



Analysis of the Effect of Teacher Mutation, Physical Work Environment and Work Motivation on the Performance of Elementary School Teachers in Mentawai Islands Regency

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A B S T R A C T

The research, which aims to analyze the effect of teacher mutations, physical work environment, and work motivation on the performance of elementary school teachers in the Mentawai Islands Regency, is motivated by the fact that there are still problems with teacher performance that are influenced by teacher mutations, physical work environment and also work motivation in elementary school teachers in Mentawai Islands Regency. This type of research uses a quantitative approach with multiple linear regression methods—data collection techniques with questionnaires. The respondents of this study were 49 elementary school teachers in the Mentawai Islands District. The sampling method uses the total sampling method, which uses the entire population in this study as the research sample. Hypothesis testing was calculated using the IBM Statistical Package for Social Science (SPSS) version 24.0. The results of this study found that partially and simultaneously, teacher mutations, physical work environment, and work motivation affect the performance of elementary schools in the Mentawai Islands Regency can encourage teachers to try to work better and provide direction and advice to each teacher to continue to be motivated at work so the teachers can work better and increase self-development and improve their performance

PENDAHULUAN

The increasingly complex development of the world of work, including the world of education, will lead to increased needs and skills to meet the real needs of each workforce. Various new developments in the field of education and education personnel indicate that the professional skills of teachers and education personnel must be developed continuously. Human resources are the most important part of achieving the goals expected by an organization. Expected by an organization. Human Resource Management is a system that aims to influence employees' attitudes, behaviors, and performance so that they can contribute optimally to achieve organizational goals (Albrecht et al., 2015; Anwar & Abdullah, 2021).

There is a growing need to meet educational needs in educational institutions and organizations today. Therefore, many demands, including integrity, exist in achieving national education goals. Performance is an aspect related to people or human resources that helps companies achieve their goals. Performance is the proper foundation of an organization, and without good performance, organizational goals will not be achieved (Turmono, 2020). Performance is also a possibility that every employee must own to fulfill all the duties and responsibilities given to him by the organization, especially in education.

Teacher performance is critical in implementing national education programs. Teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible

for the participants under his guidance by improving student achievement (Tarigan & Panggabean, 2022). Good performance is a manifestation of the work done by teachers, which is usually used as a basis for evaluating members and organizations, so it is necessary to strive to improve performance. Improved teacher performance can be seen from a sense of satisfaction or pleasure with the profession. For the education process to be carried out well and goals to be achieved, an organization must pay attention to teachers' performance. If achieved, an organization must pay attention to the teachers' performance. For this reason, school institutions must pay attention to factors affecting teacher performance, such as teacher mutations, physical work environment, and work motivation.

According to Azad et al., (2021), teacher performance can be defined as teachers who carry out educational tasks responsibly, based on established work criteria to achieve educational goals. Teacher performance shows the teacher's ability to complete school tasks and can also be interpreted as a condition to explain teacher behavior during or during learning activities (Subamia, 2015). Teacher performance is reflected not only in work but also in workplace behavior. Teacher value is evident in learning, which is reflected in the acquisition of student learning outcomes. Quality education also brings good learning outcomes to students.

According to Toni et al., (2024), teachers can determine the success of learning as one component of teaching and learning activities because the primary function of teachers is to design, manage, implement, and evaluate learning. Teachers are

professional educators who carry out the duties, functions, and important roles in educating the life of a country. In addition, the position of teachers in teaching and learning activities is also very strategic and important. One factor that influences the success of a teacher's task is the teacher's performance in planning/designing, implementing, and assessing the teaching and learning process. The nation and society have great expectations of teachers. Teachers are professionals and are expected to have the ability to carry out their duties as educators.

Based on the results of research conducted by [Krismawati & Manuaba \(2022\)](#), regarding "The Effect of Motivation and Work Environment on Job Satisfaction and Its Impact on Teacher Performance" 2025 found that work motivation and work environment affect job satisfaction and its impact on teacher performance, while in this study researchers want to see how to analyze the impact of teacher mutation, physical work environment and work motivation on the performance of elementary school teachers.

Then there are the results of research conducted by [Bahri et al., \(2017\)](#) regarding "The Effect of Work Motivation Factors on Job Satisfaction in XY company" in 2015 found that 1) Simultaneously, work motivation factors have a significant effect on job satisfaction while individually only salary and job security have a significant effect on job satisfaction; 2) Individually only salary and job security have a significant effect on job satisfaction. Meanwhile, in this study, researchers want to analyze how much influence teacher performance has on teacher mutation, physical work environment, and work motivation.

The selection of primary schools in Mentawai Islands Regency as the object of this research is motivated by the decline in teacher performance as a result of teacher mutations, the physical work environment in primary schools that is still inadequate, and teacher work motivation that is still below the standard in Mentawai Islands Regency. Primary schools support a qualified education program; in other words, education in Indonesia is encouraged and facilitated and starts at the primary school level that has been established in all regions in Indonesia. Good human resources support good education. The better the quality of a resource that becomes a milestone for educational facilities, the better the quality of education ([Moewardi et al., 2020](#)).

Based on the assessment results conducted by the Indonesian education report card in Mentawai Islands Regency in 2024, it was found that the learning quality indicators in primary schools in Mentawai Islands Regency were in the medium category. Teacher performance is an important component in improving education quality, impacting the quality of human resources in Indonesia, especially in the Mentawai Islands Regency. The problem is that the quality of teachers also tends to follow the quality of learning in schools; the demands of teaching a teacher in remote areas are heavier when compared to the demands of teachers who teach in urban areas. The lack of facilities and infrastructure triggers this obstacle to support learning in remote areas. So, often, a teacher in a remote area turns his brain to fulfill this.

The selection of primary schools in the Mentawai Islands Regency as the focus of this research is based on the results of the average achievement of the target and realization of each teacher's performance in primary schools in the Mentawai

Islands Regency in 2021, 2022, and 2023 which are still low, this is evidenced by the following Table 1:

Tabel 1. Target and Realization of Performance in Primary Schools of Mentawai Islands Regency in 2021, 2022, 2023

Program/Activity	Target (%)	Realization (%)		
		2021	2022	2023
Improved academic achievement	100	70	73	70
Improved provision of learner development needs	100	74	73	72
Improved implementation of the learning process	100	68	75	69
Service Quality Management System Improvement Program	100	74	70	70
Professional Development of Educators and Education Personnel	100	72	69	68
School socio-cultural psychological development	100	73	73	72
Average Number	100	71,8	72,1	70,16

Table 1 shows that the average realization of programs/activities experiences instability and is still below the average of the school performance target. The assessment of primary school performance in the Mentawai Islands Regency can also be seen based on the results of the evaluation of the performance accountability system, which is an accumulation of assessments of all components of the Government Agency Performance Accountability (AKIP) monitored by the Mentawai Islands Regency Education and Culture Office in 2021, 2022 and 2023, with the following details:

Table 2. Results of Performance Evaluation of Mentawai Islands Regency Primary Schools in 2021, 2022 and 2023

Component	2021		2022		2023	
	Weight (%)	Evaluation Result Value (%)	Weight (%)	Evaluation Result Value (%)	Weight (%)	Evaluation Result Value (%)
Performance Planning	30	19	35	20	30	30
Performance Measurement	20	13	15	17	25	10
Teacher Mutation	15	9	10	11	10	15
Work Environment Availability	15	5	15	7	10	8
Work Motivation	20	18	25	15	25	15
Total	100	64	100	70	100	78

Based on Table 2. above, the assessment of performance results can be concluded that the performance of primary schools in the Mentawai Islands Regency has not been maximized, and there are still several problems in the school

environment that need to be improved, all of which are inseparable from the human resources that contribute to it. In addition, to achieve teacher performance, it is necessary to pay attention to good mutations in teachers to stimulate their enthusiasm and achieve the nation's overall development goals, especially the institution's goals. Teachers work in a way that serves the nation's children. In connection with the above, to realize good education, the government, in its implementation, is expected to work with a high sense of moral responsibility and is supported using teacher work motivation that is in sync with organizational needs, namely performance that has the knowledge, expertise, expertise, and personality expected in carrying out the main tasks and functions in order to achieve performance as an organizational goal.

One of the things that affects the performance of the Mentawai Islands Regency Government is mutation, especially the mutation of Public Elementary School Teachers in the Mentawai Islands Regency Government Environment caused by teacher mutations that are not based on the following: a). not according to competence; b) career patterns of elementary school teachers in the Mentawai Islands Regency Government Environment have not referred to the Needs Analysis and Workload Analysis; c)—uneven distribution in each elementary school; d) career development patterns not referred to the merit system. The following is data on the number of primary school teachers by sub-district (people) based on data from the Ministry of Education, Culture, Research and Technology in 2024.

Table 3. Number of primary school teachers by sub-district (people)

District	Total	
	2023	2024
South Pagai	195	173
Sikakap	161	151
North Pagai	123	114
South Sipora	162	144
North Sipora	163	169
South Siberut	140	121
Southwest Siberut	117	112
Central Siberut	93	86
North Siberut	139	136
West Siberut	134	115
Mentawai Island	1427	1321

Based on Table 3 above, it can be seen that the number of primary school teachers in each sub-district in the Mentawai Islands district has experienced a significant reduction; only the North Sipora sub-district has experienced an increase in the number of primary school teachers; this is due to teacher mutations that occur in the Mentawai Islands district. The next factor that affects teacher performance is the physical work environment. According to [Kasim et al., \(2018\)](#), the work environment is the entire environment around the workplace and can affect employee work. The work environment of an organization is an element that supports a comfortable working environment and conditions for employees to achieve company

goals. According to [Luthans \(2011\)](#), the work environment in an organization plays a vital role in supporting individuals in the workplace because it directly or indirectly affects people at work. This is due to evidence that tasks can be carried out better in a good organizational work environment and that leaders can influence the work environment of an organization or work unit they lead.

In this case, based on observations made at elementary schools in the Mentawai Islands Regency, several phenomena were found, namely the lack of service facilities, such as unavailable parking areas and the lack of bathing, washing, and toilet facilities. Based on a survey that the author conducted as an initial survey in elementary schools in the Mentawai Islands Regency, several phenomena related to work motivation were found, namely the number of teachers absent for specific reasons and the lack of work that attracts and challenges teachers' skills. The selection of Elementary School Teachers in the Mentawai Islands Regency Government Environment is due to the low performance of the Mentawai Islands Regency Education and Culture Office. The Mentawai Islands Regency Education and Culture Office is an essential service that improves the performance of the Mentawai Islands Regency Government, especially in terms of human development.

The researcher wants to study primary schools in the Mentawai Islands Regency to highlight the teacher recruitment system in the area. In addition to the lack of attention to the fate of teachers in remote areas, the teacher recruitment system in remote areas is also not sound. Usually, teachers in remote areas are not experts in their field. Often, teachers in remote areas have limited knowledge and teaching skills. This is usually because teachers recommended to teach are only secondary school graduates, so the learning process does not run optimally.

Community conditions are also important in supporting the atmosphere and quality of learning that is carried out. In addition to the two educational problems surrounding remote areas, the environmental and community conditions in remote areas also affect the ongoing education process in remote areas. In remote areas, there is usually not as much development as in urban areas, namely the construction of roads, bridges, etcetera. This hampers the journey of students and teachers going to and from school. A student or educator who is less aware of the importance of education will eventually give up on this condition and drop out of school.

Based on the description above, it is clear that with teacher mutations, the physical work environment and work motivation can improve teachers' performance, so researchers are interested in researching this matter. For this reason, this study aims to analyze the effect of teacher mutations on the performance of primary school teachers, the effect of the physical work environment on the performance of primary school teachers, the effect of work motivation on the performance of primary school teachers, the effect of teacher mutations, the physical work environment and work motivation on the performance of primary school teachers in the Mentawai Islands Regency.

METODE

This research uses descriptive survey research methods. [Azari & Rashed \(2021\)](#), explains that "survey research is research conducted on large and small populations, but the data studied is data from samples taken from these populations, so that relative events, distributions and relationships between

sociological and psychological variables are found." [Arikunto \(2011\)](#) states that a survey collects data from several units or individuals in large numbers at the same time (or period). Descriptive research aims to investigate circumstances, conditions, or other things mentioned, the results of which are presented as a research report. The collected data is grouped according to type, nature, or condition, and then conclusions.

Based on the formulation, objectives, and research hypotheses, the method used in this research is quantitative research to determine the effect between variables. This study aims to determine the effect of teacher mutation (X1), physical work environment (X2), and work motivation (X3) on teacher performance (Y). The object of this research is elementary school teachers in Mentawai Islands Regency, West Sumatra Province. This study analyzes the relationship between teacher mutation, physical work environment, work motivation, and teacher performance.

The types of data in this study are quantitative and qualitative data. Qualitative data is the result of interviews with teachers and supervisors. Quantitative data is data from the results of questionnaires given to research samples. This study's primary and secondary data sources are primary and secondary. Primary data is data directly obtained from research samples. The instruments used in this research are questionnaire sheets, questionnaire sheets for teacher mutation, physical work environment and work motivation, and several other instruments that can provide information on the performance of primary school teachers in the Mentawai Islands Regency, West Sumatra Province.

The types of data used are primary data and secondary data. Primary data in this study were obtained directly from respondents using tools in the form of questionnaires about teacher mutations, physical work environment, work motivation, and teacher performance. Secondary data in this study supports information about primary school teachers in Mentawai Islands Regency, West Sumatra Province, obtained through mass media and applicable laws and regulations.

Data obtained from various instruments were analyzed qualitatively and quantitatively. Data analysis is used to see if there is a relationship between teacher mutation, physical work environment, and work motivation on teacher performance. The analysis carried out is validity analysis, instrument reliability, descriptive analysis, prerequisite analysis test, normality test, multicollinearity, heteroscedasticity test, and hypothesis testing carried multiple linear regression test..

HASIL DAN PEMBAHASAN

1. Statistical Description

The results in this study describe the effect of the effect of teacher mutation (X1), physical work environment (X2), and work motivation (X3) on teacher performance (Y) in elementary school teachers in Mentawai Islands Regency, West Sumatra Province. The results of this study are based on the results of instruments given to respondents totaling 49 (forty-nine) respondents. In general, the results of this study can be seen in the following table 4:

Table 4. Descriptive Analysis of Variables

	N	Min	Max	Sum	Mean
	Stat	Stat	Stat	Stat	Stat
Mutations	49	27	50	1921	39.20

Physical Work Environment	49	27	50	1875	38.27
Work Motivation	49	30	50	2005	40.92
Teacher Performance	49	30	50	1918	39.14
Valid N (listwise)	49				
	St. Dev	Item	TCR	Exp	
	Stat	Question	(%)		
Mutation	3.714	10	69,76	Enough	
Physical Work Environment	3.633	10	80,65	Good	
Work Motivation	3.334	10	83,27	Good	
Teacher Performance	3.565	10	84,29	Good	
Valid N (listwise)					

From Table 4. above, it can be seen that each variable has an average of 4.12, and the respondent achievement rate (TCR) is between 69.76 percent and 84.29 percent, with an average TCR of 82.46 percent. This can be interpreted as each respondent variable having an average good response category.

2. Respondent Achievement Rate (TCR)

a. Results of Respondents' Responses to Performance

The research was described by distributing questionnaires to determine the average value of respondents' results. The level of achievement of research respondents related to the performance of primary school teachers in the Mentawai Islands Regency using 10 (10) statement indicators. Respondents' responses to performance were different for each respondent. The results of respondents' responses regarding performance can be seen in Table 5 below:

Table 5. TCR Results - Performance

Item	N	Average	TCR (%)	Category
I determine a variety of learning resources as outlined in the syllabus, so that they can support the achievement of students' basic competencies.	49	4.16	83.27	Good
I explain the design of academic supervision prior to implementation, develop and communicate the schedule of learning implementation.	49	4.06	81.22	Good
I outlined the indicators as the basis for developing the assessment tools.	49	4.10	82.04	Good
I translate the competency standards and basic competencies of each subject into indicators.	49	4.18	83.67	Good
I organize learning materials according to students' needs.	49	4.37	87.35	Good

In meeting the needs of improving learning in the classroom, I apply appropriate techniques to improve the quality of learning.	49	4.39	87.76	Good
In organizing the scheduling of subjects, I take into account the level of difficulty of the material, the breadth of coverage of the material being studied.	49	4.22	84.49	Good
The allocation in the syllabus has been adjusted to the subject allocation per week.	49	4.16	83.27	Good
The availability of complete facilities and infrastructure supports the activities of teachers and students.	49	4.45	88.98	Good
I understand the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subject.	49	4.04	80.82	Good
Average Performance	49	4.21	84.29	Good

From Table 5. above, it can be seen that the average performance score obtained from primary school teachers in the Mentawai Islands Regency is good because the average score is 4.21 in the score range of 1 to 5. It can also be seen that the value of the respondent achievement rate (TCR) is 84.23 percent, which is included in the good category.

The first objective of this study was to determine the effect of mutation on performance in primary school teachers of Mentawai Islands Regency, West Sumatra Province. The statistical analysis results using multiple linear regression show that the first hypothesis is accepted. The analysis results show that the mutation variable partially has a positive and significant influence on the performance of elementary school teachers in the Mentawai Islands Regency of West Sumatra Province. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

The results of this study indicate that mutation has a positive and significant effect on performance in primary school teachers in the Mentawai Islands Regency of West Sumatra Province. Thus, the performance of elementary school teachers in the Mentawai Islands Regency of West Sumatra Province is determined by mutations.

The word mutation or transfer by some people is well known, both in the environment and outside the company (government) environment. Mutation is the activity of moving labor from one workplace to another. The transfer is only limited to transferring labor from one place to another ([Marlina et al., 2021](#)). According to [Siagian \(2023\)](#), the definition of mutation is an activity of the company leader to transfer employees from one job to another that is considered level or parallel. Furthermore, [Mukhtar et al., \(2022\)](#), state that mutation is a change in position/position/place/job carried out horizontally and vertically within an organization. Mutations are included in the employee development function because the aim is to increase the efficiency and effectiveness of work within the company.

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The results of this study support the results of research conducted by [Marlina et al., \(2021\)](#), [Lismawati et al., \(2023\)](#), [Majid et al., \(2021\)](#), and [Subariyanti \(2017\)](#), found that job mutations partially affect performance. So, job mutations will affect performance.

b. Results of Respondents' Responses to Mutation
Description of research through distributing questionnaires to find out and describe the average value of respondents' results and the level of achievement of research respondents related to how mutations by primary school teachers in the Mentawai Islands Regency using 10 statement indicators. Respondents' responses to mutations were different for each respondent. The results of respondents' responses regarding mutations can be seen in Table 6 below:

Table 6. TCR Result - Mutation

Item	N	Average	TCR (%)	Category
A teacher's transfer is always followed by a promotion within the organization.	49	3.49	69.80	Enough
With the mutation, teachers will work better.	49	3.43	68.57	Enough
Mutations are carried out to fill vacant positions.	49	3.41	68.16	Enough
Teacher mutations are carried out on teachers who will be relieved of their duties.	49	2.67	53.47	Not Good
Mutations that are carried out are not entirely for the purpose of transferring jobs.	49	3.37	67.35	Enough
Mutations are carried out to place a teacher in a field that suits his or her abilities.	49	4.08	81.63	Good
Mutations are only carried out in schools that are overloaded with teachers.	49	3.71	74.29	Enough
Mutations are necessary in organizational structures, especially for teachers.	49	3.43	68.57	Enough
Mutations are carried out to find out how much the teacher is capable of.	49	3.16	63.27	Not Good
Mutations should be carried out according to workload fulfillment for teachers who are underloaded.	49	4.12	82.45	Good
Average Mutations	49	3.49	69.76	Enough

From Table 6. above, the average score obtained by the mutation score obtained from primary school teachers in the Mentawai Islands Regency is sufficient because the average score is 3.49 in the score range of 1 to 5. It can also be seen that the value of the respondent achievement rate (TCR) is 69.76 percent, which is included in the sufficient category.

The second objective of this study was to determine the effect of the physical work environment on performance in elementary school teachers of Mentawai Islands Regency, West

Sumatra Province. The analysis results show a positive and significant influence between the physical work environment variables and the performance of elementary school teachers in the Mentawai Islands Regency of West Sumatra Province.

The results of this study indicate that the physical work environment affects the performance of primary school teachers in the Mentawai Islands Regency of West Sumatra Province. Thus, the performance of elementary school teachers in the Mentawai Islands Regency of West Sumatra Province is determined by the physical work environment.

An adequate, sound, and comfortable work environment can support the implementation of employee work (Sedarmayanti & Rahadian, 2018). The physical work environment is everything that is around employees at work, which can affect them to carry out the work tasks assigned to them; in this case, for example, light intensity, air temperature, space for movement, security, cleanliness, music, and others (Sidarta & Nawawi, 2022). Meanwhile, according to (Kumar & Upadhaya, 2017) the physical work environment is where employees work and carry out activities. The physical work environment will affect employee morale and mood; these physical factors include lighting, ambient temperature, air circulation, and the size and layout of the workspace.

The results of this study are in line with the results of research conducted by Lismawati et al., (2023), Daspar (2020), and Salutonok & Soegoto (2015), that the physical work environment partially affects performance so that the physical work environment will improve one's performance.

c. Results of Respondents' Responses to the Physical Work Environment

Description of research through distributing questionnaires to find out and describe the average value of respondents' results and the level of achievement of research respondents related to how the physical work environment by primary school teachers in the Mentawai Islands Regency using 10 statement indicators. Respondents' responses to the physical work environment were different for each respondent. The results of respondents' responses regarding the physical work environment can be seen in Table 7 below:

Table 7. TCR Results - Physical Work Environment

Item	N	Average	TCR (%)	Category
I am able to keep the work environment clean.	49	4.08	81.63	Good
I agree that work hygiene starts with yourself.	49	3.96	79.18	Enough
Agencies should ensure the availability of lighting in the workspace.	49	4.37	87.35	Good
Teacher performance is affected by a good lighting system in the workspace.	49	4.67	93.47	Very Good
Air Circulation in the workplace is very good and well taken care of.	49	3.55	71.02	Enough
I'm always excited to see bright colors in my assignments.	49	3.37	67.35	Enough
Music in the workplace is indispensable, as it energizes work.	49	4.18	83.67	Good
The air temperature in the	49	3.88	77.55	Enough

workspace is well taken care of.				h
Installation of an air conditioner is necessary, in order to increase focus at work.	49	4.00	80.00	Good
Workplace décor is essential, as it can have an impact on work comfort.	49	4.27	85.31	Good
Average Physical Work Environment	49	4.03	80.65	Good

Table 7 shows that the average physical work environment obtained from primary school teachers in the Mentawai Islands Regency is good because the average score is 4.03 in the range of scores 1 to 5. It can also be seen that the value of the respondents' achievement rate (TCR) is 80.65 percent, which is included in the good category.

The third objective of this study was to determine the effect of work motivation on performance in elementary school teachers of Mentawai Islands Regency, West Sumatra Province. The results of the analysis show a significant influence between work motivation variables and performance in elementary school teachers of the Mentawai Islands Regency of West Sumatra Province. As a result, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

The results of this study indicate that work motivation significantly affects performance in elementary school teachers in the Mentawai Islands Regency of West Sumatra Province. Thus, the performance of elementary school teachers in the Mentawai Islands Regency of West Sumatra Province is determined by work motivation.

According to Subyantoro & Suwanto (2020), work motivation is a process that requires people to carry out activities that can lead to specific goals. Motivation is a state or energy that can motivate an employee who is instructed or coordinated to achieve the goals of an organization. According to Nenah (2017), motivation is about doing your best to achieve company goals. This is influenced by the company's ability to meet the diverse needs of each person. The results of this study support research conducted which found that there is a positive and significant effect of work motivation on performance. So work motivation will influence in improving performance or performance.

d. Results of Respondents' Responses to Performance Motivation

Description of research through distributing questionnaires to determine and describe the average value of respondents' results and the level of achievement of research respondents related to how work motivation by primary school teachers in the Mentawai Islands Regency using 10 statement indicators. Respondents' responses to work motivation were different for each respondent. The results of respondents' responses regarding work motivation can be seen in Table 8 below:

Table 8. TCR Result – Work Motivation

Item	N	Average	TCR (%)	Category
Coworkers should always remind each other to eat lunch.	49	4.08	81.63	Good
Superiors should provide housing such as official residence to employees whose homes are quite	49	3.98	79.59	Enough

far away.					
Superiors should not restrain subordinates who are excessive in their work.	49	4.10	82.04	Good	
Superiors should always monitor the health of subordinates at work.	49	3.98	79.59	Enough	
Between superiors and subordinates must interact more at work.	49	4.33	86.53	Good	
Even though I work unsupervised, I maintain good relations with my coworkers.	49	4.31	86.12	Good	
Superiors should encourage and praise employees who have optimal performance.	49	4.35	86.94	Good	
Awards given by superiors can also be in the form of promotions.	49	4.04	80.82	Good	
The spirit of employees to use all their abilities to achieve goals at work.	49	4.20	84.08	Good	
Employees increase their potential at work.	49	4.27	85.31	Good	
Average Work Motivation	49	4.16	83.27	Good	

From Table 8. above, it can be seen that the average score of work mutations obtained from primary school teachers in the Mentawai Islands Regency is good because the average score is 4.16 with an average Respondent Achievement Rate (TCR) of 83.27 percent with good results. The fourth objective of this study was to determine the effect of mutation, physical work environment, and work motivation on performance in primary school teachers in Mentawai Islands Regency, West Sumatra Province.

The results of the analysis show that there is a significant influence between the variables of mutation, physical work environment, and work motivation together on performance in Primary School Teachers of the Mentawai Islands Regency of West Sumatra Province; it can be concluded that the fourth hypothesis (H4) which reads mutation, physical work environment, and work motivation affect performance in Primary School Teachers of the Mentawai Islands Regency of West Sumatra Province is accepted. Therefore, the fourth hypothesis (H4) can be accepted.

Overall, if mutation, physical work environment, and work motivation are organized neatly and correctly, performance improvement can be easily achieved. This can be seen from the variables of teacher mutation, physical work environment, and work motivation, which are related to each other in improving teacher performance. Thus, the results of this study support and align with research conducted by Rahmanto et al. (2021), stating that teacher mutations, physical environment, and motivation partially and simultaneously significantly affect teacher performance.

KESIMPULAN

Based on the results of hypothesis testing and discussion described in the previous chapters. Firstly, teacher mutations positively and significantly affect performance in primary school teachers in the Mentawai Islands Regency, West Sumatra Province. The physical work environment has a positive and significant effect on the performance of elementary school

teachers in the Mentawai Islands Regency of West Sumatra Province. Work motivation positively and significantly affects performance in elementary school teachers in the Mentawai Islands Regency of West Sumatra Province. Mutation, physical work environment, and work motivation can affect the performance of primary school teachers in Mentawai Islands Regency, West Sumatra Province. Factors such as teacher placement must be by the teacher's educational background and workload, the need for good lighting and cleanliness on an ongoing basis in the school's physical work environment, as well as work enthusiasm or work motivation, which is characterized by harmony between teachers and principals, between fellow teachers, between teachers and staff in the school so that teachers will work optimally.

The mutation variable that most influences the level of teacher performance is the ability to continue to be able to disseminate best teaching practices and educational innovations. Therefore, primary schools in the Mentawai Islands Regency can encourage teachers to try to work better and provide direction and advice to each teacher to continue to be motivated at work to work better, increase self-development, and improve their performance. In the Physical Work Environment and Work Motivation variables, the factor that most influences the level of performance is providing suggestions to superiors with the teachers' input. Therefore, primary schools in the Mentawai Islands Regency can improve teacher performance by providing opportunities and motivation for each teacher to provide all their suggestions to superiors.

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