

## The Influence of Environment on Work Motivation of Junior High School English Teachers in Riau Province

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### Abstract

The work environment is one of the external factors that plays an important role in influencing teacher work motivation, including English language teachers at the Junior High School level. A conducive work environment can create a comfortable working atmosphere and support the implementation of teachers' professional duties. This study aims to determine the effect of the work environment on the work motivation of English language teachers at the Junior High School level. This study uses a quantitative approach with simple linear regression analysis. The study population is English language teachers at Junior High Schools in Riau Province, with a sample of 52 teachers from 14 Junior High Schools who completed the questionnaire within a period of three days. The research instruments used are the Work Environment Scale (WES) to measure the work environment and the Work Tasks Motivation Scale for Teachers (WTMST) to measure teacher work motivation. The results of the study indicate that the work environment has a significant effect on the work motivation of English language teachers, with a significance value of 0.000 and a t-value of 12.874. These findings indicate that a conducive work environment can increase teacher work motivation in carrying out learning tasks. This study concludes that the work environment is a crucial factor that needs to be considered in efforts to improve the work motivation of English language teachers at the junior high school level. Creating a supportive work environment is expected to encourage continuous improvement in the quality of learning.

**Keywords:** work environment, teacher motivation, teacher performance, junior high school

### 1. Introduction

Teachers play a very strategic role in determining the quality of the learning process and outcomes in schools, including English language learning at the junior high school (SMP) level. Teacher performance in carrying out their professional duties is influenced not only by pedagogical competence and mastery of the material, but also by their psychological condition and the work environment in which they carry out their activities (1). It is believed that a conducive, safe and supportive work environment can create a comfortable work atmosphere so that teachers are able to carry out their duties optimally (2). On the other hand, a less supportive work environment has the potential to reduce teachers' enthusiasm and work quality.

Work motivation is a crucial factor influencing teacher behavior and performance in carrying out learning tasks. Teachers with high work motivation tend to demonstrate greater commitment, enthusiasm, and responsibility in the learning process (3). Teachers' work motivation is also closely related to teachers' willingness to develop themselves, innovate in learning, and maintain the quality of teaching amidst various educational challenges (4). Therefore, understanding the factors that influence teacher work motivation is important in efforts to improve the quality of education, especially in English subjects at the junior high school level.

One external factor thought to influence teacher work motivation is the work environment. This encompasses various aspects, such as the physical condition of the school, the availability of facilities and infrastructure, relationships between colleagues, leadership support, and the school's organizational climate (5), (6). A positive work environment can provide a sense of security, comfort and appreciation for teachers, thus encouraging the emergence of intrinsic and extrinsic motivation in carrying out professional duties (7). On the other hand, a non-conducive work environment can cause work stress, fatigue, and reduce teacher motivation in carrying out learning.

Based on the above description, this study aims to determine the relationship between the work environment and the work motivation of English language teachers at the junior high school (SMP) level. The results of this study are expected to provide theoretical contributions to the development of studies on factors influencing teacher work motivation, as well as provide practical implications for schools and policymakers in creating a work environment that supports the improvement of English language teacher motivation and performance at the junior high school level.

**2. Method**

This study employed a quantitative approach with a correlational research design through simple linear regression analysis. The quantitative approach was chosen because this study aimed to objectively examine the relationships and influences between variables based on numerical data. The correlational design was used to determine the extent to which work environment variables relate to and contribute to the work motivation of English language teachers at the junior high school (SMP) level, without providing any treatment or manipulation to the research subjects.

The population in this study was all English language teachers teaching in junior high schools (SMP) in Riau Province. The sampling technique used was non-probability sampling with an available respondent approach, considering the limited time for data collection. The researcher limited the questionnaire to three days, so teachers who completed and returned the questionnaire within that timeframe were selected as the research sample. Based on the data collection process, 52 English teachers from 14 junior high schools completed the questionnaire completely. This sample size was deemed sufficient for simple linear regression analysis in quantitative research.

The research instrument used was a closed-ended questionnaire consisting of two parts corresponding to the research variables. Work environment variables were measured using the Work Environment Scale (WES) (8). This instrument was used to measure teachers' perceptions of the work environment, including aspects of the physical environment, workplace social relationships, and the school's organizational climate. Meanwhile, English teachers' work motivation was measured using the Work Tasks Motivation Scale for Teachers (WTMST) (9), (10). This instrument was specifically designed to measure teacher work motivation based on the Self-Determination Theory framework, which encompasses both intrinsic and extrinsic motivational dimensions in carrying out teachers' professional duties. Both instruments were adapted to the context of junior high school education and presented on a Likert scale.

Data analysis in this study was conducted using Statistical Package for the Social Sciences (SPSS) version 27 software. The collected data were first checked for completeness and accuracy, then analyzed descriptively to obtain a general overview of each variable. Next, to test the relationship and influence of the work environment on the work motivation of English language education teachers, a simple linear regression analysis was used. This analysis aims to determine the magnitude of the contribution of work environment variables to teacher work motivation. The significance level used in this study is  $p = 0.05$ .

**3. Results**

Before conducting the regression test, the research report conducted assumption tests, namely normality and homogeneity tests. The normality test was based on the Kolmogorov-Smirnov test ( $p > 0.05$ ) because the sample size was more than 30.

Table 1. Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Work Environment	0,128	52	0,102	0,953	52	0,093
Motivation for Teachers	0,144	52	0,086	0,945	52	0,064

Based on the results of Table 1, the normality value for the work environment variable is  $0.102 > 0.05$  and the English teacher motivation variable is  $0.086 > 0.05$ . Therefore, the data are normally distributed. Furthermore, the homogeneity test results based on the mean value show  $0.221$ , or greater than  $0.05$ , indicating that the research samples come from the same population. Once the research data shows normality and homogeneity, the regression test can be conducted.

Table 2. Results of regression test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8,290	1,906		4,349	0,000		
	Work Environment	1,018	0,051	0,978	12,874	0,000	0,893	1,120

Dependent Variable: Motivation for Teachers

Based on the results of table 2, the significance value shows  $0.000 < 0.05$  and the calculated t shows 12.874, so there is an influence between the work environment and work motivation of junior high school English teachers in Riau Province.

#### 4. Discussion

The results of the study indicate that the work environment has a significant influence on the work motivation of English language teachers at the junior high school level. This is indicated by a significance value of 0.000 ( $p < 0.05$ ) and a t-value of 12.874, which indicates that the work environment plays an important role in increasing teacher work motivation. This finding confirms that the work environment conditions perceived by teachers, both from physical and non-physical aspects, contribute significantly to their level of motivation in carrying out their professional duties as educators.

Theoretically, the results of this study align with the view that teacher work motivation is influenced by external factors, one of which is the work environment. A conducive, safe, and supportive work environment can create a sense of comfort and job satisfaction, which ultimately encourages the emergence of both intrinsic and extrinsic motivation (11). Support from school leaders, harmonious relationships between colleagues, and the availability of adequate learning facilities are components of the work environment that can strengthen teachers' enthusiasm and commitment in carrying out their duties (12).

In the context of English language education at the junior high school level, a positive work environment is very necessary to support teacher creativity and innovation in the learning process (13). English teachers are required to continuously develop engaging learning methods and media to enable students to optimally master language skills. When the work environment provides adequate support, teachers tend to be more motivated to innovate, participate in professional development, and improve the quality of classroom learning (14). On the other hand, a less supportive work environment can reduce teachers' enthusiasm and involvement in learning activities.

The findings of this study also indicate that the work environment is not merely a supporting factor, but a strategic element in human resource management in schools. A high t-value indicates a strong contribution of the work environment to teacher work motivation. However, teacher work motivation is influenced not only by the work environment alone, but also by other factors such as individual character, workload, well-being, and career development opportunities (15). Therefore, increasing teacher work motivation needs to be done comprehensively by paying attention to various other supporting factors.

The implication of this study is the need for schools and educational policymakers to create and maintain a conducive work environment for teachers, particularly English teachers at the junior high school level. This effort can be achieved through the provision of adequate learning facilities, improving the quality of work relationships, and providing positive leadership support. The limitations of this study lie in the relatively limited sample size and the short data collection period of only three days. Therefore, the results do not fully represent the conditions of all junior high school teachers in Riau Province. Future research is recommended to involve a larger sample size, extend the data collection period, and include other variables that could potentially influence teacher work motivation.

#### 5. Conclusion

This study concludes that the work environment has a positive and significant influence on the work motivation of English language teachers at the junior high school (SMP) level. These findings

indicate that the more conducive the work environment perceived by teachers, the higher their level of motivation in carrying out their professional duties. A supportive work environment, both in terms of physical aspects such as facilities and learning resources, and non-physical aspects such as relationships between colleagues, leadership support, and the school's organizational climate, significantly contributes to teacher enthusiasm, commitment, and engagement in the learning process. In the context of English language learning at the junior high school level, a positive work environment encourages teachers to be more innovative, improve the quality of teaching, and develop professional competencies continuously. Practically, the results of this study provide implications for schools and educational policymakers to make the work environment a primary focus in efforts to improve teacher motivation and performance. The creation of a conducive work climate is expected to support the achievement of more effective learning objectives. However, this study has limitations such as a relatively limited sample size and a short data collection time. Therefore, further research is recommended to involve a wider sample, extend the duration of data collection, and examine other factors that may influence teacher work motivation more comprehensively.

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## **7. Conflict of Interest**

This author has no conflicts with other authors.

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