

The Effect of Work Environment, Leadership Style and Family Support on Teacher Performance at NWR Elementary School

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ABSTRACT

Teacher performance is an important part in achieving the goals of an educational institution. The good or bad of an educational institution or school can also be seen from the high and low performance of teachers. To avoid the bad side of teacher performance, a comfortable work environment is needed, the right leadership style and support from the family so that performance can be optimized to be more optimal. This research intends to analyze the performance of teachers at SD Strada Nawar Bekasi affected by the work environment, leadership style and family support. Questionnaire data as primary data and school IKP and EKI documents as secondary data. There were 22 respondents in this research who were used as samples. Multiple linear regression analysis as data analysis and t-test as hypothesis testing were all processed through SPSS version 26. The results of this research describe that performance is not partially affected by the work environment. Meanwhile, performance is significantly positively affected by leadership style. Furthermore, performance is significantly affected positively by family support. Other test results, performance is significantly affected positively by the work environment, leadership style and family support simultaneously.

Keywords: HR, work environment, leadership style, family support, teacher performance

I. INTRODUCTION

Good HR optimization and management must be implemented by every organization. HR management itself cannot be separated from the worker factor that the company hopes can contribute and perform as well as possible. Employees themselves have an important role in the organization, including being controllers, thinkers, and planners of every organizational activity. According to Abadi, F & Renwarin, J. MJ. (2017) stated that one of the important factors to improve the company is human resources. Companies cannot produce quality products or services if they do not have quality human resources. Maximum performance needs to be shown by employees so that organizational goals are met. Given its important role, an employee in an organization or institution must be given more attention in its development and education, so that organizational goals will be met. Organizations or institutions need to pay attention to various factors that have an impact on employee performance, namely the work environment. The right work environment is needed to create *team work* and also work motivation this results in the performance of teachers in an organization or institution.

Sedarmayanti (in Tomy Sun Siagian and Hazmanan Khair, 2018) defines that all raw materials to tools used are around, where a person works, how he works as well as his work arrangements whether as an individual or a group.

The work environment can be divided into physical and non-physical. Where the physical environment is the situation and conditions that exist around the workplace, while what is meant by the non-physical environment is the social environment, namely all relationships that will affect work. According to Sedarmayanti, Mathews & Khan (2016) the work environment is divided into physical and social environments.

Lita Lestari and Harmon Chaniago (2017) in their research stated that the work environment is positively correlated with employee performance. This is in line with other research including Denok Sunarsi, Hadion Wijoyo, et al in their research on employees of PT Mentari Persada Jakarta, if the work environment variable has a significant effect on employee performance. In addition, Abdul Holid and Rini Intansari Meilani (2018) in their research on academic directorate workers at a university found that the social work environment has a significant and positive effect on employee performance.

From the above statement, it can be concluded that the work environment is one of the significant factors to improve employee performance. The work environment is a variety of psychological and material conditions in an organization. Therefore, an organization must have a proper work environment such as a physical environment with a representative layout and a social environment with a working atmosphere, employee welfare, relationships between fellow teachers, teacher relations with leaders, as well as a good place of worship. The work environment will have such an impact on the implementation of work that teacher morale will increase and teacher performance will also increase.

Apart from the environment, performance is also influenced by leadership style factors. Leadership is a way in which a person or leader to achieve organizational goals so that what you want to achieve can be realized and as desired.

Every institution and organization must have a leadership strategy so that the desired thing or target can be carried out according to the target. According to Soekarno's opinion in Jamaludin (2017), the implementation of managerial tasks becomes a behavior that reflects the leadership style.

Sutrisno's opinion in Siagian and Khair (2018) reveals that other people can be moved to achieve goals through direction, guidance, influence is a process of a leader's activities, that is leadership.

Agreeing with the theory above, Jamaludin (2017) explains that a superior can influence subordinates to achieve goals through carrying out tasks and responsibilities is representative of leadership style.

Siagian and Khair (2018) in their research on PLN workers in North Sumatra stated that employee performance is positively but not significantly influenced by leadership style. In addition, Effendi (2020) there is a significant positive effect of leadership style on performance.

The statement of views from various experts can be summarized by the author, namely regarding all capabilities in influencing and directing workers to a goal is representative of the leader's attitude from the leadership style.

Apart from these factors, family also has a big impact on the performance of a person. Family is a counterweight to work. A comfortable space to share ideas is family. So, the role and support of the family is very important and also greatly affects one's performance. Norah Al Mukarramah and Nur Chalil (2020) in their research state that family has a significant positive impact on performance. Similar to this, Debby Anggriansyah (2021) on teachers in Sukoharjo sub-district, Pringsewu, is that teacher performance is significantly affected by family support. The above studies show that family support affects a person's performance.

Mangkunegara in Tomy Sun Siagian and Hazmanan Khair (2018) believes that employee performance is the implementation of tasks carried out by workers through quantity and quality according to responsibilities. According to Adiputera's opinion in Rugian, Saerang and Lengkong (2017), it is explained that human management as an organizational driving force is a manifestation of Human Resources (HR) management.

To achieve institutional goals, these three factors need to be considered so that teacher performance is as expected. In addition, organizations or institutions that want to achieve their goals must be able to utilize the potential of human resources so that the organization can develop with the contribution of human resources. Utilization of HR potential focuses on efficient work and productive work. In addition, the utilization of HR potential is the main discussion of conceptual management and leadership in an institution.

NWR Elementary School Association or SSN for short is an institution engaged in the education sector. The development of education is an important factor in order to produce a smart, noble and creative generation for the nation. To achieve the goals of the institution, qualified and high-performing educators are needed. The SSN Association is an educational institution that manages 73 units ranging from kindergarten - high school / vocational school levels spread throughout Jakarta, Tangerang and Bekasi. SD NWR is one of the school units in Bekasi. Based on the results of the teacher performance assessment and the observations of the Principal and Vice Principal, it was found that teacher performance at SD NWR was still not optimal.

From the results of the Customer Satisfaction Index (IKP), it was found that 33% of customers were not satisfied with the services and SD NWR. The indicator of utilization and maintenance of infrastructure facilities has the lowest score of 19.41 compared to the other two indicators, namely the level of student satisfaction with the quality of learning and the general customer satisfaction index. Based on the results of the Individual Performance Evaluation (EKI), there are several indicators that are below the standard, namely planning and implementing learning evaluations, being obedient, consistent, sensitive and responsive to the needs of others, being involved in advancing schools or institutions, and being involved in maintaining the work environment. The indicator involved in maintaining the work environment has the lowest score of 2.95. Based on the results of the IKP and EKI, the authors chose performance as the dependent variable and the work environment as the independent variable.

In the period from 2010 to 2022, SD NWR has experienced six principal changes with different leadership styles. This change of leadership makes teachers constantly have to adapt to new leaders, leadership styles and targets. This indirectly affects teacher performance. Therefore, the author chose leadership style as the independent variable.

Based on the author's observations over a period of 12 years, some teachers have experienced a decline in performance. This can be seen from their declining attendance rates and complaints from customers. Various factors that influence this include family, economic and health problems. Based on this observation, the author chose family support as the independent

variable.

Based on previous research, there are several gap phenomena that arise from each independent variable. Some experts state that there are variables that have a positive effect or not on the dependent variable. As said by Lita Lestari and Harmon Chaniago (2017) and supported by Intansari Meilani's statement (2018) that the work environment affects performance, but according to H. Dadang Suparman, S.Pd.I., MM (2020) says that the environment does not significantly affect the work environment due to work patterns and regulations that are very clear and patterned causing performance not to be affected by the work environment.

Work support according to Siagian and Khair (2018) and Effendi (2020) has a positive relationship between leadership style and performance, on the other hand, another phenomenon that emerges from research results which states that there is a gap phenomenon between leadership style and performance as written by Govard Adler Clinton Rompas, Bernhard Tewal and Lucky Dotulong (2018) and also supported by the results of Arif Teguh Nugroho's journal (2018) which states that there is no significant and positive relationship with performance support.

Meanwhile, the family support variable, Norah Al Mukarramah and Nur Chalil (2020) and Debby Andriansyah (2021) explained that it has a significant positive impact on performance and the authors did not find a gap phenomenon in the third variable or family support.

From the background and previous research that has been held, the author chose the research title "The Effect of Work Environment, Leadership Style and Family Support on Teacher Performance at SD Strada Nawar Bekasi". What distinguishes this research from previous research is that this research aims to understand the relationship of the three variables, namely work environment, leadership style and family support to teacher performance. This research is quantitative research that uses a questionnaire as its data collection instrument. The population of this study was 22 NWR elementary school teachers through the saturated sample method (*non-probability sampling*).

1.1 Problem Formulation

1. Does the work environment have an impact on teacher performance at NWR primary schools?
2. Does leadership style have an impact on teacher performance at NWR primary school?
3. Does family support have an impact on teacher performance at NWR primary schools?
4. Do work environment, leadership style, and family support simultaneously impact teacher performance in NWR primary schools?

1.2 Research Objectives

This research leads to how much the relationship between variables is used to see the amount of influence between variables, so the objectives of this research are as follows:

1. Testing and analyzing the impact of work environment on teacher performance at NWR primary schools.
2. Analyze and test the effect of leadership style on teacher performance at NWR primary schools.
3. Analyze and test the effect of family support on teacher performance at NWR primary schools.
4. Analyze and test the impact of family support, leadership style, and work environment simultaneously on teacher performance in NWR primary schools.

II. RESEARCH METHODS

The purpose of this research is to understand whether or not there is a positive impact of the work environment, leadership style and family support on teacher performance. On the basis of the purpose of the research, so the type of quantitative research is the choice. Kuncoro's view in Rugian, Saerang and Lengkong (2017) explains that a scientific economic and managerial decision making is called a quantitative method. Data is the initial foundation of this method, then processing is carried out to present information so that *decision making* can be done.

The research sample is 22 active NWR elementary school teachers and uses saturated samples, the type of data consists of two, namely Primary (observations, questionnaires) and secondary (EKI and IKP data) teachers at NWR Elementary School with three independent variables and one dependent variable. Work environment (X1), leadership style (X2), family support (X3) while the dependent variable is teacher performance (Y). The tests carried out are validity and reliability tests, Classical Assumption Test & Multiple Linear Regression Analysis, t test, f test to determine the relationship and determine the effect of each independent variable on the dependent variable.

III. DISCUSSION

3.1 Condition of NWR Elementary School

In general, NWR Elementary School has an ideal and good education staff, but on the other hand, to improve and maximize one's ability and performance so that human resources, especially teachers, have good and maximum performance.

The problems faced by the NWR Elementary School work environment based on the results of observations and observations of data taken from EKI (Individual Performance Evaluation, namely work results and work attitudes) and IKP (Customer Satisfaction Index) teachers can describe the performance problems experienced by NWR Elementary School teachers based on indicators of work attitudes and work results in (EKI).

With the average IKP score of teachers being 3.53 out of what should be 4.00 so this causes performance to not be maximized in the school unit, especially NWR Bekasi Elementary School teachers, as well as other sources taken based on discussions through zoom between teachers and based on input or sharing directly with teachers that not only the work environment but leadership also affects and family problems and support also affect the quality of work and performance of teachers. The thing that causes not maximizing performance is not only the physical and non-physical environment, but also the instructions or directions of the leadership also determine the performance of a teacher and family harmony and mutual support between family members also affect. Based on the above, it can be seen that a person's performance is influenced by internal and external factors, physical or non-physical.

1. Problems encountered in performance

Human resources are the key to the success of school programs and those targeted within a certain period of time, so human resources are essential so that various programs run optimally and in line with time targets. Human resource problems can come from within or from outside, which can have a direct or indirect impact on performance.

The NWR SD unit has a fairly good non-physical and physical environment where facilities and relationships between individuals are well established and mutually supportive. However, in terms of discipline, some teachers are still not optimal in participating in the success of school programs or obligations as a teacher.

Teachers' lack of focus on carrying out their duties and obligations and absorbing orders, directions from superiors regarding the implementation of tasks and additional duties has an impact on the lack of maximum performance of some teachers in carrying out classroom tasks and additional duties as teachers. The influence of leaders in providing information or instructions that are sometimes unclear makes teachers also less than optimal in carrying out tasks and instructions. Leaders also have an important role in the success of an organization or school unit in implementing the vision and mission that is *top down* from the central and branch leaders.

The distance between the work location and the place of residence and the transportation used as well as factors outside the professionalism of teachers that affect one's performance.

Personal problems or family burdens also have an impact on teacher performance in teaching and performing and maximizing the tasks assigned to succeed the vision and mission of the school, derived from the vision and mission of the foundation/association achieved and carried out properly.

The lack of maximum teachers in carrying out their duties which has an impact on teacher performance is a problem that needs to be considered in HR so that work results can be maximized or increased.

RUBRIK	BOBOT	RATA-RATA SETIAP INDIKATOR
Nilai Kerja		
Perencanaan, pelaksanaan evaluasi pembelajaran	25,00%	3,31
Menggunakan Media technology (Laptop, Smart Phone, Email, LCD, etc)	6,00%	3,84
Melaksanakan Tes Online	2,00%	3,79
Meneggunakan Sistem dan Aplikasi E- learning	2,00%	3,52
Hasil Supervisi Bimbingan Akademik dan Non Akademik	10,00%	3,52
Nilai	20,00%	4
Sikap kerja		
Siap Sedia	3,00%	3,68
rendah hati	2,00%	3,63
Rela Berkorban	2,00%	3,52
Jujur dalam Perkataan dan Perbuatan	7,00%	3,58
Taat	4,00%	3,21
Konsisten	3,00%	3,21
Peka dan tanggap terhadap kebutuhan sesama	4,00%	3,31
Terlibat dalam pemeliharaan Lingkungan Kerja	2,00%	2,95
Terlibat dalam memajukan sekolah atau Lembaga	2,00%	3,21
Kerja keras	3,00%	3,50
Kerja Cerdas	2,00%	3,52
Semangat Magis	2,00%	3,42
Rata - rata		3,48

Figure 1 Recap of Teachers' EKI (Individual Performance Evaluation) Results

Based on the EKI results and looking at the items in the results and an average of 3.48 maximum afternoon 5.00, which means that 30.4% is still not optimal from the performance and results of teacher performance, it can be seen that there are problems in work attitudes and work results as indicators of the performance of NWR Bekasi Elementary School teachers where in work attitudes, obedience and consistency have very low results and are involved in advancing the institution or school also has the lowest score. With a minimum standard of 75% or an average of 3.50, it is necessary to improve the assessment of work attitude and work results.

No	Nama	Jabatan	IKP			Jumlah / Rata-rata	
			TINGKAT KEPUASAN MURID TERHADAP KUALITAS	INDEKS PEMANFAATAN DAN	INDEKS KEPUASAN PELANGGAN		
			JUMLAH	20.43	19.41	20.40	20.08
			RATA – RATA	3,40	3,23	3,40	3,35

Figure 2 Recap of IKP (Customer Satisfaction Index) Teacher Results

Based on the shadow IKP, it can be seen that student satisfaction with learning is 3.35 where the maximum value is 5.00, which means that 33% are still dissatisfied with utilization learning performance and general satisfaction. The minimum standard is 75% achieved or an average score of 3.50. Based on the analysis of parents and students in the classroom, so that it is a note and things that need to be improved and improved to increase the customer satisfaction index.

So based on the problems that arise based on the school's EKI and IKP of teachers and plus observations and results of discussions with teachers in their daily work, the above must have concerns and we are looking for the best fractions and solutions.

3.2 Descriptive Analysis

Data were collected using a questionnaire. NWR primary school teachers were the object of the research. There were 22 questionnaires distributed, and the data is as follows:

Keterangan	Jumlah	Prosentase
Kuesioner disebar	22	100%
Kuesioner di respon	22	100%
Kuesioner tidak di respon	0	0%
Kuesioner tidak layak	0	0%

Figure 3 Data Collection Results

1. Respondent Characteristics

The characteristics of respondents based on their latest education, age, and gender can be seen in:

NO	KARAKTERISTIK	FREKUENSI (F)	PROSENTASE (%)
1	LAKI – LAKI	5	22,7%
	PEREMPUAN	17	77,3%
	JUMLAH	22	100%
2	USIA		
	> 35	11	50%
	35-50	3	14%
	Diatas 50	8	36%
	Jumlah	22	100%
3	Pendidikan		
	SMA	1	1%
	S1	21	99%
	Jumlah	22	100%

Figure 4 Respondent Characteristics

2. Descriptive Statistics

This analysis is used to show a statistical picture of the condition of the research variables. This

research uses mean, maximum value, minimum value and standard deviation to give an overview of each variable. SPSS statistics 26 was used to view them.

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Stati stic	Statistic	Stati stic	Stati stic	Stati stic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Total_X1_Lingkungan Kerja	22	8	17	25	472	21.45	0.450	2.110	4.450	-0.064	0.491	-0.478	0.953
Valid N (listwise)	22												

Figure 5 Descriptive Statistics of Variable X1

The SPSS output display shows that there are 22 respondents (N), out of 22 with 17 as the minimum value, 25 is the maximum value. The Range value which is the distance between the maximum and minimum values is 8 and the sum value is 472. The Mean value is 21.45 with a Standard Deviation of 2.110. The Skewness value is -0.064 and the Kurtosis value is -0.478, because environmental data can be concluded to be normally distributed.

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Stati stic	Statistic	Stati stic	Stati stic	Stati stic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Total_X2 Gaya Kepemimpinan	22	10	15	25	455	20.68	0.597	2.801	7.846	0.203	0.491	-0.496	0.953
Valid N (listwise)	22												

Figure 6 Descriptive Statistics of the X2 Variable

The number of respondents (N) is 22, with a minimum value of 15, and the largest value is 25. The range value is 10 and and the sum value is 455. The mean value is 20.68 with a Standard Deviation of 2.801. The Skewness value is -0.203 and the Kurtosis value is -0.496, therefore the leadership style variable is normally distributed.

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Stati stic	Statistic	Stati stic	Stati stic	Stati stic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Total_X3 Dukungan Keluarga	22	13	17	30	584	26.55	0.680	3.188	10.165	-1.337	0.491	2.453	0.953
Valid N (listwise)	22												

Figure 7 Descriptive Statistics of Variable X3

The number of respondents (N) is 22, with the smallest value of family support 17, and the largest value 30. The range value is 13 and the Sum value is 584. The mean value is 26.55 with a Standard Deviation of 3.188. Skewness and Kurtosis values are -1.337 and -2.453, the family support variable is therefore normally distributed.

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Stati stic	Statistic	Stati stic	Stati stic	Stati stic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Total_Y Kinerja Guru	22	13	22	35	645	29.32	0.780	3.657	13.370	-0.197	0.491	-0.409	0.953
Valid N (listwise)	22												

Figure 8 Descriptive Statistics of Variable Y

The number of respondents (N) is 22, with the smallest value of the teacher performance variable 22, and the largest value 35. The value is 13 and the Sum value is 645. The mean value is 29.32 with a Standard Deviation of 3.657. The Skewness value is -0.197 and the Kurtosis value is -0.409, the teacher performance variable is normally distributed.

3.3 Data Quality Test

Validity and reliability tests are used for validity tests to measure or test whether the questions have correctly revealed all the indicators being researched. And reliability test to determine the level of stability to measure a phenomenon. The reliability of a questionnaire is measured by:

A. Validity Test

The r table value uses the formula $df = n - 2$, namely, $df = 22 - 2 = 20$, therefore the r table value is 0.422. If the value of r count $>$ r table, so the questionnaire is valid.

HASIL UJI VALIDITAS LINGKUNGAN KERJA (LK)			
Pertanyaan	r Hitung	r Tabel	Keterangan
LK1	0,550	0,422	Valid
LK 2	0,729	0,422	Valid
LK 3	0,689	0,422	Valid
LK 4	0,828	0,422	Valid
LK 5	0,775	0,422	Valid

Figure 9 Results of the Work Environment Validity Test

According to Figure 9, the results of the validity test show that for the sake of questions in variable X1 (work environment) the question items are valid, so the value of r count $>$ r table.

HASIL UJI VALIDITAS GAYA KEPEMIMPINAN (GK)			
Pertanyaan	r Hitung	r Tabel	Keterangan
GK 1	0,855	0,422	Valid
GK 2	0,887	0,422	Valid
GK 3	0,743	0,422	Valid
GK 4	0,878	0,422	Valid
GK 5	0,821	0,422	Valid

Figure 10 Validity test results Leadership style

On the basis of Figure 10, the validity test results show that for the sake of questions in variable X2 (Leadership Style) the question items are valid, which is why the value of r count $>$ r table is 0.422.

HASIL UJI VALIDITAS DUKUNGAN KELUARGA (DK)			
Pertanyaan	r Hitung	r Tabel	Keterangan
DK 1	0,739	0,422	Valid
DK 2	0,863	0,422	Valid
DK 3	0,874	0,422	Valid
DK 4	0,544	0,422	Valid
DK 5	0,811	0,422	Valid
DK 6	0,824	0,422	Valid

Figure 11 Family Support Validity Test Results (DK)

According to Figure 11, the results of the validity test show that for questions in variable X3 (Family Support) the items are valid, which is why the value of r count $>$ r table is 0.422.

HASIL UJI VALIDITAS KINERJA GURU (KG/Y)			
Pertanyaan	r Hitung	r Tabel	Keterangan
KG 1	0,755	0,422	Valid
KG 2	0,820	0,422	Valid
KG 3	0,815	0,422	Valid
KG 4	0,599	0,422	Valid
KG 5	0,881	0,422	Valid
KG 6	0,891	0,422	Valid
KG 7	0,880	0,422	Valid

Figure 12 Teacher Performance Validity Test Results (KG)

On the basis of table 12.4, the validity test results show that for the sake of questions in variable Y (Performance) the question items are valid, which is why the value of $r_{count} > r_{table}$ is 0.422.

B. Reliability Test

The reliability test is used to carry out measurements that the variables used are truly stable and precise from a when a symptom is measured many times, according to Ghazali in Untoro (2021). The basis for testing using the *Cronbach Alpha* technique is:

- If *Cronbach Alpha* > 0.60 so the questionnaire is reliable
- If *Cronbach Alpha* < 0.60 so the opposite, unreliable.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,751	0,761	5

Figure 13 Test Results for Work Environment (LK)

From Figure 13, the statistical reliability test can be obtained a *Cronbach's Alpha* value of 0.761. Because it is more than 0.60 so that the work environment variable (LK) can be said to be reliable.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,892	0,893	5

Figure 14 Reliability Test Results of Leadership Style (GK)

Figure 14, the *Cronbach's Alpha* value is 0.893. The leadership style variable (GK) is reliable because the *Cronbach's Alpha* value is above 0.60.

The *Cronbach's Alpha* value from the statistical test carried out is 0.893. The instrument for the Leadership Style (GK) variable is reliable because the *Cronbach's Alpha* value is above 0.60.

HASIL UJI RELIABILITAS DUKUNGAN KELUARGA (DK3)		
Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,858	0,870	6

Figure 15 Reliability Test Results of Family Support (DK)

The *Cronbach's Alpha* value based on the table is 0.870. The family support (DK) variable

instrument is reliable because the *Cronbach's Alpha* value is above 0.60.

HASIL UJI RELIABILITAS KINERJA GURU (KG/Y)		
Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,909	0,911	7

Figure 16 Reliability Test Results of Teacher Performance (KG)

The *Cronbach's Alpha* value is 0.911. The Teacher Performance (KG) variable instrument is reliable because the *Cronbach's Alpha* value is above 0.60.

C. Normality Test (probability plot technique)

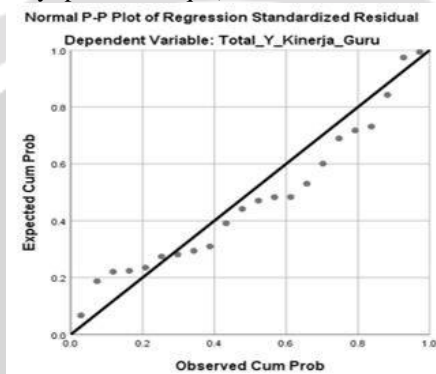


Figure 17 Graph of Normality Test Results (Probability Plot Technique)

On the basis of Figure 17, it can be seen that the normal probability plot for the regression test through the dependent variable teacher performance is depicted in the points on the diagonal line, and follows the direction of the graph. So it is said that the residuals are normally distributed.

D. Multicollinearity Test

If the tolerance value ≤ 0.10 or equal to the VIF value ≥ 10 , it can mean that multicollinearity has occurred.

Model	Coefficients ^a				T	Sig.	Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients				Tolerance	VIF
	B	Std. Error	Beta					
1	(Constant)	1,386	4,717		0,294	0,772		
	Total_X1_Lingkungan_Kerja	0,082	0,306	-0,047	-0,267	0,792	0,453	2,208
	Total_X2_Gaya_Kepemimpinan	0,540	0,230	0,414	2,348	0,031	0,456	2,194
	Total_X3_Dukungan_Keluarga	0,698	0,165	0,608	4,238	0,000	0,687	1,455

a. Dependent Variable: Total Y Kinerja Guru

Figure 18 Multicollinearity Test Results

Judging from Figure 18, the tolerance value of the three variables > 0.10 . The tolerance value obtained for the work environment (LK) is 0.453, the leadership style (GK) is 0.456 and for family support (GK) is 0.687.

For VIF values less than <10.00 , namely a total of 2.208 for the work environment (LK), a total of 2.194 for leadership style (GK) and a total of 1.455 for family support (DK). Therefore, it can be concluded that multicollinearity has occurred in this variable.

E. Heteroscedasticity Test (scatter plot technique)

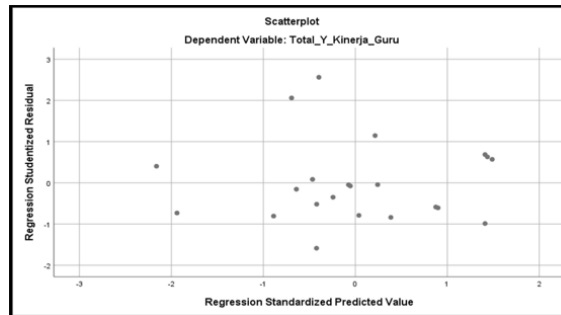


Figure 19 Graph of Heteroscedasticity Test Results (Scatter Plot Technique)

Based on Figure 19, the heteroscedasticity test shows the distribution of data points around the number 0. A pattern is also not formed. Therefore, multicollinearity does not occur.

F. Multiple Correlation Test

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.863 [*]	0,745	0,703	1,993	0,745	17,551	3	18	0,000

Figure 20 Multiple Correlation Test Results

Based on Figure 20 In the table, it can be seen if the sig value. F Change is 0.000 < 0.05 because it can be said that the *independent variables*, namely the work environment (LK), leadership style (GK), family support (DK) have a simultaneous influence on teacher performance (KG).

Based on the guidelines for the degree of relationship, it can be seen that the *independent variable* on the independent variable has a "strong relationship". This can be seen from the magnitude of the R value (Coefficient) of 0.863.

G. Multiple Linear Regression Test

The variable correlation relationship is called strong if the correlation coefficient value ≥ 0.60 .

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	1,386	4,717		0,294 0,772
1	Total_X1_Lingkungan_Kerja	-0,082	0,306	-0,047	-0,267 0,792
	Total_X2_Gaya_Kepemimpinan	0,540	0,230	0,414	2,348 0,031
	Total_X3_Dukungan_Keluarga	0,698	0,165	0,608	4,238 0,000

Figure 21 Multiple Linear Regression Test Results

Figure 21 explains that based on the calculation of multiple linear regression analysis, it can be concluded in the linear equation:

$$Y = 1.386 - 0.082 X1 + 0.540 X2 + 0.698 X3$$

The meaning of the regression coefficient is

- a. Constant = 1.386

The constant 1.386 states that if things happen to be fixed or constant, the work

- environment variable, leadership style and family support will increase by 1.386.
- b. The coefficient of the work environment (LK) is 0.082, so it can be said that if there is an increase of 1 score for the work environment, an increase of 0.082 will be experienced by teacher performance.
- c. The coefficient of leadership style (GK) is 0.540, it means that if there is an increase of 1 score for leadership style, there is an increase of 0.540 in teacher performance.
- d. The coefficient of family support (DK) is 0.698, which can be explained if there is an increase of 1 score for family support, an increase of 0.698 will occur in teacher performance.

H. Test the Coefficient of Determination

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.863 ^a	0,745	0,703	1,993	0,745	17,551	3	18	0,000

a. Predictors: (Constant), Total X3 Dukungan Keluarga, Total_X2_Gaya_Kepemimpinan, Total_X1_Lingkungan_Kerja
 b. Dependent Variable: Total_Y_Kinerja_Guru

Figure 22 Coefficient Test Results Determination

Since this test uses multiple linear regression tests and there are 3 independent variables (free), the coefficient of determination is taken from the **Adjusted R Square**. The correlation value (R) is 0.863. Through this output, it is obtained (Adjusted R square) of 0.703, which means that the effect of the independent variable on the dependent is 70.3%. The remaining 29.7% gets influence from other variables.

I. Hypothesis Test

1. T- Test

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	1,386	4,717		0,294	0,772	
Total_X1_Lingkungan_Kerja	-0,082	0,306	-0,047	-0,267	0,792	
Total_X2_Gaya_Kepemimpinan	0,540	0,230	0,414	2,348	0,031	
Total_X3 Dukungan Keluarga	0,698	0,165	0,608	4,238	0,000	

a. Dependent Variable: Total Y Kinerja Guru

Table 23 Results of t- Test

On the basis of table 23, the description is that the effect between the independent and dependent variables is:

a. Effect of Work Environment on Teacher Performance

- To prove that LK (X1) has a negative impact on teacher performance (KG), a hypothesis test was conducted by comparing t table with t count.
- According to the partial test results, the work environment variable obtained a count of -0.267. The t distribution table is sought at a value of $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$, namely 0.025, where the degree of freedom (df) = n - k or 22 - 3 = 19, n = all respondents and k = independent variables. The value of 0.025; 19 the t table value obtained is 2.093.
- Because the calculated t value of -0.267 is smaller than < t table 2.093. Therefore, it is understood that Ho is accepted and H1 is rejected, which means, partially, it is said that "The effect of LK on KG is not significant."

b. Effect of Leadership Style on Teacher Performance

- To prove if GK has a positive impact on KG, a comparison is made through the Hypothesis Test, the calculated *t* value with the *t* table.
- According to the partial test results, the *t* table value is 2.348. The *t* distribution table is sought at a value of $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 which has degrees of freedom (df) = $n - k$ or $22 - 3 = 19$, n = all respondents and k = all independent variables. Value 0.025; 19 *t* table value of 2.093.
- Because the calculated *t* value is $2.348 > t$ table 2.093, so H_0 is rejected and H_3 is accepted, meaning that partially "the effect of GK on KG is significant."

c. The Effect of Family Support on Teacher Performance

- In order to provide evidence that DK has a positive impact on KG, it is carried out through a comparison of *t* table and *t* count with hypothesis testing.
- The calculated *t* value of the partial test is 4.238. The *t* distribution table is sought at a value of $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 whose degree of freedom (df) = $n - k$ or $22 - 3 = 19$, n = all respondents and k = all independent variables. Value 0.025; 19 *t* table value of 2.093.
- Because the calculated *t* value is $4.238 > t$ table 2.093, so it can be drawn if H_0 is rejected and H_3 is accepted "KG is significantly influenced by DK".

2. Test f - Test

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	209,241	3	69,747	17,551	.000 ^b
	Residual	71,532	18	3,974		
	Total	280,773	21			

a. Dependent Variable: Total_Y_Kinerja_Guru

b. Predictors: (Constant), Total_X3_Dukungan_Keluarga, Total_X2_Gaya_Kepemimpinan, Total_X1_Lingkungan_Kerja

Table 24 Result of f - Test

Based on table 24, the influence between the independent and dependent variables can be described as follows:

- From the table, the calculated *f* value is 17.551 and the *f* table can be obtained from the distribution of statistical table values at 5% or 0.05 significance through the formula $f\text{-table} = (k; n-k)$, n = number of respondents and k = number of independent variables, resulting in a number $(3; 22-3) = (3; 19)$. The *f*-table value of $(3; 19)$ is 3.127.
- Since the *f*-count value is $17.551 > f\text{-table}$ 3.127, then based on the test it can be understood that the hypothesis is accepted or LK, GK and DK have a significant influence simultaneously on KG.

3. Discussion

The study, which was conducted with the aim of examining the impact of work environment, leadership style and family support on the performance of NWR Bekasi elementary school teachers, obtained the following results:

a. The effect of work environment on teacher performance

On the basis of the analysis of SPSS version 26 on the learning environment variable, the result of *t* count is smaller than *t* table on the basis of the value $- 0.267 < 2.093$. It is concluded that

teacher performance is not significantly affected by the work environment, partially.

Based on the results of this research, it can be examined that the work environment which includes physical buildings, school infrastructure and non-physical facilities that are around a person while working and with coworkers with one that does not affect positively on teacher performance. On the basis of the results of the research test, work environment variables do not affect one's performance. Different views from Allan (2017), saying that "*The main factor in the quality and productivity of workers is the work environment. Appropriate workplace management has an effect on motivation in spelling out achievements and adding skills*" can be interpreted that the main factor in the quality and productivity of workers is the work environment. According to Lita Lestari and Harmon Chaniago (2017) in their research revealed that worker performance is positively correlated by the work environment.

From the results of the work environment variable questionnaire, it is concluded that in general the non-physical and physical work environment is quite good. However, all school community members have worked well together for the sake of learning achievement indicators have received the lowest score of 4.09. This means that cooperation between school community members does not affect teacher performance professionally. Based on Permeneq PAN No. 16 of 2009, teacher performance assessment includes mastering teaching materials, planning KBM, capability to conduct KBM process, ability to evaluate and provide assessment, ability to carry out tutoring. Success in learning is more influenced by teachers' pedagogical and professional abilities. On the basis of the results of data processing from the questionnaire, it proves that teacher performance is not affected by the work environment. Proving reality with theory is not necessarily appropriate.

b. The effect of leadership style on teacher performance

On the basis of the test using SPSS version 26, the value of 2.348 from t count is greater than the t table value of 2.093. Therefore, the conclusion is that partially teacher performance is significantly affected by leadership style. This illustrates that the performance of NWR Elementary School teachers is influenced by how good the leadership style is. This is in accordance with Riyanto Effendi's research (2020) which states that employee performance is significantly positively affected by leadership style.

c. The effect of family support style on teacher performance

On the basis of tests carried out using SPSS version 26 on the Family support variable. Because the calculated t value is $4.238 > t$ table 2.093, therefore it can be understood if H_0 is rejected, and H_3 is accepted, meaning that there is a partial influence between DK and KG. This is in line with the research of Abdul Holid and Rini Intansari Meilani (2018) on college academic directorate workers, if the work environment has a significant impact on employee performance.

According to previous research, family support has a positive impact because it can increase a person's confidence in completing their duties (Susilawati in Uswatun Nur Azizah, 2019). Mirza (2017: 16) states that family support is an attitude whose form is acceptance by one family member to another so that there is a sense of comfort. From data processing and theory, the results obtained if the family support that family members give will have a positive impact on NWR Elementary School teachers.

d. Test the coefficient of determination (R^2)

Based on tests conducted using SPSS version 26. Because the value of f-count $17.551 > f$ -table 3.127, therefore based on the results of the f test it can be understood if there is a concurrent impact of Work Environment, Family Support, Leadership Style on Teacher Performance.

Simultaneously, work environment, leadership style and family support have a significant effect on performance. The results of data processing illustrate that teacher performance has been affected by the work environment, leadership style and family support.

Overall, based on the test results, it can be described simultaneously that the work environment as an influential factor on teacher performance with leadership style is considered an important influencing factor. Based on the test results, it can be seen that teacher performance is influenced by the leadership style of a leader and the leader's ability to direct, guide, motivate and so that performance is getting better and more productive. Family support is also a strong supporting factor so that a worker or teacher can work well and be more enthusiastic so that performance becomes better.

IV. CONCLUSION

4.1 Summary

Through data processing and discussion of the impact of work environment, leadership style and family support on teacher performance at NWR Bekasi Elementary School, conclusions can be drawn, namely:

1. The work environment variable on teacher performance partially does not have a significant and positive impact on the performance of NWR Bekasi Elementary School teachers, meaning that the work environment provided either physically or non-physically at NWR Elementary School does not affect and cannot improve the performance of NWR Elementary School teachers. The indicators that best reflect the work environment are the facilities available, communication between employees and superiors and cooperation between school residents in successful learning.
2. The leadership style variable has a partial positive impact on performance. This means that the improvement of teacher performance will occur along with the good leadership style in NWR primary schools.
3. The family support variable partially has a significant and positive impact on performance, meaning that it is proven that the greater the family support at work in NWR elementary schools, the more the performance of teachers in NWR elementary schools will increase.
4. The variables of work environment, leadership style and family support simultaneously have a significant impact on performance. This means that if the work environment is good and comfortable, the leadership style is good and supported by the family while working, the performance of NWR Elementary School teachers will also increase and become better.

4.2 Managerial Implications

The results of the research will also have implications that the results of this research are expected to provide input to SD NWR Bekasi in order to improve teacher performance through the work environment, leadership style and family support. That to improve teacher performance, in addition to a leadership style that matches the conditions of the work environment, strong family support is also needed. Based on the results of research on work environment variables, leadership styles and family support in improving teacher performance, the following implications can be generated.

1. The work environment has no impact on teacher performance. In general, the working environment at NWR Elementary School is quite good, which is indicated by family relationships and good cooperation between teachers. Based on the work environment variables that affect teacher performance, there are 2 indicators that can represent the

formation of teacher performance. Based on the respondents, *it was found that good family relations between teachers greatly influenced my performance and good cooperation among friends encouraged me to work hard and get the job done well.* This can be interpreted that if the relationship and cooperation between teachers is well established and there is positive support between friends/teachers, performance will improve and become better. Therefore, the NWR SD foundation/association or unit must pay attention to the relationship between individuals so that teacher performance will increase and be maximized. The Strada Foundation/association or NWR Elementary School Unit needs to pay more attention to the work environment, especially the non-physical work environment in order to create a more comfortable work environment and synergize with each other by creating activity programs that can bring one another closer together such as *family gathering* activities, *ziarek* and *outbound* so that there is intimacy between teachers to break the atmosphere. Input for the school unit should pay more attention to the involvement and cooperation between school members in school activities including in learning, for example by peer teaching or collaborative learning. Good *teamwork* is expected to not only improve teacher performance but also improve student learning outcomes, especially in preparing for the new curriculum, the independent curriculum. Another thing that can be done is to hold joint activities to create a more comfortable working environment, especially to improve cooperation between school community members, for example *ziarek* activities or joint recreation. Input for the foundation / association to hold togetherness activities, motivation, organizing *outbound* which makes *corp* unity better and more solid. Conducted between units and also between complexes in order to establish a more intimate relationship between school residents. Another thing that needs to be considered from the work environment variable is that in supporting the success of learning, *all school members in this school have worked well together.* This shows that teachers feel that not all school members work well together in the success of school activities and programs. This needs to be improved and enhanced so that SD NWR will shine and be more advanced than now.

2. Teacher performance is positively influenced by leadership style. The attitude of leaders who motivate and encourage their subordinates to move forward and are able to lead well and know the limits and abilities of teachers so that teachers work optimally without excessive pressure is an instrument or attitude that must be maintained and owned by leaders or this leadership style is desired by NWR Elementary School teachers. Leaders who are open to criticism and have good communication skills with teachers and employees are also important factors that affect performance. Therefore, the foundation/association needs to focus more on all these factors in placing principals, especially in NWR primary school units.

Based on the leadership style variable that has the highest value is the statement that the *leader where I work always tries to encourage his subordinates to improve their abilities.* This statement implies how the attitude of leaders who motivate and encourage their subordinates to progress and be able to lead well and know the limits and abilities of teachers so that teachers work optimally without excessive pressure is an instrument or attitude that must be maintained and possessed by the leader or this leadership style desired by NWR Elementary School teachers.

Meanwhile, based on the instrument question items, the lowest value is the question of *leaders accepting and paying attention to information and input and suggestions from subordinates to develop work assignments.* That things that are not in demand or less favored where a leader has a leader style that does not accept criticism, suggestions and information from subordinates so that this can hinder the performance of teachers at work or in completing tasks so that it must be considered by a leader, especially leaders in the NWR SD unit.

School leaders are required to not only have good communication skills but also provide

motivation for teachers to progress and develop themselves. This will encourage teachers to improve their skills and careers. A good leadership style in the unit even though the command is in the Director of the strada association and a board that is open to input is more suitable to be applied especially in SD NWR.

The input for the foundation/association is that the foundation/association needs to pay more attention to these factors in placing principals, especially in NWR primary school units. Things that can be done such as conducting activities for leaders such as *coaching*, *empowering*, *refreshing* and *training* to improve the ability and communication style as well as the unit leader's ability to know more personally or in detail about subordinates.

3. Family support has a positive effect on performance. Family comfort and harmony can be created if the division of time between work and family can be done. To improve the quality and performance of teachers, in addition, it is necessary for family members to give appreciation in the form of praise or motivation to teachers for things and activities related to their obligations as a teacher.

Based on the family support variable, the things that can maintain or improve performance based on respondents are the question items *I always feel comfortable and safe when with my family* and the question item *Family is my motivation in improving my career and work performance*. Both of the above have the highest value. This states that family comfort and motivation enable a person to work well and complete tasks and obligations properly. Family comfort and harmony can be created if teachers can divide their time between family and work properly. To improve the quality and performance of teachers, foundations/associations and NWR elementary school units need to pay more attention to the welfare of teachers both financially and non-financially so that there are no problems or family disharmony that can affect teacher performance.

On the other hand, based on the results of the research, the item that is low or weakens performance is in the question item that *my family always praises me if I do something, be it work or something else so that I am more enthusiastic about working*. The thing that makes teachers less enthusiastic at work is the lack of appreciation, attention and support from family members in the form of praise, motivation or flattery about anything a teacher does such as preparing teaching materials, teaching such as making learning videos, preparing classes and other activities related to the obligations as a teacher.

Schools need to pay attention to the relationship between teachers and also the relationship between teachers and families. Good family relationships will motivate and positively influence teacher performance. School units need to consider time in school activities so that teachers have enough time to be with their families.

Foundations/associations can create programs that involve families such as *family gatherings*. With *family gatherings* teachers can get to know each other's families so that relationships become stronger which can affect performance. Communicating the agenda of tasks, schedules and activities is well communicated so that there is no discomfort at work and the relationship between families so that it is more harmonious and mutually supportive so that performance is getting better.

4. Regarding the influence of the three independent variables on performance, teachers at NWR primary schools have implemented programs and learning well in accordance with the provisions. This is a performance indicator that needs to be maintained by both teachers and schools. However, the foundation/association and leaders need to pay more attention and find solutions to the problem of teacher motivation in improving careers that are still lacking. This can happen because the burden and responsibility are too heavy. Foundations/associations or leaders need to provide or someone wants to improve their

career by increasing allowances or rewards or facilities that are different from ordinary teachers. Providing rewards for teachers who are productive and perform well can be one of the solutions to increase teacher motivation to improve their careers. Input for foundations/associations can be in the form of psychological assistance for teachers so that they can find out the problems they face and share with the right people. Schools or foundations/associations can invite motivators to increase teacher motivation at work so that it has an impact on improving performance.

4.3 Theoretical Implications

Based on the theories of experts and managerial implementation, theoretical implementation is put forward.

According to Bhavya Patil, Dr. Deepak G and Kulkarni (2017) in the journal stated that the work environment can be physical conditions such as temperature, lighting, design, equipment and others and social environments such as motivation, cooperation, safety, relationships, sportsmanlike behavior, and can be associated with work processes or procedures. Teacher performance at SD NWR Bekasi is not affected by the non-physical as well as physical work environment. Good facilities do not affect teachers while working and do not directly affect the improvement of one's performance. This is not in line with previous research by Sudarmin Manik and Nova Syafrina (2018) and Denok Sunarsih, Hadion Wijoyo, Dodi Prasada and Dede Andi (2020) which states that there is a positive influence of the work environment on employee performance.

The activity of influencing other individuals to voluntarily contribute to the achievement of company goals, (in Siti Nur Aisah and RahmaWardani, 2020). The better a leader provides awareness and ultimately voluntarily when leading by accommodating, getting to know the person, being willing to accept input, encouraging and appreciating is something that can influence teachers to improve performance, so the better and more liked the leader, the more the performance of teachers at SD NWR Bekasi will increase. This is supported by previous research by Tomy Sun Siagian and Hazmanan Khair (2018) and Lukman Nasution and Reza Nurul Ichsan (2020) explaining that employee performance is positively affected by leadership style.

Herawati (2017: 4) states that the main support giver is the family, the family supports financially, socially emotionally, when someone is carrying out their duties. The support provided by the nuclear family and relatives makes teachers more enthusiastic and calmer at work so that the better and more harmonious the family, the better the performance of NWR Elementary School teachers. In line with research by Noratul Mukarramah and Nur Chalil (2019) which states that family support has a significant impact on employee performance.

According to the research results, leadership style variables and family support can improve teacher performance at NWR Elementary School, because the role of a good leader and encouraging, directing and rewarding teachers makes teacher performance also increase, as well as support from families that make a teacher feel safe, peaceful, comfortable and his work is supported by family members, performance will increase and be more productive.

While performance does not affect performance is the work environment variable, this is because at NWR Elementary School teachers are professional and most are millennial teachers and generation Z so that independence and can work in groups or individually can be done and are used to working anywhere without being disturbed by uncomfortable things, around their workplace. In addition, one of the Foundation/association/association policies that rotates teachers from one school unit to another according to need makes teachers accustomed to adjusting and getting used to a variety of different work environments.

4.4 Suggestion

A. Suggestions for Future Researchers

Proposals for future reviewers who will or want to conduct further research related to the same research object or the same variables so that they can help researchers or can be used as a reference.

- Different objects can be used with the same variables.
- Future researchers can use different X variables on the same research object.
- Future research can use different analysis methods on the same variables and objects.
- It is recommended to conduct research using other related variables such as teacher salary, teacher motivation, teacher religiosity affecting performance, home with work location.
- It is recommended to conduct research with different objects from previous researchers with predetermined criteria and more variables.
- It is recommended to use more *updated theories* from previous researchers.
- More samples could be added to increase the impact of the research.
- It is recommended to provide more and complete in the managerial implications section so that the research results can be used as a reference to improve development.
- It is suggested that this research has not looked further at other factors or variables that influence teacher performance so that there are various other factors that can improve teacher performance.
- The number of respondents is less than
- 100 respondents and uses calculations using SPSS which can count respondents who should be able to count more respondents.
- Due to time constraints, the research was only focused on the NWR Bekasi elementary school unit, thus narrowing the scope of the research to only the school unit.

B. Academic Advice

Through the research results and the implications it presents, this research has academic advice in the form of:

- Performance evaluation is always expected to be carried out at least once a month by the principal accompanied by the Branch as a representative of the foundation or association. This is because the evaluation will provide an opportunity to see the strengths and weaknesses of the factors that make performance can be evaluated both during the KBM takes place and outside the KBM.
- Monitoring of teachers by the principal as well as direct greetings during the KBM can be held so that teacher performance increases.
- In order to avoid monotony, and to capture students' responses to the material, especially in the new independent curriculum, teachers can occasionally teach while traveling around the classroom and *update the* variety of learning models.
- In order for students to be able to apply the learning material provided, teachers are expected to give homework every time the subject matter is completed.

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