



# THE INFLUENCE OF WORK ENVIRONMENT AND ORGANISATIONAL CLIMATE ON JOB SATISFACTION AND ITS IMPLICATIONS ON THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN BOJONG DISTRICT, PANDEGLANG REGENCY

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## Abstract

Teacher performance is a key factor in determining the quality of education. However, it is influenced not only by individual competence but also by organisational factors, such as the work environment, organisational climate, and job satisfaction. This study aims to examine the effects of the work environment and organisational climate on job satisfaction and their implications for teacher performance in public elementary schools in Bojong Subdistrict, Pandeglang Regency. This research employed a quantitative approach with an explanatory survey design. Data were collected via Likert-scale questionnaires distributed to 100 teachers and analysed using Partial Least Squares–Structural Equation Modelling (PLS-SEM). The results indicate that both the work environment and organisational climate have positive and significant effects on teachers' job satisfaction. Job satisfaction was found to be the most dominant factor influencing teacher performance and also functioned as a mediating variable linking organisational factors to performance. In addition, the work environment and organisational climate had direct, significant effects on teacher performance. These findings highlight the importance of strengthening organisational conditions in schools to improve teacher performance. This study contributes to the development of educational management research by providing an integrated model linking work environment, organisational climate, job satisfaction, and teacher performance.

**Keywords:** Work Environment, Organisational Climate, Job Satisfaction, Teacher Performance

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## INTRODUCTION

Education is a strategic sector in the sustainable development of human resources. Educational quality is determined not merely by policies and curriculum, but is also substantially influenced by teachers' competence, who serve as the central actors in the instructional process. Teachers play a central role in shaping character, developing competencies, and improving students' academic achievement. Therefore, teacher performance serves as a crucial indicator in evaluating the effectiveness of educational implementation within an institution or region.

In practice, teacher performance is not determined solely by individual competence but is influenced by organisational and environmental factors. Teachers who work in supportive professional settings demonstrate higher levels of motivation, commitment, and work engagement. Conversely, unfavourable working conditions may reduce morale, increase psychological stress, and lower instructional quality. Accordingly, examining organisational factors that influence teacher performance is essential to enhancing educational quality.

The work environment is one external factor that affects teachers' comfort and productivity. The work environment encompasses not only physical aspects such as school facilities, classroom conditions, cleanliness, and instructional infrastructure, but also social aspects, including collegial relationships and leadership support. A supportive work environment fosters a positive professional

atmosphere and enhances teachers' motivation. Ningsih et al. (2023) argue that a conducive work environment is a significant factor in creating comfortable, productive working conditions for educators. In contrast, an inadequate work environment may lead to job stress, decreased motivation, and reduced enthusiasm in carrying out professional duties.

In addition to the work environment, the school's organisational climate is another critical factor influencing teachers' work behaviour. Organisational climate refers to members' perceptions of leadership patterns, communication systems, organisational culture, and institutional support. A healthy organisational climate is characterised by open communication, supportive leadership, and recognition of teachers' contributions. Husnalia et al. (2022) explain that a conducive organisational climate can enhance teachers' motivation and work engagement. Conversely, an unsupportive organisational climate, such as closed communication or a lack of recognition, may decrease professional morale and job satisfaction.

Job satisfaction plays an important mediating role between organisational conditions and teacher performance. Job satisfaction reflects the extent to which individuals feel psychologically, professionally, and socially fulfilled in their work. Teachers with high job satisfaction tend to demonstrate institutional loyalty, commitment to instructional quality, and readiness to adapt to educational changes. Pasaribu (2023) states that teachers who are satisfied with their work generally exhibit higher work engagement and stronger motivation to deliver quality instruction. Conversely, job dissatisfaction may lead to turnover intentions, reduced motivation, and diminished instructional quality.

The situation in Bojong Subdistrict, Pandeglang Regency, indicates that efforts to create a conducive work environment and a healthy organisational climate continue to face several challenges. Preliminary survey results reveal that a majority of teachers perceive the school work environment as not fully supportive of comfort and productivity. Limited instructional facilities, suboptimal classroom conditions, and inadequate supporting infrastructure are among the frequently reported concerns. These findings suggest that the work environment remains an issue requiring attention in school management.

Challenges are also evident in the organisational climate dimension. Some teachers report limited opportunities for open communication with school leaders and colleagues. Insufficient leadership support, limited recognition of performance, and restricted participation in decision-making processes indicate that the school organisational climate has not been fully inclusive and supportive. Such conditions may influence teachers' overall work experiences, including their level of job satisfaction.

Regarding job satisfaction, preliminary findings demonstrate varying perceptions among teachers. While some teachers express satisfaction with collegial relationships and institutional support, concerns remain regarding workload balance, availability of instructional facilities, and

transparency in performance evaluation systems. These conditions indicate that teacher job satisfaction has not yet been optimally established and remains influenced by organisational factors.

Teacher performance indicators also suggest that professional duties are not being carried out optimally. Several teachers have not consistently demonstrated punctuality in teaching, varied instructional methods, constructive feedback, or the effective use of instructional media. These findings reinforce the assumption that organisational conditions may affect teachers' instructional performance.

Previous studies have examined the relationships among work environment, job satisfaction, and teacher performance. Several studies indicate that the work environment positively influences teachers' job satisfaction (Dharmawan & Nugroho, 2023; Ningsih et al., 2023; Rosdiana, 2024). However, other studies report differing results. Arianti et al. (2025), Jayanti & Wahyuni (2023), and Pradita et al. (2024) found that the work environment does not always significantly affect teachers' job satisfaction. These inconsistent findings suggest that the relationship between these variables requires further empirical examination.

Similarly, inconsistencies are found in the relationship between job satisfaction and teacher performance. Some studies demonstrate that job satisfaction significantly influences teacher performance (Ma'muroh & Mariyono, 2023; Pasaribu, 2023; Susanto et al., 2024). However, other studies argue that teacher performance is not necessarily determined by job satisfaction but may be influenced by factors such as institutional policies, administrative demands, or professional responsibility (Cahyaningtyas, 2024; Fadillah, 2024; Sari, 2024).

Inconsistent findings are also evident in studies examining the relationship between work environment and teacher performance. Several studies conclude that the work environment significantly affects teacher performance (Ariyanto et al., 2024; Husnalia et al., 2022; Syamsiah et al., 2023). In contrast, Fatimah & Marsinah (2024), Iskandar (2023), and Putri & Lamidi (2024) report that the work environment does not necessarily serve as a primary determinant of teacher performance. These divergent findings highlight a research gap that warrants further investigation.

Given these inconsistencies, there remains limited research integrating work environment, organisational climate, job satisfaction, and teacher performance within a comprehensive analytical model, particularly in the context of public elementary schools in regional areas. Therefore, this study seeks to address this gap by examining the influence of the work environment and organisational climate on job satisfaction and their implications for teacher performance among public elementary school teachers in Bojong Subdistrict, Pandeglang Regency.

This study is expected to contribute theoretically to the development of educational management research, particularly by advancing understanding of the structural relationships between school organisational factors and teacher performance. In practice, the findings are expected to provide evidence-based recommendations for school administrators and policymakers to formulate

strategies to improve teacher performance by enhancing work environment conditions, strengthening the organisational climate, and increasing teacher job satisfaction.

## METHOD

This research adopted a quantitative, explanatory survey design to analyse the effects of the work environment and organisational climate on job satisfaction and their implications for the performance of public elementary school teachers in Bojong District, Pandeglang Regency. The research data consisted of primary data collected through structured questionnaires using a Likert scale developed from the indicators of each research variable. The population included all public elementary school teachers in Bojong District. At the same time, the sample size was determined based on the Structural Equation Modelling (SEM) requirement of at least five times the number of indicators (Hair et al., 2017), resulting in a sample of 100 teachers. The research procedures involved instrument development based on a theoretical review, sample determination, questionnaire distribution, data verification, and data processing. Data analysis was conducted using Partial Least Squares–Structural Equation Modelling (PLS-SEM), as this method enables the simultaneous examination of causal relationships among latent variables and is suitable for moderate sample sizes and non-normal data (Hair et al., 2017). The analysis included evaluating the measurement model to assess construct validity and reliability, followed by evaluating the structural model to test relationships among variables, examine coefficients of determination, and assess the significance of path coefficients to address the research hypotheses.

## RESULTS AND DISCUSSION

Table 1 *Cross Loadings*

Indicator	Work environment	Organisational Climate	Job satisfaction	Teacher Performance
LK_1	0.947	0.827	0.804	0.813
LK_2	0.939	0.827	0.865	0.887
LK_3	0.949	0.825	0.845	0.844
IO_1	0.849	0.911	0.883	0.87
IO_2	0.831	0.898	0.858	0.857
IO_3	0.761	0.954	0.866	0.854
IO_4	0.794	0.95	0.866	0.857
IO_5	0.809	0.907	0.818	0.838
IO_6	0.814	0.934	0.878	0.875
KK_1	0.8	0.817	0.881	0.861
KK_2	0.831	0.823	0.902	0.852
KK_3	0.847	0.89	0.954	0.918
KK_4	0.817	0.879	0.931	0.888
KK_5	0.834	0.893	0.949	0.903
KK_6	0.813	0.875	0.946	0.917
KG_1	0.83	0.863	0.903	0.922

KG_2	0.831	0.877	0.917	0.952
KG_3	0.875	0.873	0.9	0.946
KG_4	0.832	0.874	0.896	0.947
KG_5	0.859	0.876	0.899	0.938

The results of the study indicate that the measurement model meets the criteria for construct validity and reliability, making it suitable for hypothesis testing. All indicators in the work environment, organisational climate, job satisfaction, and teacher performance variables exhibit cross-loadings above the required minimum; they can be considered to meet convergent validity (Hair et al., 2017). Moreover, the results of the discriminant validity assessment reveal that each indicator shows the highest correlation with its corresponding construct, relative to other constructs, indicating that the research instrument adequately differentiates the variables. The next test in this study is to compare the root of the AVE with the relationship between constructs, and the explanation is in Table 2 below:

Table 2 Comparison of AVE with AVE roots

Variable	Average Variance Extracted (AVE)	AVE Root
Work environment	0.893	0.95
Organisational Climate	0.858	0.93
Job satisfaction	0.86	0.93
Teacher Performance	0.885	0.94

Source: Output from Smart PLS 4.0 report 2025

Based on a comparison of AVE values and AVE root values, all constructs demonstrated good validity. Work Environment had an AVE of 0.893 with an AVE root of 0.95; Organisational Climate had an AVE of 0.858 with an AVE root of 0.93; Job Satisfaction had an AVE of 0.860 with an AVE root of 0.93; and Teacher Performance had an AVE of 0.885 with an AVE root of 0.94. These results indicate that the model meets convergent validity because it explains the variance of the indicators within each variable. Furthermore, the obtained values indicate that the discriminant validity is in the good range, and the research constructs are deemed suitable for further analysis. The results of the previous analysis indicated that all indicators met the validity criteria, and the research instrument was deemed suitable for further testing. In line with these findings, the reliability analysis revealed that the composite reliability and Cronbach's alpha coefficients for all variables were high, indicating excellent internal consistency. Thus, the overall measurement model can be declared to meet the requirements to continue with the structural model testing as shown in the following table:

Table 3 Cronbach Alpha

Variable	Cronbach's Alpha
Work environment	0.94
Organisational Climate	0.967
Job satisfaction	0.967

Teacher Performance	0.968
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Source: Output from Smart PLS 4.0 report 2025

The evaluation of the structural model demonstrates that it has very strong explanatory power for the endogenous variables. The coefficients of determination indicate that the work environment, organisational climate, and job satisfaction substantially explain teacher performance. In contrast, job satisfaction is also strongly explained by the work environment and organisational climate, as reported in the table below:

Table 4 Structural Model Results

Relationship Between Variables	Path Coefficient	R Square
Work Environment Variables → Teacher Performance Variables	0,177	0,936
Organisational Climate Variable → Teacher Performance Variable	0,193	
Job Satisfaction Variable → Teacher Performance Variable	0,623	
Work Environment Variables → Job Satisfaction Variables	0,313	0,890
Organisational Climate Variables → Job Satisfaction Variables	0,657	

Source: Output from Smart PLS 4.0 report 2025

The goodness-of-fit value of the model indicates a very high level of suitability, indicating that the research model can comprehensively explain variations in the empirical data. This finding also strengthens the theoretical assumption that organisational and psychological factors significantly influence teacher work behaviour in public elementary schools. In line with this, the results of the hypothesis testing also show that the work environment has a positive and significant effect on teacher job satisfaction. This finding indicates that conducive working conditions, harmonious social relationships, and adequate support facilities can enhance teachers' perceptions of work comfort, ultimately contributing to higher job satisfaction. Theoretically, these results align with the view that the work environment is a crucial factor in shaping individual work attitudes because a positive environment can increase motivation and emotional attachment to work (Robbins & Judge, 2009). The results of this study are also consistent with previous research findings that state that the quality of the work environment is closely related to increased employee job satisfaction (Dharmawan & Nugroho, 2023; Rosdiana, 2024). In the context of public elementary schools in Bojong District, these findings indicate that the quality of school facilities, principal support, and professional relationships between teachers are important factors in shaping positive work experiences. A summary of the t-statistic measurement results for each variable is presented in Table 5 below:

Table 5 Results of t-Statistic Measurement of the Relationship Between Variables in the Model Structure

Relationship Between Variables	T-value	Ho	Conclusion
Work Environment Variables → Teacher Performance Variables	3,069	Rejected	There is a Positive Influence

Relationship Between Variables	T-value	Ho	Conclusion
Organisational Climate Variable → Teacher Performance Variable	6,474	Rejected	There is a Positive Influence
Job Satisfaction Variable → Teacher Performance Variable	7,179	Rejected	There is a Positive Influence
Work Environment Variables → Job Satisfaction Variables	2,828	Rejected	There is a Positive Influence
Organisational Climate Variables → Job Satisfaction Variables	2,202	Rejected	There is a Positive Influence

Source: Output from Smart PLS 4.0 reipòirt 2025

The table above shows that organisational climate has a positive and significant influence on teacher job satisfaction. This finding indicates that perceptions of leadership, communication systems, organisational justice, and work culture make a significant contribution to shaping educators' job satisfaction. Conceptually, organisational climate is understood as the collective perceptions of organisational members regarding management practices and social interactions in the workplace, and a healthy climate will encourage employee engagement and loyalty. The results of this study align with those of Sukmawati et al. (2024) and Susanto et al. (2024), which show that a positive organisational climate significantly increases job satisfaction. In the school context, a supportive organisational climate can be reflected in open leadership, clear communication, and appreciation for teacher contributions, ultimately increasing psychological comfort at work.

The research findings also show that job satisfaction has the greatest influence on teacher performance, followed by other variables. Indicates that teachers who are satisfied with their work tend to have higher teaching motivation, stronger professional dedication, and a better ability to create effective learning experiences. Theoretically, this relationship can be explained by the work attitude theory, which states that job satisfaction plays a major role in determining productive work behaviour by influencing commitment, work enthusiasm, and the quality of individual performance (Robbins & Judge, 2009). The results of this study are also consistent with those of Susanto et al. (2024), who found that teacher job satisfaction significantly influences teaching performance. Within the primary education context, teachers' job satisfaction influences not only their individual performance but also the effectiveness of the learning process and student achievement.

Furthermore, this study found that the work environment also directly influences teacher performance. These findings indicate that supportive working conditions not only increase job satisfaction but also directly impact the quality of teaching performance. A work environment that provides adequate facilities, harmonious working relationships, and clear organisational support allows teachers to work more focused and productively. The results of this study align with those of Ningsih et al. (2023), who found that the work environment plays a crucial role in improving educators' performance. In public elementary schools, the availability of learning resources,

comfortable workspaces, and effective administrative support can strengthen teachers' professionalism in fulfilling their duties.

The results further reveal that organisational climate positively affects teacher performance. It suggests that perceptions of school leadership, communication systems, and work culture directly contribute to teacher performance effectiveness. Theoretically, a positive organisational climate can increase a sense of belonging to the organisation and strengthen professional commitment, ultimately improving work quality. The results of this study are consistent with those of Aribowo & Jatmiko (2023), who found that organisational climate plays a significant role in improving teacher performance, particularly in public elementary schools. Supportive principal leadership, clear work systems, and appreciation for teacher achievement are important factors in shaping optimal teaching performance.

Furthermore, the results of the indirect effect test indicate that job satisfaction acts as a mediating variable in the relationship between the work environment and teacher performance, as well as between organisational climate and teacher performance. This finding suggests that organisational factors influence teacher performance not only directly but also through the development of positive work attitudes, such as job satisfaction. Theoretically, these results support the organisational behaviour model, which positions job satisfaction as a psychological mechanism linking organisational conditions to individual performance behaviour (Robbins & Judge, 2009). These research findings align with the findings of Ma'muroh & Mariyono (2023) and Pasaribu (2023). The findings indicate that job satisfaction serves as a mediator linking organisational factors to employee performance. In elementary education, this implies that improving the work environment and organisational climate must be aligned with strategies to strengthen teachers' job satisfaction and optimise performance outcomes.

Overall, this study's results indicate that both individual, organisational, and psychological factors influence teacher performance in public elementary schools. A conducive work environment and a positive organisational climate have been shown to increase teacher job satisfaction, which ultimately impacts teaching performance. These findings offer practical implications: improving the quality of basic education is not achieved solely by enhancing teacher competency, but also requires strengthening school management, improving work facilities, and developing a healthy and supportive organisational culture. Thus, an integrative approach to education management is key to sustainably improving teacher performance.

## **CONCLUSION**

Based on the research findings, the proposed model demonstrates good quality, as indicated by high AVEs across all constructs: work environment (0.893), organisational climate (0.858), job satisfaction (0.860), and teacher performance (0.885). These results confirm that the measurement

instrument accounts for a substantial portion of the variance in its indicators. The structural model testing shows that the work environment has a significant effect on job satisfaction, with a beta coefficient of 0.313 ( $t = 3.069$ ;  $p = 0.002$ ), while organisational climate exerts a stronger influence, with a beta coefficient of 0.657 ( $t = 6.474$ ;  $p = 0.000$ ). Job satisfaction is the most dominant factor influencing teacher performance, with a beta coefficient of 0.623 ( $t = 7.179$ ;  $p = 0.000$ ). In addition, both the work environment and organisational climate also have direct effects on teacher performance, with coefficients of 0.177 ( $t = 2.828$ ;  $p = 0.005$ ) and 0.193 ( $t = 2.202$ ;  $p = 0.028$ ), respectively. Indirect effects are also significant, with the work environment influencing performance through job satisfaction ( $0.195$   $t = 2.672$ ;  $p = 0.008$ ) and organisational climate ( $0.409$   $t = 5.355$ ;  $p = 0.000$ ). Thus, improving the performance of public elementary school teachers in Bojong District, Pandeglang Regency, is strongly influenced by the quality of the work environment, organisational climate, and job satisfaction, both directly and indirectly.

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