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THE EFFECT OF MOTIVATION, JOB SATISFACTION, AND ORGANIZATIONAL ENVIRONMENT ON EMPLOYEE PERFORMANCE AT THE DEPARTMENT OF EDUCATION OF SOUTH BURU REGENCY

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ABSTRACT

This study analyzes the influence of motivation, job satisfaction, and organizational environment on employee performance at the Department of Education of South Buru Regency. The study is based on the gap between the expected quality of public education administration and the real challenges faced by employees, such as delays in employee rights, administrative uncertainty, and an organizational environment that has not fully supported performance. This research used a quantitative method with an associative-causal approach. Data were collected from 84 employees through stratified random sampling and analyzed using multiple linear regression with SPSS. The results show that motivation has a positive and significant effect on employee performance, with a coefficient of 0.346 and a significance value below 0.001. Job satisfaction has a negative but insignificant effect, with a coefficient of -0.093 and a significance value of 0.110. Meanwhile, the organizational environment has a positive and significant effect and becomes the most dominant factor, with a coefficient of 0.617 and a significance value below 0.001. Together, the three variables significantly affect employee performance, with an F-value of 89.432 and a significance value below 0.001. The R-square value shows that 93.8% of employee performance is explained by these variables.

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INTRODUCTION

Education plays a central role in human resource development because it contributes to the formation of competence, character, and skills among citizens. In this context, the quality of education is closely related not only to teachers and students but also to the performance of employees who manage educational services within public institutions. In government organizations, employee performance is strongly influenced by psychological and organizational factors, particularly motivation, job satisfaction, and the organizational environment. Employees with high motivation tend to show greater initiative and responsibility, while low job satisfaction may reduce effectiveness and efficiency. Likewise, a supportive organizational environment can strengthen employee commitment and improve performance. Therefore, understanding the relationship among these variables is essential for improving the quality of educational services.

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Work motivation refers to the internal and external forces that direct employee behavior toward the achievement of organizational goals. In public service institutions, motivated employees are more likely to work responsibly, innovate, and maintain commitment to service standards. Job satisfaction, on the other hand, reflects employees' feelings toward their work, including salary, working conditions, relationships with colleagues, and career opportunities. Employees who are satisfied with their jobs are generally more loyal and productive. In addition, the organizational environment, which includes values, culture, structure, leadership, communication, and work processes, shapes how employees perceive their duties and how effectively they perform them. Together, these three factors form an important foundation for employee performance in government institutions, including the education sector.

At the Department of Education of South Buru Regency, several practical issues indicate that employee performance may be influenced by both internal and organizational problems. The study background identifies delays in salary and employee entitlement payments, allegations of misuse of education funds, uncertainty in the administrative process of PPPK recruitment, and organizational conditions that have not fully supported employee motivation and performance. At the same time, there have also been positive developments, such as school revitalization funding from the central government. However, improvements in infrastructure do not automatically resolve internal administrative and managerial challenges. These realities suggest a gap between the ideal expectations of public educational service and the actual conditions experienced by employees in South Buru Regency.

The gap between theory and practice can be seen in the fact that public education institutions are expected to provide fast, transparent, accountable, and responsive administrative services. In practice, however, administrative delays, uncertainty in personnel management, limited internal support, and organizational constraints may weaken employee motivation and reduce performance effectiveness. This condition shows that improving employee performance cannot rely only on individual work discipline, but also requires a better understanding of the organizational factors that shape employee behavior and work outcomes.

Previous studies have shown that motivation, job satisfaction, and organizational environment influence employee performance in various contexts. Research by Suharto and Haris (2021) found that motivation significantly affected the performance of civil servants, while Simanjuntak (2022) showed that the work environment was a strong predictor of employee productivity in government offices. Other studies also found that job satisfaction contributed to employee performance, especially when combined with organizational support. However, most of these studies were conducted in urban areas, large-budget institutions, schools, universities, or private organizations. As a result, they do not fully explain the situation in regional public institutions located in archipelagic and underdeveloped areas such as South Buru Regency.

This study is important because there is still limited empirical research that specifically examines the simultaneous effect of motivation, job satisfaction, and organizational environment on employee performance at the Department of Education of South Buru Regency. Unlike previous studies that generally examined these variables in more stable organizational contexts, this study focuses on a regional education office operating in an island region with administrative, geographical, and organizational challenges. Therefore, the difference between this study and previous literature lies in its specific institutional setting, its focus on public education administration in a developing archipelagic region, and its integrated analysis of psychological and organizational factors.

The novelty of this study lies in its integrated analysis of motivation, job satisfaction, and organizational environment within the context of educational public services in an island region with administrative and geographical challenges. Therefore, this study aims to analyze the partial and simultaneous effects of motivation, job satisfaction, and organizational environment on employee performance at the Department of Education of South Buru Regency. The findings are expected to contribute both theoretically to public human resource management studies and practically to the development of evidence-based management policies in regional education institutions.

METHOD

This study employed a quantitative approach with an associative-causal research design to examine the effects of motivation, job satisfaction, and organizational environment on employee performance at the Department of Education of South Buru Regency. The quantitative approach was selected because the study aimed to test the relationships among

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variables objectively through statistical analysis. The associative-causal design was used to identify the direction and magnitude of the influence of the independent variables on the dependent variable.

The research was conducted at the Department of Education of South Buru Regency, located on Jalan Anton Lesnussa, Elfule, Namrole District, South Buru Regency, Maluku. The study was conducted over approximately two months after the approval of the research proposal seminar. The population consisted of 166 employees, including 46 civil servants, 15 government employees with work agreements, and 105 temporary employees. The sample was determined using stratified random sampling to ensure proportional representation from each employment category. Fifty percent of each category was selected, resulting in a total sample of 84 respondents, consisting of 23 civil servants, 8 government employees with work agreements, and 53 temporary employees.

The study used both primary and secondary data. Primary data were collected through questionnaires supported by observation and interviews, while secondary data were obtained from official documents, annual reports, employee statistics, regulations, previous studies, and relevant literature. The main instrument was a structured questionnaire developed based on the indicators of each variable. All items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The independent variables consisted of motivation, job satisfaction, and organizational environment, while the dependent variable was employee performance. Motivation was measured through compensation, working conditions, work facilities, and work achievement. Job satisfaction was measured through the job itself, salary, promotion, supervision, and co-workers. Organizational environment was measured through stakeholder engagement, adaptability to change, internal-external balance, resource availability, and the quality of organizational relations with the environment. Employee performance was measured through work quality, work quantity, task implementation, and responsibility.

Before hypothesis testing, the research instrument was tested for validity and reliability. Validity was tested using Pearson Product-Moment correlation by comparing the r-count value with the r-table value. The results showed that all 18 questionnaire items were valid, with corrected item-total correlation values ranging from 0.686 to 0.855, which were higher than the r-table value of 0.215. Reliability was tested using Cronbach's Alpha. The results showed that the motivation variable had a Cronbach's Alpha value of 0.770, job satisfaction had a value of 0.800, organizational environment had a value of 0.852, and employee performance had a value of 0.804. Since all Cronbach's Alpha values were greater than 0.70, the instrument was considered reliable.

Data were analyzed using SPSS version 26. Before conducting multiple linear regression analysis, classical assumption tests were performed, including normality, heteroscedasticity, multicollinearity, and autocorrelation tests. The normality test was examined using histogram and P-P Plot analysis. Heteroscedasticity was tested using a scatterplot. Multicollinearity was examined using tolerance and variance inflation factor values, while autocorrelation was tested using the Durbin-Watson statistic.

The data were analyzed using multiple linear regression to determine the effect of motivation, job satisfaction, and organizational environment on employee performance. The t-test was used to examine the partial effect of each independent variable, while the F-test was used to examine the simultaneous effect of all independent variables. The coefficient of determination was used to measure the extent to which autocorrelation was tested using the Durbin-Watson statistic. The data were analyzed using multiple linear regression to determine the effect of motivation, job satisfaction, and organizational environment on employee performance. The t the independent variables

RESULT AND DISCUSSION

This study involved 84 employees of the Department of Education of South Buru Regency. The respondent profile indicates that most respondents were female (57.1%), aged 31–40 years (34.5%), held a bachelor's degree (71.4%), and had 5–10 years of work experience (33.3%). This composition shows that the respondents were generally in their productive age, had adequate educational backgrounds, and possessed sufficient work experience to provide relevant responses regarding motivation, job satisfaction, organizational environment, and employee performance.

Table 1. Respondent Characteristics

Characteristic	Category	Frequency	Percentage (%)

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Gender	Male	36	42.9
	Female	48	57.1
Age	20–30 years	18	21.4
	31–40 years	29	34.5
	41–50 years	25	29.8
	>50 years	12	14.3
Education	Senior High School	7	8.3
	Bachelor's Degree	60	71.4
	Postgraduate Degree	17	20.3
Length of Service	<5 years	22	26.2
	5–10 years	28	33.3
	11–20 years	21	25.0
	>20 years	13	15.5

Source: Researcher's Processed Data, 2026

The descriptive analysis shows that motivation had a mean score of 16.71 and employee performance had a mean score of 16.82, both of which were categorized as moderate. In contrast, job satisfaction and organizational environment had mean scores of 21.12 and 21.13 respectively, both categorized as high. These results indicate that employees generally perceived job satisfaction and the organizational environment positively, while motivation and performance were adequate but still had room for improvement. This pattern suggests that the organizational context was perceived as relatively supportive, although not all employees had reached an equally high level of work drive and performance achievement.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Category
Motivation	84	12	20	16.71	2.051	Moderate
Job Satisfaction	84	15	25	21.12	2.451	High
Organizational Environment	84	15	25	21.13	2.620	High
Employee Performance	84	12	20	16.82	2.129	Moderate

Source: Researcher's Processed Data, 2026

The frequency distribution of responses further supports this interpretation. Most respondents selected "agree" and "strongly agree" for statements related to compensation, working conditions, work facilities, and recognition of achievement. Positive responses were also dominant for job satisfaction indicators, particularly the relationship with co-workers and the support provided by supervisors, although a number of respondents expressed hesitation regarding promotion opportunities and salary fairness. For organizational environment, most respondents agreed that the institution was adaptive, had sufficient stakeholder involvement, and maintained adequate external relations. Meanwhile, responses on employee performance were also dominated by positive categories, indicating that employees generally believed they performed their work according to quality standards, target achievement, procedures, and responsibility.

Before testing the hypotheses, the research instrument was examined through validity and reliability tests. All 18 questionnaire items were valid, with corrected item-total correlations ranging from 0.686 to 0.855, all above the critical value of 0.215. Reliability testing also confirmed that all variables were reliable, with Cronbach's Alpha values of 0.770 for motivation, 0.800 for job satisfaction, 0.852 for organizational environment, and 0.804 for employee performance. These findings indicate that the questionnaire consistently measured the intended constructs and was appropriate for further statistical analysis.

Table 3. Validity and Reliability Summary

Variable	Number of Items	Validity Range (r-count)	Cronbach's Alpha	Interpretation
Motivation	4	0.700–0.855	0.770	Reliable
Job Satisfaction	5	0.686–0.775	0.800	Very reliable
Organizational Environment	5	0.772–0.833	0.852	Very reliable
Employee Performance	4	0.761–0.817	0.804	Very reliable

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Source: Researcher's Processed Data, 2026

The classical assumption tests showed that the regression model was statistically acceptable. The normality test using the P–P plot and histogram indicated that the residuals were normally distributed. The scatterplot showed no heteroscedasticity because the residuals were randomly dispersed around zero without forming a specific pattern. The Durbin–Watson value of 2.402 indicated that there was no serious autocorrelation problem. Multicollinearity, however, required more careful interpretation. Although tolerance values remained above 0.10 and VIF values were below 10, the organizational environment variable had a VIF of 8.273, suggesting relatively high but still tolerable multicollinearity. This means the model could still be used, but the coefficients should be interpreted with caution, particularly when comparing the independent variables.

Table 4. Classical Assumption Test Results

Test	Indicator	Result	Conclusion
Normality	P–P Plot and Histogram	Residuals followed normal pattern	Normal
Heteroscedasticity	Scatterplot	Random distribution of points	No heteroscedasticity
Multicollinearity	Motivation: Tolerance 0.229; VIF 4.369	Acceptable	Low to moderate multicollinearity
	Job Satisfaction: Tolerance 0.179; VIF 5.601	Acceptable	Moderate multicollinearity
	Organizational Environment: Tolerance 0.121; VIF 8.273	Acceptable with caution	High multicollinearity tendency
Autocorrelation	Durbin–Watson = 2.402	Residuals relatively independent	No serious autocorrelation

Source: Researcher's Processed Data, 2026

The multiple linear regression analysis produced the following equation: **Y = -0.041 + 0.346X1 - 0.093X2 + 0.617X3**, where Y represents employee performance, X1 represents motivation, X2 represents job satisfaction, and X3 represents organizational environment. The regression coefficients indicate that motivation and organizational environment had positive effects on employee performance, while job satisfaction showed a negative but statistically insignificant coefficient. Based on the standardized coefficients, organizational environment had the strongest contribution (Beta = 0.759), followed by motivation (Beta = 0.333), while job satisfaction had a weak negative standardized effect (Beta = -0.107). These results imply that performance improvement in the Department of Education of South Buru Regency was more strongly associated with a supportive organizational setting and employee motivation than with job satisfaction alone.

Table 5. Multiple Linear Regression Results

Variable	B	Std. Error	Beta	t	Sig.
Constant	-0.041	0.529	–	–	–
Motivation	0.346	0.061	0.333	5.721	<0.001
Job Satisfaction	-0.093	0.057	-0.107	-1.618	0.110
Organizational Environment	0.617	0.065	0.759	9.460	<0.001

Source: Researcher's Processed Data, 2026

The partial hypothesis tests revealed three important findings. First, motivation had a positive and significant effect on employee performance, with a t-value of 5.721 and a significance value below 0.001. This finding shows that employees with higher work motivation tended to perform better. In practical terms, motivated employees were more likely to show initiative, commitment, and work effectiveness. This result is in line with the theoretical argument that motivation functions as a driving force that directs effort and persistence toward organizational goals. In the context of South Buru Regency, this finding is especially relevant because employees work under administrative constraints and service challenges; therefore, a strong motivational base becomes essential for sustaining performance. The discussion in the thesis also links this to practical

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issues such as delayed employee entitlements, budget integrity concerns, and the need for transparent leadership, all of which may influence employee motivation and, in turn, their performance.

Second, job satisfaction did not have a significant effect on employee performance. The t-value was -1.618 with a significance value of 0.110, which means that the second hypothesis was rejected. Although job satisfaction is often considered an important determinant of performance, the present findings suggest that it did not function as a primary predictor in this institutional context. The thesis discussion explains that employees may continue carrying out their responsibilities professionally despite dissatisfaction with salary, promotion opportunities, or administrative fairness. It also suggests that the effect of job satisfaction may be overshadowed by more dominant variables such as motivation and organizational environment. This interpretation is important because it shows that employee satisfaction remains relevant as a psychological and welfare-related factor, but its direct effect on performance may be conditional on broader structural and organizational conditions.

Third, organizational environment had the strongest and most significant effect on employee performance. With a t-value of 9.460 and a significance value below 0.001, this variable emerged as the most dominant predictor in the model. This result indicates that a supportive organizational environment—reflected in clear structures, consistent procedures, adequate resources, adaptive work systems, and good relations with internal and external stakeholders—played a crucial role in improving employee performance. The discussion highlights that in a public institution such as the Department of Education of South Buru Regency, organizational environment is not merely a background condition but a central determinant of how effectively employees can perform. A well-managed environment supports collaboration, reduces uncertainty, strengthens commitment, and enhances the overall quality of administrative and educational services. This finding is particularly meaningful in the context of an island region where coordination, logistics, and bureaucratic consistency are essential for public service delivery.

The simultaneous test further confirmed the overall strength of the model. The F-value was 89.432, far above the F-table value of 2.71, with a significance level below 0.001. In addition, the coefficient of determination showed that **93.8%** of the variation in employee performance could be explained by the combined effects of motivation, job satisfaction, and organizational environment, while the remaining **6.2%** was explained by other factors outside the model. The correlation coefficient (R = 0.968) also demonstrated a very strong relationship between the independent variables and employee performance. These results indicate that the model had very high explanatory power and that employee performance should be understood as the result of the interaction between psychological factors and organizational conditions rather than as the product of a single determinant.

Table 6. Model Fit and Simultaneous Test

Statistic	Value
R	0.968
R Square	0.938
Adjusted R Square	0.935
Std. Error of the Estimate	0.541
F-value	89.432
Significance	<0.001

Source: Researcher's Processed Data, 2026

Taken together, these findings show that employee performance at the Department of Education of South Buru Regency was shaped primarily by work motivation and, most importantly, by the organizational environment. Job satisfaction, although not significant as a standalone predictor, remained relevant within the broader interaction of variables. The thesis explicitly concludes that performance improvement in this context requires integrated intervention: strengthening employee motivation, improving organizational procedures and work climate, and maintaining attention to employee satisfaction as a supporting factor. This interpretation is theoretically meaningful because it demonstrates that in public institutions facing geographical and administrative challenges, structural and environmental support may be more decisive than satisfaction alone. At the same time, the findings have practical implications for management policy, particularly in

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designing transparent human resource systems, improving internal coordination, ensuring timely employee entitlements, and building a more conducive organizational environment for sustainable performance improvement.

CONCLUSION

This study concludes that motivation and organizational environment have positive and significant effects on employee performance at the Department of Education of South Buru Regency, while job satisfaction does not have a significant direct effect. Motivation encourages employees to work more seriously, responsibly, and consistently in carrying out their duties. Meanwhile, a supportive organizational environment strengthens coordination, adaptability, communication, and the overall effectiveness of work implementation. Among the three independent variables, organizational environment is the most dominant factor affecting employee performance.

Simultaneously, motivation, job satisfaction, and organizational environment have a significant effect on employee performance. The coefficient of determination shows that 93.8% of the variation in employee performance can be explained by these three variables. This means that employee performance in the Department of Education of South Buru Regency is strongly influenced by the interaction between psychological factors and organizational conditions. Although job satisfaction does not have a significant direct effect, it remains important as a supporting factor for maintaining employee morale and institutional stability.

The theoretical contribution of this study lies in its finding that organizational environment may play a stronger role than job satisfaction in explaining employee performance in regional public institutions. This enriches public human resource management literature by showing that employee performance in public organizations is not only determined by individual attitudes but also by institutional support, administrative clarity, and organizational conditions.

The practical contribution of this study is that it provides input for the Department of Education of South Buru Regency to improve employee performance through policies that strengthen work motivation and create a more supportive organizational environment. Institutional leaders should ensure timely fulfillment of employee rights, improve communication and coordination, provide adequate work facilities, strengthen administrative transparency, and build a fair and adaptive organizational climate. These efforts are important for improving the quality of educational public services in South Buru Regency.

This study has several limitations. First, the research was conducted only at the Department of Education of South Buru Regency, so the findings cannot be generalized to all education offices or public institutions. Second, the study only examined three independent variables, namely motivation, job satisfaction, and organizational environment, while other factors such as leadership style, workload, competence, organizational culture, reward systems, and work discipline were not included. Third, this study used a quantitative approach, so it did not explore in depth the personal experiences and perceptions of employees regarding organizational problems. Future research is recommended to include additional variables, expand the research location, and use a mixed-method approach to obtain a more comprehensive understanding of employee performance in regional public institutions.

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