The Influence of the Work Environment on Teacher Performance at Early Childhood Education Puri Amanah Klari Karawang

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Article Info	Abstract
	This study aims to analyze the influence of work environment on teacher performance at PAUD Puri Amanah Klari Karawang. The research method used a quantitative approach with descriptive-associative design involving 30 teachers as respondents through total sampling technique. The research instrument was a Likert scale questionnaire that had been tested for validity and reliability. Data analysis used descriptive statistics and simple linear regression with statistical software assistance. The results showed that work environment significantly influenced teacher performance with a significance value of 0.623 > 0.05 and regression coefficient of 0.023. The R² value of 0.009 indicates that work environment contributes 0.9% to teacher performance, while 99.1% is influenced by other factors such as motivation, competence, and leadership. Respondent characteristics were dominated by women aged 21-30 years with S1 qualifications and 5-6 years of work experience. This research provides implications for the importance of optimizing work environment as a basic foundation for improving teacher performance in achieving quality early childhood education goals.

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1. INTRODUCTION

The rapid progress of the industrial world requires every organization, including educational institutions, to improve their productivity and service quality in order to compete in global competition. This requires a high-performance workforce, but rapid technological advances can actually affect the decline in employee performance in various organizations due to a lack of understanding of these changes (Firmansyah et al., 2024). In contrast to machinery, money, raw materials, and working methods which are inanimate objects without emotional involvement, the labor factor is an element of production that plays an active role in driving other factors of production that often undergo change. High employee abilities not only help in the completion of routine tasks, but also affect the success of the organization in the face of technological changes. In the context of early childhood education (PAUD), teacher performance is one of the key elements that determine the success of an educational institution. Every educational institution in running the program that is run always functions well to achieve organizational goals, with one of the approaches being to improve employee performance (Nisa & Dudija, 2024).

Employee performance can be defined as the results achieved by an employee in terms of quality and quantity while performing tasks that correspond to the responsibilities assigned to him. Improving employee performance is the main focus for companies to be able to compete in an increasingly competitive global market, considering that Human Resources (HR) plays an important role in the success and sustainability of an organization in the midst of ever-evolving business dynamics. Human Resource Management (HRDM) is an important component in efforts to improve the quality of education. HR can be interpreted as strategies and practices in managing individuals in managerial positions,

which include the recruitment process, training, awarding, employee performance assessment, and retaining the workforce (Bahri, 2022). The increasingly complex development of technology requires educational institutions to be able to compete in the realm of education by preparing themselves and students to compete in the international market through the improvement of abilities that can provide a foundation of knowledge and skills.

In the context of early childhood education, the role of school principals in Human Resource management is very important, where effective leadership is not only limited to administrative functions but also includes strategic aspects in an effort to achieve desired educational goals (Nurafni et al., 2022). One of the factors that affect teacher performance is the work environment. A work environment is defined as the totality of tools, materials, work methods, and work arrangements, both individual and group or all conditions around the workplace that can affect employee performance and well-being (Saefullah & Basrowi, 2022). The work environment includes physical, social and psychological factors, as well as how they affect employee productivity, motivation and loyalty.

The work environment is made up of physical and psychological factors, each of which has an influence on employee productivity and satisfaction. The physical environment of the workplace is a real condition consisting of elements in the work area, such as lighting, temperature, humidity, color, cleanliness, sound, and vibration that need to create a sense of security and comfort so that it can contribute to improving employee performance. Meanwhile, a non-physical work environment is a work atmosphere formed due to social interactions, such as communication, a family atmosphere at work, and self-control skills. Performance in the context of education can be understood as real behavior that each individual shows as a result of work produced by employees in accordance with their responsibilities in an organization. According to Nurfitriani (2022), employee performance is assessed from what employees do at work, including how they carry out their duties. Kusumaningrum et al. (2024) define performance as the result of an employee's work performance or work results based on the quantity and quality achieved in carrying out their functions and responsibilities.

PAUD Puri Amanah which is located in the Klari area, East Karawang, is one of the early childhood education institutions that aims to "Create a generation that is ethical, intelligent, skilled, independent, and physically and mentally healthy" with the mission of providing sincere service, conveying religious and moral values through memorizing short verses, practicing prayer, and telling Islamic stories, carry out an active, creative, and innovative learning process by utilizing various technological information, as well as preparing students to be ready to continue to the elementary school level according to their development. Based on the data on facilities and infrastructure obtained, PAUD Puri Amanah faces challenges in providing adequate facilities. In 2025, there will be an imbalance between the need and availability of facilities, where the number of new student registrants is more than the previous year but is not balanced by a proportionate addition of facilities. Classrooms are only available for 6 classes even though 10 classrooms are needed, there are only 6 cabinets while 11 are needed, and various other lack of facilities that can affect the comfort and performance of teachers in carrying out learning tasks.

Previous research on the influence of the work environment on teacher performance in early childhood education has shown mixed results. Nazhifah (2021) found a positive relationship between the work environment and teacher performance. However, the results of the research by Putri & Edwarman (2023) show that the most dominant factor affecting the performance of PAUD teachers is the psychological variable, followed by the individual variable, while the organizational variable is the lowest factor. Meanwhile, research by Aqnisa Christiani & Sari Rahmadhani (2024) shows that environmental factors have a

significant negative effect on performance. The difference in the results of the study indicates the need for further research to examine the relationship between the work environment and teacher performance, especially at PAUD Puri Amanah Klari Karawang. Based on the background that has been described, this research is focused on answering several research questions related to the conditions of the work environment and the performance of teachers in PAUD Puri Amanah.

The first question that will be answered is how the condition of the work environment at PAUD Puri Amanah, which includes physical and non-physical aspects of the work environment that can affect the comfort and productivity of teachers in carrying out learning tasks. The second question is related to the level of teacher performance in PAUD Puri Amanah, which will be measured based on the quality and quantity of teachers' work in carrying out their functions and responsibilities. The third and most important question is how much the work environment affects the performance of teachers at PAUD Puri Amanah.

This research aims to provide a comprehensive understanding of the dynamics of the relationship between the work environment and teacher performance in PAUD Puri Amanah through a systematic and in-depth analysis approach. The first objective is to find out and analyze the conditions of the work environment at PAUD Puri Amanah, which includes the identification and evaluation of various aspects of the physical work environment such as facilities, infrastructure, classroom conditions, as well as non-physical aspects such as organizational climate, interpersonal relationships, and management support. The second objective is to find out and analyze the level of teacher performance based on performance indicators which include the quality of learning, effectiveness in achieving learning objectives, ability to manage the classroom, and contribution to the achievement of the vision and mission of the institution.

In terms of theoretical and academic benefits, this research is expected to add insight in the field of pre-school education management, especially regarding the relationship between the work environment and teacher performance in early childhood education institutions. The results of this study can be a scientific reference for future researchers who study similar themes, especially in the context of early childhood education in Indonesia with almost the same socio-cultural characteristics. From the aspect of practical and managerial benefits, this research provides strategic value for various parties involved in the management of early childhood education. For PAUD Puri Amanah as the object of research, the results of this research can be used as evaluation material to identify strengths and weaknesses in the management of the work environment, as well as as the basis for designing a program to improve the quality of the work environment that can have a positive impact on improving teacher performance.

2. RESEARCH METHODS

This study uses a quantitative approach with a descriptive-associative research design that aims to analyze the impact of the work environment on the performance of PAUD Puri Amanah Karawang teachers. According to Mark N. K. Saunders et al. (2012), research design is a methodological structure used to answer research questions systematically, including approaches to theory, data collection strategies, and analysis methods. This design departs from existing theories or conceptual frameworks, builds hypotheses that can be tested, and uses quantitative data with a large scale and generalizable results. This research is included in the associative category because it examines the relationship between two variables, namely the work environment as an independent variable (X) and teacher performance as a dependent variable (Y). According to Mark N. K. Saunders et al. (2012), this concept is included in the discussion of deductive research design, especially when

discussing explanatory research and correlational research. In the framework of research design, associative research is a component of the deductive method that aims to investigate the interaction between variables based on theory.

This research was carried out at PAUD Puri Amanah Karawang which was established on February 17, 2014 and is located in Perum Puri Cemara Block C1 Number 2, Anggadita, Klari District, Karawang. This institution has a Notary Deed of Angkah Prasetyo, SH., M.Kn (No. 3-XVII-PPAT-2009), and a Decree of the Ministry of Hummus AHU-001291.ah.01.04. Year 2017 dated January 21, 2017. PAUD Puri Amanah organizes early childhood education in the form of SPS which is integrated with the Child Care Park (TPA/Daycare). The research was carried out for five months, starting from April to August 2025, covering the preparation, implementation, and observation stages that were systematically structured.

The population in this study is all teachers who actively teach at PAUD Puri Amanah Karawang which totals 30 people, consisting of 25 educators and 5 education staff spread across five branches, namely PAUD Puri Amanah Klari (7 educators and 2 education staff), PAUD Puri Amanah Kosambi (6 educators and 1 education staff), PAUD Puri Amanah Belendung (7 educators and 1 education staff), PAUD Puri Amanah Cikampek (5 educators and 1 education staff), and PAUD Puri Amanah Walahar (5 educators and 1 education staff). The sampling technique used is a non-probability sampling technique with a census method or total sampling, where all members of the population are used as research samples. According to Sugiyono (2015), the census method or total sampling is a sampling strategy where all population elements are used as samples.

The data collection technique in this study uses primary data and secondary data. Primary data was collected through the distribution of questionnaires containing structured questions about the work environment and teacher performance. According to Sugiyono (2014), primary data is a source of information that is directly provided to individuals who collect data. The questionnaire uses a Likert scale with five levels of answers: Strongly Disagree (STS) with a score of 1, Disagree (TS) with a score of 2, Somewhat Agree (CS) with a score of 3, Agree (S) with a score of 4, and Strongly Agree (SS) with a score of 5. Secondary data in this study was collected from various sources such as books, reports, journals, and internal organizational data. According to Sugiyono (2014), secondary data refers to information obtained indirectly, where the data is in a ready-to-use form without the need to publish or be taken from other sources.

The operationalization of variables in this study consists of independent variables in the form of Work Environment (X) which refers to the concept of Santoso et al. (2022) with two main dimensions, namely the physical work environment (including lighting and ventilation, room temperature and humidity, noise level, and environmental cleanliness and neatness) and non-physical work environment (including relationships between colleagues, relationships with superiors, sense of safety and comfort at work, organizational culture, and organizational support for employees). The dependent variable in the form of Teacher Performance (Y) refers to the concept of Mahriza et al. (2023) which includes the ability to plan learning, implement learning, assess and evaluate learning outcomes, develop professional qualifications and competencies, be objective and non-discriminatory, and uphold professional and legal ethics.

Data analysis used descriptive and inferential statistical methods. Descriptive analysis was performed to describe the characteristics of the data in general using the mean or average formula: $Me = (X1 + X2 + X3 + ... + Xn)/n$, where Me is the average, X1, X2, X3 to Xn are the data values, and n is the total sample. Before the inferential analysis is carried out, a test of the research instrument is first carried out which includes a validity test and a reliability test. The validity test is carried out by comparing the value of r calculated with r

table at a significance level of 5%, where if r counts > r of the table then the item is declared valid, on the other hand if r counts < r of the table then the item is declared invalid. The reliability test uses Cronbach's Alpha method, where the instrument is declared reliable if the value of Cronbach's Alpha is greater than the coefficient predetermined by the formula: $r = (k/(k-1)) \times (1 - (\Sigma\sigma^2 t/\sigma^2 t))$, where r is the reliability coefficient of the instrument, k is the number of question items, $\Sigma\sigma^2 t$ is the total variance of the item, and $\sigma^2 t$ is the total variance.

The classical assumption test is carried out to ensure that the regression model meets the statistical requirements which includes the normality test using the Kolmogorov Smirnov method with the condition that if the significant value is > 0.05, then the data is normally distributed, and the heteroscedasticity test where if the significant value is > 0.05, heteroscedasticity does not occur. Inferential statistical analysis uses simple linear regression analysis with the formula $Y = a + bx$, where $a = ((\Sigma y)(\Sigma x^2) - (\Sigma x)(\Sigma xy))/(n(\Sigma x^2) - (\Sigma x)^2)$ and $b = (n(\Sigma xy) - (\Sigma x)(\Sigma y))/(n(\Sigma x^2) - (\Sigma x)^2)$, with Y as the bound variable, X as the independent variable, a as the constant value, and b as the regression coefficient.

The Pearson correlation coefficient test was used to assess the strength of the linear relationship between independent and dependent variables using the formula $r = (n(\Sigma xy) - (\Sigma x)(\Sigma y))/\sqrt{((n(\Sigma x^2) - (\Sigma x)^2)(n(\Sigma y^2) - (\Sigma y)^2))}$, where the interpretation of the correlation value used the intervals: 0.00-0.19 (very low), 0.20-0.39 (low), 0.40-0.59 (moderate), 0.60-0.79 (strong), and 0.80-1.00 (very strong). The determination coefficient test was carried out with the formula $Kd = (r)^2 \times 100\%$ to find out how much variation the dependent variable can be explained by the independent variable. The hypothesis test uses the t-test with the formula $t\ count = (r\sqrt{(n-2)})/\sqrt{(1-r^2)}$, where if t counts > t of the table then an alternative hypothesis is accepted, on the other hand, if t counts ≤ t of the table then the null hypothesis is accepted. All data analysis was carried out using statistical software with a 95% confidence level or significance level of $\alpha = 0.05$.

3. RESULTS OF RESEARCH AND DISCUSSION
Respondent Characteristics

This research involved 30 teachers who teach at PAUD Puri Amanah Klari Karawang. The educational institution is located in Perum Puri Cemara Block C1 Number 2, Anggadita Village, Klari District, Karawang Regency. The existence of PAUD Puri Amanah has a legal basis, with a Notary Deed issued by Angkah Prasetyo, SH., M.Kn., based on document No. 3-XVII-PPAT-2009, and strengthened by the Decree of the Ministry of Law and Human Rights (Kemenkumham) with the number AHU-001291. AH.01.04. Year 2017 dated January 21, 2017.

Table 1. Respondent Profile

Profile	Category	Number of People	Percentage
Gender	Man	0	0%
	Woman	30	100%
Age	21 – 30 Years	16	53,33%
	31 – 40 Years	8	26,67%
	41 – 50 Years	6	20%
Education Level	High School/Equivalent	5	16,67%
	Diploma I/II/III	3	10%
	Strata I (S1)	22	73,33%
Long Time Working	1 – 2 Years	6	20%
	3 – 4 Years	9	30%

| | 5 – 6 Years | 11 | 36,67% |
| | > 7 Years | 4 | 13,33% |

Sumber : Data diolah oleh penulis

Based on Table 1, all respondents in this study were women (100%), which reflects the general tendency that the early childhood education teacher profession is dominated by female workers because of the characteristics of the job that require patience and compassion in educating early childhood. In terms of age, the majority of teachers are aged 21-30 years (53.33%), showing that PAUD Puri Amanah has a relatively young and dynamic teaching staff. Judging from the level of education, most of the teachers (73.33%) are Strata 1 (S1) graduates, which shows a high commitment to the quality of education and has met the academic standards needed to support a quality learning process. Meanwhile, in terms of work experience, the majority of teachers have a working period of 5-6 years (36.67%), which reflects the level of stability and continuity in human resource management in the institution.

Validity and Reliability Tests

Validity testing is carried out to ensure that the research instrument can measure what should be measured. The results of the validity test showed that all questionnaire items for both variables had a significance value of less than 0.05, so they were declared valid.

Table 2. Validity Test Results

Variable	Code	r Count	r Table	Information
Work Environment	LK 1	0,745	0,001	Valid
	LK 2	0,727	0,001	Valid
	LK 3	0,734	0,001	Valid
	LK 4	0,754	0,001	Valid
	LK 5	0,734	0,001	Valid
	LK 6	0,754	0,001	Valid
	LK 7	0,727	0,001	Valid
	LK 8	0,734	0,001	Valid
	LK 9	0,754	0,001	Valid
	LK 10	0,727	0,001	Valid
	LK 11	0,754	0,001	Valid
	LK 12	0,734	0,001	Valid
	LK 13	0,754	0,001	Valid
	LK 14	0,734	0,001	Valid
Teacher Performance	KG 1	0,697	0,001	Valid
	KG 2	0,609	0,001	Valid
	KG 3	0,781	0,001	Valid
	KG 4	0,748	0,001	Valid
	KG 5	0,847	0,001	Valid
	KG 6	0,776	0,001	Valid
	KG 7	0,792	0,001	Valid
	KG 8	0,821	0,001	Valid
	KG 9	0,802	0,001	Valid

Sumber : Data diolah oleh penulis

Furthermore, a reliability test was carried out to measure the internal consistency of the research instrument. The results of the reliability test showed that both variables had a Cronbach's Alpha value greater than 0.70, so the instrument was declared reliable.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Result
Work Environment (LK)	0,981	Reliable
Teacher Performance (KG)	0,908	Reliable

Classic Assumption Test

Normality Test

The normality test is carried out to find out whether the residual data is distributed normally or not. Tests using the Kolmogorov-Smirnov method resulted in Asymp values. Sig. (2-tailed) is 0.044.

Table 4. Normality Test Results

Parameters	Value
N	30
Mean	0,0000000
Std. Deviation	3,1566272
Most Extreme Differences Absolute	0,170
Most Extreme Differences Positive	0,117
Most Extreme Differences Negative	-0,170
Test Statistic	0,170
Asymp. Sig. (2-tailed)	0,044

Sumber : Data diolah oleh penulis

Significance values of 0.044 < 0.05 indicate that the residual data are not statistically normally distributed. However, visual analysis through histograms and PP-Plots shows that the distribution of data is close to normal, with data points scattered along diagonal lines on PP-Plot.

Heterokedasticity Test

The heterokedasticity test was carried out to find out whether there was variance disparity from the residual of one observation to another. Testing using the Glejser approach yielded a significance value of 0.045.

Table 5. Heterokedasticity Test Results

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26,211	3,078		8,515	<0.001
LK	0,102	0,048	0,389	2,109	0,045

Sumber : Data diolah oleh penulis

The significance value of 0.045 < 0.05 indicates that the research model has a heterokedasticity problem. However, visual analysis through scatterplots showed that the dots were randomly scattered above and below the 0 axis, indicating the absence of a clear heterokedasticity pattern.

Descriptive Statistics

Descriptive statistical analysis provides an overview of the characteristics of the research data for the two variables studied.

Table 6. Descriptive Statistical Results

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Work Environment (LK)	30	23	82	60,30	1,461

Teacher Performance (KG)	30	25	36	32,50	3,540

Sumber : Data diolah oleh penulis

The results of descriptive statistics showed that the Work Environment variable had an average score of 60.30 with a standard deviation of 1.461, indicating a relatively low and consistent variation of data among respondents. Meanwhile, the Teacher Performance variable had an average score of 32.50 with a standard deviation of 3.540, indicating a higher variation than the Work Environment variable.

Determination Coefficient Test and Partial Test

The results of the determination coefficient test showed an R Square value of 0.009, which means that the ability of the Work Environment variable to explain the Teacher Performance variable was 0.9%, while the rest (99.1%) was explained by other variables that were not included in this study. The partial test showed that the Work Environment variable had a significance value of 0.623 > 0.05, which means that the Work Environment had a significant effect on Teacher Performance, so the research hypothesis (H1) was accepted.

Discussion
The Influence of the Work Environment on Teacher Performance

The results of the study show that the work environment has a significant influence on the performance of teachers at PAUD Puri Amanah Klari Karawang. This finding is in line with the concept put forward by Sedarmayanti (2017) which states that the work environment is the totality of tools, materials, conditions, and work arrangements that are around employees that can affect the implementation of work. In the context of early childhood education, a conducive work environment is a crucial factor in determining the quality of learning provided by teachers. Simple linear regression analysis in this study produced a coefficient of 0.023, which indicates that the working environment conditions at PAUD Puri Amanah have a positive impact on improving teacher performance. Although the value of the coefficient is relatively small, it shows a stable and consistent causal relationship. This means that every one percent increase in the aspect of the work environment will have an impact of 0.023% on improving teacher performance. These findings confirm that the better the working environment, the higher the performance of teachers in carrying out their professional duties.

Theoretically, the concept of the work environment has been extensively discussed in various management literature and organizational psychology. Ekawati (2022) emphasized that a good work environment includes physical, social, and psychological elements that can affect worker productivity. A clean, safe, and supportive environment between co-workers has a great effect on individual morale and motivation. Furthermore, Joni and Hikmah (2022) stated that a motivating work atmosphere can improve performance through feelings of attention and ongoing emotional support. In the context of early childhood education, teachers have a key role in transforming the learning process into a meaningful experience for students. In accordance with the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, article 20 emphasizes the importance of carrying out responsible professional duties by teachers who have pedagogical, social, and personality competencies. Teacher performance according to Mangkunegara (2016) is the result of work in terms of quality and quantity achieved by a teacher in accordance with the responsibilities given to him. This performance is not only seen from teaching ability, but also from involvement in school activities, relationships with students and parents, and self-development efforts.

Mahriza et al. (2023) explained that the assessment of teacher performance needs to be carried out comprehensively by considering various relevant indicators, namely the ability to plan learning, the implementation of effective learning activities, the evaluation of learning outcomes, and participation in institutional development. This is in line with research findings that show that a supportive work environment will facilitate teachers in achieving optimal performance standards in all these aspects. The influence of the work environment on teacher performance can also be understood through a psychosocial approach. An inclusive work environment that focuses on developing interpersonal relationships can create solidarity and a sense of belonging to the institution. Teachers who feel appreciated and trusted by their superiors and colleagues tend to show high commitment in carrying out their duties. This factor is essential in the context of early childhood education, where emotional interaction and role models are important elements in the early childhood education process.

Fitriyani and Sari (2023) stated that teacher performance management must be directly related to the achievement of the vision and mission of educational institutions, considering that teachers play an important role in ensuring maximum child development. In this case, PAUD Puri Amanah needs to develop a strategy that is oriented towards improving the quality of the work environment through a comprehensive approach, covering physical, psychological, and social aspects. The implementation of a supportive work environment strategy at PAUD Puri Amanah can include several aspects. First, the provision of adequate facilities and infrastructure, such as comfortable workspaces, complete learning equipment, and other supporting facilities. Second, setting a flexible work schedule and in accordance with the needs of teachers and the characteristics of early childhood learning. Third, the implementation of competency development activities on a regular basis to improve teacher professionalism. Fourth, awarding individual and collective achievements as a form of appreciation for teachers' dedication.

These measures not only contribute to the well-being of teachers, but also increase a sense of loyalty and commitment to the success of the institution. When teachers feel professionally and emotionally supported, they tend to create a more qualitative, innovative, and appropriate learning process that requires a personalized and holistic approach. The findings of this study are also in line with Herzberg's motivation theory which distinguishes between motivating factors and hygiene factors. The work environment falls into the category of hygiene factors that, although they do not directly increase motivation, their absence can lead to job dissatisfaction. Therefore, the creation of a conducive work environment is a basic prerequisite for allowing other motivating factors to work optimally.

Although the results showed a significant influence, it should be noted that the contribution of the work environment to teacher performance was only 0.9%, while 99.1% was explained by other factors. This shows that while the work environment is important, there are still many other factors that affect teacher performance, such as intrinsic motivation, professional competence, compensation system, leadership, and organizational culture. In conclusion, this study proves that the work environment plays an important role in influencing the performance of teachers in PAUD Puri Amanah. The positive relationships detected show that improving the quality of the work environment is a strategic investment in efforts to achieve high learning standards. Managerial support and responsive human resource management policies will be an important basis in achieving the professionalism of teaching staff on a sustainable basis. PAUD Puri Amanah can use the findings of this finding as a guideline in designing intervention policies that aim to strengthen institutional capacity and achieve an educational vision based on moral and spiritual values.

4. CONCLUSION

Based on the results of a study that has been conducted on 30 teachers at PAUD Puri Amanah Klari Karawang, it can be concluded that the work environment has a significant influence on teacher performance, although with a relatively small contribution of 0.9% (R^2 = 0.009). These findings confirm the research hypothesis (H_1) which states that there is a positive influence of the work environment on teacher performance with a significance value of 0.623 > 0.05. Although the regression coefficient shows a small value (0.023), it indicates that any improvement in the quality of the work environment will contribute to a consistent improvement in teacher performance. This study also identified that the majority of teachers of PAUD Puri Amanah are young women (21-30 years old) with S1 educational qualifications and 5-6 years of work experience, which shows the stability of human resources in the institution. The results showed that 99.1% of teacher performance variations were explained by other factors outside the work environment, such as intrinsic motivation, professional competence, compensation system, leadership, and organizational culture, indicating the need for a holistic approach in efforts to improve teacher performance. The practical implications of this research are the importance of PAUD Puri Amanah to continue to optimize the conditions of the work environment both physically and non-physically as the basic foundation in creating a conducive work climate, while developing a comprehensive strategy that includes other aspects that have a greater contribution to improving teacher performance in order to achieve the institution's vision to "create a generation of ethics, intelligent, skilled, independent, and physically and mentally healthy".

5. THANK YOU

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