



## **Impact of the Work Environment and Work Motivation in Influencing the Performance of Non-Formal Educators**

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### **Abstract**

Work Environment and Work Motivation can affect performance in an institution, institution or company. For that, a leader needs to think about it. The purpose of this study was to determine: (1) the influence of the work environment with the performance of Non-formal Educators on the Development Center for Early Childhood Education and Gorontalo Community Education, (2) the effect of work motivation on the performance of Non-Formal Educators at the Center for Early Childhood Education Development and Gorontalo Society Education. (3) the influence of the work environment and work motivation together with the performance of Nonformal Educators for the Development of Early Childhood Education and Gorontalo Community Education. The method used in this research is to use quantitative through remorse techniques to express one variable to another. The population in this study were non-formal educators at the Gorontalo Center for Early Childhood Education and Community Education, which collected 80 people while the sample was a population sample. Data collected through questionnaire distribution. The conclusions of this study are (1) Providing a positive influence on the performance of Non-formal Educators for the Development of Early Childhood Education and Gorontalo Society Education, providing improved environmental performance with the performance of non-formal educators. (2) Providing positive motivation for the performance of Non-formal Educators for the Development of Early Childhood Education and Gorontalo Community Education, providing good motivation for improving the performance of Non-Formal Educators. (3) Making a positive contribution to the work environment and work motivation together to the performance of Non-formal Educators for the Development of Early Childhood Education and Gorontalo Community Education, this means improving the work environment and encouraging work and then improving the performance of Non-formal Educators. The novelty of the research is the performance of Non-formal Educators will be more effective if a leader always provides work motivation regularly and makes a conducive work environment. This research provides knowledge to leaders in improving the performance of Non-formal Educators or teachers, needing to pay attention to motivation and work environment within an institution or company.

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## INTRODUCTION

This era of globalization, the low performance of Non-Formal Educators is a particular concern in an organization, both public and non-public organizations which until now is still an actual problem to study. Improving the performance of Non-formal Educators is always directed at how to do or utilize something, to reflect the principles of effectiveness and efficiency (Bovaird, 2015). It is said to be efficient when what is done takes into account aspects of cost, infrastructure, resources (human and material), and time as economical as possible. Meanwhile, something is said to be effective if the utilization of various aspects is right on target or desired goal. The difference in orientation between public organizations and non-public organizations is very clear. Public organizations are oriented to serving the interests of society as a whole, while non-public organizations are oriented to profit or profit and are limited to certain circles, namely to the customers or customers (Klijn & Koppenjan, 2016). The second equation is to prioritize aspects of improving the performance of Non-formal Educators to produce output, both in the form of goods and services.

Performance of Non-Formal Educators is the effective and efficient utilization of human resources, the accuracy or appropriateness of the use of methods or ways of working compared to the available tools and time, to achieve goals (Muhamad, 2016). The main measure is the adjustment of volume and workload promptly, using minimal human resources. Formally, many factors also influence the performance of Non-formal Educators Non-formal Educators in an organization, including; the quality of human resources, facilities and infrastructure available, and the organizational environment both external and internal organizational environment. However, the main controller lies in humans. The quality of human resources needs to be continuously improved for Non-Formal Educators as public servants. Efforts to improve the quality of human resources. Improving the quality of human resources is improving education, maintaining health and meeting the needs of life to work with a full concentration (Tannady, et al., 2017).

Based on observations at the Center for Early Childhood Education Development and Gorontalo Community Education it can be stated that: the fulfilment of Non-formal Educators' working hours is less than optimal, based on the praise data that the author did on 16 November 2019, it is known that some Non-Formal Edu-

cators return early by the provisions of return hours). Non-formal Educators are less optimal in carrying out their performance, such as reading the newspaper during working hours, chatting with colleagues or busy using their mobile phones. Non-formal Educators who work in the discipline are shown by the high level of their attendance in complying with the schedule of coming and going home from the office to carry out their duties.

Data before the study showed that there was a problem, namely the lack of work discipline of the Civil Servants. This is certainly not under government programs, namely the National Disciplinary Movement program which requires all Civil Servant Non-formal Educators to be disciplined in carrying out their duties and obligations as state servants and public servants. If the problem of the Non-formal Educators' discipline is not immediately anticipated, it is feared that it will disrupt the overall performance of the organization, because the success of an organization in achieving its goals is largely determined by the high level of discipline and performance of Non-Formal Educators.

Improving the quality of human resources to improve the performance of Non-formal Educators can be done in various ways, for example through education and training activities, continuing education to a higher level, courses or in other forms. Besides, the thing that needs to be taken into account is the environmental conditions in which the organization is located, both external and internal. The organizational environment, especially the internal environment, cannot be separated from the culture of the local community. This means that non-formal educators who work within the organization are formed and active within the scope of local culture. Therefore, related to human resource development, and the performance of Non-formal Educators plays a very important role.

Non-formal Educator Performance can be influenced by several factors, including work environment and work motivation (Riyawan, 2017). Non-formal Educators will be able to carry out work well if the environment in which they work supports and assists Non-Formal Educators in completing work. The work environment in an organization is very important for management to consider. Although the work environment does not carry out the production process in an organization, the work environment has a direct relationship to the Non-formal Educators who carry out the production process. (Pratama, 2018). A centralized work environment for Non-Formal

Educators can improve performance. Conversely, an inadequate work environment will reduce performance.

A condition of the work environment is said to be good or appropriate if humans can carry out activities optimally, healthy, safe and comfortable (Budianto & Katini, 2015). The suitability of the work environment can be seen as a result of a long time. Furthermore, unfavourable work environments can demand more labour and time and do not support the acquisition of efficient work system plans. Based on the results of a preliminary study through an interview with one of the staff concluded that the situation of the workspace in one of the fields is indeed less than ideal. not neat, furniture that is arranged less neatly reflects less comfort, so the situation becomes less comfortable. In this case, certainly, it would not be good if left unchecked. The work environment generally does not directly influence the running of a company but the work environment is in direct contact with Non-Formal Educators who work to run the company (Gunawan, et al., 2017). A good work environment can increase morale and work motivation of Non-formal Educators as well as a well-maintained work environment both for personal comfort and in terms of doing work assignments (Moulana, et al., 2017), conversely, an inadequate and uncomfortable working environment can reduce the morale and motivation of Non-Formal Educators so that performance ultimately declines.

On the factor of work motivation, Nonformal Educators at work are closely related to what their desires, expectations and various goals they wish to achieve. This will affect his behaviour and attitude at work, whether as a lazy, indifferent, enthusiastic, even become someone who can work in challenges and pressures. Nowadays where the flow of information and change is so fast and complex, Non-formal Educators are required not only to have a sufficient set of knowledge and abilities but also to have strong work motivation (Coduti, et al., 2015). But in reality, the problems faced by Non-formal Educators are not simple and it affects their low motivation to work. One problem that arises is the lack of non-formal educators, both in quantity and quality, non-formal educators work without careful preparation and work as long as they are (Chua & Ayoko, 2019).

On the other hand, Non-Formal Educators are faced with problems as human beings such as low compensation, high job demands, and increasing needs (Harliawan, et al., 2017). With only enough income to meet basic needs, it seems

difficult for Non-Formal Educators to develop themselves in the implementation of work. On the other hand, many ways to increase work motivation include providing incentives both financial and non-financial incentives, planning clear promotions, providing opportunities for involvement in the decision-making process, creating a climate and a healthy work culture, implementing an effective leadership style.

In connection with the analysis, the existing Center for Early Childhood Education and Gorontalo Community Education Development must improve themselves with various steps to improve the performance of Non-formal Educators. One of the methods pursued through the improvement of Non-formal Educators-Non-formal Educators, especially concerning the improvement of the work environment and work motivation (Noor, 2019). This is done considering Non-Formal Educators are the main factors in the implementation of work. Departing from these thoughts, it is felt that further research is needed on the performance of Non-Formal Educators.

## METHODS

The study used a survey method with a quantitative approach through regression techniques. This analysis is to test the magnitude of the relationship between one variable with another. In this study consists of independent variables and dependent variables. The independent variable is the work environment (X1) and work motivation (X2). While the dependent variable is the performance of Non-formal Educators (Y). The population in this study are all characteristics related to the work environment, work motivation and performance of Non-formal Educators. The population in this study is Non-formal Educators at the Center for Early Childhood Education Development and Gorontalo Community Education with a total of 80 people.

Furthermore, the sample in this study is a population sample or all members of the population into a research sample. The determination of sample size is based on Arikunto's opinion (Suharsimi, 2016) which states that if the subjects are less than 100 better all taken so that the research is population research; furthermore if the number of subjects is large or more than 100 can be taken 10-15% or 20-25%, depending on (1) the ability of researchers in terms of time, (2) terms of the object in terms of the narrow breadth of observations, and (3) the size of the risk borne by researchers. The total population in this stu-

dy is less than 100, so the sample in this study is all Non-formal Educators at the Center for Early Childhood Education Development and Gorontalo Community Education with a total of 80 people. Samples are entire populations using total sampling techniques or saturated samples.

Data collection in this study was carried out through questionnaires designed in the form of questions with a Likert scale assessment dimension. The statements submitted are accompanied by five alternative answers and their weights for each alternative. For positive statements the value is: (S) Always = 5, (S) Often = 4, (K) Sometimes = 3, (J) Rarely = 2, and (TP) never = 1. Whereas for negative statement values is (S) Always = 1, (S) Often = 2, (K) Sometimes = 3, (J) Rarely = 4, and (TP) never = 5. The questionnaire as a research instrument is based on a theoretical framework that is confirmed in the form of conceptual definitions and operational definitions which are then presented in the form of a research instrument grid, which is then elaborated on statement items and then tested (with validity and reliability testing) before use for research.

Statistical data analysis that will be used to test the hypothesis adjusted for the number of variables that are regressed. The regression of one independent variable to one dependent variable is tested using simple regression and regression. Simple regression will be used to test hypotheses 1 and 2. Whereas to test hypothesis 3, regression and multiple regression will be used. The price of the regression coefficient will appear at the price of  $r$  while the regression value will appear from the regression equation, namely; (a) simple regression, and (b) multiple regression.

## RESULT AND DISCUSSION

### The Influence of the Work Environment on the Performance of Non-Formal Educators

The results of the analysis of the effect of the work environment on the performance of Non-formal Educators are shown by the linear equation =  $4.629 + 1.159X_1$ . This means that each increase in one unit of the Work Environment score can increase the Non-Formal Educator Performance score by 1.159 at a constant of 4.629. Furthermore, the influence of the work environment on the performance of Non-formal Educators correlation coefficient ( $r$ ) of 0.991 and the coefficient of determination ( $r^2$ ) = 0.981. A good work environment will help Non-Formal Educators in their efforts to improve their performance. Maintaining cleanliness, the availability of adequate work facilities and infrastructure,

maintaining communication between Non-Formal Educators, and the presence of a conducive atmosphere both in the office and outside the office will be decisive indicators in improving the performance of Non-Formal Educators. Therefore, a good work environment will have a strong influence on the performance of Non-formal Educators. From this analysis, there is a positive influence of the work environment on the performance of Non-formal Educators. In other words, the better the work environment, the better the performance of Non-formal Educators.

The environment is factors outside of humans both physical and non-physical in an organization. The physical environment which includes; rooms, staff rooms, lighting, supporting media, recreational facilities and food, can increase or decrease effectiveness (Sadeck & Cronjé, 2017). Besides, the environment also includes an introduction, customers, competition participants, regulations, culture, politics, engineering, and economics (Woodbridge et al., 2018). Conditions such as culture, politics and economics can psychologically affect the enthusiasm and quality of Non-formal Educators. Systematically, this environmental aspect must be an integral part of supporting management. The new phenomenon of organizational development is creating and caring for the forces of environmental change that must be anticipated by modern managers (Swayne & Duncan, 2006).

The environmental factors that have links with the organization are shown in Figure 1.

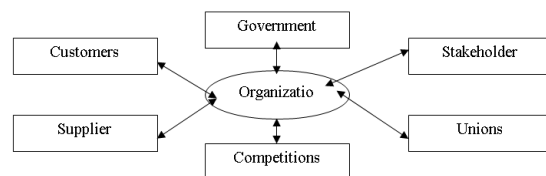


Figure 1. The Organization Environment

Source: Donald F. Hervey, Donald R. Brown, An Experiential Approach to Organization Development (Brown, 2011)

Shows that the environmental components are very much towards the development of the organization, so any changes that occur around the organization must be quickly anticipated so that the organization still exists and can compete. They further stressed that managers and organizations are faced with three quick changes namely; technological opportunities, environmental change, and social change (McMichael, 2016). While the supra system environment impacts the organization through economic technology and

cultural power.

The environment consists of: (1) the market environment which is the customer's user. Like Nonformal Educators and their potential, parents of Nonformal Educators and their potential, political leaders, Nonformal Educators and their potential, professional groups in both the academic and organizational fields, (2) the industrial environment, which are all entrepreneurs working together with organizations, (3) the environment macro, which is focused on social, technological, economic, environmental and political changes that can affect the organization directly or indirectly (Simangunsong, 2018). A less supportive environment in carrying out work contributes to poor performance such as a lack of work tools, and even workspace, lack of ventilation, and bureaucratic producers who are organized are supporting factors for the smooth functioning of Non-formal Educators in the office, including promotion and promotion services for the career development of Non-formal Educators.

Thus the environment in which Non-formal Educators work is a forum for developing the potential that has on the condition that the environment provides positive support. This positive support appears through the provision of physical facilities in the form of a workspace that meets the standards, the availability of adequate work tools and facilities. Other support can be obtained through a harmonious working relationship between all Non-Formal Educators in the office.

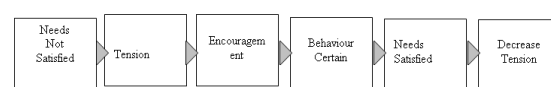
**The influence of work motivation on the performance of non-formal educators**

The results of the analysis of the effect of work motivation on the performance of Non-formal Educators are shown by linear equations =  $7,584 + 1,107X_2$ . This means that each increase in one unit of work motivation score can increase the Non-Formal Teacher Performance score by 1,107 at a constant of 7,584. Furthermore, the influence of work motivation on the performance of Non-formal Educators correlation coefficient (r) of 0.992 and the coefficient of determination ( $r^2$ ) = 0.984. This shows that the work done by Non-Formal Educators is inspiration, enthusiasm and encouragement that comes from within him. This self-impulse aims to encourage him to be enthusiastic and to achieve the desired results from people from him. In management, Non-formal Educators get encouragement from people to achieve predetermined goals (Andri, 2019).

Non-formal Educators who are motivated or motivated to work will be able to improve their

performance well. Thus that the higher the work motivation, the better the performance of Non-formal Educators. Based on the description, there is a positive influence of work motivation on the performance of Non-formal Educators. In other words, the higher the work motivation, the higher the performance of Non-formal Educators. Motivation is a process that begins with psychological and psychological needs in a person so that active behaviour or encouragement directed at goals and incentives (Botvinick & Braver, 2015). In this case, motivation has three interrelated elements namely needs, encouragement and stimulants (Adam, et al., 2019). These three components are very important and are determining factors for one's behaviour at work. First, this understanding emphasizes the strength found in a person so that he is motivated to behave in ways that are appropriate to a particular environment. Second, some people behave in a goal-oriented manner or their behaviour is directed towards a goal. Third, there is an assumption that motivation is a system orientation in which strength in a person and his environment provides feedback to strengthen the intensity of encouragement and goals and not to do so.

Another opinion was stated that motivation is a willingness with the utmost effort to achieve organizational goals and adapted to the ability to satisfy some of the needs of themselves (Mahmud, 2015). There are three keys related to motivation, namely business, organizational goals and needs. Furthermore, it was also stated that the motivation process starts from an insatiable need, then tension arises which is the impetus for certain behaviours. After those needs are met then the tension will decrease. The motivation process is as shown in the following Figure 2.



**Figure 2.** Motivation Process  
Source: Robinson & Coultier (2012)

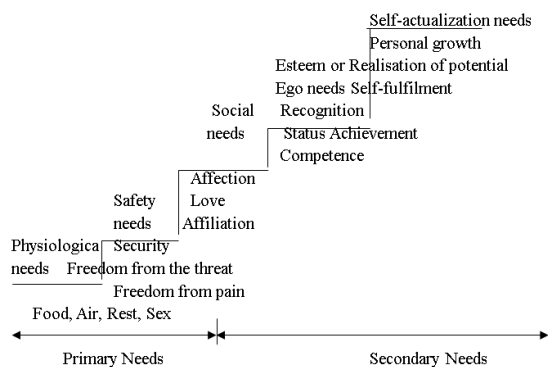
Goals and targets will inform employees about what needs to be met and how far the effort is needed for it. Evidence has strongly supported, difficult goals even if they have been received will give better results than goals that seem easy but not clear. If employees are allowed to be involved in setting goals, this can generally improve performance, given that the goals have been received since they were set. Motivation also encourages people to work. Motivation is something that gives rise to enthusiasm or work drive that ma-

kes a person not easily give up (Wlodkowski & Ginsberg, 2017) and stick to certain behaviours to achieve what is desired.

Motivation is a driving force for someone so that the person can do an activity. Work done based on motivation will feel more fun and not boring (Pianda, 2018). Motivation will give strength to someone so that the person can work diligently and survive for a relatively long period and not easily give up facing various difficulties in achieving a goal. Conversely, people who have no motivation will quickly give up facing even easy work. Therefore motivation for someone is important and the main capital in achieving success.

Motivation must be done by taking into account the individual interests of members who are sometimes not in line with the interests of the organization. In this case, Hasibuan detailed the objectives of motivating as follows: (1) encouraging employee enthusiasm and enthusiasm for work, (2) increasing employee morale and job satisfaction, (3). Increase employee work productivity, (4) maintain loyalty and stability of the company's employees, (5) increase discipline and reduce employee absentee levels, (6) streamline employee procurement, (7) create a good atmosphere and working relationships, (8) increase creativity and employee involvement, (9) increasing employee welfare, (10) enhancing employees' sense of responsibility for their duties (11), increasing efficiency in the use of tools and raw materials, (12) and others (Afandi, 2016).

This need is a primary need for survival. Second, the need for security is the need for protection, security and freedom from fear. Included in this need are safeguards from physical, mental threats and so on. Third, social needs are social needs, human relations such as love, love, ownership and belonging, friendship and so on, as we see in the Figure of the hierarchy as follows:



**Figure 3.** Maslow's Hierarchy of Needs Theory Source: Derek Torrington, Jane Weightman dan Kirsty John, *Effective Management People and Organization* (Torrington, et al., 2009)

Looking at the two factors in the Figure, in motivating the performance of Non-formal Educators in their work, it is suggested that managers prioritize success by referring to the work itself, responsibilities and growth (Anderson, 2019). Starting from the theory above, the ideal motivation that can stimulate Non-formal Educators to work well is the creation of psychological conditions so that they feel they have the opportunity to develop their abilities, are challenged to work, can actualize all of their potentials and can enjoy their work. Therefore, in every planning of work must pay attention to these two factors proportionally.

**The influence of the work environment and work motivation together on the performance of non-formal educators**

The results of the analysis of the influence of the work environment and work motivation together on the performance of Non-formal Educators are shown by a linear equation  $6.292 + 0.405X_1 + 0.722X_2$ .  $.992$ ; and the coefficient of determination of 0.984. Performance is the implementation of functions demanded from someone (Muhamad Sholeh, 2016). Performance is a person's success in carrying out their work or commonly called work performance. Performance can also be said to be the result of work that is influenced by individual ability, motivation and organizational support, available resources, technological equipment, organizational structure, work design and clear objectives (Mohammadryari & Singh, 2015).

Performance is the appearance of personal work in an organization. Performance can be the ability of individuals or professional workgroups holding functional or structural positions (Mongilong, et al., 2018), but also to the entire personal ranks in the organization. Performance is the work that can be achieved by a person or group of people in an organization following their respective authorities and responsibilities, to achieve the objectives of the organization concerned legally, not violating the law and following morals and ethics. But also for all personal ranks in the organization. Performance is work that can be achieved by a person or group of people in an organization following their respective authorities and responsibilities, to achieve the goals of the organization concerned legally, does not violate the law and following morals and ethics. Performance of Non-Formal Educators is not solely intended to get as much work as possible, but the quality of performance is also important.

*Performance appraisal is crucial to the effectivi-*

ty management of an organization's human resources, and the proper management of human resources is a critical variable affecting an organization's productivity (Slavin, et al., 2014). From these limitations, it can be seen that the performance of Non-formal Educators is related to a person's attitudes and feelings towards their work. Attitude can be defined as an emotional response to something, the degree of which can be either positive or negative. Following these limitations, the performance of Non-formal Educators is related to one's emotional response to their work. Performance of Non-Formal Educators can be influenced by the ability of Non-Formal Educators to carry out their work. This ability contains various elements such as manual and intellectual skills (Northouse, 2019), even to private property. These elements also reflect the education, training and experience demanded according to work.

Performance of Non-Formal Educators in this study is the activities of Non-Formal Educators in carrying out their professional duties and competencies by using certain methods and methods to support the successful implementation of work (Northouse, 2019), or activities carried out with behaviour that occurs in a context and has an impact that is carried out competently and is achieved completely. To keep the working atmosphere in an office under control, it is necessary to make a habit of behaviour patterns that are always oriented to the common interest and commitment to improving the quality of work. All of that cannot be done individually by Non-formal Educators or leaders, but rather done together based on collaborative principles.

Performance is a measure of the work done by using mutually agreed criteria. Non-formal Educator Performance is the ability and ability to carry out work (Siswoyo, et al., 2020). The job implementation process will run well if the Non-Formal Educator has good skills. It means that a good Non-formal Educator will try to improve the implementation of work to improve performance. But in carrying out the work a Non-Formal Educator needs a good work environment and motivation. Non-formal Educators. A good work environment that is marked by maintaining cleanliness, the presence of air circulation, organized workspace, the availability of work facilities and infrastructure, and the maintenance of communication between Non-formal Educators and work motivation which is characterized by internal and external encouragement will influence the performance Non-formal Educators. In other words, the better the work environment and work motivation, the higher the performance

of Non-formal Educators.

## CONCLUSION

There is a positive influence of the work environment on the performance of Non-formal Educators for the Development of Early Childhood Education and Gorontalo Community Education, meaning that the better the work environment the better the performance of Non-Formal Educators. This is indicated by the linear equation  $= 4.629 + 1.159X_1$ . This means that each increase in one unit of the Work Environment score can increase the Non-Formal Educator Performance score by 1.159 at a constant of 4.629. Furthermore, the influence of the work environment on the performance of Non-formal Educators correlation coefficient (r) of 0.991 and the coefficient of determination ( $r^2$ ) = 0.981. There is a positive influence of work motivation on the performance of Non-formal Educators for the Development of Early Childhood Education and Gorontalo Society Education, meaning that both the motivation for work will increase the performance of Non-Formal Educators.

This is shown by the linear equation  $= 7.584 + 1,107X_2$ . This means that each increase in one unit of work motivation score can increase the Non-Formal Teacher Performance score by 1,107 at a constant of 7,584. Furthermore, the influence of work motivation on the performance of Non-formal Educators correlation coefficient (r) of 0.992 and the coefficient of determination ( $r^2$ ) = 0.984. There is a positive influence of the work environment and work motivation together on the performance of Non-Formal Educators for Early Childhood Education Development and Gorontalo Society Education, this means that the higher the work environment and work motivation, the higher the performance of Non-Formal Educators. This is shown by the linear equation  $6.292 + 0.405X_1 + 0.722X_2$  .. Furthermore, the influence of the work environment and work motivation on the performance of Nonformal Educators correlation coefficient (r) of  $Ry.12 = 0.992$ ; and the coefficient of determination of 0.984

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