



The Influence of Work Attitude and Work Environment on the Performance of Educational Staff Through Job Satisfaction at Catholic University of Saint Thomas North Sumatera

Theresa Sisilia Situmorang², Prihatin Lumbanraja³, Beby Karina Fawzee Sembiring⁴

Universitas Sumatera Utara

Corresponding Author: Theresia Sisilia Situmorang: theresasisilia.06@gmail.com

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ABSTRACT

This research aims to determine and analyze the influence of work attitude and work environment on performance through job satisfaction. This research is associative and the type of data used is quantitative data. The population in this study consists of permanent educational staff at Universitas Katolik Santo Thomas. The number of samples in this study is 91 educational staff. The sampling technique used is saturated sampling. The data analysis used is Structural Equation Modeling. The results of this study indicate that work attitude and work environment have a direct, positive, and significant impact on job satisfaction and performance of the educational staff at Universitas Katolik Santo Thomas.

INTRODUCTION

Achieving organizational objectives and success depends heavily on employee performance. Enhancing employee performance is an ongoing endeavor that necessitates a thorough comprehension of the elements affecting human resource development. Human resources must be empowered by the organization to enhance employee performance, which will enhance overall business performance. Employees are the ones who give their time, ideas, skills, and inventiveness to help the business grow.

A university, also referred to as a college, is a type of higher education establishment with faculties that house different departments or study programs. Students, teachers, and other educational staff are among the many participants in this. Higher education institutions are companies that primarily rely on the effectiveness of their human resources, such as professors and other teaching staff. Lecturers and other educational staff members play important roles in the institutional control process of higher education institutions because of their vital duties.

One organization that provides educational services is Catholic University of Saint Thomas. A good and quality method is also necessary to create graduates of high quality. In order to support academics, educational staff members must be highly motivated to work. To achieve the goals of Catholic University Of Saint Thomas good performance from the educational staff is required.

There has been a decline in the performance of educational staff at Catholic University of Saint Thomas over the past 3 years, from 2021 to 2023. The performance results of the educational staff mostly receive good work ratings each year, and there are no employees whose performance meets the Excellent criteria. In 2021, 60 educational staff received a good rating. In 2022, 74 people received a good rating and 6 people received an average rating. In 2023, there was a decline in performance ratings, with 84 people receiving a good rating and 7 people receiving an average rating. Although only achieving a satisfactory score, it indicates a decline in the work quality of the Educational Staff at Catholic University of Saint Thomas from 2022 to 2023. The university wants the performance of the educational staff to reach an excellent value. But, for the past 3 years, no educational staff have achieved an excellent rating.

Many factors influence performance, including work attitude, work environment, and job satisfaction. To see good performance, it is necessary to realize that work attitude is one of the important factors that influence performance.

Work attitude is something that has an important function in human resource management, because the better the work attitude of employees, the higher the performance results they achieve. According to Robbins and Judge (2019), work attitudes contain positive and negative evaluations that employees have about various aspects of their work environment. Employees who are satisfied with their jobs will work hard, be honest, not be lazy, and contribute to the advancement of the company. Work attitude can also determine whether a job runs smoothly or not. If not, it means there will be difficulties because the work attitude is not followed, but rather there are other problems in the relationship

between employees that result in their work attitude being neglected.

It appears from the findings of the observations made at the Catholic University of Santo Thomas that there is a poor work attitude there. The primary issue is low time discipline because many members of the educational personnel still lack self-control. the existence of teachers who have not yet followed the regulations as set forth. staff members in education who believe their task is too heavy. Positivity has an impact on output and the caliber of work output in addition to raising job satisfaction. In order to improve performance outcomes, companies must focus on training programs that foster positive work attitudes and the establishment of a positive work environment.

To achieve good performance, it is important to recognize that the work environment is a crucial factor for the continuity of the work process. The work environment can also affect employees' emotions. An uncondusive work environment will make employees stressed, unable to concentrate, lazy, easily emotional, frequently late, and so on, resulting in the company's desired work output not being good and not optimal. According to Afandi (2021), the work environment is something that exists in the surroundings of workers that can influence them in carrying out their tasks, such as temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace, and the adequacy of work equipment. The work environment is everything that exists around employees in both physical and non-physical forms.

From the results of the observation conducted at Catholic University of Saint Thomas, the work environment at Catholic University of Saint Thomas is less than optimal. Supporting facilities in the work environment, such as inadequate workspaces, non-soundproof workrooms that are disturbed by noise from vehicle activities outside and from within the room itself, and the lack of technological support such as the academic system and library administration system not being well integrated. These limitations can affect the productivity and comfort of educational staff. A good work environment is one that makes employees feel at home and comfortable in the space, and happy and enthusiastic about carrying out their tasks.

The emergence of job satisfaction can lead to improved performance of educational staff. Job satisfaction is the impact or result of performance effectiveness and success in work. Job satisfaction is essentially an individual matter; each person has a different level of job satisfaction according to their desires and the value system they adhere to. According to Robbins & Judge (2022), job satisfaction is a general attitude towards a person's job as the difference between the level of rewards received by employees and the level of rewards they believe they should receive. Each individual employee has different characteristics, therefore job satisfaction also varies and job satisfaction can have different impacts.

From the observations conducted at Catholic University of Saint Thomas, educational staff feel they have insufficient opportunities to develop their careers, such as professional training or promotion opportunities. Some

educational staff are dissatisfied with the salary structure or the lack of additional incentives, such as bonuses or awards for work achievements. At the Catholic University of Santo Thomas, educational staff feel dissatisfied because the workspace, equipment, or technology they use is inadequate.

Employee job satisfaction is a phenomenon that needs to be observed by organizational leaders. Employee job satisfaction is closely related to employee performance. Job satisfaction is a positive feeling about someone's work that results from an evaluation of its characteristics. Similarly, job satisfaction felt by employees. Employees will feel more satisfied if their compensation is commensurate with the work they have done.

LITERATURE REVIEW

1.1 Work Attitude

According to Utami, S. et al. (2020), work attitude is an evaluative perspective that assesses a state, whether pleasant or unpleasant, towards an object, event, or individual. Work attitude is a response in performing tasks to produce good productivity, which can be assessed with the belief that a good work attitude will result in good performance to achieve goals.

Work attitude is a form of evaluative attitude that reflects a person's views, feelings, or responses towards work, objects, individuals, or situations related to the work environment. Work attitude involves mental, emotional, and behavioral aspects, which are acquired through individual experiences and influence performance and productivity. Through the constructive contributions of individuals in the performance of their responsibilities, a positive work attitude can aid in the accomplishment of organizational goals.

According to Azwar (2022), there are aspects that influence a person's attitude, including: a) Personal experience If an experience leaves a strong impression, it can become the beginning of the formation of an attitude. The involvement of emotional factors in personal experiences will facilitate the formation of attitudes. b) The influence of others who are considered important, There are evaluative views that influence a person's actions, among others, this is called a conformist attitude where someone chooses to align with those considered important. c) Cultural influence, The cultures present in society will provide different shades of experience to each individual with their respective cultures. As a result, without realizing it, culture has already drawn lines due to our actions on various issues. Supervision is the most effective action to realize the work attitude of the employees. d) Mass media, Data that is conveyed through news messages, radio, or other means can influence a person's attitude because the news is factual and objective. e) Educational institutions and religious institutions, A person's actions can be shaped by what they believe or hold as true, which is usually derived from the teachings of educational institutions and religious institutions. f) Emotional factor Emotional, factors can determine an individual's attitude.

2.2 *Work Environment*

According to Sedarmayanti (2020), the work environment is a place for several groups where there are various supporting facilities to achieve the company's goals in accordance with the company's vision and mission. Robbins & Coulter (2020) argue that the environment refers to institutions or forces outside the organization that potentially influence the organization's performance.

According to Sedarmayanti (2020), factors that can influence the formation of a work environment condition are related to employee capabilities, including:

1. **Physical Work Environment**, The physical surroundings of the workplace that have the potential to directly or indirectly impact employees are collectively referred to as the physical work environment. The size of the workspace, desks, seats, computers, and other items are all directly tied to the employees and constitute the direct work environment. The surrounding environment that can impact employee circumstances, such as air circulation, illumination, noise, vibrations, disagreeable aromas, colors, and so forth, is referred to as the indirect or intermediary work environment.
2. According to Sedarmayanti (2020), the non-physical work environment is "all conditions that occur related to work relationships, whether relationships with superiors, relationships with colleagues, or relationships with subordinates."

2.3 *Performance*

According to Robbins & Coulter (2020), performance is a function of the interaction between ability and motivation. Employee performance is the work result achieved by an individual or a group of individuals in accordance with the authority or responsibilities of each employee during a specific period. A company needs to conduct performance evaluations on its employees. Performance evaluations play a very important role in enhancing motivation in the workplace.

Performance is not only a tool to achieve organizational goals but can also motivate employees to continuously develop themselves. Performance is a measurement tool used by the company to achieve organizational goals and develop employee potential.

According to Mangkunegara (2020), several dimensions and performance indicators are stated as follows:

- a. The volume and variety of tasks performed in typical circumstances in order to achieve the objectives of the business are referred to as the quantity of work..
 - Work Target
 - Work Volume.
- b. Carefulness, neatness, and adherence to results that are executed well in order to prevent errors in task completion are characteristics of high-

quality work. The signs are:

- Execution of work accurately
 - Minimizing the level of errors in work
- c. Making use of working hours in accordance with corporate regulations to ensure that the work is finished on time is known as time utilization. The sign:
- Timeliness in completing tasks
 - Deadline for completing the work

Mangkunegara (2020) identifies the following factors that influence performance::

- Ability factor
Workers who possess the abilities needed to do their jobs, a suitable education, and an above-average IQ (110–120) are more likely to meet performance standards. As a result, it is essential to allocate people to positions that complement their areas of competence.
- Motivation factor
An employee's mindset that propels them to accomplish goals in work environments is known as motivation.

2.4 Job Satisfaction

According to Paparang et al., (2021), a person's satisfaction will vary from one individual to another. So, satisfaction is individual in nature. Employee job satisfaction can be influenced by motivating factors such as recognition, rewards, and personal development. This is also impacted by elements that pertain to the state of the surrounding workplace, including pay scale, working conditions, and employee relationships. (Kadek et al., 2023).

According to Affandi (2021), the dimensions and indicators of job satisfaction include: 1. Satisfaction with the Job Itself: Measuring how satisfying the content of the job performed is. This includes elements such as challenges, variety, and the meaning of the work. 2. Job Satisfaction: Assessing whether the amount of pay received by employees meets their expectations and is considered fair. This includes perceptions of salary fairness compared to the responsibilities and contributions made. 3. Satisfaction with Promotion: Measuring the likelihood of employees receiving promotion opportunities or career advancement. This is related to the perception of opportunities for growth within the organization. 4. Satisfaction with Supervision: Assessing the relationship with supervisors and the quality of supervision provided. This includes support, guidance, and communication between employees and supervisors. 5. Satisfaction with Colleagues: Measuring interactions with colleagues and how pleasant or unpleasant those relationships are. Good relationships can enhance overall job satisfaction.

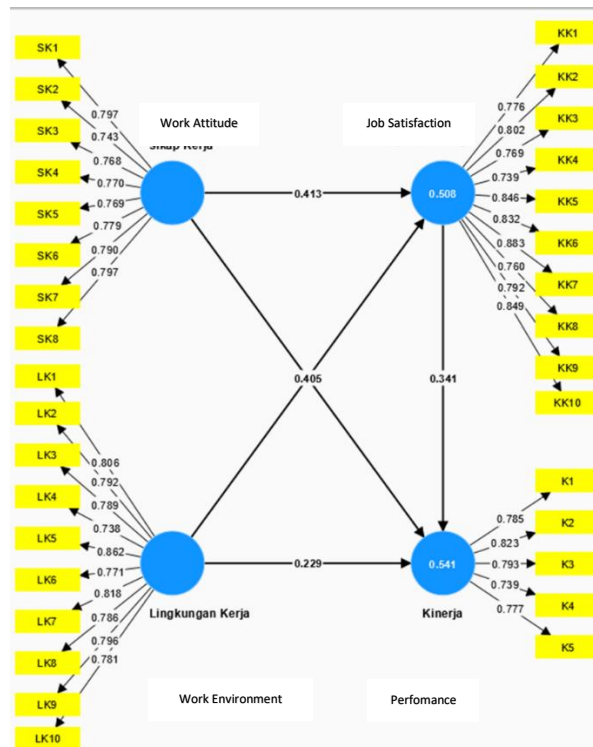
RESEARCH METHODS

This type of research uses associative research conducted on a specific representative population or sample, the data collection process uses research instruments, and the data analysis is quantitative/statistical with the aim of testing the established hypothesis. The measurement scale used in the research is the Likert scale. The Likert scale falls into the category of interval measurement scales. The sampling technique in this study uses the Saturated Sampling Technique, where the entire population in this study is used as the sample. Therefore, the sample in this study consists of 91 educational staff who are permanent employees. The data used in this research includes primary data. The data in this study were obtained directly from the research subjects, namely the employees of Catholic University of Saint Thomas, through a questionnaire. This study uses PLS-SEM, which is a technique in Structural Equation Modelling based on an iterative approach that maximizes the explained variance of each endogenous variable.

RESULTS AND DISCUSSION

The PLS test in this study uses outer model evaluation with a reflective model and inner model evaluation with a significance level of 5% and is analyzed using the SmartPLS application program. The first-order model is analyzed using the following model framework reference:

Model First Order



Each research variable was subjected to first-order analysis, as the graphic illustrates. This is done in order to assess each indicator's applicability in each dimension that is used as a guide for creating research indicators. The research can more precisely forecast the interactions between the variables that arise if the indicators from each dimension are trustworthy and measure each dimension appropriately.

Table 1. Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Work Attitude	0.907	0.916	0.924	0.604
Work Environment	0.935	0.938	0.945	0.631
Job Satisfaction	0.940	0.945	0.949	0.650
Perfomance	0.843	0.846	0.888	0.614

To measure the reliability of a construct with reflective indicators, it can be done in two ways: using Cronbach’s Alpha and Composite Reliability, often referred to as Dillon-Goldstein’s. The Composite Reliability value must be greater than 0.7 for confirmatory research..Based on the table, it can be seen that the Composite Reliability and Cronbach’s Alpha values of all research constructs are > 0.70, thus meeting the reliability requirements. It is known that the AVE values of the variables user work attitude, work environment, job satisfaction, and performance > 0.5, thus also meeting the validity requirements.

Table 2. R-Square Result

	R Square	R Square Adjusted
Perfomance	0.541	0.525
Job Satisfaction	0.508	0.497

The adjusted R Square value explains the variation in performance that can be explained by the variation in work attitude and work environment constructs by 54.1 percent. So the model is considered moderate because the variation in performance is explained by the variation in other constructs by 45.9 percent.

Meanwhile, the Adjusted R Square value explains the variation in the job satisfaction construct that can be explained by the variation in the work attitude and work environment constructs by 50.8 percent. So the model is said to be

moderate because the variation in job satisfaction is explained by the variation in other constructs by 49.2 percent.

Table 3. Path Coefficient Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STD EV)	P Values
Work Attitude-> Performance	0.289	0.287	0.100	2.905	0.004
Work Attitude -> Work Environment	0.413	0.407	0.102	4.034	0.000
Work Environment -> Performance	0.229	0.241	0.112	2.038	0.042
Work Environment -> Job Satisfaction	0.405	0.419	0.103	3.938	0.000
Job Satisfaction -> Performance	0.341	0.338	0.114	2.987	0.003
Work Attituda -> Job Satisfaction -> Performance	0.141	0.140	0.065	2.184	0.029
Work Environment -> Job Satisfaction -> Performance	0.138	0.140	0.057	2.432	0.015

It can be seen in the table that all T-statistics values > 1.96 (t-table for p = 0.05) and significance values < 0.05, so it can be said that all constructs have a positive and significant effect.

1. With a coefficient of 0.289, t-Statistics (2.905) > t table (1.96), and significant (0.004) < 0.05, work attitude directly affects performance. Consequently, performance variables are positively and significantly impacted by work attitude.
2. With a coefficient of 0.413, t-Statistics (4.034) > t table (1.96), and significant (0.000) < 0.05, work attitude directly affects job satisfaction. Consequently, the job satisfaction variable is positively and significantly impacted by work attitude.
3. With a coefficient of 0.229, t-Statistics (2.038) > t table (1.96), and significant (0.042) < 0.05, the work environment directly affects performance. As a result, the work environment significantly and favorably affects the performance variable.
4. With a coefficient of 0.405, t-Statistics (3.938) > t table (1.96), and significant (0.000) < 0.05, the work environment directly affects job satisfaction. Consequently, the job satisfaction variable is positively and significantly impacted by the work environment..

5. With a coefficient of 0.341, t-Statistics (2.987) > t table (1.96), and significant (0.003) < 0.05, job happiness has a direct impact on performance. Consequently, the performance variable is positively and significantly impacted by job satisfaction.
6. Job satisfaction has a coefficient of 0.141, t-Statistics (2.184) > t table (1.96), and significant (0.029) < 0.05, indicating that work attitude indirectly affects performance. Thus, through job satisfaction, work attitude has a positive and significant influence on the performance variable. This implies that when one's work attitude improves, job happiness also enhances performance, and vice versa.
7. Job satisfaction has a coefficient of 0.138, t-Statistics (2.432) > t table (1.96), and significant (0.015) < 0.05, indicating that the work environment indirectly affects performance. Therefore, through job happiness, the work environment significantly and favorably affects performance characteristics. It implies that job satisfaction boosts performance when the work environment does, and vice versa.

CONCLUSION

Based on the research results, it can be concluded that:

1. Work attitude has a positive and significant impact on the performance of educational staff at Universitas Katolik Santo Thomas Sumatera Utara
2. The work environment has a positive and significant impact on the performance of the educational staff at Universitas Katolik Santo Thomas Sumatera Utara.
3. Work attitude has a positive and significant impact on the job satisfaction of educational staff at Universitas Katolik Santo Thomas Sumatera Utara.
4. The work environment has a positive and significant impact on the job satisfaction of the educational staff at Universitas Katolik Santo Thomas Sumatera Utara.
5. Job satisfaction has a positive and significant effect on the performance of educational staff at Universitas Katolik Santo Thomas Sumatera Utara.
6. Work attitude has a positive and significant impact on performance through job satisfaction of the educational staff at Universitas Katolik Santo Thomas Sumatera Utara.
7. The work environment has a positive and significant impact on performance through job satisfaction of the educational staff at Universitas Katolik Santo Thomas Sumatera Utara.

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