

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah¹, Kiki Farida Ferine², Elfitra Desy Surya³

¹Mahasiswa Magister Manajemen Universitas Pembangunan Panca Budi

^{2,3}Magister Manajemen Universitas Pembangunan Panca Budi

Correspondence Author: kikifaridaferine@dosen.pancabudi.ac.id

Received : 10 July 2025
Revised : 25 July 2025
Accepted : 10 August 2025

Published : 31 August 2025
DOI : <https://doi.org/10.54443/morfai.v5i2.3824>
Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3824>

Abstract

This study aims to analyze the influence of job promotion and work environment on teacher performance with motivation as an intervening variable at SMA Negeri 1 Bandar, Bener Meriah Regency. A quantitative approach was used with a survey method through the distribution of questionnaires to teachers as respondents. The job promotion variable was measured based on experience, work performance, and career opportunities, while the work environment included aspects of cleanliness, tidiness, and comfort. Motivation was analyzed as a psychological factor that encourages teachers to work optimally. Data were analyzed using path analysis techniques to examine the direct and indirect effects between variables. The results showed that job promotion and work environment had a positive and significant effect on teacher performance, both directly and through motivation. These findings imply that schools need to develop fair promotion policies and create a conducive work environment to improve teacher motivation and performance.

Keywords: *job promotion, work environment, motivation, teacher performance*

INTRODUCTION

Teacher performance is a key factor in achieving educational goals. High-performing teachers are able to design effective learning, create a conducive classroom environment, and facilitate optimal student competency achievement. In the context of educational management, teacher performance is influenced not only by individual competency but also by organizational support, such as promotions and the work environment. Job promotions are a form of recognition for an individual's performance and competence within an organization. According to Hasibuan (2020), a promotion is the movement of an individual to a higher position with greater responsibilities, rights, status, and income, aimed at increasing work enthusiasm and productivity. Promotions conducted objectively and fairly can increase teacher motivation and loyalty to the school. On the other hand, the work environment also plays a crucial role in supporting teacher productivity. A comfortable, safe, and supportive work environment will create a positive psychological state. According to Wahyuni and Lestari (2021), a conducive physical and non-physical work environment can increase job satisfaction, which ultimately impacts employee performance, including teachers.

However, the effects of promotions and the work environment on teacher performance are often indirect, but rather influenced by work motivation. Motivation is an internal driving factor that drives teachers to work harder and better. Fitriani and Hidayat (2022) explain that work motivation acts as a mediator between organizational policies and employee work behavior. In other words, promotions and the work environment will have a maximum impact on performance if supported by strong motivation. Previous studies also support the importance of motivation as an intervening variable. Research by Simanjuntak et al. (2020) showed that job promotions positively impact teacher performance through motivation. Meanwhile, a study by Ramadhani and Yusuf (2021) demonstrated that a conducive work environment increases motivation, which in turn improves teacher performance in secondary schools. Based on this phenomenon, further research is needed to examine the influence of job promotions and the work environment on teacher performance through motivation, particularly in a local context such as SMA Negeri 1 Bandar, Bener Meriah Regency. This research is expected to contribute significantly to strategic policymaking in human resource management in education.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of teacher success in achieving learning objectives, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is the real ability demonstrated in carrying out all of their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

- 1) Quantity of Work
Describes the amount of work completed in a given time.
Examples for teachers: number of lesson plans prepared, number of teaching hours fulfilled.
- 2) Quality of Work
Refers to the quality of work results and compliance with specified standards.
- 3) Punctuality
Assess how quickly work is completed according to the predetermined schedule.
- 4) Attendance
Frequency of attendance and discipline in carrying out duties.
- 5) Cooperation Ability
Ability to collaborate with colleagues, principals, and other relevant parties.

Motivation

Understanding Motivation

Robbins & Judge (2022) define motivation as the process that initiates, directs, and maintains goal-oriented behavior in organizations. This definition focuses on the process components: what triggers (initiation), selects (direction), and maintains the intensity and persistence of work..

Motivation Indicators

Motivation Indicators According to Robbins & Judge (2022)

- 1) Goal Clarity
The extent to which a person understands and accepts the purpose of the job.
- 2) Expectancy
The belief that effort will result in good performance.
- 3) Instrumentality (Instrumentality)
The belief that performance will produce the desired results.
- 4) Valence
The value an individual places on an expected outcome.
- 5) Perceived Equity
Perceptions of fairness in reward and contribution systems.
- 6) Reinforcement
Response to rewards and punishments received.
- 7) Job Characteristics
Structural aspects of work that can increase intrinsic motivation.

Work environment

Understanding the Work Environment

According to Kasmir (2020), the work environment is everything around the workplace that can influence employees in carrying out their duties and work. The work environment encompasses physical, social, and psychological conditions that influence a person's comfort, safety, and work effectiveness. Therefore, the work environment encompasses aspects such as facilities, employee relationships, work atmosphere, and factors that impact employee performance and well-being.

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

Work Environment Indicators

Kasmir (2020) divides the work environment into two main aspects:

- 1) Physical Work Environment
The physical work environment is everything that can be felt directly in the workplace.
- 2) Non-Physical Work Environment (Psychological/Social)
It is an atmosphere or relationship between individuals that is invisible.

Job Promotion

Definition of Job Promotion

Simamora (2021) Promotion is the appointment of an employee to a higher position based on qualifications, loyalty, and work performance. Promotion creates a sense of fairness and a spirit of healthy competition within an organization.

Job Promotion Indicators

Job promotion indicators according to Simamora (2021):

- 1) Performance
Assessment of work results and target achievements that have been carried out by employees during a certain period.
- 2) Ability and Competence
Includes knowledge, skills, and technical and managerial abilities possessed by employees.
- 3) Work experience
Length of time working and experience gained in a particular job or position.
- 4) Loyalty and Work Attitude
Loyalty to the organization as well as a positive attitude and work discipline.
- 5) Development Potential
Ability to grow and take on greater responsibilities in the future.
- 6) education and training
The level of education and training relevant to the position to be occupied.

Conceptual Framework

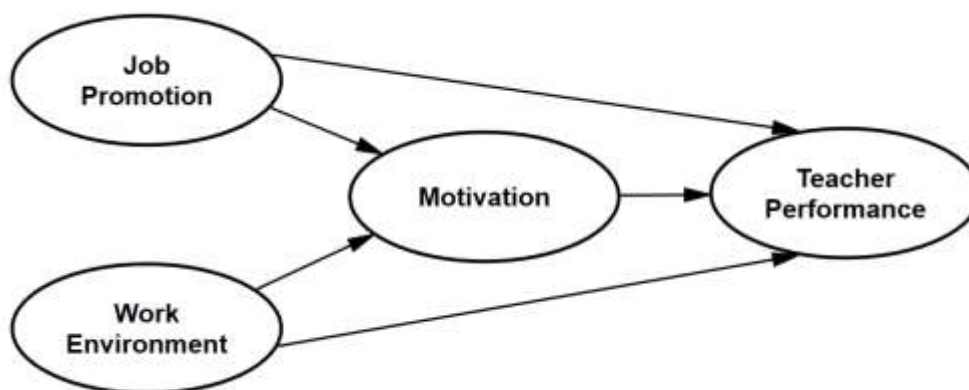


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Job promotion has a positive and significant effect on teacher performance in State Senior High School 1 Bandar, Bener Meriah Regency.
- H2: Job promotion has a positive and significant effect on motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.
- H3: The work environment has a positive and significant influence on teacher performance at SMA Negeri 1 Bandar, Bener Meriah Regency.
- H4: The work environment has a positive and significant influence on motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

H5: Motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Bandar, Bener Meriah Regency.

H6: Job promotion has a positive and significant effect on teacher performance through motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.

H7: The work environment has a positive and significant influence on teacher performance through motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of quantitative research was conducted to conduct a study aimed at tailoring research and analyzing the influence of job promotions and the work environment on teacher performance through motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.

Research Location and Research Time

The research location was SMA Negeri 1 Bandar, located in Simpang Utama, Bandar District, Bener Meriah Regency, Aceh. The research period was three months, from April to June 2025.

Population and Sample

In this study, the population was 66 people, consisting of 57 ASN teachers and 9 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Motivation	Teacher Performance	Position Promotion	Work Environment
X1.1			0.954	
X1.2			0.923	
X1.3			0.921	
X1.4			0.938	
X1.5			0.929	
X1.6			0.928	
X2.1				0.860
X2.2				0.908
X2.3				0.925
X2.4				0.897
Y.1		0.904		
Y.2		0.933		
Y.3		0.866		
Y.4		0.803		
Y.5		0.931		
Z.1	0.940			
Z.2	0.892			
Z.3	0.916			
Z.4	0.908			
Z.5	0.923			

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

	Motivation	Teacher Performance	Position Promotion	Work Environment
Z.6	0.928			
Z.7	0.928			

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

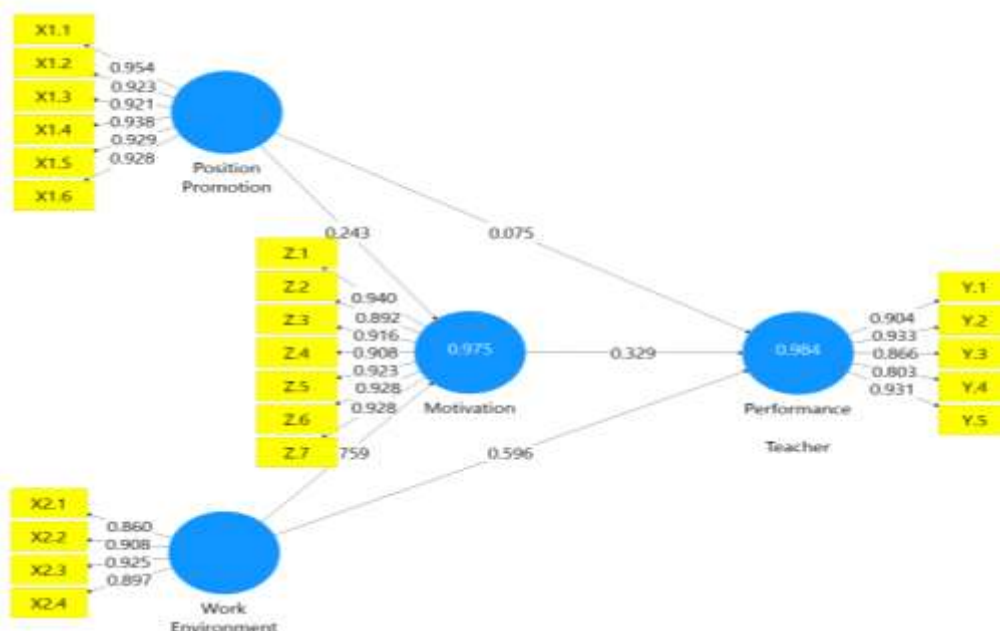


Figure 1. Outer Loudings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.243X_1 + 0.759Z + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.075X_1 + 0.596X_2 + 0.329Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Motivation	0.969	0.970	0.974	0.845
Teacher Performance	0.933	0.934	0.949	0.790
Position Promotion	0.970	0.970	0.975	0.869
Work Environment	0.920	0.920	0.943	0.806

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Motivation	0.975	0.975
Teacher Performance	0.984	0.984

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the motivation variable there is an R square value of 0.975 meaning the influence of job promotion and work environment is 0.975 or 97.5% the rest is on other variables outside the model. The R square value of teacher performance is 0.984 meaning the influence of job promotion, work environment and motivation is 0.984 or 98.4% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Position Promotion -> Performance Teacher	0.075	1,001	0.317	Rejected
Position Promotion -> Motivation	0.243	2,638	0.009	Accepted
Work Environment -> Teacher Performance	0.596	3,820	0,000	Accepted
Work Environment -> Motivation	0.759	8,778	0,000	Accepted
Motivation -> Teacher Performance	0.329	2,431	0.015	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

1. Job promotion has a positive but not significant effect on teacher performance with a t-statistic value of 1.001 below 1.96 and a significance of 0.317 above 0.05, meaning that job promotion has a positive but insignificant effect on teacher performance because the significance value is above 0.05. The results of this study are inconsistent with the results of previous research, which found that job promotion has a positive and significant effect on the performance of junior high school teachers at Strada Tangerang Branch (Lestari et al., 2024).
2. Job promotion has a positive and significant effect on motivation with a t-statistic value of 2.638 above 1.96 and a significance level of 0.009 below 0.05, indicating that job promotion has a positive and significant effect on motivation because the significance value is below 0.05. This research aligns with research conducted by Imelda et al. (2021) which states that job promotion has a positive and significant effect on employee work motivation at PT. Naga Hari Utama Medan.
3. The work environment has a positive and significant influence on teacher performance with a t-statistic value of 3.820 above 1.96 and a significance level of 0.000 below 0.05, indicating that the work environment has a positive and significant effect on teacher performance because the significance value is below 0.05. The results

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

of this study are consistent with research conducted by Harefa (2020) which stated that the work environment has a positive and significant effect on teacher performance.

4. The work environment has a positive and significant influence on motivation with a t-statistic value of 8.778 above 1.96 and a significance level of 0.000 below 0.05, indicating that the work environment has a positive and significant effect on motivation because the significance value is below 0.05. The results of this study also align with research conducted by Baribin & Saputri (2020) which states that the work environment has a positive and significant effect on motivation.
5. Motivation has a positive and significant effect on teacher performance with a t-statistic value of 2.431 above 1.96 and a significance of 0.015 below 0.05 means that motivation has a positive and significant effect on teacher performance because the significance value is below 0.05. Research Rivai (2021) also stated that Motivation has a positive and significant influence on teacher performance.

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Position Promotion -> Motivation -> Performance Teacher	0.080	2,054	0.040	Accepted
Work Environment -> Motivation -> Teacher Performance	0.250	2,021	0.044	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Job promotion has a positive and significant effect on teacher performance through motivation with a t-statistic value of 2.054 above 1.96 and a significance value of 0.040 means that motivation plays a role as an intervening variable between job promotion and teacher performance.
2. The work environment has a positive and significant influence on teacher performance through motivation with a t-statistic value of 2.021 and a significance value of 0.044 means that motivation plays a role as an intervening variable between the work environment and teacher performance.

CONCLUSION

1. Job promotion has a positive but not significant effect on teacher performance in State Senior High School 1 Bandar, Bener Meriah Regency.
2. Job promotion has a positive and significant effect on motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.
3. The work environment has a positive and significant influence on teacher performance at SMA Negeri 1 Bandar, Bener Meriah Regency.
4. The work environment has a positive and significant influence on motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.
5. Motivation has a positive and significant influence on teacher performance at SMA Negeri 1 Bandar, Bener Meriah Regency.
6. Job promotion has a positive and significant effect on teacher performance through motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.
7. The work environment has a positive and significant influence on teacher performance through motivation at SMA Negeri 1 Bandar, Bener Meriah Regency.

SUGGESTION

1. The lowest-performing teacher statement was "I rarely miss teaching assignments." Schools are advised to summarize and store attendance data as evidence of performance.
2. The lowest motivation statement is "I am confident that my efforts will produce good results." The following are suggestions: focus on improving teacher quality, because competent and motivated teachers will have the greatest impact on student progress and the school's reputation.

ANALYSIS OF JOB PROMOTION AND WORK ENVIRONMENT ON PERFORMANCE TEACHERS THROUGH MOTIVATION AT SMA NEGERI 1 BANDAR BENER MERIAH REGENCY

Rukaiyah et al

3. The lowest-scoring work environment was "My workspace is clean, tidy, and comfortable to work in." Schools can be advised to create and maintain a clean, tidy, and comfortable work environment throughout the school to increase the productivity and work enthusiasm of all school members.
4. The lowest-scoring promotion indicator was the statement, "My experience as a teacher adds value to my promotion." One suggestion is for schools to utilize the experience of senior teachers as mentors for other teachers so that the best knowledge and skills can be passed on continuously.

REFERENCES

- Baribin, D. P., & Saputri, C. B. (2020). Pengaruh budaya organisasi dan lingkungan kerja terhadap motivasi kerja serta dampaknya terhadap kepuasan kerja karyawan. *JRMSI-Jurnal Riset Manajemen Sains Indonesia*, 11(1), 46-61.
- Ghozali, I., & Kusumadewi, K. A. (2023). Partial least squares: Konsep, teknik dan aplikasi menggunakan program SmartPLS 4.0. Yoga Pratama.
- Harefa, D. (2020). Pengaruh persepsi guru IPA fisika atas lingkungan kerja dan motivasi kerja terhadap kinerja guru SMA di Kabupaten Nias Selatan. *Jurnal Education and Development*, 8(3), 112-112.
- Hasibuan, M. S. P. (2022). Manajemen Sumber Daya Manusia. Jakarta: Bumi Aksara.
- Imelda, I., Tarigan, I., & Syawaluddin, S. (2021). Pengaruh Gaya Kepemimpinan dan Promosi Jabatan Terhadap Motivasi Kerja Karyawan PT. Naga Hari Utama Medan. *Jurnal Bisnis Kolega*, 7(2).
- Lestari, A. P., Ruspitasari, W. D., & Murtianingsih, M. (2024). Pengaruh Motivasi Kerja, Pelatihan, Pengalaman Kerja dan Promosi Jabatan Terhadap Kinerja Guru SMP di Strada Cabang Tangerang. *JOURNAL OF SCIENCE AND SOCIAL RESEARCH*, 7(4), 1410-1416.
- Rivai, A. (2021). Pengaruh pengawasan, disiplin dan motivasi terhadap kinerja guru. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 4(1), 11-22.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (19th ed.). Pearson Education.
- Sutrisno, E. (2020). *Manajemen sumber daya manusia*. Jakarta: Kencana.
- Susanto, E., & Rahmawati, N. (2021). *Iklim kerja dan kinerja pegawai*. Yogyakarta: Andi Offset.