



The Influence of the Physical Work Environment and Work Motivation on Teacher Work Productivity at SMP PGRI 1 Cimahi

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ARTICLE INFO

Keywords: Physical Work Environment, Work Motivation, Teacher Work Productivity, Human Resource Management

Received : 27, June

Revised : 28, July

Accepted: 30, August

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ABSTRACT

The purpose of this research is to discover how instructors at SMP PGRI 1 Cimahi feel about their physical work environment and how motivated they are to do their jobs well. It will also look at how the principal feels about teachers' productivity on the job and how those two factors interact with each other. A quantitative strategy based on descriptive and verificative research was used in this study. A total of 32 educators made up the population, and a saturation sampling method was used to pick the sample. Observations, interviews, documentation, and questionnaires were used to gather data. The findings show that instructors have a high level of motivation for their profession and that they see their physical work environment as pleasant. Productivity in the classroom is likewise high. Results from testing the hypothesis reveal that instructors' productivity is positively and significantly impacted by their physical work environment. Similarly, staff morale significantly impacts how much time and effort educators put into their jobs. In addition, the physical work environment and work motivation both affect instructors' productivity at SMP PGRI 1 Cimahi in a favourable and substantial way. Results like these show that enhancing physical working conditions and motivating instructors may boost productivity on the job and help schools reach their objectives.

INTRODUCTION

Teachers' work productivity is crucial to the attainment of educational goals since they are at the center of lesson preparation, delivery, and assessment. Productivity in the classroom is measured by how well teachers finish assignments, meet or exceed expectations, keep up a high level of instruction, grow professionally, and make good use of available time and materials. So, in order to boost teachers' efficiency in the classroom, we need to take into account all the things that have an impact on how they do their jobs. According to Sedarmayanti (2017), how well human resources are able to use their time and effort to achieve their full potential is a key factor in productivity. Teachers' efficiency in the classroom is therefore dependent on students' ability to learn as well as the amount of work they get done.

There is some evidence that the physical work environment has an effect on teachers' productivity. Light, airflow, noise, smells, office design, and safety measures are all part of what is known as the physical work environment. A conducive physical work environment can provide comfort, reduce disturbances, and support concentration during work activities. For teachers, these conditions are important because teaching requires concentration, communication, and interaction that take place continuously during the learning process. Sedarmayanti (2017) explains that a supportive physical work environment can help employees carry out their duties effectively. Good education must address the components that exist within the educational process. Education consists of several parts, such as goals, teachers, students, courses, buildings, and grounds (Lestari 2024). Furthermore, Sutrisno (2019) stresses the importance of a pleasant workplace in motivating workers to perform at their best.

Teacher output may be affected by factors other than the physical workplace, such as intrinsic motivation. When people are intrinsically motivated, they are more likely to take action and reach their objectives. Both Mangkunegara (2017) and Hasibuan (2020) agree that motivation is a state that pushes people to reach their goals; nevertheless, the former defines it as an impetus for people to put in effort and make the most of their skills in order to accomplish organisational objectives. job motivation in the context of educators may be seen in their sense of duty, pride in their accomplishments, enthusiasm for their job, and desire to grow professionally. Teachers are expected to execute their duties more successfully and to the best of their ability when they are highly motivated.

A teacher's physical work environment, their level of intrinsic motivation, and the results of their job are all well-established in the literature. Work motivation and the physical work environment had favourable and substantial impacts on teacher performance, partly and concurrently, according to Saputra and Romi (2025) in their study at SMA Pasundan 3 Cimahi. While the current study's dependent variable is on teachers' job productivity, this result is pertinent to it as it was also performed in a school setting inside the same city.

At SMP Negeri 2 Jayakarta Karawang, Prabowo and Rahmawati (2024) looked at how faculty members' work motivation was affected by factors like

the physical work environment and the development of discipline. Both the physical aspects of the workplace and the evolution of discipline have an effect on instructors' motivation, according to their results. According to other studies that have looked at teacher productivity and associated factors, factors including competence, work environment, motivation, and discipline may all play a role in how well teachers do their jobs. This research lends credence to the idea that teachers' physical workplace and intrinsic motivation should be considered together when studying the factors that influence their productivity on the job.

Although prior study has shown some things, there is still room for improvement in terms of research subjects, school features, indicators, and local working circumstances. Classroom amenities, background noise, air circulation, office layout, and security measures might vary from one institution to the next. So, in order to understand how SMP PGRI 1 Cimahi's physical work environment and work motivation affect teachers' job productivity, further empirical study is required.

Table 1. Teacher Work Productivity at SMP PGRI 1 Cimahi

NO	ASPECT ASSESSED	SCORE (1-5)	REMARKS
1	Lesson Plan (RPP)	3,14	Still uses the old format does not yet fully align with the
2	Teaching Modules	3,48	Created, but not yet complete for all subjects.
3	Teaching Materials	2,45	Still in simple text format; not yet developed into digital or interactive formats.
4	Student Attendance	4,12	Recorded routinely, although data entry is sometimes done on a weekly basis
5	Student Assessment Record	3,21	Some student grades are not fully entered by the end of the month
6	Master Student Record	4,06	Data is complete, but not updated every semester
7	Student Behavior Records	2,38	Not yet recorded routinely on a weekly basis
8	E-Report Card	4,73	Data entered accurately and on time
9	Report Card Receipt Log	3,09	Some recipient signatures are missing
10	Teacher Attendance	3,76	Some teachers are frequently late there are instances of tardiness every week.

The phenomenon observed at SMP PGRI 1 Cimahi indicates that teacher work productivity has not yet reached the expected level. Based on school administrative records, several productivity indicators still obtained relatively low scores, including teaching materials (2.45), student behavior records (2.38),

lesson plans (3.14), student assessment books (3.21), and report card administration (3.09). Although several indicators, such as student attendance (4.12), student record books (4.06), and e-report cards (4.73), showed satisfactory performance, these findings indicate that teachers' administrative productivity remains less than optimal. Field observations also revealed inadequate physical working conditions, including damaged classroom ceilings, insufficient lighting, limited ventilation, untidy classroom layouts, and sanitation facilities requiring improvement. These conditions may reduce teachers' comfort and concentration while performing their teaching responsibilities.

There is strong evidence from prior research that these factors are related. By making the workplace more secure, pleasant, and favourable to work, Mulyana (2026) found that physical work environment modifications greatly boost productivity. Additionally, Prabowo (2024) discovered that a physically suitable workplace increases enthusiasm and productivity. Romi (2025) put forward similar arguments, arguing that in order to accomplish their aims, organisations need focus more on enhancing both the physical work environment and employee engagement. However, there is a lack of research that takes into account both the physical work environment and work motivation when looking at how they affect teacher productivity at private junior high schools, such SMP PGRI 1 Cimahi.

In light of these facts, the purpose of this research is to analyse how the physical workplace and intrinsic motivation affect teachers' output at SMP PGRI 1 Cimahi. The research is anticipated to add to the growing body of literature on human resource management in the education sector, while also offering practical suggestions to school administration for enhancing physical working conditions and boosting motivation among teachers in order to increase their productivity on the job.

LITERATURE REVIEW

Physical Work Environment

There is widespread agreement that the physical workplace is a major external element impacting both employee conduct and the success of businesses. It is easier for workers to get their jobs done when they have a supportive workplace that ensures they can do it in a safe, comfortable, and efficient manner. The physical work environment takes on more significance at educational institutions due to the fact that instructors spend a significant portion of their workday engaging with pupils in various school settings.

Therefore, it is believed that having sufficient physical facilities would help instructors carry out their professional tasks more effectively and enhance learning and teaching. The physical work environment encompasses all external factors that have an impact on workers' ability to do their tasks, whether such factors are directly or indirectly related to the workplace (Setarmayanti, 2017). Factors like as illumination, temperature, humidity, airflow, noise, smells, aesthetics, and security make to what is known as the literal work environment. Each of these factors affects the physical and mental health of workers. Employees are more likely to show signs of increased productivity and

decreased weariness when these settings are properly managed. Educators need quiet places to work where they can focus on their kids and have productive conversations with them. Teachers are able to minimise visual strain during classroom activities and prepare instructional materials more easily with enough illumination. Ensuring that there is enough air circulation and that the temperature is acceptable helps keep students physically active throughout class. Equally important for a productive learning environment are factors such as adequate workplace safety, well-maintained restrooms, and well-organised classrooms. On the other side, instructors' productivity can take a hit if they aren't adequately supported in their physical workplace. Classrooms with poor infrastructure, broken ceilings, dim lighting, poor ventilation, too much noise, and no restrooms make it difficult for instructors to focus on their students and their lessons. Conditions like these have the potential to make it harder to focus, make workers more exhausted, and make lessons less effective. An essential management method for enhancing teacher productivity is, therefore, to enhance the physical work environment. The physical work environment is important, according to several empirical investigations. Productivity, according to Mulyani et al. (2024), should be measured not only by the amount of work done but also by the quality, efficacy, and efficiency of the results. In addition, Prabowo (2024) said that having pleasant classrooms, sufficient amenities, good lighting, and encouraging work settings boosts motivation and output. Similarly, Mulyana (2026) found that enhancing the physical amenities, safety measures, and comfort of the workplace considerably boosts employee productivity. Based on these results, businesses should make it a priority to enhance working conditions so that workers may perform to their full potential. Teachers at SMP PGRI 1 Cimahi should anticipate a rise in their output thanks to a physical workplace upgrade, according to this study's theoretical justifications and prior empirical results.

H1: The physical work environment has a positive effect on teacher work productivity.

Work Motivation

Because it inspires workers to carry out their duties with enthusiasm and regularity, work motivation is another significant factor in employee productivity. The term "motivation" refers to the inner and outside variables that impact workers' propensity to work hard to achieve organisational objectives. Workers that are highly motivated outperform their less motivated counterparts in terms of dedication, accountability, innovation, and overall success on the work. One definition of motivation is "the state of having an inner drive to do something," as stated by Mangkunegara (2017). Similarly, according to Hasibuan (2020), when workers are enthusiastic about their jobs, they are more likely to give their all to meet the organization's demands. Intrinsic elements, such a sense of personal accomplishment, responsibility, and self-actualization, and external factors, like positive feedback, praise, and a supportive boss, are the two main sources of motivation. Teachers' passion for managing classrooms, creating learning materials, assessing student progress,

and taking part in professional development activities is a reflection of their motivation. When it comes to teaching, instructors who are highly motivated are more likely to show initiative, creativity, responsibility, and dedication. On the other side, when educators lack motivation, they tend to exhibit less passion, worse quality work, administrative task delays, and less instructional efficacy. The correlation between intrinsic motivation at work and output has been well-documented. Teachers who are enthusiastic about their jobs are more likely to put in the time and effort necessary to ensure that their students learn properly, according to research by Mulyana (2025). The efficacy of a company and its human resource performance are determined by two factors – the level of employee motivation and the quality of working conditions – which Romi (2025) stressed even further. As a result, schools should devise plans to keep teachers inspired by providing them with constructive leadership, praise, chances to advance in their careers, and pleasant working environment. These theoretical frameworks and empirical evidence suggest that teachers' intrinsic incentive to do a good job should increase their output on the job.

H2: Work motivation has a positive effect on teacher work productivity.

Work Productivity

When workers are productive, they are able to achieve their full potential in their job by making the most efficient and effective use of the resources at their disposal. Not only does productivity measure the amount of work done, but it also takes into account the quality, timeliness, and efficacy of that labour. In educational organizations, teacher productivity becomes an important indicator because teachers directly influence learning quality and educational outcomes. Teacher work productivity includes various responsibilities, such as preparing lesson plans, developing instructional materials, conducting classroom teaching, evaluating student achievement, maintaining learning administration, and participating in school development programs. Productive teachers are characterized by high responsibility, discipline, creativity, innovation, and commitment to improving educational quality. Previous research consistently indicates that productivity is influenced by organizational support and employee motivation. Comfortable working conditions encourage teachers to perform their responsibilities effectively, while strong motivation stimulates greater commitment toward achieving educational objectives.

H3: The physical work environment and work motivation simultaneously have influence on teacher work productivity.

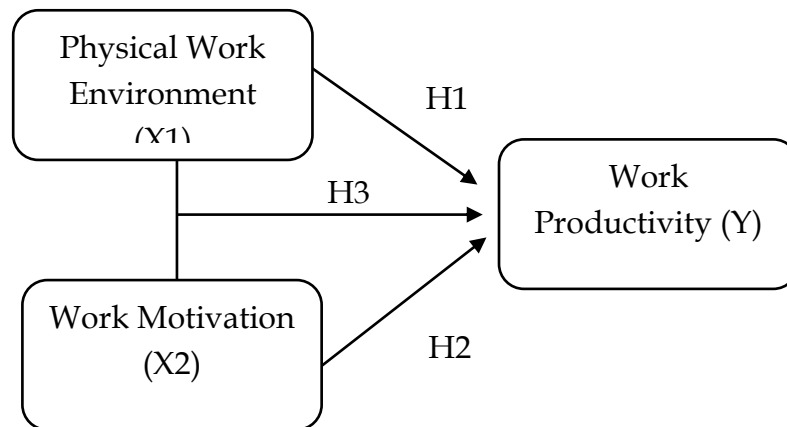


Figure 1. Research Paradigm

METHODOLOGY

This study employed a quantitative research approach using descriptive and verificative research methods. The descriptive method was used to describe the conditions of the physical work environment, work motivation, and teacher work productivity at SMP PGRI 1 Cimahi. Meanwhile, the verificative method was applied to examine the influence of the physical work environment and work motivation on teacher work productivity through hypothesis testing. The research was conducted at SMP PGRI 1 Cimahi, West Java, Indonesia. The population consisted of all teachers employed at the school, totaling 32 teachers. Since the population size was relatively small, this study applied a saturated sampling technique (census), in which all members of the population were selected as research participants. Therefore, the sample size was equal to the population, consisting of 32 teachers. The study involved three variables. The independent variables were the physical work environment (X_1) and work motivation (X_2), while the dependent variable was teacher work productivity (Y). The physical work environment was measured using indicators developed by Sedarmayanti (2017), including workplace lighting, air comfort, noise, odors, decoration, and workplace safety. Work motivation was measured using indicators adapted from Maslow's hierarchy of needs, including social needs, esteem needs, and self-actualization needs. Teacher work productivity was measured based on indicators related to work quality, work quantity, responsibility, effectiveness, and efficiency.

RESULT AND DISCUSSION

Physical Work Environment

Table 2. Total Mean Respondent Responses Regarding the Physical Work Environment Variable.

SUB-VARIABLE	TOTAL AVERAGE	CRITERIA
Workplace Lighting	4.03	Bright
Air Comfort	3.97	Good Air Circulation
Workplace Noise	4.31	Very Low Noise
Workplace Odors	4.03	Pleasant

Workplace Decoration	3.92	Neat
Workplace Safety	4.37	Safe
TOTAL	24.63	
AVERAGE TOTAL SCORE	4.11	
CRITERION	Good	

Source: SPSS 27 Processing Results, Reprocessed 2026.

A satisfactory overall score of 4.11 was given to the physical work environment at SMP PGRI 1 Cimahi, according to Table 2. Educators see their physical working environment at school as conducive to their everyday job, according to this finding. Safety in the workplace was the most highly rated aspect out of the six (4.37), suggesting that participants consider the school environment to be safe and secure for carrying out educational responsibilities. A safe working environment allows teachers to focus on instructional activities without concerns about potential physical hazards, thereby supporting better work performance.

Work Motivation

Table 3. Total Mean Respondent Responses Regarding the Work Motivation Variable

SUB-VARIABLE	TOTAL AVERAGE	CRITERIA
Achievement	3.56	High
Recognition	3.91	High
The Work Itself	3.81	High
Responsibility	4.22	Very High
Potential Development	4.03	High
TOTAL	19.53	
AVERAGE TOTAL SCORE	3.91	
CRITERION	High	

Source: SPSS 27 Processing Results, Reprocessed 2026.

Based on Table 3, work motivation variable gathered average score 3.91, as categorized as high, indicating that teachers at SMP PGRI 1 Cimahi possess strong motivation in carrying out their professional responsibilities. The responsibility dimension obtained the highest mean score (4.22) and was categorized as very high, reflecting teachers' commitment and accountability in completing their work. This was followed by potential development (4.03), indicating that teachers are motivated to continuously improve their competencies and professional skills. The recognition dimension obtained a mean score of 3.91, while the work itself received 3.81, suggesting that teachers generally value their profession and appreciate recognition for their contributions. The achievement dimension recorded the lowest mean score (3.56), although it remained within the high category, indicating that opportunities for greater achievement and professional accomplishment could still be enhanced. Overall, these results demonstrate that teachers possess a high level of work motivation, which supports their commitment to achieving educational objectives.

Work Productivity

Table 4. Total Mean Respondent Responses Regarding the Teacher Work Productivity Variable

SUB-VARIABLE	TOTAL AVERAGE	CRITERIA
Ability	3.55	Capable
Work Results Achieved	3.97	Capable
Self-Development	4.00	High
Quality	4.28	Very High
Efficiency	4.24	Very Capable
TOTAL	20.04	
AVERAGE TOTAL SCORE	4.00	
CRITERION	Good	

Source: SPSS 27 Processing Results, Reprocessed 2026.

Table 4 shows that instructors have a solid grasp of their professional duties, as the work productivity variable averaged 4.00, placing them in the excellent group. The fact that quality, out of the five characteristics, was rated as extremely high and had the highest mean score (4.28), shows that instructors always aim to make their lessons good. A high mean score (4.24) on the efficiency dimension suggests that instructors make good use of class time and other resources. Work outcomes accomplished scored a 3.97, indicating acceptable achievement in fulfilling work objectives, while self-development received a 4.00, indicating that instructors actively enhance their abilities.

Validity

The dimension had the lowest mean score (3.55) but was still in the competent range. The results show that instructors at SMP PGRI 1 Cimahi are typically productive in their work, which is a reflection of their talent for getting the job done quickly and well without sacrificing quality.

Reliability

Each item on the questionnaire evaluating Physical Work Environment (X_1), Work Motivation (X_2), and Teacher Work Productivity (Y) has a computed correlation coefficient (r -count) that is larger than the r -table value, indicating that the validity test has been successful. This means that the study variables can be accurately measured by all of the questionnaire questions.

Normality

When looking at the correlation between physical work environment and productivity, the results of the normality test reveal a significance value (sig.) of 0.095, which is > 0.05 . Since this study's data follows a normal distribution, we may go on to the multiple regression phase of the analysis.

Multicollinearity

The data is free from multicollinearity, meaning there is no correlation between the independent variables in the regression model, according to the

results of the multicollinearity test; this was determined by looking at the variables of physical work environment and work motivation in relation to work productivity. The tolerance value was 0.677 (> 0.100) and the VIF value was 1.477 (< 10).

Heteroskedasticity

In terms of physical work environment and work motivation as they pertain to productivity on the job, the heteroskedasticity test yielded significance (sig.) values of 0.272 and 0.183, respectively, which are higher than the significance level of 0.05. So, the regression model does not show heteroskedasticity. For different amounts of expected values, the residual variance remains essentially constant, proving that the assumption of homoskedasticity is satisfied.

Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Analysis

Variable	B	Std. Error	Beta	t	Sig.
Constant	3,092	4,301	-	0,719	0,478
Physical Work Environment (X1)	0,305	0,101	0,462	3,012	0,005
Work Motivation (X2)	0,426	0,180	0,364	2,371	0,025
Dependen Variabel: Work Productivity					

Source: SPSS 27 Processing Results, Reprocessed 2026.

The multiple regression interpreted as:

$$Y = 3.092 + 0.305x_1 + 0.426x_2$$

- The constant value of 3.092 indicates that if the physical work environment and work motivation variables are zero, the work productivity variable is 4.301.
- The regression coefficient for the physical work environment variable is positive, with a value of 0.305; this means that a one-unit increase in the physical work environment results in a 0.305-unit increase in work productivity.
- The regression coefficient for the work motivation variable is positive, with a value of 0.426; this means that a one-unit increase in work motivation results in a 0.426-unit increase in work productivity.

Coefficient of determination (R^2) Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 ^a	.537	.505	2.68963

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: SPSS 27 Processing Results, Reprocessed 2026

The independent factors explain 53.7% of the variation in the dependent variable, according to calculations done using SPSS 27. The R-square value was 0.537. This suggests that at SMP PGRI 1 Cimahi, teachers' work productivity is affected by both their physical work environment and their desire to work. Other variables, which were not included in this research, account for the remaining 46.3%.

Partial Test (t Test)

Tabel 6. Partial Test Result

Variable	t Value	t Table	Sig.	Description
Physical Work Environment	3,012	1,699	0,005	Significant
Work Motivation	2,371	1,699	0,025	Significant

Source: SPSS 27 Processing Results, Reprocessed 2026

- The calculated t-value (t-count) for the physical work environment's effect on work productivity was 3.012, which exceeds the critical t-value (t-table) of 1.699; with a significance value of 0.005 (less than 0.05), this indicates that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, meaning the physical work environment has a positive and significant effect on the work productivity of teachers at SMP PGRI 1 Cimahi.
- The calculated t-value for the effect of work motivation on work productivity is 2.371 (which is greater than the t-table value of 1.699), with a significance value of 0.025 (less than 0.05); this indicates that H₀ is rejected and H_a is accepted, meaning that work motivation has a positive and significant effect on the work productivity of teachers at SMP PGRI 1 Cimahi.

Simultaneous Test (f-Test)

Table 7. Simultaneous Test Result

Source	Sum of Squares	df	Mean Square	F Value	Sig.
Regression	243,679	2	121,840	16,842	<0,001
Residual	209,790	29	7,234	-	-
Total	453,469	31	-	-	-

Source: SPSS 27 Processing Results, Reprocessed 2026

Statistically significant at the 0.001 level, the computed F-value of 16.842 is higher than the F-table value of 3.328. As a result, we accept H₃ and reject H₀. Teachers' output at SMP PGRI 1 Cimahi is heavily impacted by both their physical workplace and their level of intrinsic drive to do their jobs well. Based

on these findings, it seems that physical working environment and the psychological urge to perform properly are the two most important factors influencing teacher productivity.

The Effect of Physical Work Environment on Teacher Work Productivity

According to the findings of the multiple linear regression analysis, there is a positive and substantial relationship between the physical work environment and teacher job productivity. The results of the hypothesis testing demonstrate that the computed t-value ($t = 3.012$) surpasses the critical t-value (2.045) by a significant margin of 0.005 (< 0.05). Consequently, we agree H1 and conclude that the physical work environment has a considerable impact on the productivity of teachers at SMP PGRI 1 Cimahi. These results point to the fact that better working circumstances do help increase teachers' output. The physical work environment also had an average score of 4.11 in the descriptive analysis, which is satisfactory. On average, workplace safety scored 4.37 out of 5 possible aspects, while workplace decoration scored 3.92. Teachers had a favourable impression of their physical work environment, but many believe that it might be even better if the classrooms were more organised and the office looked nicer. These results corroborate what Sedarmayanti (2017) said about how factors like illumination, airflow, noise, smells, décor, and safety in the workplace affect workers' efficiency and output. This finding is in line with previous research by Prabowo (2024) and Mulyana (2026), both of which indicated that a more pleasant physical work environment has a beneficial effect on employee productivity.

The Effect of Work Motivation on Teacher Work Productivity

Furthermore, the results of the regression analysis show that teachers' levels of intrinsic motivation significantly impact their output on the job. With a significance level of 0.025 (< 0.05), the hypothesis test shows that the computed t-value ($t = 2.371$) is greater than the crucial t-value (2.045). The results show that work motivation has a major impact on teachers' productivity in the classroom, supporting the acceptance of H2. According to the descriptive analysis, the total average score for work motivation was 3.91, which is considered strong. On average, the responsibility dimension scored 4.22 and the accomplishment dimension 3.56, in that order. A great degree of responsibility and dedication is shown by teachers in carrying out their professional tasks, according to these results. Nevertheless, if there are more chances for success and acknowledgement, it can inspire teachers even more. These results are in line with those of Mangkunegara (2017) and Hasibuan (2020), who both claimed that workers are motivated to perform to the best of their ability when given a job, and that motivation helps people reach organisational objectives. Both Mulyana (2025) and Romi (2025) found that employees are far more productive when they are highly motivated to do their jobs well. The current results corroborate these conclusions.

The Effect of Physical Work Environment and Work Motivation on Teacher Work Productivity

According to the results of the simultaneous hypothesis testing, there is a substantial relationship between teachers' physical work environment and their job motivation. The numerical F-value (16.842) surpasses the crucial F-value (3.33), and the significance level is 0.000 (< 0.05). I accept H3 since it confirms that both independent factors impact teacher job productivity at the same time. In addition, the physical work environment and work motivation accounts for 53.7% of the variance in teacher work productivity, according to the coefficient of determination ($R^2 = 0.537$). The remaining 46.3% of the variation is explained by factors that are not included in this research. Even while other factors like leadership, organisational culture, pay, and work happiness may also affect teachers' performance, this research shows that both variables significantly contribute to increasing teacher productivity. This study's results corroborate those of Prabowo (2024), Mulyani et al. (2024), Mulyana (2025; 2026), and Romi (2025), among others, which found that a physically supportive workplace and strong intrinsic motivation were significant factors in determining employee productivity. School administration should therefore use motivating tactics to boost teacher productivity and instructional quality while simultaneously enhancing physical working conditions.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this research was to analyse the teacher productivity at SMP PGRI 1 Cimahi and how factors like physical work environment and work motivation affect it. An average score of 4.11 for the physical work environment and a 3.91 for work motivation show that the majority of employees have a positive impression of their workplace. On average, teachers were rated as having excellent work productivity (4.00). According to these descriptive data, teachers are highly motivated and typically see their work environment as favourable, which shows in their output. Teachers' physical work environment positively affects their job productivity, according to the findings of the hypothesis testing. Teacher productivity is positively impacted by intrinsic motivation as well. In addition, the results of the simultaneous study show that both the physical work environment and work motivation impact teachers' job productivity equally. These two variables account for 53.7% of the variance in teachers' job productivity, according to (R^2), whereas other factors, not included in this research, impact the remaining 46.3%. These results highlight the need of raising teachers' work motivation and the physical work environment in order to boost teacher productivity.

Recommendation

Based on the research findings, school management is encouraged to continuously improve the physical work environment by maintaining classroom facilities, improving workplace decoration, ensuring adequate lighting and ventilation, and providing a safe and comfortable working

environment for teachers. It is important to prioritise making the workplace more organised and appealing so instructors may be more comfortable and productive, especially because workplace decorating obtained the lowest descriptive score among the physical work environment characteristics. Furthermore, it is important to continue efforts to boost teachers' desire for work by providing them with chances for professional growth, increasing their responsibilities, and demonstrating supportive leadership. It is possible to increase motivation and productivity by offering training programs, professional growth possibilities, and recognition for instructors' work. Leadership style, organisational culture, job happiness, salary, and organisational commitment are other factors that should be included in future research since they may impact teachers' work productivity. Expanding the research to different educational institutions with larger samples would also improve the generalizability of the findings and provide a broader understanding of the factors affecting teacher work productivity.

FURTHER STUDY

It is suggested that future studies broaden the scope of the current model to include elements like leadership style, organisational culture, job happiness, organisational commitment, pay, and teacher competency as potential determinants of teacher work efficiency. For the results to be more broadly applicable, future research should recruit bigger samples from a variety of schools and geographic areas. Additionally, to get a more thorough comprehension of the elements impacting teachers' job productivity over time, mixed-methods or longitudinal study designs are suggested.

ACKNOWLEDGMENT

Academic assistance from Universitas Jenderal Achmad Yani was invaluable to the success of this study, and the writers are very grateful to that institution. For their approval, cooperation, and involvement during data collecting, the writers would also like to thank the principal, instructors, and personnel of SMP PGRI 1 Cimahi. Thank you to everyone who had a hand in making this study possible, whether it was a direct or indirect contributor.

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