As a result, the variance of the residuals is constant across observations, indicating that the data does not display heteroscedasticity.

Determination coefficient, multiple linear regression test, partial test (t test), and simultaneous test (F test).

Table 5. Results of the Multiple Linear Regression Test

VARIABEL	OUTSTANDING COEFFICIENTS	COEFFICIENTS STANDARDIZED
	B	B
Constant	2,359	
Workload	0,120	0,267
Physical work environment	0,138	0,400
Dependent variables: job satisfaction		

Source: SPSS Program Output Results Reprocessed in 2025

Based on table 5. presents the results of the multiple linear regression test which are then obtained from the results of the multiple linear regression equation as follows:

$$Y = 2,359 + 0,120 X_1 + 0,138 X_2$$

The following is an interpretation of the multiple linear regression equation:

The multiple linear regression equation can be interpreted as follows:

1. The regression coefficient for the workload variable was 0.120, meaning that there was a positive influence of the workload variable on teacher job satisfaction at SMK XYZ by 12%
2. The regression coefficient for the physical work environment variable was 0.138, meaning that there was a positive influence of the physical work environment variable on teacher job satisfaction at SMK XYZ by 13.8%

Based on the results of the calculation using SPSS 24, the magnitude of the combined influence of the variables of workload and physical work environment on job satisfaction is shown by the value of the determination coefficient of 0.719. This means that the variables of workload and physical work environment can explain the variable of job satisfaction of 71.9% included in the high/strong influence criteria. R^2

Partial Test

To find out the influence between independent variables (X) and dependent variables (Y). This calculation uses SPSS 24. To test the partial test, in addition to that, the author must also look for df first. The df used is $47 - 2 = 45$, so the used is 1.67943. The following are the computation's outcomes:

Table 6. Teacher Job Satisfaction at SMK XYZ as a Partial Test of Workload and Physical Work Environment

Variable	t_{count}	t_{table}	Sig.	Prob.	Description
X1	2,142	1,67943	0,038	0,05	Has an influence
X2	8,792	1,67943	0,000	0,05	Has an influence

Source: SPSS Program Output Results Reprocessed in 2025

The statistical analysis indicates that, with a p-value of $0.038 < 0.05$, workload has a significant impact on job satisfaction. Thus, the alternative hypothesis (H_a) is approved, proving that job satisfaction is positively impacted by workload. This research suggests that a higher sense of professional fulfillment is linked to a workload that is well-aligned with an employee's capabilities. A p-value of $0.000 < 0.05$ indicates that the physical work environment has a significant impact as well. As a result, H_a is also accepted for this variable, indicating that job satisfaction is positively impacted by the physical workspace. This finding implies that teachers at SMK XYZ who have a more positive opinion of their physical workspace are more satisfied with their jobs.

Simultaneous Tests

An F-test, or simultaneous test, is conducted to determine if the independent variables (X1 and X2) collectively have a significant effect on the dependent variable (Y). From the results of the simultaneous test using SPSS version 24, a score of 56,259 was obtained. So that what is used is $2 ; 47 - 2 - 1 = 44$, then what is used is $2 ; 44$ is 3,210. The outcome of this calculation, which compares the calculated F-value to the critical F-table value, is presented below.

Table 7. Simultaneous Test (F-Test) Results for the Influence of Workload and Physical Work Environment on Teacher Job Satisfaction at SMK XYZ

Variable	F_{count}	F_{table}	Sig.	Prob.	Description
Workload and physical work environment to job satisfaction	56,259	3,210	0,000	0,05	Significate

Source: SPSS Program Output Results Reprocessed in 2025

The results of the F-test show that the calculated F-statistic (56.259) is greater than the critical value from the F-table (3.210), with $56.259 > 3.210$. Additionally, the significance value of 0.000 is less than the 0.05 alpha level, or $0.000 < 0.05$. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This supports the conclusion that workload and the physical work environment together have a significant simultaneous influence on job satisfaction.

DISCUSSION

The findings of this study confirm that workload exerts a positive influence on teachers' job satisfaction. This relationship suggests that when the assigned workload is well-aligned with an individual's capabilities, it enhances their sense of professional fulfillment. A well-managed workload not only minimizes work pressure, but also creates a perception of fairness and recognition of the professional role of teachers. This condition allows teachers to carry out their duties optimally without experiencing excessive fatigue, thus having a positive impact on increasing job satisfaction. These findings reinforce a human resource management perspective that emphasizes the importance of matching job demands and an individual's capacity to form positive work attitudes.

Furthermore, the research indicated that teacher satisfaction levels are positively influenced by their physical workplace conditions. An optimal work setting encompasses sufficient lighting, proper ventilation, a tidy environment, and accessible teaching aids. These elements collectively foster an atmosphere of comfort and security for educators during their professional activities. Conducive physical conditions in the workplace are pivotal for enhancing a teacher's concentration, sense of comfort, and overall welfare. This directly facilitates greater satisfaction in their professional role. These outcomes substantiate ergonomic principles, which posit that the caliber of the physical work setting constitutes a key determinant in molding the outlook and efficacy of employees, such as those in the education sector.

The analysis further revealed that teacher job satisfaction is collectively influenced by both their workload and the conditions of their physical work environment. These findings confirm that teachers' job satisfaction is the result of the interaction between job demands and work environment conditions, rather than being influenced by one factor separately. Teachers who face an appropriate and proportionate workload, and are supported by a good physical work environment, tend to have higher levels of job satisfaction than teachers who work in less supportive environmental conditions. Therefore, effective workload management needs to be balanced with efforts to improve the quality of the physical work environment to create optimal and sustainable working conditions for teachers.

CONCLUSION AND RECOMMENDATIONS

Drawing on the analysis of the data and subsequent discussion concerning the impact of workload and the physical work environment on teacher job satisfaction at XYZ Vocational High School, the following conclusions can be reached:

1. The overall workload at SMK XYZ is categorized as moderately appropriate. Among its components, working conditions received the highest average score of 2.9. In contrast, the use of work time was identified as the lowest-scoring sub-variable, with an average of 2.57.
2. The quality of the physical work environment at the school falls within the fairly good criteria. Lighting was rated highest, with an average score of

- 3.20. The sub-variable related to odor, however, recorded the lowest average score of 2.83.
3. The level of job retention among teachers at SMK XYZ is considered moderately satisfactory. The absenteeism rate sub-variable scored highest with a 3.29 average. Conversely, the turnover intention sub-variable showed the lowest average score of 2.66.
 4. The influence of workload and the physical work environment on teacher job satisfaction, both partially and simultaneously, is as follows:
 - a. Workload demonstrates a positive and significant effect on teacher job satisfaction at SMK XYZ.
 - b. The physical work environment similarly exerts a positive and significant effect on teacher job satisfaction.
 - c. Collectively, both workload and the physical work environment have a significant combined effect on the job satisfaction of teachers at the institution.

Suggestions

Based on the conclusions outlined in this study, the researcher offers the following recommendations as input and consideration for SMK XYZ:

1. Based on table 2. which has been described regarding the respondents' responses to statements about workload, there is a sub-variable of work time use that has a total average score of 2.57 included in the inappropriate criteria, meaning that the workload on teachers at SMK XYZ is considered inappropriate, the value of this sub-variable is the lowest value smaller than the value of other sub-variables. Therefore, the use of teachers' working time needs to be considered, then it is also recommended that the school evaluate and rearrange the work schedule more efficiently and proportionately. This includes arranging time allocation for learning activities, administration, and additional tasks so that teachers' working time can be used optimally. In addition, schools need to implement time management training for teachers to improve skills in managing work time and completing tasks effectively. The implementation of this measure is anticipated to minimize time management inefficiencies and consequently enhance teacher job satisfaction.
2. As indicated in table 3. which has been described regarding the respondents' responses to statements about the physical work environment, there is a sub-variable of smells that has a total average score of 2.83 included in the criteria of quite fragrant, the value of this sub-variable is the lowest value smaller than the value of other sub-variables. This means that the physical work environment for teachers at SMK XYZ is considered to be quite fragrant, but in terms of odors, it needs to be considered and recommended that the school or educational institution improve the quality of air circulation and odor control in the workplace. This effort can be done through the installation of a more effective ventilation system, routine maintenance of the cleanliness of teachers' rooms and supporting facilities, and the use of air *purifiers* in areas that are often used by teachers. Enhancing ventilation and managing odors

within the workspace will contribute to a more comfortable physical setting, thereby supporting higher levels of job satisfaction among teachers.

3. As indicated in table 4. which has been described regarding the respondents' responses to the statement of job satisfaction, there is a sub-variable of *turnover* (turnover) that has a total average score of 2.66 entered into the medium criteria, the value of this sub-variable is the lowest value smaller than the value of other sub-variables. This means that job satisfaction for teachers at SMK XYZ is considered to be only moderate but needs to be considered to minimize the occurrence of turnover or teachers' intention to look for other jobs. Considering *that turnover intention* (teachers' intention to change jobs) is an important problem that shows low job satisfaction, it is recommended that schools increase job satisfaction through more efficient workload management and improvement of the physical work environment conducive, because the high workload and unbalanced distribution of working time can increase teachers' tendency to quit work, while the physical conditions of the supportive workspace such as ventilation, lighting, and cleanliness also play a role in creating work comfort that can significantly reduce turnover intention.

FURTHER STUDY

The findings from this research are intended to serve as a comparative framework and reference point for subsequent studies in related fields. However, this research still has limitations so that future researchers are expected to be better at developing the research variables in this study. And it is hoped that it can be useful and can increase knowledge about workload, physical work environment and job satisfaction.

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