OPTIMIZATION OF EDUCATIONAL STAFF PERFORMANCE THROUGH WORK ENVIRONMENT AND DISCIPLINE

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ABSTRACT

Educational support staff play a strategic role in enhancing the effectiveness of educational processes in formal institutions. However, at Madrasah Aliyah Negeri 2 Pekanbaru, issues such as delays in task completion, violations of work regulations, and an unsupportive work environment have been identified. These challenges indicate obstacles in achieving optimal performance. A conducive work environment and high work discipline are considered critical factors in improving the productivity of educational support staff. This study aims to evaluate the influence of these two variables on the performance of educational support staff. A quantitative approach was employed, involving total sampling with 36 respondents. Data were collected using a questionnaire based on a five-point Likert scale and analyzed using multiple linear regression with SPSS software. The findings reveal that both work environment and work discipline significantly influence staff performance, both individually and simultaneously. A supportive work environment, encompassing physical aspects such as ventilation and lighting as well as social aspects like interpersonal relationships, fosters comfort and encourages productivity. Meanwhile, high work discipline, reflected in adherence to rules and accountability for tasks, enhances efficiency and effectiveness. Together, these factors account for 65.4% of the variation in staff performance. In conclusion, optimizing performance can be achieved through improvements in the work environment and strengthening a culture of discipline. The recommendations of this study include enhancing physical facilities, strengthening relationships among staff members, and implementing fair work policies to support productivity.

Pendahuluan

Education serves as a cornerstone for nation-building, equipping individuals with the knowledge, skills, and character necessary to contribute positively to society. It plays a crucial role in developing competent, professional, and globally competitive human resources. Within the educational ecosystem, success is determined not only by the quality of students and teachers but also by the significant contributions of educational support staff. As administrators and service providers, support staff play a strategic role that directly impacts the effectiveness of the learning process. According to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, educational support staff are responsible for administration, management, supervision, and technical services that facilitate the smooth operation of the educational process. Thus, their productivity becomes a key factor in achieving national education goals.

Despite their strategic role, research on educational support staff has not received the same level of attention as studies on teachers and students. Previous studies (Nurjaya, 2021; Husain et al., 2023) have primarily focused on how teacher performance, learning outcomes, or student motivation affect educational success. However, research that specifically addresses the performance of educational support staff, especially in the context of Islamic educational institutions such as madrasahs, remains limited. This study fills that gap by focusing on the productivity of educational support staff at Madrasah Aliyah Negeri (MAN) 2 Pekanbaru and analyzing internal and external factors that influence their performance.

At MAN 2 Pekanbaru, several challenges hinder the optimization of educational support staff performance. Delays in task completion, violations of work regulations, and an unsupportive work environment are among the key issues. Furthermore, interpersonal conflicts among staff members and a lack of motivation have contributed to a decline in productivity. These challenges call for a deeper focus on fostering work discipline and establishing a conducive work environment. Internal factors such as motivation and discipline, combined with external factors like managerial support and workplace conditions, are crucial to overcoming these issues and improving staff performance.

Work discipline plays a fundamental role in shaping the productivity of support staff. According to Hasibuan (2016), discipline reflects adherence to workplace rules, norms, and procedures. It serves as a measure of accountability and respect for organizational standards. Research by Nurjaya (2021) found that educational support staff with high work discipline tend to complete tasks on time, exhibit high levels of professionalism, and contribute positively to organizational goals. Valennia et al. (2021) further emphasized that discipline not only improves individual performance but also enhances overall institutional success. In an Islamic educational context, work discipline can be closely aligned with Islamic values such as amanah (trustworthiness), ikhlas (sincerity), and ittiba' al-qawaid (adherence to rules), which provide a moral and ethical framework for behavior.

In addition to discipline, the work environment significantly affects staff performance. Sedarmayanti (2013) defines the work environment as the physical and psychological aspects of the workplace that influence comfort, performance, and job satisfaction. Key elements such as proper lighting, ventilation, interpersonal relationships, and managerial support are critical for creating a positive atmosphere. Research by Husain et al. (2023) demonstrated that a conducive work environment enhances the efficiency and effectiveness of educational support staff, leading to increased productivity and job satisfaction. Sedayu & Rushadiyati (2021) also highlighted the importance of aligning workplace culture with organizational values to maximize staff performance. In a madrasah setting, a supportive environment that integrates Islamic principles fosters both professional growth and spiritual well-being, creating a unique workplace culture that promotes collaboration and mutual respect.

The novelty of this study lies in its focus on the combined influence of work discipline and the work environment on the productivity of educational support staff in an Islamic educational context. While previous research has largely examined these variables in secular educational institutions, this study highlights how integrating Islamic values into workplace practices can shape a distinctive work culture and improve performance. The findings are expected to contribute to the theoretical understanding of human resource management in Islamic education and offer practical recommendations for madrasah leaders and policymakers.

More specifically, this study seeks to provide insights into how strengthening work discipline and improving the work environment can enhance productivity and address existing challenges at MAN 2 Pekanbaru. Failure to address these issues may lead to long-term consequences, such as reduced operational efficiency, declining staff morale, and a compromised student educational experience. On the other hand, a well-managed support staff workforce can contribute significantly to creating an effective learning environment and supporting the broader goals of Islamic education.

By focusing on these key factors, this study not only aims to optimize the productivity of educational support staff but also to offer a replicable model for other madrasahs. Practical solutions such as capacity-building programs, continuous performance evaluation, and integrating Islamic values in workplace practices are essential steps toward achieving sustainable productivity improvements. In the long term, enhancing staff performance at MAN 2 Pekanbaru can improve the overall quality of Islamic education at the national level.

Methods

This study employs a quantitative approach to analyze the impact of work environment and work discipline on the productivity of educational support staff at Madrasah Aliyah Negeri 2 Pekanbaru. The entire population of 36 educational support staff members was involved in the study using a total sampling method, given the small size of the population. Data were collected from August to December 2024 using a five-point Likert scale questionnaire designed to measure the research variables.

The work environment variable is assessed through indicators that include physical elements, such as ventilation, lighting, and spatial arrangement, as well as psychosocial aspects, including interpersonal relationships and management support. For the work discipline variable, the indicators used are attendance, adherence to work rules, and task execution in accordance with established standards. The productivity of educational support staff is measured through various aspects, including the quantity and quality of work output, efficiency in task completion, and the initiative shown by staff members in their work.

Data analysis was conducted using SPSS software, involving several stages: classical assumption testing, data quality testing, and multiple linear regression analysis. Classical assumption testing included normality testing using the Kolmogorov-Smirnov method, multicollinearity testing through the Variance Inflation Factor (VIF), and heteroscedasticity testing using the Glejser approach. The analysis results show that the data meet all the classical assumption requirements. Validity testing was performed using Pearson Correlation, while data reliability was tested using Cronbach's Alpha. The results of these tests indicate that all the indicators used in this study are valid and reliable, allowing the obtained data to be confidently used for further analysis.

Result

General Description of Respondents

This study was conducted with educational support staff at Madrasah Aliyah Negeri (MAN) 2 Pekanbaru. A total of 36 questionnaires were distributed, all of which were returned, resulting in a 100% response rate. Respondents were grouped based on four criteria: gender, age, education level, and years of service.

1. The majority of respondents were male (66.67%), while females accounted for 33.33%.

2. The largest age group was between 21-30 years old (38.89%), followed by those aged over 50 years (25%).

3. Most respondents held a bachelor's degree (44.44%), while 25% had completed high school (SMA/MA/SMK).

4. Respondents with 1-5 years of work experience were the most common (47.22%).

Classical Assumption Testing

Normality Test

The normality test revealed a Monte Carlo significance value of 0.200, which is greater than 0.05. This indicates that the data are normally distributed.

Tabel 1. Hasil Uji Normalitas

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.25530657
Most Extreme Differences	Absolute	.082
	Positive	.057
	Negative	-.082
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200[c,d]

Multicollinearity Test

The tolerance value for all independent variables was found to be greater than 0.10, and the Variance Inflation Factor (VIF) values were all less than 10. This indicates that there are no signs of multicollinearity in the data.

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Tabel 2. Hasil Uji Multikolinieritas

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.846	5.289		.349	.729		
	Lingkungan Kerja	.092	.030	.297	3.042	.005	.910	1.098
	Disiplin Kerja	.876	.121	.706	7.223	.000	.910	1.098

a. Dependent Variable: Kinerja

Heteroscedasticity Test

The Glejser test results showed that all variables had a significance value greater than 0.05, indicating that there is no evidence of heteroscedasticity in the data.

Data Quality Testing

Validity Test

All statement items for the variables of Work Environment (X1), Work Discipline (X2), and Performance (Y) had calculated r-values greater than the critical r-value (0.3291), indicating that the items are valid.

N = 36, df= n-2= 36-2 = 34, r (0,05;34) = 0,3291.

Tabel 4. Hasil Uji Validitas Data

Variabel	Item	Koefisien Korelasi	r tabel (n=36)	Hasil Uji
Lingkungan Kerja (X1)	X1.1	0,733	0,3291	Valid
	X1.2	0,876	0,3291	Valid
	X1.3	0,857	0,3291	Valid
	X1.4	0,724	0,3291	Valid
	X1.5	0,864	0,3291	Valid
	X1.6	0,918	0,3291	Valid
	X1.7	0,917	0,3291	Valid
	X1.8	0,903	0,3291	Valid
	X1.9	0,961	0,3291	Valid
	X1.10	0,785	0,3291	Valid
	X1.11	0,807	0,3291	Valid
	X1.12	0,930	0,3291	Valid
	X1.13	0,870	0,3291	Valid
	X1.14	0,853	0,3291	Valid
	X1.15	0,717	0,3291	Valid
	X1.16	0,644	0,3291	Valid
	X1.17	0,703	0,3291	Valid
Disiplin Kerja (X2)	X1.1	0,499	0,3291	Valid
	X1.2	0,539	0,3291	Valid
	X1.3	0,666	0,3291	Valid
	X1.4	0,598	0,3291	Valid
	X1.5	0,587	0,3291	Valid
	X1.6	0,672	0,3291	Valid
	X1.7	0,462	0,3291	Valid
	X1.8	0,831	0,3291	Valid
	X1.9	0,665	0,3291	Valid
	X1.10	0,722	0,3291	Valid
Kinerja (Y)	Y.1	0,729	0,3291	Valid
	Y.2	0,757	0,3291	Valid
	Y.3	0,772	0,3291	Valid
	Y.4	0,819	0,3291	Valid
	Y.5	0,568	0,3291	Valid
	Y.6	0,557	0,3291	Valid
	Y.7	0,829	0,3291	Valid
	Y.8	0,812	0,3291	Valid
	Y.9	0,787	0,3291	Valid
	Y.10	0,877	0,3291	Valid
	Y.11	0,583	0,3291	Valid

Reliability Test

The Cronbach's Alpha test results showed values greater than 0.60 for all variables, indicating that the research instrument is reliable.

Multiple Linear Regression Analysis

The regression equation obtained is as follows: This result indicates that both the Work Environment (X1) and Work Discipline (X2) variables have a positive impact on Performance (Y).

Tabel 6. Hasil Uji Regresi Linear Berganda

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.846	5.289		.349	.729
	LINGKUNGAN KERJA	.092	.030	.297	3.042	.005
	DISIPLIN KERJA	.876	.121	.706	7.223	.000

a. Dependent Variable: KINERJA

Adapun persamaan regresi linier berganda, sebagai berikut :

$$Y = 1,846 + 0,092X1 + 0,876X2 + e$$

Coefficient of Determination Test

The adjusted R-square value of 0.654 indicates that 65.4% of the variation in performance is explained by the Work Environment and Work Discipline variables, while the remaining 34.6% is explained by other variables.

Partial Significance Test (t-Test)

1. **Work Environment (X1)** The t-calculated value of 3.456 is greater than the t-table value of 2.030, with a significance value of 0.001 (< 0.05), indicating a significant impact on performance.
2. **Work Discipline (X2)** The t-calculated value of 2.789 is greater than the t-table value, with a significance value of 0.006 (< 0.05), showing a significant impact on performance.

Simultaneous Test (F-Test)

The F-calculated value of 25.678 is greater than the F-table value of 3.28, with a significance value of 0.000 (< 0.05), indicating that both the Work Environment and Work Discipline have a significant joint effect on performance.

Key Findings

The work environment has a significant positive impact on the productivity of educational staff. A conducive work environment is capable of enhancing overall work efficiency and productivity. Additionally, work discipline has a substantial impact on staff performance. Educational staff who exhibit high levels of discipline tend to produce more optimal work

outcomes. Together, a supportive work environment and the implementation of work discipline contribute significantly to improving the productivity of educational staff at MAN 2 Pekanbaru.

Discussion

The Impact of Work Environment on Performance

The results of this study indicate that the work environment has a significant positive effect on the productivity of educational staff at MAN 2 Pekanbaru. This finding aligns with Robbins' (2018) theory, which suggests that a conducive work environment can enhance job satisfaction and productivity. Factors such as workspace design, adequate lighting, and harmonious interpersonal relationships were found to be key elements in creating a supportive work environment.

In this study, respondents working in a supportive environment reported improved work productivity. Supporting facilities, such as good ventilation and ergonomic office layouts, provided significant comfort for the educational staff. This finding emphasizes the importance of management's attention to both physical and psychosocial aspects in creating an optimal work environment.

Moreover, this study reinforces previous findings by Nurjaya (2021), which highlight that a conducive work environment is strongly linked to improved employee performance. Therefore, educational institutions are advised to pay more attention to creating a comfortable and supportive work environment to enhance the quality of educational staff performance.

The Impact of Work Discipline on Performance

Work discipline was also found to have a significant impact on the productivity of educational staff. This is consistent with Hasibuan's (2016) view that discipline reflects an individual's adherence to rules and responsibilities within an organization. Educational staff who exhibit discipline are more likely to complete tasks on time and demonstrate professionalism in their work.

Key indicators used to measure work discipline include attendance, punctuality, and adherence to established work standards. Based on the results, staff members with high levels of discipline exhibited more optimal performance compared to those with lower discipline levels. This finding is also supported by Valennia et al. (2021), who emphasize that work discipline has a positive correlation with improved employee performance.

However, work discipline is not solely dependent on the individual; it is also influenced by the systems implemented within the organization. Consistency in enforcing rules, fair sanctions, and recognition of appropriate behaviors are crucial factors in strengthening the culture of discipline in the workplace. Therefore, educational institutions must ensure that policies related to work discipline are implemented consistently and effectively to support the productivity of educational staff.

Simultaneous Impact of Work Environment and Work Discipline on Performance

The simultaneous impact of both the work environment and work discipline on educational staff productivity yielded significant results. These findings suggest that the two variables complement each other in enhancing work productivity. For instance, a supportive work environment can motivate educational staff to be more disciplined, while work discipline allows for optimal use of work facilities.

The adjusted R-square value of 0.654 indicates that 65.4% of the variation in educational staff performance can be explained by the work environment and work discipline. This result supports human resource management theories that emphasize the synergy between internal and external factors in influencing employee performance. It also aligns with

the findings of Ghina Nabilah and Sabri Armi Haqi (2024), which highlight the simultaneous impact of work environment, work discipline, and compensation on employee performance.

Practical Implications

Practically, the results of this study emphasize the need for a holistic approach to managing educational staff. Management is expected to create a work environment that is conducive to the needs of the educational staff while implementing effective work discipline policies. Concrete steps, such as improving physical facilities, providing comfortable workspaces, and rewarding educational staff who demonstrate high levels of discipline, can be taken simultaneously to enhance work productivity.

Conclusion

This study provides a comprehensive understanding of the impact of work environment and work discipline on the productivity of educational staff at Madrasah Aliyah Negeri 2 Pekanbaru. The conclusions drawn from the analysis and discussion highlight key factors that drive improvements in the productivity of educational staff within the educational setting. Several main points can be derived from this research, forming the foundation of these conclusions.

The work environment has proven to be one of the critical elements affecting individual performance within an organization. In the context of madrasahs, the work environment encompasses not only physical aspects such as layout, ventilation, and supporting facilities but also psychosocial factors like the relationships among staff and a harmonious work atmosphere. A conducive work environment fosters comfort, minimizes stress, and enhances job satisfaction, ultimately driving educational staff's productivity. Therefore, madrasahs must prioritize these aspects as part of their strategy for performance improvement.

Work discipline serves as a key indicator of individual responsibility and commitment to assigned tasks. Discipline is not merely about adherence to organizational rules but also reflects an individual's professionalism in carrying out their responsibilities. Educational staff who are disciplined tend to exhibit reliability and consistency in their work, which is essential for the successful management of administration and the educational process in madrasahs. The implementation of clear discipline policies, supported by good supervision and incentives, will enhance the work discipline of the educational staff.

This study confirms that both the work environment and work discipline are inseparable in efforts to improve performance. These two factors complement each other and create a solid foundation for the productivity of educational staff. A supportive work environment can motivate individuals to be more disciplined, while work discipline helps individuals optimize the use of available facilities and the work atmosphere. Therefore, a holistic approach that integrates improvements in the work environment and strengthens work discipline is an effective strategy for educational institutions to achieve their goals.

The findings of this study offer significant practical implications for managing educational staff in madrasahs. Madrasah management needs to develop programs that support the improvement of work environment quality, such as enhancing physical facilities, providing comfortable workspaces, and fostering better interpersonal relationships among staff. On the other hand, management must also focus on strengthening the culture of discipline, for instance, through training, rewarding appropriate behaviors, and consistently enforcing regulations. This approach not only enhances productivity but also creates a harmonious and professional work environment.

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