

The Effect of Workload and Physical Work Environment on the Performance of School Civil Servant Teachers XYZ

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ABSTRACT

This study aims to ascertain the partial and simultaneous effects of workload and physical work environment on the performance of civil servant teachers at XYZ School. The population characteristics used are all teachers totaling 46 and 1 school principal so that the total population unit is 47 respondents. This study employed both literature-based research and field-based approaches, which included interviews, questionnaires, and documentation, as its data collection techniques. The partial test results indicate that workload has a positive and statistically significant influence on the performance of civil servant teachers at XYZ School, implying that a more appropriate workload is associated with improved teacher performance. In addition, the physical work environment was found to have a positive and significant effect on the performance of civil servant teachers at XYZ School, meaning that better physical working conditions contribute to higher performance levels. Furthermore, the results of the simultaneous test demonstrate that workload and the physical work environment jointly affect the performance of civil servant teachers at XYZ School, indicating that the suitability of both factors together leads to enhanced teacher performance.

INTRODUCTION

An organization's effectiveness is largely determined by how well it manages its available resources, with human resources (HR) playing a particularly crucial role. Human resources are embedded in every dimension of an organization and serve as a key determinant of its success in achieving objectives effectively and efficiently. Therefore, organizations require capable human resources or educators to support the attainment of these goals. The presence of professional personnel constitutes a critical requirement for both companies and organizations. In practice, however, organizations inevitably face various challenges, which may stem from internal organizational conditions as well as from the teachers themselves.

Education has a vital function in developing individuals as human resources who hold a significant role in creating a high-quality nation and state. This can be seen from the proportion of Indonesia's education funding, which amounts to 20% of the 2025 State Budget, approximately IDR 724.3 trillion (Ministry of Finance of the Republic of Indonesia, 2025). Furthermore, data from the Ministry of Education (2024) show that the teacher-to-student ratio stands at 1:17; however, its distribution has not yet been evenly realized. There are around 4.21 million teachers and 52.91 million students, and in some regions there is still an imbalance in distribution, causing a shortage of educators. This shows a fairly high workload for educators.

Law No. 14 of 2005 on Teachers and Lecturers explains that a teacher's primary responsibilities include educating, teaching, guiding, directing, training, as well as assessing and evaluating students. The competencies owned by a teacher are reflected in the manner in which these duties are performed. In this context, teachers represent the most crucial element in the teaching and learning process, as the quality of teachers and their instructional practices directly contributes to the improvement of national education quality. Furthermore, Law No. 20 of 2003 Article 39 concerning the National Education System states that teachers are professionals tasked with planning and implementing the learning process and evaluating learning outcomes. Based on these legal provisions, teachers are required to continuously enhance their capabilities and performance as educators (Astuti & Raharjo, 2023).

The standard of education in Indonesia continues to require substantial enhancement. This is evidenced by the findings of the Program for International Student Assessment (PISA) 2025, which indicate that Indonesia is positioned sixth among ASEAN countries, highlighting the need for improvements in reading, mathematics, and science literacy. These results underline the urgency of strengthening educational quality across various levels and types of educational institutions.

According to Mangkunegara (2013:67), performance refers to the outcomes of work achieved by an individual in terms of both quality and quantity while carrying out tasks in line with assigned responsibilities. Similarly, Nurastuti et al. (2024) define performance as work results obtained within a specific period when measured against predetermined standards or targets. Within the educational context, teacher performance represents the degree to

which teachers effectively and efficiently fulfill their duties and responsibilities in achieving educational objectives (Putri et al., 2025).

According to Mukhtar (2023), teacher performance illustrates a teacher's capability to fulfill their roles and responsibilities within the school setting throughout the learning process. Effective teacher performance can motivate and influence students to ensure that learning objectives are achieved as expected, as reflected in teachers' actions, behavior, and work accomplishments (Muspawi, 2021).

The following is data on the performance of XYZ schools in the last 3 years as follows:

Table 1. XYZ school civil servant teacher performance data

PERFORMANCE DATA OF SCHOOL CIVIL SERVANT TEACHERS XYZ			
CATEGORY	YEAR		
	2022	2023	2024
Enough	2	3	-
Good	33	33	44
Excellent	11	10	2
Total	46	46	46

Source: Archive of Teacher Supervision of Civil Servant Teachers of School XYZ, processed in 2025

Based on the preliminary observation results presented in the table above, it is evident that the number of teachers classified as having excellent performance has declined considerably over time. This situation indicates the presence of issues in meeting established teacher performance standards. Mulyasa (2023) explains that teacher performance standards encompass the ability to design learning plans, implement the teaching process effectively, evaluate learning outcomes, and conduct continuous follow-up in the learning process. The achievement of these performance standards requires teachers to work professionally and consistently in carrying out their duties. However, it can be seen that the number of teachers who are included in the category of excellent performance in 2023 is 10 people while in 2024 it will decrease significantly to 2 people who are able to maintain their performance. The lack of achievement of performance targets is indicated by the lack of optimal and optimal teacher performance which is influenced by several factors.

Nurdin and Samudi (2024) indicate that teacher performance within an organization is influenced by several factors, one of which is workload. According to Hermawan (2024:1), workload refers to the quantity and level of complexity of tasks that must be accomplished by an individual or a group within a specific period. In line with this, Tarwaka (2004:95) explains that workload is the accumulation of activities that need to be completed within a certain time frame, resulting from the interaction between task demands, the work environment, and an individual's physical and mental capacities. One of the causes of teachers' inefficiency in working is due to the teacher's workload

which is felt to be too much. The findings of previous research by Putra (2023) reveal that workload has a positive and statistically significant influence on teacher performance. Permendikdasmen Number 11 of 2025 Article 2 (1) concerning the Fulfillment of Teacher Workload, stipulates that teachers are required to carry out a workload of 37 hours and 30 minutes in one week excluding rest time.

Based on the results of a pre-survey of 46 teachers of civil servant schools XYZ, it can be concluded that more than 50% of teachers feel a fairly heavy workload because they have quite a lot of additional tasks, and often do additional tasks such as administrative tasks outside of teaching hours. so that it causes teachers to be exhausted and can affect teacher performance, welfare, and rest time.

In addition, the results of interviews with XYZ school teachers, stated that their workload is quite high because in addition to carrying out the main duties as educators, teachers also carry out additional responsibilities as homeroom teachers and picket teachers as well as administrative tasks that must be completed, thus adding pressure outside of teaching activities. Weekly teaching hours are also considered too much, which causes limited break time and learning preparation.

Another variable that influences performance is the physical work environment (Rastana et al., 2021). The physical work environment refers to all physical conditions that can directly or indirectly impact employees (Sedarmayanti, 2009:26). It encompasses various elements such as workspace layout, lighting, temperature, and available facilities that contribute to employee comfort and productivity (Liawati, 2024:1). A supportive physical work environment positively affects performance because employees are influenced by factors including room arrangement, lighting, color schemes, air circulation, and noise levels during their work activities (Marlius & Sholihat, 2022). Based on observational findings regarding the physical work environment at XYZ School, particularly in the teachers' room, classrooms, and toilet facilities, it can be inferred that inadequate workspace conditions for teachers and insufficient classroom comfort may hinder teachers' performance in fulfilling their duties and responsibilities. Additionally, the toilet facilities appear damp and poorly maintained, which can lead to unpleasant odors. Consequently, it is essential for the school to improve and support the physical work environment to enable teachers to perform their roles and responsibilities more effectively and optimally.

Based on the phenomena described above, the researcher is motivated to carry out a study entitled "The Effect Of Workload And Physical Work Environment On The Performance Of Civil Servant Teachers At XYZ School."

THEORETICAL REVIEW

Workload

Workload refers to the amount and level of difficulty of tasks that must be accomplished by an individual or a group within a specific timeframe (Hermawan, 2024:1). Mahawati et al. (2021:50) explain that workload is an inherent element that is automatically attached to individuals as holders of

responsibility in their occupations. Furthermore, Koesomowidjojo (2017:24) identifies several indicators that influence workload, including working conditions, the utilization of working time, and the achievement targets that must be met.

Based on findings from prior research conducted by Nurdin and Samudi (2024), workload has been shown to exert a positive and significant influence on the performance of Islamic Education (PAI) teachers at senior high schools in Banten. Accordingly, the hypothesis formulated in this study is as follows:

H1: Workload has a positive effect on the performance of civil servant teachers at XYZ School.

Physical Work Environment

The physical work environment refers to all tangible conditions surrounding the workplace that may influence employees either directly or indirectly (Sedarmayanti, 2009:26). Similarly, Setiana (2019:152) defines the physical work environment as all physical circumstances and elements around the work area that have the potential to affect employees, whether in a direct or indirect manner. Furthermore, Sedarmayanti (2009:25) explains that several factors shape the physical work environment, including lighting, temperature, humidity levels, air circulation, noise, mechanical vibrations, odors, color arrangements, decoration, music, and workplace safety.

Based on earlier research by Safitri and Romi (2025), the physical work environment was found to have a positive influence on employee performance in the administration division of XYZ Hospital in Karawang. Therefore, the hypothesis formulated in this study is:

H2: The physical work environment has a positive effect on the performance of civil servant teachers at XYZ School.

Performance

Performance is defined as the outcome of an individual's work, measured in terms of both quality and quantity, in completing tasks in line with the responsibilities assigned (Mangkunegara, 2013:67). Moeheriono (2009:60) further explains that performance represents a depiction of the level of success of a program, activity, or policy in achieving goals, objectives, vision, and mission through an organization's strategic planning process. In addition, Mathis and Jackson (2002) identify several indicators of performance, including work quantity, work quality, effectiveness of time use, attendance, and cooperation.

H3: Workload and the physical work environment have an effect on the performance of civil servant teachers at XYZ School.

To provide a clearer illustration of how workload and the physical work environment influence the performance of civil servant teachers at XYZ School, the relationship between these variables is presented in the following research paradigm diagram:

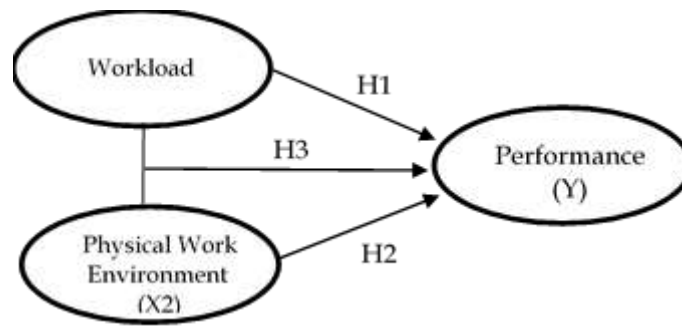


Figure 1. Research Paradigm Illustrating the Effect of Workload and Physical Work Environment on the Performance of Civil Servant Teachers at XYZ School

METHODOLOGY

This research applies quantitative descriptive and quantitative associative analytical approaches. The respondents consist of all civil servant teachers, totaling 46 individuals, along with one school principal, resulting in a total population of 47 respondents. Data were collected using a questionnaire and subsequently analyzed with SPSS version 26. Prior to analysis, the data were subjected to validity and reliability testing. The measurement technique employed in this study uses a semantic differential scale. This study uses multiple regression analysis, determination coefficients, classical assumption tests and hypothesis tests namely the t-test and the F-test.

The criteria for respondents' attitudes in carrying out quantitative descriptive analysis are as follows:

Table 2. Criteria of Respondents' Attitudes Toward Workload, Physical Work Environment, and Performance

INTERVAL	WORKLOAD	FISK WORK ENVIRONMENT	PERFORMANCE
1.00 - 1.80	Very Unsuitable	Very Bad	Very Bad
1.81 - 2.60	Inappropriate	Bad	Bad
2.61 - 3.40	Quite Appropriate	Quite Good	Quit Good
3.41 - 4.20	Appropriate	Good	Good
4.21 - 5.00	Highly Appropriate	Excellent	Excellent

Validity Test Results

The validity assessment for both the workload and physical work environment variables in relation to teacher performance confirmed that all items are valid, as each calculated r-value exceeded the critical r-table value of 0.2907.

Reliability Test Results

After conducting reliability testing on each research variable, the results are presented in the table below:

Table 3. Reliability Test Results

VARIABLE	CRONBACH'S ALPHA	PROVISION	INFORMATION
X1	0.743	0.6	RELIABLE
X2	0.780	0.6	RELIABLE
Y	0.617	0.6	RELIABLE

Source: SPSS Output Results Version 26, data reprocessed in 2026

Based on the table above, the variables of workload, physical work environment, and performance are considered reliable because the value of Cronbach's $\alpha > 0.60$.

Classical Assumption Test Results

Multiple regression analysis was conducted after performing classical assumption tests, including the normality test, multicollinearity test, and heteroscedasticity test, which produced the following results:

1. Normality Test

Based on the normality test results for the workload and physical work environment variables on performance, the significance value (Sig. = 0.200) indicates that the data are normally distributed, as Sig. > 0.05 .

2. Multicollinearity Test

Based on the multicollinearity test results, the workload and physical work environment variables on performance show a tolerance value = $1.036 > 0.05$ and a Variance Inflation Factor (VIF) = $1.036 < 10.00$. These results indicate that the research data are free from multicollinearity, meaning there is no perfect correlation among the independent variables in the regression model.

3. Heteroscedasticity Test

Based on the heteroscedasticity test results, the workload and physical work environment variables on performance show significance values greater than 0.05, where workload Sig. = $0.308 > 0.05$ and physical work environment Sig. = $0.229 > 0.05$. This indicates that there is no variance difference among residual observations, meaning the regression model is free from heteroscedasticity.

RESULTS

Quantitative Descriptive Analysis

1. Respondents' Responses to the Workload of School Civil Servant Teachers XYZ

Table 4. Average Value of Workload Variables

SUB VARIABLE	AVERAGE SCORE	CRITERIA
Work conditions	3.94	Appropriate
Use of working time	3.93	Efective
Targets to Be Achieved	4.05	Appropriate
AVERAGE TOTAL SCORE	$3.94 + 3.93 + 4.05 / 3 = 3.97$	

WORKLOAD	APPROPRIATE
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Source: Questionnaire, Reprocessed 2026

Based on Table 4 above, the calculation of the average scores for each workload sub-variable of civil servant teachers at XYZ School shows an overall mean value of 3.97, which falls within the appropriate category.

2. Respondents' Responses to the Physical Work Environment of Civil Servant Teachers of School XYZ

Table 5. Average Values of Physical Work Environment Variables

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Lighting	3.72	Bright
Temperature, humidity, circulation	3.40	Quite comfortable
Construction	2.68	Quite fragrant
Color Scheme	2.67	Quite appropriate
Decoration	3.70	Conform
AVERAGE TOTAL SCORE	$3.72 + 3.40 + 2.68 + 2.67 + 3.70 / 5 = 3.23$	
PHYSICAL WORK ENVIRONMENT	QUITE GOOD	

Source: Questionnaire, Reprocessed 2026

Based on the table above, the calculation of the average scores for each sub-variable of the physical work environment of teachers at XYZ School results in an overall mean value of 3.23, which is classified under the quite good category.

3. Respondents' Responses to the Performance of XYZ School Teachers

Table 6. Average Value of Performance Variables

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Working quantity	3.88	Achieved
Quality of work	3.97	Appropriate
Time utilization	4.01	Efficient
Attendance rate	3.98	High
Collaboration	3.17	Medium
AVERAGE TOTAL SCORE	$3.88 + 3.97 + 4.01 + 3.98 + 3.17 / 5 = 3.80$	
PERFORMANCE	GOOD	

Source: Questionnaire, Reprocessed 2026

Based on Table 3 above, the calculation of the average scores for each performance sub-variable of civil servant teachers at XYZ School shows an overall mean value of 3.80, which falls within the good category.

Quantitative Associative Analysis
Multiple Regression Test

Table 7. Multiple Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,361	5,185		2,577	0,013
	X1	0,447	0,149	0,413	3,003	0,004
	X2	0,174	0,080	0,300	2,179	0,035

a. Dependent Variable: Y

Source: SPSS Version 26 Output Results, data reprocessed in 2026

Based on the table above, the resulting multiple regression equation is:

$$Y = 13.361 + 0.447X_1 + 0.174X_2$$

The multiple regression model can be interpreted as follows:

1. The regression coefficient of the workload variable (X_1) is 0.447, indicating that workload has a positive effect on the performance of civil servant teachers at XYZ School, with an influence of 44.7%.
2. The regression coefficient of the physical work environment variable (X_2) is 0.174, which means that the physical work environment also has a positive effect on the performance of civil servant teachers at XYZ School, with an influence of 17.4%.

Coefficient of Determination

Table 8. Determination Coefficient Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,463 ^a	0,214	0,178	3,342

a. Predictors: (Constant), Lingkungan Kerja Fisik, Beban Kerja

Source: SPSS Output Results Version 26, data reprocessed in 2026

Based on the calculation results using SPSS Version 26, the joint effect of workload and physical work environment on teacher performance is indicated by the coefficient of determination ($R^2 = 0.214$). This shows that workload and physical work environment explain 21.4% of the variation in teacher performance, which falls into the quite significant influence category. Meanwhile, the remaining 78.6% is explained by other variables not examined in this study.

Partial Hypothesis Testing (t-test)

To examine the effect of each independent variable (X) individually or partially on the dependent variable (Y), a partial test was conducted using SPSS

Version 26. Prior to testing, the degrees of freedom (df) were determined as $46 - 3 = 43$, resulting in a t_{table} value of 1.68107.

Based on Table 7, the effect of the workload variable on performance shows that $t_{calculated} > t_{table}$, namely $3.003 > 1.68107$, with a significance value of $0.004 < 0.05$. Thus, H_1 is accepted and H_0 is rejected, indicating that workload has a positive and significant effect on teacher performance. This finding suggests that a more appropriate workload leads to improved performance of civil servant teachers at XYZ School.

Furthermore, the effect of the physical work environment variable on performance also indicates $t_{calculated} > t_{table}$, namely $3.003 > 1.68107$, with a significance value of $0.035 < 0.05$. Accordingly, H_1 is accepted and H_0 is rejected, meaning that the physical work environment has a positive and significant effect on teacher performance. These results imply that better physical working conditions contribute to higher performance among civil servant teachers at XYZ School.

Simultaneous Test (F-Test)

The simultaneous test (F-test) is conducted to determine whether the independent variables (X_1 and X_2) jointly have an effect on the dependent variable (Y). Based on the results of the simultaneous test using SPSS Version 26, the $F_{calculated}$ is 5.869. The F_{table} value is determined using degrees of freedom ($df_1 = 2$; $df_2 = 46 - 2 - 1 = 43$), resulting in an F_{table} value of 3.21. The results of this calculation are presented as follows:

Table 9. Simultaneous Test Results

VARIABLE	F_{hitung}	F_{tabel}	Sig.	Prob.	INFORMATION
Workload and Physical Work Environment for Teacher Performance	5.869	3.21	0.006	0.05	Significan

Source: SPSS Output Results Version 26, data reprocessed in 2026

The statistical results of the F-test show that $F_{calculated} = 5.869 > t_{table} = 3.21$, with a significance value of $0.006 < 0.05$. Therefore, H_0 is rejected and H_1 is accepted, indicating that workload and physical work environment simultaneously have a significant effect on the performance of civil servant teachers at XYZ School. Consequently, the more appropriate the workload and the better the physical work environment, the higher the performance of civil servant teachers at XYZ School.

DISCUSSION

The findings of this study indicate that workload has a positive and significant impact on teacher performance, meaning that a more appropriate workload is associated with higher levels of teacher performance. Workload can be understood as all forms of tasks assigned to employees that must be completed

within a predetermined time frame (Putri et al., 2025). When workload is managed effectively, it encourages teachers to perform their duties in a focused, efficient, and responsible manner. Conversely, poorly managed workload may lead to teacher fatigue, disrupt task execution, and ultimately result in a decline in performance. Therefore, maintaining a balanced workload is a crucial factor in efforts to enhance teacher performance.

In addition, this study demonstrates that the physical work environment also has a positive and significant effect on teacher performance, indicating that improvements in the physical work environment contribute to better performance outcomes. The physical work environment encompasses all physical conditions surrounding the workplace that may influence employees either directly or indirectly (Sedarmayanti, 2009:26). A work environment that is comfortable, safe, clean, and supported by adequate facilities fosters a conducive atmosphere for work. Proper conditions in teachers' rooms and classrooms—such as sufficient lighting, good air circulation, cleanliness, and well-organized workspace layouts—can increase teachers' comfort and positively influence the quality of their performance.

Furthermore, the results confirm that workload and physical work environment jointly influence teacher performance. An appropriate workload must be accompanied by a supportive physical work environment so that teachers can carry out their responsibilities comfortably and optimally. Accordingly, schools are expected to carefully manage teacher workload and continuously maintain the physical work environment as part of sustained efforts to improve teacher performance and achieve organizational objectives.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion regarding the influence of workload and physical work environment on the performance of civil servant teachers at XYZ School, the following conclusions can be drawn:

1. The workload of civil servant teachers at XYZ School falls within the appropriate category.
2. Teachers' perceptions of the physical work environment at XYZ School are classified as quite good.
3. The performance level of civil servant teachers at XYZ School is categorized as good.
4. The influence of workload and physical work environment on the performance of civil servant teachers at XYZ School, both partially and simultaneously, can be summarized as follows:
 - a. Workload has a positive and significant effect on the performance of civil servant teachers at XYZ School.
 - b. The physical work environment has a positive and significant effect on the performance of civil servant teachers at XYZ School.
 - c. Workload and physical work environment jointly influence teacher performance, with a coefficient of determination (R^2) of 0.214 or 21.4%, while the remaining 78.6% is explained by other factors not examined in this study.

Suggestions

Based on the conclusions drawn from this study, the researcher offers several recommendations that can serve as input and considerations for XYZ School. The suggestions are as follows:

Divide Agencies

1. Based on table 4 that has been described regarding the respondents' responses to statements about workload, there is a sub-variable of time use that has an average total of 3.93 this sub-variable value is the lowest value of the other sub-variable values, although it is still at the effective criteria. Therefore, it is recommended to make improvements in the management of teachers' working time, by rearranging the division of time between learning activities and administrative tasks, simplifying the administrative burden of teachers. This step is expected to help teachers in optimizing the use of working time so that the workload becomes more balanced and teacher performance can be further improved.
2. Based on table 5 that has been described regarding the respondents' responses to statements about the physical work environment, there is a sub-variable of smell that has an average of 2.68 and color has an average score of 2.67, this sub-variable value is the lowest value of the other sub-variable values. Therefore, it is recommended that the quality of the physical work environment be enhanced by implementing more regular and routine hygiene management. Thus, it is necessary to provide supporting facilities such as air fresheners, adequate air ventilation and the availability of sufficient water and other cleaning tools in full. In addition, it is recommended to rearrange the color of the room, both in the teacher's room and the classroom by choosing neutral and brighter colors so that it can create a comfortable and neatly arranged room atmosphere so that it can support teaching and learning activities and teachers' work activities.
3. Based on table 6 that has been described regarding the respondents' responses to statements about performance, there is a cooperation sub-variable that has an average of 3.17 sub-variable values, this is the lowest value of the other sub-variable values. Therefore, to increase cooperation between teachers, school principals play an active role as facilitators to create a collaborative work climate through policies and programs that can encourage interaction between teachers by planning joint activities to establish friendship, and maintain harmony among teachers. In addition, to increase teacher involvement in completing team tasks, it can be through communication and coordination between teachers, carrying out regular teamwork, and conducting clear division of tasks, so that teachers' participation in carrying out teamwork can be more optimal.

FURTHER STUDY

The findings of this study can also serve as a reference and comparative material for researchers conducting similar studies in the future. However, this research still has limitations so that the next researcher is expected to be better in developing the research variables in this study. This is useful for further

increasing knowledge about workload, physical work environment and performance. Then it is hoped that the next researcher can use other variables that can affect performance.

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