



Work Environment & Employee Job Satisfaction on Performance

Yuliar Bastian Kurnianto¹, Purnamie Titisari², Novi Puspitasari³

^{1 2 3} *Master of Management, Economic and Business, University of Jember, Indonesia*

Abstract

Background: This study aims to determine the role of job satisfaction in mediating work environment on performance of the educational staff employment at a university in jember.

Materials and Methods: This research is an explanatory quantitative research with a sample of 243 respondents and the method of data analysis using Path Analysis with SPSS 20 software.

Results: Based on the Path Analysis, the result of the study were the work environment had a positive and significant effect on job satisfaction as seen from the positive path coefficient of 0.406 with a significance value

(p) of 0.000 smaller than the required significance level (α) of 0.05, work environment had a positive and significant effect on performance as seen from the positive path coefficient of 0.211 with a significance value (p) of 0.001 smaller than the required significance level (α) of 0.05, and job satisfaction had a significant positive effect on the performance of the educational staff employment as seen from the positive path coefficient of 0.423 with a significance value (p) of 0.000 smaller than the required significance level (α) of 0.05.

Conclusion: This shows that the perceptions of the educational staff employment about the work environment are getting better, it will increase job satisfaction, this also shows that the more conducive the work environment is, it can improve the performance of education personnel at the university and this also shows that the higher the job satisfaction is automatically the performance of education personnel will increase.

Keywords: Work Environment; Job Satisfaction; Performance

I. Introduction

Organization is a formal union system of two or more people who work together to achieve certain goals (Hasibuan, 2019: 5). An organization or institution is a collection of people who work together by utilizing existing facilities to achieve planned goals. The goal of an organization or institution is the achievement of a goal which individuals cannot achieve on their own. With a group of people who work together cooperatively and are coordinated, it can achieve more results than one person can do. According to Handoko (2018: 4) human resource management is the withdrawal, selection, development, maintenance and use of human resources to achieve both individual and organizational goals. In order to achieve organizational or institutional goals, many factors influence it, including the quality of human resources or employees, work methods, work environment and facilities that support the achievement of these goals. Human Resources must be nurtured, coordinated and directed in accordance with the company's goals to be achieved as well as employees' satisfaction. Human resources can be interpreted as elements of labor, employees, employees or workers who essentially have the same purpose. These things require special attention because these factors will affect achievement, dedication and loyalty as well as love for work and organization (Hasibuan, 1994: 222).

Performance can be interpreted as a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and seriousness and time (Hasibuan, 2019: 94). Performance is a combination of three important factors, namely the ability and interest of an employee, the ability and interest in the explanation of the task delegation, and the role and level of motivation of a worker. The higher the three factors above, the greater the employee's performance.

The factor related to performance is the work environment. The work environment affects the performance of education personnel, according to the theory of Sedarmayanti (2009: 75) which states that a good work environment and climate will encourage employees to be happy working and increase their sense of responsibility to do better work towards increasing productivity. In accordance with Awan, A.G.'s (2015) research, which states "It was observed that the factors like supervisor support, relations with co-workers, training and development, attractive and fast incentives and recognition plans, adequate work load at work place are helpful in developing a working environment that has positive impact on employee's level of productivity in the organizations".

Job satisfaction is also a factor that influences the performance of educational personnel. According to Hasibuan (2019: 203), Employee Job Satisfaction is the key to driving morale, discipline, and employee performance in supporting the realization of company goals. The results of the study (Umar, 2012: 204) suggest that job satisfaction has a significant effect on worker performance. Job satisfaction leads to increased performance so that employees do a better job at fulfilling obligations, encouraging creativity, improving problem solving and decision making, and increasing memory and drawing various kinds of certain information (Talasaz, Saadoldin, & Shakeri, 2014: 157).

The factor that affects job satisfaction is the work environment. According to Hasibuan (2019: 202), Job Satisfaction in work is job satisfaction that is enjoyed at work by getting praise for work results, placement, treatment, equipment, and a good work environment. Research conducted by Sugiyarti (2012) on the influence of the work environment, organizational culture, and performance allowances on job satisfaction to improve employee performance, shows that job satisfaction is proven to mediate the influence of the work environment on employee performance.

Based on the results of the interview, the causes were such as less conducive (conflict) and less comfortable work environment, lack of mutual respect and mutual need between colleagues, pessimism for fear of being scolded by the leader if the work was not completed on time. As early as possible, managerial parties, especially organizational leaders, can anticipate and try to improve the performance of education personnel. If many don't care about their responsibilities just because the work environment is not conducive, then job satisfaction is low so that performance is not optimal. Because employee performance is related to the degree of achievement of organizational goals, both implicitly and explicitly, namely how far the plan can be implemented and how far the goals can be achieved.

The university is one of the educational institutions that can be relied on to increase the ratio of education. The renewal of the existing administrative system within the university will have an effect on improving the quality of the administrative role in carrying out institutional tasks, especially in the administration of education. To achieve this goal, educational staff at the university must always make service improvements to stakeholders and students. Universities that are progressing and experiencing rapid development are expected to be able to carry out a better change process. Seeing the very rapid potential and prospects of the University in the future, it is necessary to develop and pay attention to matters relating to administrative and student services so that public trust will be even higher. One important element that plays a very important role in providing administrative services is the education staff. The educational staff in this study focused on the educational staff in the university environment. In order to achieve this goal, the leadership should be able to identify and analyze the factors that influence the low performance of their employees through existing phenomena.

Based on descriptions and several empirical studies, the existence of research gaps and phenomena that exist in universities, it can be explained that work environment factors that can be influenced through job satisfaction are variables that can shape the performance of an educational

staff to be high. The reasons for the researchers doing research with an emphasis on educational personnel at the University include: first, namely the low performance of educational personnel; secondly, this research is also intended so that university officials pay more special attention to the work environment, whether or not it is appropriate to the needs of educational personnel so that work motivation and job satisfaction can increase.

II. Literature Review

Work Environment

According to Potu (2013: 1210), the work environment is defined as the situation around the workplace, both physically and non-physically, which can give a pleasant, secure, reassuring and comfortable impression. According to Rachmadhani (2014: 2) states that the work environment is divided into two dimensions, namely the physical environment that is real and the non-physical environment that is not real. The work environment is a variable that has a large enough influence on employee motivation (Handaru, 2013: 117).

Based on the definition of the opinions of experts above, it can be interpreted that the work environment is everything that is around the workers, both physically and non-physically, which affects the tasks that are carried out and a conducive work environment will encourage and increase employee morale so that employee job satisfaction can be obtained. Work environment is a series of conditions or conditions of the work environment of an organization or institution that is the workplace of employees who work in that environment. Although the work environment does not carry out the service process, the work environment has a direct effect on employees who carry out the service process. The mismatch of the work environment can create inconvenience for employees in carrying out their duties so that employees do not work effectively and efficiently.

According to Suwatno (2011: 163), the type of work environment is divided into two, namely the physical condition of the work environment and the psychological condition of the work environment. The physical condition of the work environment around employees really needs to be considered by business entities, because this is one way that can be taken to ensure that employees can carry out their duties without experiencing interference. Paying attention to the physical condition of the employee's work environment in this case means trying to create a working environment that is in accordance with the wishes and needs of the employees as executors of the work at the workplace. According to Nugroho, et al. (2015: 412) The following are indicators of the physical work environment including: 1. Lighting 2. Air temperature 3. Noise 4. Movement/vibration 5. Pollution/contamination 6. Beauty. According to Sofyan (2013: 20), the working environment conditions consist of: 1. Work Facilities, 2. Salary and allowances, 3. Work relations. Siagian (2014: 59) suggests that the dimensions of the physical work environment consist of several indicators, namely:

a. Workplace building, b. Adequate work equipment, c. Facilities, d. Availability of transportation facilities.

Job Satisfaction

Job satisfaction is a worker's (positive) attitude towards his job, which arises based on an assessment of the work situation. The assessment can be made on one of his jobs. Assessment is done as a sense of appreciation in achieving one of the important values in work. In achieving organizational or institutional goals, human resources have a very important role. Therefore the organization must always pay attention to employee job satisfaction and loyalty. Satisfied and loyal employees will make a major contribution to the achievement of organizational or institutional goals. The definition of job satisfaction according to Robbins (2013: 46), job satisfaction is a general attitude towards a person's job, the difference between the amount of when individual needs have been met and related to degree of liking and dislike in relation to employees; is a general attitude that employees have that is closely related to the rewards they believe they will receive after making a sacrifice.

According to Bangun (2012: 328), related to job satisfaction there are theories including:

1. The Mismatch theory means that everyone wants the amount of work that is contributed to the employer to be rewarded as much as it is received so that the employee will feel satisfied.
2. The theory of justice shows that someone is satisfied or dissatisfied depending on their sense of fairness (equity) or unfairness (inequity). Everyone gets a feeling of being fair and unfair about a situation by comparing himself to others at the same level or type of work in different places.

The dimensions of job satisfaction according to (Luthans, 2011:141), five job dimensions have been identified to represent the most important characteristics of a job about which employees have affective responses. These are:

1. The work itself. The extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility
2. Pay. The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization
3. Promotion opportunities. The chances for advancement in the organization
4. Supervision. The abilities of the supervisor to provide technical assistance and behavioral support
5. Coworkers. The degree to which fellow workers are technically proficient and socially supportive.

According to Mangkunegara (2017: 120) states that there are 2 (two) factors that affect job satisfaction, namely factors that exist in employees and work factors. The factors that exist in employees are intelligence (Intelligence Quotient / IQ) which includes:

1. Special skills, age, gender, physical condition
2. Education, work experience, years of service
3. Personality, emotions
4. Way of thinking
5. Perceptions and work attitudes. While the work factors are:
 1. Type of job, organizational structure, rank (group)
 2. Position, quality control
 3. Financial guarantees
 4. Opportunities for promotion
 5. Social interactions and work relationships.

Performance

The term performance comes from the word job performance and actual performance which means work performance or actual achievement achieved by someone Mangkunegara (2017: 67). According to Martoyo (2015: 86), performance is the work performance of the employee itself and the potential level of the employee in an effort to develop himself for the benefit of the organization. Yunianto and Waruwu (2017: 471) say that performance is a universal concept which is the operational effectiveness of an organization, part of the organization, and its employees based on predetermined standards and criteria. The purpose and objective of performance is to set useful goals, not only for the evaluation of performance at the end of a certain period, but also for the results of the work process during that period. According to Robbins (2013: 79) in practice performance is often referred to as work performance. The term performance comes from the word job performance, which means the work performance achieved by someone. The definition of performance (work performance) is the quality and quantity of work achieved by a person in carrying out his duties in accordance with the responsibilities assigned to him. To achieve maximum performance and work results, organizations or companies need employees who have

high performance. Performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and seriousness and time (Hasibuan, 2019: 94).

Based on some of the definitions above, it can be concluded that performance is the result of a process that an individual gets from the work that is his responsibility and obligation as an employee for a certain period of time which is assessed based on applicable standards and criteria. According to Bernardin and Russel (1993), there are six criteria used to measure the extent to which individual employees are performing, including:

- 1) Quality, namely the level where the results of the activities carried out are close to perfect in the sense of adjusting some ideal ways of performing the activity or meeting the expected goals of an activity.
- 2) Quantity, that is, the amount produced is expressed in terms of the number of units, the number of activity cycles completed.
- 3) Timeliness, namely the level of an activity completed at the desired initial time seen from the point of coordination with the output results and maximizing the time available for other activities.
- 4) Effectiveness is the maximized user level of organizational resources with the intention of increasing profits or reducing losses from each unit in the use of resources.
- 5) Independence is the level where an employee can carry out his work function without asking for help, guidance from the supervisor or asking for the supervisor's involvement in order to avoid adverse results.
- 6) Work commitment is the level where employees have work commitment to the organization and employee responsibilities to the organization.

As'ad (2004: 63) states that general criteria that are often used as performance measurement criteria include: (1) quality; (2) quantity; (3) time used; (4) the position held; (5) attendance; (6) safety in carrying out work duties. Meanwhile, according to Gomes in Setiyanti and Sujadi (2012: 30) the criteria for evaluating the performance include:

- 1) Quantity of work, namely the amount of work done in a specified time period.
- 2) Quality of work, namely the quality of work achieved based on the requirements of its suitability and readiness.
- 3) Job knowledge, namely the breadth of knowledge about work and skills.
- 4) Creativeness, namely the authenticity of ideas that are raised and actions to solve problems that arise.
- 5) Cooperation, namely the willingness to cooperate with other people (fellow members of the organization).
- 6) Dependability, is awareness and can be trusted in terms of attendance and work completion.
- 7) Initiative. namely the enthusiasm for carrying out new tasks and in enlarging their responsibilities.
- 8) Personal qualities concerning personality, leadership, hospitality, and personal integrity.

According to Simanjuntak, P. J. (2011: 11), the factors that affect a person's performance include the following:

1) **Individual Competence**

Individual competence is the ability and skills to do work. Each person's competence is influenced by several factors: a. Ability and work skills b. Motivation and work ethic. According to Mankunegara (2017: 67) Psychologically, ability consists of potential abilities (IQ) and reality abilities (knowledge + skills). This means that employees who have an IQ above average (IQ 110-120) with adequate education for their position and skilled in doing daily work, will find it easier to achieve the expected performance. Motivation is formed from the attitude of an employee in dealing with work situations. Motivation is a condition that moves employees who are directed to achieve organizational goals (work goals).

2) **Organizational Support**

Each person's performance also depends on organizational support in the form of organization, provision of work facilities and infrastructure, technology selection, comfortable work environment, and working conditions and conditions.

3) **Management Support**

A person's performance is highly dependent on the managerial ability of management or leaders, either by building a work system and industrial relations that are safe and harmonious, as well as by developing worker competencies. Likewise, by fostering motivation and mobilizing employees to work optimally.

According to Siagian (2002: 67), the factors that influence performance are: compensation, work environment, organizational culture, leadership and work motivation, work discipline, job satisfaction, communication and other factors. Meanwhile, according to Usman (2010: 489) there are five factors in performance appraisal that are popular and are used as indicators in research, namely:

1. Quality of work, including: accuracy, thoroughness, appearance and acceptance of output.
2. Quantity of work, including: volume of output and contribution.
3. The necessary supervision, including: suggestions, directions, and improvements.
4. Attendance, including: regulation, trustworthiness/dependability, and timeliness.
5. Conservation, including: prevention of waste, damage and maintenance of equipment.

Conceptual Framework

This study aims to examine the role of job satisfaction in mediating work environment on the performance of the educational staff employment at a university in Jember.

Research Hypothesis

According to Hasibuan (2019: 202), Job Satisfaction at work is job satisfaction that is enjoyed at work by getting praise for work results, placement, treatment, equipment, and a good work environment. Research conducted by Sugiyarti (2012) on the influence of the work environment, organizational culture, and performance allowances on job satisfaction to improve employee performance, shows that job satisfaction is proven to mediate the influence of the work environment on employee performance. Based on the results of interviews, the causes were such as less conducive (conflict) and less comfortable work environment, lack of mutual respect and mutual need between colleagues, pessimism for fear of being scolded by the leader if the work was not completed on time. Based on this description, the following hypothesis can be proposed:

H1: Work environment affects the job satisfaction of the educational staff employment at a university in Jember.

Sedarmayanti (2009: 75) states that a good working environment and climate will encourage employees to enjoy working and increase their sense of responsibility to do better work towards increasing productivity. In accordance with the research of Awan, A.G. (2015), which states "It was observed that the factors like supervisor support, relations with co-workers, training and development, attractive and fast incentives and recognition plans, adequate work load at work place are helpful in developing a working environment that has positive impact on employee's level of productivity in the organizations". Meanwhile, the psychological environment is related to the social relationship between teachers, technical staff, OB, and superiors or leaders who must be closely knit and kinship. This is also in accordance with Hamid & Hassan (2015) that "Quality workplace environment is said to influence people around the organization in the number of ways including their job performance". Based on this description, the following hypothesis can be proposed:

H2: Work environment affects the performance of the educational staff employment at a university in Jember.

According to Hasibuan (2019: 203), Employee Job Satisfaction is the key to driving morale, discipline, and employee work performance in supporting the realization of company goals. The results of the study (Umar, 2012: 89) suggest that job satisfaction has a significant effect on worker performance. Job satisfaction leads to increased performance so that employees do a better job at fulfilling obligations, encouraging creativity, improving problem solving and decision making, and increasing memory and attracting certain kinds of information (Talasaz, Saadoldin, & Shakeri, 2014: 90). Based on this description, the following hypothesis can be proposed:

H3: Job satisfaction affects the performance the educational staff employment at a university in Jember.

III. Methodology

This research can be classified as Explanatory quantitative Research. Explanatory Research is a study to examine the hypothesized relationship between variables. The hypothesis itself describes the relationship between two or more variables to find out whether a variable is caused/influenced or not by other variables (Faisal, 2007: 21). The variables studied were: Work Environment (X), job satisfaction (Z) and performance (Y). The population in this study were 622 educational staff employment who worked at a university in Jember, with a sample of 243 respondents. This study uses questionnaire and interview methods whose investigations are carried out to obtain facts from existing symptoms and seek information factually, where information is collected from respondents' answers which are used as the object of research by providing questionnaires. Based on several theories, there are four indicators of the work environment (X) in this study, namely the relationship between leaders and employees, relationships between employees, working conditions and office facilities. There are four indicators of job satisfaction (Z) that are used in this research, namely position, ranking, age and quality of supervision. And there are five performance appraisal factors (Y) that are popular and used as indicators in research, namely, quality of work, quantity of work, necessary supervision, attendance, and conservation. Methods of data analysis uses path analysis using SPSS 20 software.

IV. Data and Results

The number of hypotheses tested is three hypotheses consisting of testing the direct effect coefficient.

H	HYPOTESIS	KOEFISIE N VALUES	T- STATISTI CS	T- TABEL	P VALUE S	CONCLUSION
H1	<i>Direct</i> ; X → Z	0,406	0,165	1,97	0,000	H1 received, Ho Rejected
H2	<i>Direct</i> ; X → Y	0,211	0,045	1,97	0,001	H2 received, Ho Rejected
H3	<i>Direct</i> ; Z → Y	0,423	0,179	1,97	0,000	H3 received, Ho Rejected

Table no 1: Shows result testing the hypotesis.

a. The work environment (X) has a positive effect on job satisfaction (Z)

The work environment has a positive and significant effect on job satisfaction. This can be seen from the positive path coefficient of 0.406 with a significance value (p) of 0.000 which is smaller than the required significance level (α) of 0.05. This means that the work environment has a positive and significant effect on the work satisfaction of the educational staff employment, which means that if the perceptions of the educational staff employment about the work environment are getting better, it will increase job satisfaction, and vice versa if the perceptions of the educational staff employment about the work environment are getting worse, it will reduce job satisfaction. These results support (accept) the first research hypothesis which means that the better the work environment will increase the job satisfaction of the educational staff employment at the university.

This result means that all indicators of the work environment (relationship between leaders and educational personnel, relationships between fellow education personnel, working conditions, office facilities) are perceived through job satisfaction indicators (position, rank, age, quality of supervision) which are also felt by the staff. education is influential so that its performance becomes increased / high both individually and institutionally. Based on the results of respondents who agree with all of these indicators, the phenomena that cause low performance due to a less conducive work environment so that job satisfaction decreases and results in decreased performance can be resolved properly.

b. The work environment (X) has a positive effect on performance (Y)

The work environment has a positive and significant effect on performance. This can be seen from the positive path coefficient of 0.211 with a significance value (p) of 0.001 which is smaller than the required significance level (α) of 0.05. This means that the work environment has a positive and significant effect on the performance of the educational staff employment, which means that if the perception of the educational staff employment of the work environment is getting better, it will increase performance, and vice versa if the perception of the educational staff employment of the work environment is getting worse, it will reduce performance. These results support (accept) the second research hypothesis, which means that the better the work environment will improve the performance of the educational staff employment.

The first indicator is that the relationship between the leadership and education personnel is well established. It is evident that the attitude of the leaders in each unit respects and is always friendly to their subordinates when working in the office or outside the office. The second indicator is that the relationship between fellow education personnel is well established, such as the absence of gaps between friends, always being harmonious and tolerating each other. The third indicator is the working conditions of the teaching force that are comfortable, harmonious and always harmonious. The fourth indicator is: complete office facilities, which are everything in the form of objects or money in an institution with the aim of facilitating and expediting the implementation of a particular business, such as computers, air-conditioned rooms, food and beverage facilities, health and security facilities. when working, recreation facilities can be fulfilled properly. Based on the results of respondents who agree with all of these indicators, the phenomenon is not conducive to the work environment such as there are still education personnel who feel pressured at work, are not conducive and disharmonious between colleagues and the arrangement of teaching schedules for educators (lecturers) and students, and the physical environment associated with the arrangement of lecture halls and work spaces as well as incomplete facilities can be resolved properly.

c. Job satisfaction (Z) has a positive effect on performance (Y)

Job satisfaction has a positive and significant effect on performance. This can be seen from the positive path coefficient of 0.423 with a significance value (p) of 0.000 which is smaller than the required significance level (α) of 0.05. This means that job satisfaction has a positive and significant effect on the performance of the educational staff employment, which means that if the perception of the educational staff employment on job satisfaction is getting better, it will increase performance, and vice versa if the perception of the staff on job satisfaction is getting worse, it will reduce performance. These results support (accept) the third research hypothesis, which means that the better job satisfaction, the better the performance of the educational staff employment.

The first indicator is the position held by educational staff such as the position of Supervisor / Head of Subdivision in a Faculty and being able to lead their subordinates properly according to their respective duties resulting in success and satisfaction in carrying out their work. The second indicator is the rank possessed by education personnel which results in feelings of pleasure and satisfaction if they have a different rank with other employees, such as Supervisors / Heads of Subdivision who have rank IV. The third indicator, namely the age / age of the teaching staff, is able to give a feeling of satisfaction with the work they have achieved, such as the presence of several education personnel aged 30-34 years who are at their peak age, meaning that their

abilities and relationships are very large and productive in working and occupying a position in the unit has a satisfaction while working so that its performance is increasing. The fourth indicator, namely: the existence of the quality of supervision by superiors of education personnel has been carried out through a good and humane approach, such as conducting personal supervision of education personnel by checking, researching and directly examining the results of work that have been given properly and politely every month. Based on the results of respondents who agree with all of these indicators, the phenomena that cause low performance due to lack of satisfaction at work can be resolved properly.

V. Conclusion and Implication

Based on the research results, the following conclusions can be drawn that the perceptions of the educational staff employment about the work environment are getting better, it will increase job satisfaction, this also shows that the more conducive the work environment is, it can improve the performance of education personnel at the university and this also shows that the higher the job satisfaction is automatically the performance of education personnel will increase.

Based on the results of the analysis and conclusions that have been carried out, the results of this study indicate that the variable work environment can improve job satisfaction and performance, so that the university should always pay attention to the components related to these factors. For example provision of facilities and infrastructure for a pleasant work environment.

Works Citation

- Hasibuan, M.S.P. 2019. *Manajemen Sumber Daya Manusia*. Jakarta: PT Bumi Aksara.
- Handoko, H.T. 2018. *Manajemen Personalia dan Sumber Daya Manusia*, Edisi II, BPFE, Yogyakarta.
- Hasibuan, M.S.P. 1994. *Manajemen Sumber Daya Manusia, Dasar dan Kunci Keberhasilan*. Jakarta: CV. Haji Masagung. Sedarmayanti. 2009. *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: CV Mandar Maju.
- Umar, A. 2012. Pengaruh Upah, Motivasi Kerja dan Kepuasan Kerja Terhadap Kinerja Pekerja pada Industri Manufaktur di Kota Semarang. *Jurnal Aplikasi Manajemen*, 10(2), 406-418.
- Talasaz, Z. H., Saadaldin, S. N., & Shakeri, M. T. 2014. The relationship between Job Satisfaction and Job Performance among Midwives Working in Healthcare of Mashhad, Iran. *Journal of Midwifery & Reproductive Health*, 2(3), 157-164.
- Sugiyarti G. 2012. Pengaruh Lingkungan Kerja, Budaya Organisasi Dan Kompensasi Terhadap Kepuasan Kerja Untuk Meningkatkan Kinerja Pegawai (Studi Pada Fakultas Ekonomi Universitas 17 Agustus 1945 Semarang). *Jurnal Serat Acitya Universitas 17 Agustus 1945 Semarang*. 2(1): 73-83.
- Potu, A. 2013. Kepemimpinan, motivasi, dan lingkungan kerja pengaruhnya terhadap kinerja karyawan pada Kanwil Ditjen Kekayaan Negara Suluttenggo dan Maluku Utara di Manado. *Jurnal Emba: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi Manado*. 1(4): 1208-1218.
- Rachmadhani, I. 2014. Pengaruh lingkungan kerja terhadap kinerja karyawan (studi pada karyawan Perusahaan Daerah Air Minum (PDAM) Kota Malang dalam upaya meningkatkan profesionalisme sumber daya manusia). *JAB: Jurnal Administrasi Bisnis Universitas Brawijaya*. 4(1): 1-10.
- Handaru, A. W., Utomo T., dan Sudiarditha, I K. R. 2013. Pengaruh lingkungan kerja, kompensasi dan komitmen organisasi terhadap kepuasan kerja karyawan di RS "X". *JRMSI: Jurnal Riset Manajemen Sains Indonesia Fakultas Ekonomi Universitas Negeri Jakarta*. 4(1): 116-135.
- Suwatno dan Priansa, D. J. 2011. *Manajemen SDM dalam Organisasi Publik dan Bisnis*. Bandung: CV. Alfabeta.
- Nugroho, A., Tanoyo, K., dan Wiwoho, T. Y. 2015. Pengaruh lingkungan kerja terhadap kinerja karyawan Hotel Majapahit Surabaya. *Jurnal Hospitality dan Manajemen Jasa UK. Petra*. 3(2): 410-426.
- Sofyan, D.K. 2013. Pengaruh lingkungan kerja terhadap kinerja kerja pegawai BAPPEDA. *Industrial Engineering Journal (IEJ) Department of Industrial Engineering, Faculty of Engineering, Universitas Malikussaleh*. 2(1): 18-23.
- Siagian, S.P. 2014. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Robbins, S. P. 2013. *Perilaku Organisasi*. Jilid 2, edisi bahasa Indonesia, Cetakan pertama, diterjemahkan oleh Hadyana Pujaatama dan Benyamin Molan, Jakarta.
- Bangun, W. 2012. *Manajemen Sumber Daya Manusia*. Erlangga: Jakarta.
- Luthans, F. 2011 *Organizational behavior : an evidence-based approach*. 12th ed.. Singapore: Mc. Graw Hill Book. Co. [18]. Mangkunegara, A. P. 2017. *Manajemen Sumber Daya Manusia*. Bandung: PT Ramaja Rosdakarya.
- Martoyo, S. 2015. *Manajemen Sumber Daya Manusia*. Edisi 5, BPFE, UGM, Yogyakarta.

- Yunianto, A., dan Waruwu, P. 2017. Meningkatkan Kinerja Melalui Motivasi Dengan Anteseden Kepemimpinan Terpersepsi Dan Lingkungan Kerja Terpersepsi. Prosiding Seminar Nasional Multi Disiplin Ilmu Unisbank (Sendi_U) Ke-2 2017 " Kajian Multi Disiplin Ilmu dalam Pemberdayaan Potensi Daerah untuk Meningkatkan Sektor Pariwisata dan Industri Kreatif" 7 Agustus 2017. Unisbank: 471-479.
- Bernardin, J. H. dan Russel J. E. A. 1993. Human Resource Management: An Experiential Approach. International Edition.Singapore: The McGraw-Hill Companies, inc.
- As'ad. Moh. 2004. Seri Ilmu Sumber Daya Manusia: Psikologi Industri. Yogyakarta: Liberty Yogyakarta.
- Setiyanti, S. W. dan Sujadi, S. 2012. Perancangan penilaian kinerja pegawai berdasarkan kompetensi spencer. Jurnal Sekolah Tinggi Ilmu Ekonomi Semarang. 4(1): 26-34.
- Simanjuntak, P. J. 2011. Manajemen dan Evaluasi Kinerja. Jakarta:Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia. [25]. Siagian, Sondang (2002), Organisasi Kepemimpinan & Perilaku Administrasi, Jakarta: Penerbit Gunung Agung
- Usman, H. 2009. Manajemen Pendidikan. Yogyakarta: FPTK IKIP Yogyakarta
- Awan, A. G., & Tahir, M. T. (2015). Impact of working environment on employee's productivity: A case study of Banks and Insurance Companies in Pakistan. European Journal of Business and Management, 329-345.
- Hamid N.Z.A. & Hassan N. 2015. The Relationship Between Workplace Environment and Job Performance in Selected Government Offices in Shah Alam, Selangor. International Review of Management and Business Research., 4 (3): 845-851.
- Faisal. 2007. Format-Format Penelitian Sosial. Jakarta: CV. Rajawali.