



## The Effect of Non-Physical Work Environment, and Extrinsic Motivation on Performance Educational Personnel Through Job Satisfaction, and Attendance as an Intervening Variable at the Santo Thomas Catholic University Medan

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### ABSTRACT

This research originates from the necessity to explore various factors that affect the performance of educational personnel, with a specific focus on the Catholic University of Saint Thomas. Despite the influence of the physical work environment, other factors—namely the non-physical work environment, extrinsic motivation, job satisfaction, as well as attendance—play a significant role in shaping employee performance. This study uses a quantitative approach by applying a saturation sampling technique, where all members of the population are made into a research sample. Thus, a total of 91 educational personnel were involved as respondents. Data collection is done through questionnaires, interviews, as well as document analysis. The data obtained is then analyzed using SmartPLS 3 software, with path analysis as the main analysis technique. The results of this study show that the non-physical work environment has a positive as well as significant impact on the performance, attendance, as well as job satisfaction of educational personnel. In addition, extrinsic motivation is proven to have a positive as well as significant impact on employee performance as well as job satisfaction. This study also reveals that job satisfaction has a positive as well as significant impact on the attendance of work as well as the performance of educational personnel. Furthermore, employee attendance plays a role as a mediation variable in the relationship between job satisfaction as well as performance, while job satisfaction acts as a mediator in the relationship between extrinsic motivation as well as the performance of educational personnel.

## INTRODUCTION

The competence as well as quality of human resources play a crucial role in determining how effectively a university operates. Consequently, higher education institutions need to consistently focus on enhancing the performance of their academic staff to build as well as maintain public trust. Santo Thomas Catholic University (UNIKA) is one of the private universities in the city of Medan. Santo Thomas Catholic University (UNIKA) employs educational staff in the performance of their service responsibilities.

Educational staff are key components of human resources in providing services at the university. Services are provided to internal or external parties of the campus which will support the progress of the campus which in turn is expected to provide the best performance that aligns with the university's vision as well as mission. The types of education personnel at Santo Thomas Catholic University (UNIKA) referred to in this study include: Rectorate Administrative Staff, Faculty Administrative Staff, Library Staff (Head of Library, library staff), as well as Laboratory Staff (laboratory staff).

According to Fatmawati (2023), Darajuti (2022) states that education personnel have a big role because education personnel are organizers as well as developers to support the learning as well as teaching process in a university. According to Sihombing, as well as Hendro (2021) stated that to improve the quality of a university, its education staff must have commitment, an attitude of working seriously, discipline as well as responsibility.

According to Siti (2018), as well as Amud (2022) performance is a conscious effort that reflects the work done by employees, evaluated in terms of both its quality as well as amount. In addition, Ernie (2019), Irmayanti (2023) stated that performance is a comparison of the results or achievements of an employee in accordance with predetermined standards as well as time. Then Sri C (2022) also stated that performance is very important in monitoring the progress of an agency as well as is an important operative function in a company or agency.

This research observes the object of research at the Catholic University of Santo Thomas located on Jl.Setiabudi 479 F Tanjung Sari, Medan which is a private university in the city of Medan. To assess the performance level of the educational staff at the Catholic University of Santo Thomas, the researcher conducted a preliminary survey with 20 staff members to provide a clearer picture of their performance.

In accordance with the background as well as problem statement, the objectives of this study are outlined as follows:

1. To Know as well as Analyze the Effect of Non-Physical Work Environment on Work Attendance
2. To Know as well as Analyze the Effect of the Non-Physical Work Environment on the Satisfaction of Education Personnel at the Catholic University of Santo Thomas
3. To Know as well as Analyze the Effect of the Non-Physical Work Environment on the Performance of Education Personnel at the Catholic University of Santo Thomas

4. To Know as well as Analyze the Effect of Extrinsic Motivation on the Job Satisfaction of Education Personnel at the Catholic University of Santo Thomas
5. To Know as well as Analyze the Effect of Extrinsic Motivation on the Performance of Education Personnel at the Catholic University of Santo Thomas .
6. To Know as well as Analyze the Effect of Satisfaction on the Attendance of Education Personnel at the Catholic University of Santo Thomas
7. To Know as well as Analyze the Effect of Attendance on the Performance of Education Personnel at the Catholic University of Santo Thomas
8. To Know as well as Analyze the Effect of Satisfaction on the Performance of Education Personnel at the Catholic University of Santo Thomas
9. To Know as well as Analyze the Effect of Job Satisfaction on the Performance of Education Personnel at the Catholic University of Santo Thomas Through Work Attendance as an Intervening Variable.
10. To Know as well as Analyze the Effect of Non-Physical Work Environment on Educational Personnel Performance Through Job Satisfaction as an Intervening Variable
11. To Know as well as Analyze the Effect of Extrinsic Motivation on Educational Personnel Performance Through Job Satisfaction as an Intervening Variable.

## **THEORETICAL REVIEW**

### *Non-Physical Work Environment*

The work environment is a critical factor affecting performance, as well as it can be divided into two types: physical as well as non-physical. The non-physical work environment includes aspects related to workplace relationships, such as interactions with superiors, colleagues, as well as subordinates. Hamdi (2019) describes the non-physical work environment, also known as the psychological work environment, as the conditions surrounding the workplace that are not tangible. Wahyuningsih (2018) states that the non-physical work environment is a psychological aspect that cannot be directly sensed, yet its presence can still be felt.

The factors that influence the Non-Physical Work Environment in Hamdi's research (2019) are as follows:

1. Employee services Various practical policies provided by the company related to improving health, food as well as toilets in the company where employees work.
2. Working conditions refer to the setting in which employees carry out their tasks, allowing management to organize work arrangements effectively.
3. Employee relations involve the company's attention to its workforce as well as the establishment of effective collaboration among the employees.

Non-physical work environment indicators represent unseen aspects of the workplace that nonetheless play an important role in affecting the performance of educational staff. Septianti (2018) states that indicators that can measure the non-physical work environment are:

1. Organization of tasks
2. Job duties as well as obligations
3. Leadership care as well as encouragement
4. Intergroup collaboration

According to Sukmawati (2022), the non-physical work environment is characterized by several factors, including:

1. Collaborative communication
2. Social support between coworkers
3. Training opportunities

The dimensions of the non-physical work environment are crucial in influencing the overall employee experience in the workplace. Non-physical work environment dimensions refer to various aspects that are not directly related to physical or material conditions but have a considerable effect on employee well-being, motivation, as well as productivity.

Based on the study by Nuraini as well as Enny (2019), the aspects of the non-physical work environment, namely:

1. Organizational Culture
2. Interpersonal Relations
3. Leadership
4. Communication

### **Employee Work Attendance**

Employee attendance refers to the level of physical presence of an employee at the workplace according to the schedule set by the company. According to Widayati (2020) employee attendance is part of the discipline of an employee in attending working hours that are regulated according to regulations. Nazara, et al (2024) employee attendance is the main benchmark in assessing employee performance as well as discipline, as well as providing important data for company management.

Attendance indicators refer to the measures or parameters used to evaluate as well as monitor employee attendance at work. According to Prabowo as well as Hidayat (2020), indicators of employee attendance are:

1. Work Flexibility
2. Work as well as Personal Life Balance
3. Leave
4. Supportive Work Environment
5. Employee Welfare

According to Sherlis (2024), indicators of employee attendance include:

1. Frequency of Absence
2. Lost Work Hours

According to research conducted by Wibowo (2020), the dimensions of attendance are:

1. Frequency of Attendance
2. Duration of Attendance
3. Reason for Absence
4. Impact of Absence

### **Extrinsic Motivation**

Extrinsic motivation is a crucial factor in motivating individuals to reach their established objectives or goals. Extrinsic motivation is often used to stimulate behavior as well as achieve goals, but its effectiveness can vary.

According to Yusuf (2020) extrinsic motivation is an impulse that grows from outside employees that helps determine a person's behavior in a person's life so that individuals can trigger their enthusiasm for work because of an open career path, work safety that employees feel is good as well as expectations of compensation are met. According to Anggriyani, as well as Rahman (2021) extrinsic motivation is an encouragement due to external influences that make someone who was not willing to be willing to do something.

Maulana, et al (2021) put forward several indicators of extrinsic motivation:

1. Certificate
2. Recognition from coworkers

Cahyadi as well as Setiawan (2020) put forward several indicators of extrinsic motivation:

1. Salary
2. Bonus
3. Promotion
4. Facilities
5. Reward

According to research conducted by Budianto (2021), the dimensions of Extrinsic Motivation are divided into:

1. Financial Awards
2. Recognition From Superiors

### **Employee Performance**

According to Suroño (2020), employee performance refers to the outcomes achieved by an individual within a specific period, assessed based on certain benchmarks such as standards as well as objectives. Meanwhile, Andry (2020) describes performance as the quantity as well as quality of work an individual produces while fulfilling their assigned responsibilities.

According to Sihaloho as well as Siregar (2020) the objectives of employee performance are:

1. Doing the job
2. Choice of arrangement
3. Professional arrangement
4. Preparing as well as improving their needs
5. Changes in remuneration
6. Open positions
7. Work culture

Hendrayani (2020) states that indicators that can measure employee performance are:

1. Timeliness of results
2. Ability to cooperate

Nurjaya (2021) states that the following are the indicators used to assess employee performance:

1. Efficiency
2. Initiative

Raharjo & Suryanto (2021) state that employee performance indicators:

1. Compliance with rules as well as procedures
2. Commitment to duty

According to research conducted by Sari as well as Nasution (2019) the dimensions of performance are divided into:

1. Quality of Work
2. Quantity of Work
3. Teamwork

### **Job Satisfaction**

Dalimunthe, et al (2020) Job satisfaction reflects employees' self-perception, their attitude towards their work, as well as emotions that either strengthen or weaken their engagement with their roles as well as working conditions. According to Artati (2022) job satisfaction as an individual's evaluation based on various aspects of their job.

According to Affandi (2018: 82), job satisfaction indicators include:

1. Job
2. Coworkers

According to Jansen as well as Mylopoulos (2020), indicators of job satisfaction:

1. Compensation as well as Rewards
2. Career Development
3. Duties as well as Responsibilities

In their research, Setiawan as well as Sari (2020) identify the following dimensions of job satisfaction:

1. Relationship with coworkers
2. Management

According to research conducted by Kumar as well as Sigh (2021), the aspects of job satisfaction include:

1. Working conditions
2. Relationship with superiors

### ***The Effect of Non-Physical Work Environment on Work Attendance***

Azharuddin (2019) emphasizes that the non-physical work environment encompasses various aspects of interpersonal relationships within the workplace, including interactions with managers, colleagues, as well as team members. As such, this environment plays a vital role as well as should not be disregarded.

The findings of Yansen et al. (2022) support this theory by showing that the non-physical work environment significantly as well as positively affects employee attendance. In line with this, Hadidi as well as Nur (2023) emphasize that a well-maintained non-physical work environment plays an important role in enhancing attendance.

H1: Non-physical work environment has a positive as well as significant effect on employee performance.

#### ***The Effect of Non-physical Work Environment on Job Satisfaction***

Septianti (2018) describes the non-physical work environment as all factors associated with workplace relationships, including interactions with managers, colleagues, as well as subordinates. This view is supported by a study by Taufiq et al. (2023), which demonstrates that both physical as well as non-physical work environments have a significant impact on employee job satisfaction at the Makassar City Regional Human Resources Staffing as well as Development Agency (BKPSDMD).

H2: The non-physical work environment positively as well as significantly influences employee satisfaction.

#### ***The Effect of Non-Physical Work Environment on Employee Performance***

Hamdi (2019) explains that the non-physical work environment, also known as the psychological work environment, encompasses the non-physical conditions around the workplace. This concept is supported by a study conducted by Wenny as well as Selly (2023), which suggests that although the non-physical work environment positively affects employee performance, the effect is not statistically significant.

Slamet et al. (2022) argue that both the non-physical work environment as well as organizational culture have a significant as well as positive impact on employee performance. Similarly, Sundjoto as well as Surmayono (2024) highlight that the non-physical work environment plays a crucial role in improving both employee job satisfaction as well as performance.

H3: The non-physical work environment significantly as well as positively influences employee performance.

#### ***The Influence of Extrinsic Motivation on Job Satisfaction***

Triadi et al. (2019) define extrinsic motivation as the influence of external forces that guide employees in selecting appropriate roles as well as displaying specific behaviors. This perspective is supported by Aljumah (2023), who found that both extrinsic as well as intrinsic motivation positively as well as significantly affect job satisfaction.

H4: Extrinsic motivation has a positive as well as significant effect on job satisfaction.

### ***The Influence of Extrinsic Motivation on Employee Performance***

Anggriyani as well as Rahman (2021) explained that extrinsic motivation is driven by external influences that encourage individuals to take action, even if they were previously unwilling. Supporting this view, Purnomo et al. (2023) demonstrated that extrinsic motivation has a significant as well as positive effect on employee performance. In the same vein, Ibrahim (2024) confirmed that extrinsic motivation positively as well as significantly influences how employees perform.

H5: Extrinsic Motivation has a positive as well as significant effect on employee performance

### ***The Influence of Job Satisfaction on Attendance***

Job satisfaction significantly influences the attendance of employees or educational staff in the workplace. As stated by Artati (2022), job satisfaction reflects how individuals assess various aspects of their jobs. This perspective is supported by Yazcu (2023), whose study concludes that job satisfaction has a strong as well as positive effect on employee attendance.

H6: Job Satisfaction Has a Positive as well as Significant Influence on Attendance

### ***The Impact of Presence on Performance***

Diani et al. (2023) describe presence as well as attendance as the routine recording of employees' presence within the organization on each working day. This idea is supported by findings from Nazara et al. (2024), which demonstrates that attendance positively as well as significantly contributes to employee performance.

H7: Presence Has a Positive as well as Significant Influence on Performance

### ***The Influence of Job Satisfaction on the Performance of Educational Personnel***

Dalimunthe et al. (2020) define job satisfaction as employees' perceptions of themselves as well as their work, along with the feelings that either strengthen or weaken their attachment to their job or work environment. This concept is supported by Badrianto et al. (2020), who found that job satisfaction has a significant as well as positive impact on employee performance.

According to Iqbal et al. (2021), employee performance is positively as well as significantly influenced by job satisfaction. In the same vein, Badrianto et al. (2020) point out that job satisfaction plays a crucial role in improving overall performance.

H8: Job Satisfaction Has a Positive as well as Significant Effect on the Performance of Educational Personnel

***The Influence of Job Satisfaction on the Performance of Educational Personnel Through Work Attendance as an Intervening Variable***

Dalimunthe et al. (2020) explain that job satisfaction reflects employees' self-perception, their responsibilities, as well as the feelings that either strengthen or weaken their bond with their job as well as workplace.

The findings of Wicaksono as well as Gazali (2021) support this theory, concluding that job satisfaction positively as well as significantly influences educational staff performance as an intervening variable.

H9: Job Satisfaction Has a Positive as well as Significant Influence on the Performance of Educational Personnel Through Work Attendance as an Intervening Variable

***The Influence of Non-Physical Work Environment on the Performance of Educational Personnel Through Job Satisfaction as an Intervening Variable***

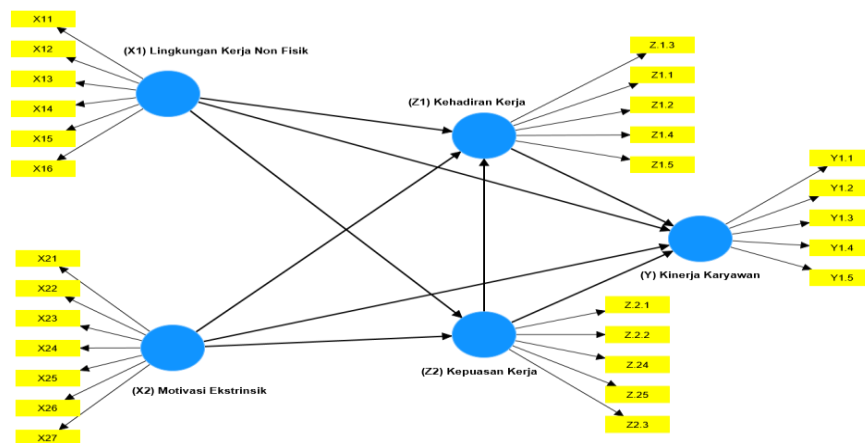
The non-physical work environment, which is influenced by social as well as organizational interactions, plays a positive role in employee performance. Several studies (Nikmah, 2021; Dalimunthe et al., 2022; Farida et al., 2024) highlight that this environment improves performance by enhancing job satisfaction, which acts as an intervening or mediating factor in the process.

H10: Non-physical work environment has a positive as well as significant effect on performance through job satisfaction as an intervening variable.

***The Influence of Extrinsic Motivation on Employee Performance Through Job Satisfaction as an Intervening Variable***

Darmayanti (2019) extrinsic motivation is a key factor influencing actions that originate externally to the worker as an individual in the form of a situation that requires him to do his job in an optimal way. The study by Khoe (2023) supports this theory, revealing that extrinsic motivation has a positive as well as significant impact on performance, with job satisfaction acting as an intervening variable.

H11: Extrinsic motivation positively as well as significantly impacts employee performance, with job satisfaction serving as a mediating factor.



## RESEARCH METHOD

A quantitative approach was used in this research, with SEM Smart PLS software serving as the tool for data analysis. The study assessed the indicators of the variables through a Likert scale, which informed the creation of instrument items in the form of statements that respondents answered. The population for this research consisted of all educational staff at the Catholic University of Saint Thomas. A saturated sampling technique was employed in this study, meaning that the entire population was included in the sample. This research utilized a quantitative approach, employing SEM Smart PLS software for data analysis. The indicators of the variables in this study were evaluated using a Likert scale. The sample comprised 91 education personnel.

## RESULT AND DISCUSSION

### Research Results

This research used a quantitative approach for analysis, which included descriptive analysis as well as hypothesis testing through SEM-PLS.

**Tabel 4.1.**  
**Distribusi Frekuensi dan persentase Karakteristik Responden**

Category Description Frequency Percentage %	Category Description Frequency Percentage %	Category Description Frequency Percentage %	Category Description Frequency Percentage %
Gender	Male	45	49.45
	Female	46	50.54
	Total	91	100
Age	20-27 Years	22	24.17
	28-34 Years	15	16.48
	35-41 Years	15	16.48
	42-48 Years	20	21.91
	>49 Years	19	20.87
	Total	91	100
Length of work	1-5 Years	30	32.96
	6-11 Years	15	16.48
	12-16 Years	18	19.78
	>21 Years	12	13.18
	Total	91	100
Status Married Unmarried	Status Married	47	51.64
	Unmarried	44	48.35
	Total	91	100
Pendidikan Terakhir	SMA	40	43.95
	D3	8	8.79
	S1	43	47.25

Based on Table 4.1. Analysis of respondent characteristics based on gender, it is observed that there are 45 male respondents (49.45%) as well as 46 female respondents (50.54%). This shows that educational personnel are dominated by women. The analysis of respondent demographics revealed that 22 individuals (22%) were between 20-27 years old, 15 individuals (16.48%) were aged 28-34 years, 15 individuals (16.48%) were in the 35-41 years age group, 20 individuals (21.97%) were aged 42-48 years, as well as 19 individuals (20.87%)

were aged 49 years as well as older. Based on this percentage, it can be seen that most educational personnel are aged 20-27 years.

Based on Table 4.1, the distribution of respondents based on their most recent educational attainment includes 40 high school graduates (43.95%), 8 D3 graduates (8.79%), as well as 43 Bachelor graduates (47.25%). Based on this percentage, most of the educational staff hold a Bachelor's level qualification. As shown in Table 4.1, the distribution of respondents according to their length of service is as follows: 30 individuals (32.96%) have worked for 1–5 years, 30 individuals (32.96%) for 6–11 years, 15 individuals (16.48%) for 12–16 years, 16 individuals (17.58%) for 17–21 years, as well as 18 individuals (19.78%) for over 22 years, with 12 individuals (13.18%) in this category. From these percentages, it is evident that the majority of the educational staff have been employed for 1 to 5 years.

Referring to Table 4.1, the respondent characteristics categorized by marital status show that 47 people (51.64%), unmarried 44 (48.35%). Based on this percentage, it can be seen that more education personnel are married.

**Evaluasi Measurement Model (Outer Model)**

**Tabel 4.7**  
**Hasil loading factors**

Variabel		Lingkungan kerja Non fisik	Motivasi ekstrinsik	Kehadiran kerja	Kepuasan kerja	Kinerja karyawan
Lingkungan kerja non fisik (X1)	X11	0.807				
	X12	0.846				
	X13	0.867				
	X14	0.863				
	X15	0.853				
	X16	0.855				
Motivasi Ekstrinsik (X2)	X21		0.851			
	X22		0.834			
	X23		0.854			
	X24		0.831			
	X25		0.869			
	X26		0.862			
Kehadiran Kerja (Z1)	X27		0.857			
	Z11			0.828		
	Z12			0.850		
	Z13			0.852		
	Z14			0.847		
Kepuasan kerja (Z2)	Z15			0.844		
	Z21				0.895	
	Z22				0.886	
	Z23				0.898	
	Z24				0.881	
Kinerja Karyawan (Y)	Z25				0.861	
	Y11					0.852
	Y12					0.845
	Y13					0.846
	Y14					0.854
	Y15					0.868

Sumber : Hasil Output PLS

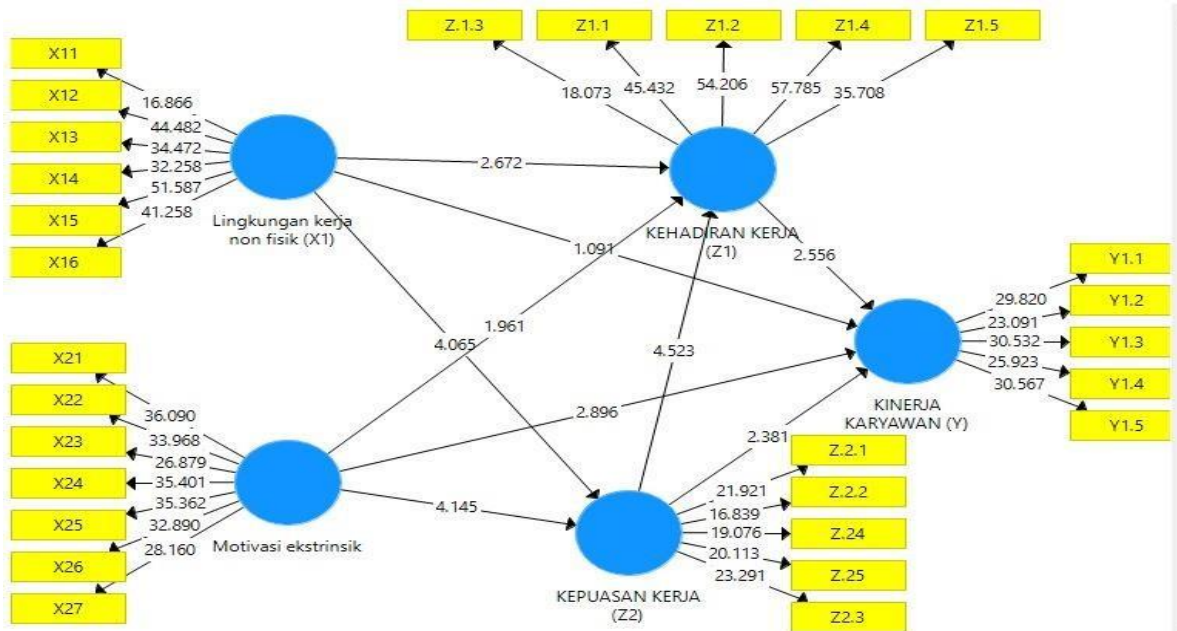
Referring to Table 4.7, it is observed that all variable indicators in this research possess outer loading values of  $\geq 0.6$ , indicating a moderate level that is deemed adequate to fulfill the criteria for convergent validity.

**Tabel 4.8**  
**Nilai Average Variance Extracted (AVE)**

	Average Variance Extracted (AVE)
Lingkungan kerja non fisik	0.720
Motivasi Ekstrinsik	0.725
Kehadiran Kerja	0.713
Kepuasan kerja	0.782
Kinerja karyawan	0.728

Sumber : Hasil Output PLS

As shown in Table 4.8, the AVE (Average Variance Extracted) values for the variables Non-Physical Work Environment, Extrinsic Motivation, Work Attendance, Job Satisfaction, as well as Employee Performance are all greater than 0.5, demonstrating that they meet the validity criteria.



**Tabel 4.9**  
**Hasil Discriminat Validity**

	Kehadiran Kerja	Kepuasan kerja	Kinerja Karyawan	Lingkungan Kerja Non Fisik	Motivasi Ekstrinsik
Kehadiran Kerja (Z1)	0.884				
Kepuasan kerja (Z2)	0.895	0.833			
Kinerja Karyawan (Y)	0.899	0.889	0.871		
Lingkungan Kerja Non Fisik (X1)	0.877	0.869	0.844	0.880	
Motivasi Ekstrinsik (X2)	0.847	0.860	0.855	0.889	0.869

Sumber: Hasil Output PLS

According to Table 4.9 above, it can be observed that all Heterotrait Monotrait Ratio (HTMT) values are <0.90, so all constructs are declared discriminantly valid.

**Tabel 4.10.**  
**Hasil Construct Validity and Reliability**

	<i>Cronbach's Alpha</i>	<i>rho_A</i>	<i>Composite Reliability</i>	<i>Average Variance Extracted (AVE)</i>
Lingkungan kerja non fisik	0.922	0.923	0.939	0.720
Motivasi ekstrinsik	0.937	0.939	0.949	0.725
Kinerja Karyawan	0.907	0.907	0.930	0.728
Kehadiran kerja	0.899	0.900	0.926	0.713
Kepuasan kerja	0.930	0.931	0.947	0.782

Sumber: Hasil Output PLS

As shown in Table 4.10 above, the Composite Reliability as well as Cronbach's Alpha values for all constructs in the study exceed 0.70, thereby satisfying the reliability criteria.

**Structural Model Evaluation (Inner Model)**

**Tabel 4.11**  
**Hasil R-Square**

	R-Square	R-Square Adjusted
Kinerja karyawan	0.947	0.944
Kehadiran kerja	0.831	0.826
Kepuasan kerja	0.479	0.467

Sumber : Hasil ouput PLS

As shown in Table 4.11 above, the Adjusted R-Square value reveals that 83.1% of the variation in the work attendance construct is explained by the variations in the non-physical work environment, extrinsic motivation, job satisfaction, as well as employee performance constructs. So the model is said to be moderate because the variation of attendance is explained by the variation of other constructs by 17%.

In addition, the Adjusted R-Square value illustrates that 47.9% of the variation in the job satisfaction construct can be attributed to the variations in the non-physical work environment, extrinsic motivation, as well as employee performance constructs. So the model is said to be moderate because the variation of job satisfaction is explained by the variation of other constructs by 52.1%

Furthermore, the Adjusted R-Square value shows that 94.7% of the variation in the employee performance construct is explained by the variations in the non-physical work environment as well as extrinsic motivation constructs.

As a result, the model can be considered moderate, with the remaining 5.3% of the variation in employee performance attributed to other factors.

## **RESEARCH DISCUSSION**

### ***The influence of non-physical work environment on performance***

The results confirm that the non-physical work environment significantly and positively affects the performance of education staff, as shown by the path coefficient of 0.125 and the significance value of 0.000 ( $< 0.05$ ). This shows that improving the non-physical work environment at Saint Thomas Catholic University can lead to an increase in staff performance, while a decrease can result in a decrease in performance.

### ***The influence of non-physical work environment on work attendance***

The hypothesis testing results indicate that the non-physical work environment has a significant and positive effect on work attendance, as evidenced by a path coefficient of 0.184 and a significance value of 0.013, which is below the 0.05 threshold. This supports the acceptance of the hypothesis. In essence, an improved non-physical work environment leads to increased work attendance among educational staff, while a decline in its quality is likely to result in reduced attendance.

### ***The Influence of Non-Physical Work Environment on Job Satisfaction***

The results of the hypothesis test indicate that the non-physical work environment has a significant and positive impact on the job satisfaction of educational staff, as shown by a path coefficient of 0.457 and an significance value of 0.000, which is well below the 0.05 threshold. This confirms the importance of the non-physical work environment in enhancing job satisfaction and supports the acceptance of the hypothesis.

In summary, a better non-physical work environment contributes to higher job satisfaction among educational staff, while a decline in its quality may lead to reduced satisfaction.

### ***The Influence of Extrinsic Motivation on Employee Performance***

The results of the hypothesis test demonstrate that extrinsic motivation has a significant and positive effect on the performance of educational staff, as indicated by a path coefficient of 0.123 and an significance value of 0.017, which is below the 0.05 threshold. These findings confirm that extrinsic motivation plays an important role in enhancing staff performance, thereby supporting the acceptance of the hypothesis. In summary, improved extrinsic motivation leads to better performance among educational staff, while poor extrinsic motivation results in a decline in their performance.

### ***The Influence of Extrinsic Motivation on Job Satisfaction***

The results of the hypothesis test indicate that extrinsic motivation has a significant and positive effect on the job satisfaction of educational staff. This is supported by a path coefficient of 0.036 and an significance value of 0.007, which is below the 0.05 threshold – thereby confirming the hypothesis.

This means that when extrinsic motivation, such as rewards and bonuses, is enhanced, job satisfaction among educational personnel tends to increase. Conversely, a lack of adequate extrinsic motivation may reduce job satisfaction. These results are in line with the findings of Bayu and Devi (2021) and Fahri and Hani (2023), who also found that extrinsic rewards can improve employee satisfaction. In summary, higher levels of extrinsic motivation contribute significantly to improving job satisfaction among educational staff.

### ***The Influence of Job Satisfaction on Work Attendance***

The hypothesis testing results show that job satisfaction has a positive as well as statistically significant impact on the attendance of educational staff. This is supported by a path coefficient of 0.623 as well as an significance level of 0.000, which is below the 0.05 threshold, confirming the positive effect of job satisfaction on staff attendance. Consequently, the hypothesis is supported. This implies that as job satisfaction among educational personnel improves, their attendance will also increase. On the other hand, if job satisfaction decreases, the attendance of educational staff will also decline.

### ***The Influence of Work Attendance on Performance***

The hypothesis testing results show that work attendance has a positive as well as significant impact on the performance of educational staff. This is supported by a path coefficient of 0.524 as well as an significance value of 0.278, which is below 0.05, indicating that work attendance positively as well as significantly contributes to job performance. Therefore, the hypothesis is accepted. This suggests that as work attendance among educational staff improves, their performance will also increase. Conversely, a decline in work attendance will lead to a decrease in staff performance.

### ***The Influence of Job Satisfaction on Performance***

The hypothesis testing results show that job satisfaction has a positive as well as statistically significant impact on the performance of educational staff. This is supported by a path coefficient of 0.296 as well as a significance level of 0.000, which is below the 0.05 threshold, confirming that job satisfaction significantly influences the work performance of educational personnel. As a result, the hypothesis is accepted. This implies that an increase in job satisfaction among educational staff leads to better performance, while a decrease in job satisfaction causes a decline in their performance.

### ***The Influence of Job Satisfaction on Performance Through Work Attendance***

The hypothesis testing results show that job satisfaction positively as well as significantly impacts the performance of educational staff through work attendance. This is demonstrated by a path coefficient of 0.326 as well as a significance level of 0.000, which is less than 0.05, indicating that work attendance serves as a mediating variable in the relationship between job satisfaction as well as staff performance. These findings highlight the positive link between job satisfaction as well as performance, with work attendance playing a key mediating role..

### ***The Influence of Non-Physical Work Environment on Performance Through Job Satisfaction***

The hypothesis testing results show that the non-physical work environment positively as well as significantly affects the performance of educational staff through job satisfaction. This is supported by a path coefficient of 0.135 as well as a significance value of 0.016, which is less than 0.05, suggesting that job satisfaction plays a significant mediating role in the relationship between the non-physical work environment as well as staff performance. The findings confirm that the non-physical work environment has a notable impact on the performance of educational personnel through the mediation of job satisfaction, with a path coefficient of 0.135 as well as a significance value of 0.016, further validating job satisfaction as a mediator in this relationship.

### ***The Influence of Extrinsic Motivation on Performance Through Job Satisfaction***

The hypothesis test results show that extrinsic motivation positively impacts educational staff performance through job satisfaction, with a path coefficient of 0.099 as well as a significance value of 0.014. Job satisfaction mediates the relationship between extrinsic motivation as well as performance.

## **CONCLUSION**

The non-physical work environment has a strong and positive impact on both the performance and attendance of educational staff, indicating its essential role in improving these aspects. It also enhances job satisfaction, which further supports better attendance. Extrinsic motivation significantly boosts both staff performance and job satisfaction.

Moreover, job satisfaction contributes positively to staff attendance, which in turn improves overall performance. Job satisfaction also mediates the relationship between the non-physical work environment and staff performance. Similarly, extrinsic motivation indirectly enhances performance through its influence on job satisfaction, acting as a mediating factor.

In summary, the non-physical work environment and extrinsic motivation directly and indirectly (through job satisfaction and attendance) improve the performance of educational personnel, highlighting the interconnectedness of these factors in shaping workplace outcomes..

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