THE INFLUENCE OF WORK CULTURE, ENVIRONMENT, AND MOTIVATION ON THE ACADEMIC STAFF PERFORMANCE IN UNIVERSITAS NEGERI SEMARANG

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Article Information	Abstract
	This study aims to determine the influence of the work environment, culture, and motivation on the work performance of Universitas Negeri Semarang (UNNES) academic staff. This study used work culture, work environment, and work motivation, and their correlation to the academic staff's work performance. A total of 180 respondents were involved and chosen using a random sampling technique from 691 academic staff working as lecturers and educational supporting staff. The data was collected using self-assessment questionnaires, and then collected data were tabulated, reduced to avoid bias, and labeled for independent analysis. The analysis process was run using descriptive and quantitative approaches. The results showed that work culture significantly affects academic staff's working performance. Because positive work culture influences the work environment that triggers high performance; however, this study found that motivation has no significance toward work performance. This research found that work achievement and their perspective against reward or additional income (remuneration) mostly influence motivation. Further study needs more variables, including work satisfaction, leadership, personal background, and other variables that may contribute to working performance, are recommended for the next study.

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INTRODUCTION

Human resource is one of the main factors contributing to staff composition and strongly affect an organization's performance. High-quality human resources bring the organization high capability to grow and compete with other organizations positively. Furthermore, high quality of human resources is expected to increase work performance to meet the organization's goals and targets. Hence, the organization conducts high-selective procedures to recruit human resources who complete well and reliably performance in achieving the organization's goals to run effectively and efficiently. For this reason, the organizations also developed human resource analyzing and problems solving procedures that appear in staff performance.

In other words, the staff's performance can be used to evaluate and assess work progress against predetermined objectives to achieve the organization's main goals. Staff performance measurement can be conducted to evaluate organizational performance that represents their goals achievement and manager accountability in public service (Adha et al., 2019). Furthermore, providing comfort environment is important to support staff performance in achieving organizational goals. The work environment includes the physical component, including supporting facilities, infrastructure, and comfort atmosphere. The non-physical environment includes the staff's positive attitudes, such as being friendly, polite, teamwork-oriented, supportive, respectful, and helpful to each other (Mondey, 2008).

The organization should provide Supporting facilities and infrastructure, including a comfortable office layout, adequate lighting, good air circulation, a clean environment, a conducive situation, good relations among staff and leaders, and proper welfare. A good condition the work environment may trigger the staff's excitement and motivation in work that increase their performance. Previous studies prove that the work environment, leaders, and managerial system positively impact specific activities to achieve organizational goals and work performance (Adha et al., 2019; Hasi et al., 2020; Diamantidis &; Chatzoglou, 2019).

Based on the preliminary observation, the room layout in Universitas Negeri Semarang (UNNES) is managed properly to build a quiet with sufficient lighting and a comfortable atmosphere and equipped with air conditioning. The staff relation also looks robust and creates a pleasant and conducive atmosphere. However, the condition may not be in line with the staff discipline, and it is shown by disorganization in complying with the working schedule arranged in the Rector's Regulation. The working hours from Monday to Thursday are 07.00 to 16.00 and 07.00 to 14.30 on Friday. In addition, specific indications are found regarding decreased discipline observed from a low participant in the morning meeting. Some staff are skipping meetings and having unnecessary activities outside the office during working hours. This condition represents the work culture of the staff that has a positive and significant effect on their performance (Dolphina, 2012; Adha et al., 2019; Silvia & Bagia, 2020). The better the work culture of the staff, the better the organizational performance will be.

In addition, another factor that also correlates with and needs to improve staff performance is work culture. It commonly creates staff behavior in the workplace that is formed from staff interaction. Work culture represents how the institute components support each other, which is formed in appreciation for high-performed staff, reward and welfare, feedback communication, and interaction (Hasi et al., 2020). A poor work culture directly affects the staff performance in the organization. Vice versa, a poor work environment condition may trigger unethical work culture that contaminates staff personalities who perform well if the team but do not have strong determination.

In addition to the work environment and culture factors, employee motivation is nPerformancertant in improving performance. With motivation, every employee is expected to work hard and enthusiastically to complete their work on time with good results. Motivation arises within the person and workplace environment (Achmad, 2017). Motivation is a state in which a person has a drive and desire to perform certain activities needed to achieve their goals (Indraputra &; Sutrisna, 2013). Staff with high work motivation will positively influence their performance. The staff's high performance may correlate with work motivation because it develops robust reasons for achieving targeted goals and can finish their task on time. Furthermore, strong work motivation makes the staff work harder. Conversely, low work motivation makes the staff lack enthusiasm, easily give up, and have difficulty completing their work.

In previous observation refers to the working performance achievement of the UNNES in 2022, showing that staff work performance is not optimal and below the targeted score, especially in achieving Key Performance Indicators (KPI) 1, which focuses on quality and KPI 2, which is focusing on finished task quantity. Inoptimal achievement of the required targets should be improved to enhance the staff's performance and work extra to meet the achievement threshold in the coming year. UNNES, as a legal-entity higher education institution, must improve its performance to compete with other universities. The staff's educational background level represents staff performance. Mostly, the UNNES academic staff is recruited from higher education. However, there are still staff with low education, namely, six staff with junior high school education and four elementary school students. With this number and educational background, UNNES needs to improve employee performance to provide the best work results.

Work motivation positively and significantly affects staff performance (Yudistira et al., 2005) (Indraputra &; Sutrisna, 2013; Dolphina, 2012). Meanwhile, a recent study shows a different result, proving that work motivation does not significantly affect staff performance (Hasi et al., 2020; Adha et al., 2019). For this reason, it is necessary to conduct a study to analyze the correlation between work culture, environment, and motivation to academic staff performance in UNNES. This study centers its attention on four primary issues, each revolving around academic staff performance. First, explore whether the work environment has a significant impact on the performance of academic staff. Second, investigate whether work culture plays a substantial role in influencing academic staff performance. Third, examine the extent to which work motivation affects the performance of academic staff. Lastly, analyze whether work culture, work environment, and work motivation collectively have a significant influence on academic staff performance.

LITERATURE REVIEW

Work Environment

The work environment is depended on the atmosphere and situation in a specific place that can affect staff behavior in doing their work. Staff will be encouraged to work optimally in a conducive work environment (Hasi et al., 2020). If the staff are happy and well-being, it will make them comfortable and eager to work. A previous study also proves that comfort work environment, good salaries, various benefits, and supportive facilities encourage the staff to work properly and meticulously (Priyono &; Marinis, 2008).

The work environment is divided into physical and non-physical environments (Priyono &; Marinis, 2008). The physical work environment describes an environmental condition where work is directly related to facilities and infrastructure for workers, such as equipment, chairs, tables, lighting in the room, air circulation, and other elements. The non-physical work environment describes the condition of human resources, both the relationship between staff and between staff and their leaders. A calming, neutral environment and comfortable atmosphere mostly motivate the staff to perform better and realize predetermined goals (Hasibuan, 2009). There are five indicators of the work environment, including 1) facilities and infrastructure; 2) air circulation; 3) Workspace lighting; 4) Interaction between staff, and 5) work atmosphere (Hasi et al., 2020).

Work Culture

Work culture is an essential thing in an organization/ institution. Good work culture will impact achieving organizational goals for better performance. Conversely, a bad staff culture in the workplace may develop and become an obstacle that hinders achieving organizational goals. Work culture is a trait, habit, and driving force entrenched in everyday life, reflected in the attitude and behavior of the staff in a particular community (Shodiyah, 2017). Some indicators related to work culture include: 1) innovative in calculating risk. 2) attention to every problem. 3) result-oriented. 4) oriented to all employee interests. 5) aggressive at work. 6) maintain and maintain work stability (Sulaksono, 2015).

Work Motivation

Motivation is one of the factors found in humans that can arouse and direct their attitudes and behaviors to achieve predetermined goals. A person's motivation growth combines the concepts of needs, drives, goals, and rewards (Los, n.d.). Someone with specific hopes and goals will try to achieve these goals in various ways and maximize their abilities, knowledge, and skills. Work motivation is how to direct the potential and abilities of subordinates so that they want to work together productively and successfully. This work motivation is essential; in addition to the leader who assigns assignments to his staff, the leaders encourage staff to work diligently and competently to pursue their goals to achieve maximum results. For this reason, leaders must know how to make their staff work motivated.

There are two types of work motivation, positive and negative (Hasibuan, 2009). In positive motivation, the leader should motivate their staff by incentivizing those who perform above average. It might be helpful to enhance staff's work quantity and quality. Then, negative performance refers to a leader's back in motivating their staff by providing punishment for their performance underperformance. In the short term, this negative motivation can increase employee morale and responsibility because they fear punishment. However, negative motivation, also called negative encouragement, has destructive consequences if conducted for a long period.

Furthermore, based on the theories that have been developed and are still being referred to today, i.e. (Hasibuan, 2009). Frederick Winslow Taylor first coined this theory, stating that a single-need motivation is when humans are only willing to work to meet their biological needs, such as getting money/ goods from what they have done. Another theory stated by Maslow mentions that a human being is willing to work because of the urge to meet his various needs in stages

On the other hand, Gibson et al. distinguish motivational theories into content theories and process theories (Los, n.d.). Content theory focuses on factors within the individual that can motivate, maintain, direct, and control a person's personality and behavior to achieve specific needs. While process theory describes and analyzes how a person's behavior is interrelated with various things that can be changed, encouraged, and directed to achieve specific goals.

Performance

Performance is the output or result of work shown by a person in carrying out the duties and responsibilities given to him, both in quality and quantity (Adha et al., 2019). The main factors that can affect individual performance include the abilities possessed, efforts made, and support from institutions/ organizations (Diamantidis &; Chatzoglou, 2019). A job can be measured by the number, quality, work timeliness, attendance, and collaborative capability to work together (Adha et al., 2019).

Number of jobs refers the amount of work produced becomes the benchmark/ standard of

work. Each job has different requirements requiring staff to meet the requirements, knowledge, skills, and abilities. Quality of work indicate each employee must meet certain requirements to produce the expected quality of work. Staff are said to perform well if they can meet the quality of work required. Timeliness show each job has different time characteristics. If staff cannot complete work on time, it can hamper work in other parts. Presence represents finishing the job requires full employee attendance for 8 hours per day during the week (five working days). The presence of these staff determines the performance of staff. Teamwork Ability indicate not all work can be completed alone. Sometimes the work needs to be done together with the team. For this reason, staff must be able to work with their colleagues.
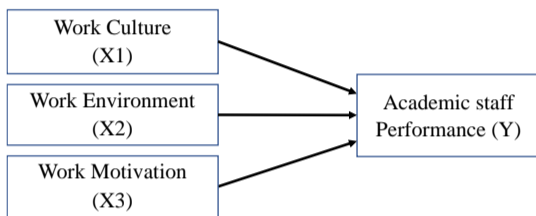

Figure 1. The logical framework of the research

METHOD

This study used a quantitative research method involving 180 respondents or 20% of 691 of the total academic staff working in UNNES. The response was chosen using the probability sampling technique, in which each population member has the same opportunity to be involved in the study (Priyono, 2016). The sampling technique was conducted randomly without considering sub-organization or respondent's home base (Siyoto &; Sodik, 2015). The data was collected using self-assessment questionnaires distributed directly to the respondent. The data includes respondents' perception of their experience with work culture, work environment, and motivation and its effect on their performance. The questionnaire instrument had 15 items for performance variables, 21 questions for work culture, ten for work environment, and 17 for work motivation variables. As mentioned in Figure 1, the variables are then described in different dimensions and indicators explained in Table 1.

Table 1. Research Variables

Variable	Dimension	Indicators	Scale
Work Culture (X1) Work culture is an interaction pattern between workers and their institution with all management components, including inside (Siyoto &; Sodik, 2015)	Innovation and risk-taking	a. Support appropriate working atmosphere for creativity b. Respect for aspirations c. Risk considerations d. Responsibility	ordinal
	Attention to detail	a. Thoroughness in doing work b. Evaluation of work results	ordinal
	Results orientation	a. Target achievement b. Institutional support in the form of work facilities	ordinal
	Human orientation	a. Attention to work comfort b. Attention to recreation c. Attention to personal needs	ordinal
	Team orientation	a. Cooperation that occurs between staff b. Tolerance between staff	ordinal
	Aggressiveness	a. Freedom to criticize b. The fairness competition within the company c. The willingness of staff to improve their capacity and capability	ordinal
	Stability	Maintain status within the organization	ordinal
Work Environment (X2)	Physical Environment	a. Workplace building b. Adequate working tools, facilities, and infrastructure	ordinal

Variable	Dimension	Indicators	Scale
"The work environment is where staff do their daily work." (Sitanggang, 2021)		c. Facilities d. Availability of facilities	
	Non Physical Environment	a. Working atmosphere b. Good treatment c. a sense of security d. harmonious relationship	ordinal
Work Motivation (X3) "Motivation is the factor within a person that drives and directs the behavior to achieve a specific goal " (Los, n.d.)	Physiological Needs	a. Adequacy of Basic Needs b. Suitable salary c. Get enough rest	ordinal
	Safety Needs and a sense of Security	a. Protection b. Guarantee of Continuity of Work] c. Old Age Guarantee	ordinal
	Social Needs	a. Companionship b. A sense of belonging c. Socialize and interact d. Recreation	ordinal
	Award Needs	a. Recognition of Achievement b. Recognition of Competency c. Reward giving	ordinal
	Self-Actualization Needs	a. Talent b. Potential c. Quality and capacity	ordinal
Performance (Y) "Performance is the result of work achieved by staff based on job requirements" (Adha et al., 2019)	Quality of Work	a. Employability b. Achievement of work targets c. Work results exceeded targets	ordinal
	Working Quantity	a. Neatness b. Creative c. Accuracy d. Skills	ordinal
	Time	a. Timeliness of Completion b. Working time discipline	ordinal
	Presence	a. Come and Go Home on Time b. Present 5 (five) working days a week	ordinal
	Teamwork Ability	Ability to work with a team	ordinal

The questionnaire was validated using validation test analysis conducted using the SPSS program. The questions were stated as valid and can be used for data collection when the calculated probability value (p-value) is lower than the significance level of 0.05 at 95% of confidence level. Invalid questions were dropped from the questionnaire construct and were not used for data collection. Furthermore, a reliability test in this study was conducted using Cronbach's alpha coefficient that ran using SPSS as an analytical tool. A reliability test is an instrument test used to show how far the measured results are relatively consistent when the measuring instrument is used repeatedly. A questionnaire is stated as reliable when the respondent's answers or statements are consistent or constantly the same over time. The instruments are stated as reliable for research if the value of the Cronbach Alpha coefficient is greater than (>) 0.70 (Ghozali, 2016).

The collected data were tabulated, reduced, and coded before further analysis to avoid bias and researcher objectivity. Multiple linear regression is a linear correlation analysis between two or more independent variables. This analysis is to determine the direction of the correlation between the independent and dependent variable, determine the characteristic correlation of each independent variable, whether positive or negative effect, and predict the dependent variable score. In this study, work culture (X1), work environment (X2), and work motivation (X3) were determined as independent variables, then staff performance (Y) was used as independent variables. The data was then analyzed using multiple linear regression by following the equation below:

The regression analysis was conducted after the data met the classical assumption test criteria for regression. This test is intended to determine whether there is an infringement on classical assumptions of the regression model. It is important to produce the best linear unbiased estimator (BLUE) in the final regression result. In this study, only three classical assumption tests were carried out: normality, heteroscedasticity, and multicollinearity.

The normality test is conducted to test whether the independent and dependent variables in the regression model have a normal distribution (Ghozali, 2016). In this study, data normality was analyzed using P-Plot graphs and Kolmogorov-Smirnov's one-sample analysis, then stated as normally distributed data because of the significant Asymp. value (2-tailed) was greater than $\alpha = 0.05$ at confident level = 95%.

The second classical assumption is the heteroscedasticity test to determine whether there is a difference in residual variance between observations from one to another in the regression model. If there are similarities in residual variance between one observation and another is called homoscedasticity, then if there are differences called heteroscedasticity (Ghozali, 2016). The homoscedasticity model represents a good regression model; in other words, heteroscedasticity does not occur (Wahyudin, 2015). In this study, the heteroscedasticity was conducted using Glejser Test to determine the residual absolute value as the dependent variable with an α-sig level of 5%.

The multicollinearity test detects the presence or absence of correlation between independent variables in the regression equation model. Regression models are good if the independent variable has no high correlation or is free from multicollinearity (Ghozali, 2016). A strong correlation among independent variables potentially decreases the t-test value in the statistical calculation of it to dependent variables. The independent variable may not significantly influence the dependent variable even though the coefficient of determination (R square) value is high; the obtained estimate is incorrect. Multicollinearity analysis analyzed each independent variable's tolerance values and variance inflation factors (VIF).

The coefficient of determination (R^2) test is used to analyze the strength value of the independent variable in explaining the independent variable (Ghozali, 2016). R^2 aims to determine a proportional value or percentage contribution in independent variables in this study are work culture (X1), work environment (X2), and work motivation (X3). Furthermore, it also represents the ups and downs dependent variable score, namely academic staff performance (Y) or the effect range of the independent variable in explaining the dependent variable.

The F statistical test was also performed to measure whether the independent variable (X) has a simultaneous significant relationship or not to the academic staff performance (Y). The result was generated using several statistical parameters as explained as follows:

1) If the $F_{estimate} > F_{table}$ or Sig.< 0.05 means that the H_0 is rejected, indicating that all independent variables significantly influence the dependent variable.
2) If the $F_{estimate} < F_{table}$ or Sig.> 0.05, the H_0 is accepted, indicating no significant influence from all independent variables to the dependent variable.

The t-test was run to determine how much the influence of the independent variables on the dependent variable and which independent variables had the biggest influence on the dependent variable. If the significance value (α) is less than 0.05, it can be concluded that the independent variables partially have a significant effect on the dependent variable. And vice versa, when the significance value is more than 0.05, the conclusion is that the independent variable partially has no significant effect on the dependent variable (Ghozali, 2016). After statistical analysis, the data in this study were interpreted and elaborated using quantitative descriptive methods. This method is intended to explain the studied variables in detail. A conclusion can be drawn based on the data obtained by connecting it with relevant theories.

RESULTS AND DISCUSSION

Before using the questionnaire for data collection, it tested the small number of respondents to ensure it was valid and reliable. It is important to collect data properly and follow the research objectives. The validity test results show that all question items are significantly valid with the Sig. value is 0.00 < 0.05. It means that all questions can be used in data collection. Furthermore, the reliability analysis conducted using Cronbach's alpha coefficient was run in SPSS as an analytical tool. The analysis result performs that the instruments are reliable for research with the Cronbach Alpha coefficient greater than 0.70 (Table 2):

Table 2. Reliability statistics analysis result of the instrument

Cronbach's Alpha	N of Items
0.996	61

Based on the reliability test results in Table 2, the Cronbach Alpha value is 0.996 > 0.70. These results show that all questions in this study are reliable. Based on the statistical analysis of the validity and reliability test, it can be concluded that the instrument in this research meets the criteria for data collection.

The collected data were then statistically analysis using a regression test that was carried out after meeting the three classical assumptions, the normality test, heteroscedasticity test, and multicollinearity test. For normality, the data was analyzed using the One-Sample Kolmogorov-Smirnov test and as shown in Table 3

Table 3. Normality Test Results of the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		138
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.51750844
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.029
Kolmogorov-Smirnov Z		.592
Asymp. Sig. (2-tailed)		.875

Based on the normality test results conducted using SPSS shows that Asymp. value of Sig. (2-tailed) is 0.875 greater than the α-value (0.05). This shows that the collected data is normally distributed and can be continued for further statistical regression analysis. For the second classical assumption, a statistical analysis

to determine heteroscedasticity using the Glejser test was conducted using residual absolute values of the dependent variable with the α-sig. value is 0.050. Based on the analysis, the Glejser Test result performs a significance value above 0.050 at a 95% confidence level, meaning there is no heteroscedasticity in the data (Table 4).

Table 4. Heteroscedasticity analysis results using the Glejser test

Coefficients[a]					
Type	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.958	1.866		1.049	.296
Work_Culture	.033	.042	.146	.784	.434
Working_Environment	.029	.077	.063	.378	.706
Work_Motivation	-.042	.045	-.164	-.930	.354

Table 4 provides information that the significance value of the heteroscedasticity test and all variables are higher than 0.050, such as the work culture variable value is 0.434, the work environment 0.706, and the work motivation is 0.354. Based on the Glejser test significance value stated that the absolute residual of the independent variables is above the confidence value. In other words, the significance value is greater than 5% (0.05), meaning there is no

heteroscedasticity problem in the regression model.

For the third assumption, the multicollinearity test of this study was conducted by analyzing the tolerance value and VIF value in each independent variable. If the tolerance value > 0.1 and the VIF value < 10, it can be interpreted that there is no multicollinearity in the regression model of the study. The analysis result of the multicollinearity test is performed in Table 5.

Table 5. Multicollinearity test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.910	3.114		4.788	.000		
	Work_Culture	.432	.070	.659	6.145	.000	.212	4.711
	Working_Environment	.324	.128	.242	2.525	.013	.264	3.783
	Work_Motivation	-.044	.075	-.059	-.582	.562	.238	4.201

In Table 5 the multicollinearity test was processed using the SPSS application and shows the tolerance values on work culture, environment, and motivation were 0.212, 0.264, and 0.238, respectively. Based on the analysis, the *tolerance* value of the independent variables is greater than 0.1, meaning no multicollinearity exists. Then, the VIF value on the independent variable sequentially is 14.711; 3.783 and 4.201 are smaller than 10 points, which means there is no multicollinearity in the regression model. Based on the tolerance value and VIF value, the collected data is eligible to be analyzed for regression analysis.

After meeting all classical assumptions, the data were analyzed using a regression test to determine the contribution magnitude percentage of each independent variable, including work culture, environment, and motivation, whether it enhances or decreases affecting the UNNES academic staff performance as the dependent variable in the study. The coefficient of determination test was conducted using SPSS; the result is presented in Table 6.

Table 6. Model summary of the coefficient of determination test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821[a]	.673	.666	3.55667

Table 6. indicates that the Adjusted value, or R^2, is 0.666 or 66.6%. It means that the independent variables, including work culture (X1), environment (X2), and motivation (X3), can explain and represent the academic staff performance, as the dependent variable, by 66.6%. In comparison, the remaining 33.4% is explained by outside variables that were involved but not studied in this model.

Continuously, to determine whether there is a simultaneous correlation effect between the work culture (X1), work environment (X2), and work motivation (X3) variables on the academic staff performance, a statistical analysis using F-test or simultaneous signification test was conducted in SPSS platform as showed in Table 7.

Table 7. Simultaneous significance test results

Type		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3494.519	3	1164.840	92.083	.000[b]
	Residual	1695.083	134	12.650		
	Total	5189.601	137			

Based on the results, the simultaneous significance test result shows a significance value reached 0.000. The value is lower than the significance threshold value in the regression model; there is 0.05. The calculated score indicates that work culture, environment, and motivation together affect the academic staff performance of the UNNES. Even though the result may be different in the partial calculation.

Meanwhile, an assessment using a t-test was conducted to determine how far the independent variables fully or partially influenced the dependent variable.

If the significance value is less than 0.050, the independent variable partially has a significant effect on the dependent variable. The results test the significance of individual parameters in detail in Table 8 below.

Table 8. t-test statistic calculation result.

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.910	3.114		4.788	.000
1 Work_Culture	.432	.070	.659	6.145	.000
Working_Environment	.324	.128	.242	2.525	.013
Work_Motivation	-.044	.075	-.059	-.582	.562

Based on Table 8, explaining the Individual Parameter Significance Test, the respondents' perception of the correlation of the work culture, environment, and motivation with academic staff performance was then described following the research hypothesis as explained bellow

The first hypothesis analysis aims to determine whether work culture significantly influences academic staff performance. The coefficient value in Table 8 explains that the partial effect ($t_{estimate}$) is 0.432, greater than 1.98 (t_{table}) at the significance level is 0.05, and the confidence level at 95%. So it can be concluded that work culture variables positively affect academic staff performance in significant correlation,

The second hypothesis is to determine the work environment influences academic staff performance. Based on Table 8, it can be concluded that work environment influences academic staff performance, with unstandard coefficients value reaching 0.324 and significance level at 0.013 < 0.05, then obtained $t_{estimate}$ is 2.525 higher than t_{table} 1.98. It can be concluded that the relationship between work environment variables the academic staff performance is significantly positive.

The third hypothesis test was conducted to test whether work motivation positively affected performance. In Table 8, the regression coefficient value of the work motivation variable is -0.044 with a significance value is 0.562 > 0.05, and obtained t value is -0.582 < 1.98. It means that work motivation has no significant influence on academic staff performance. Influence.

Furthermore, based on the analysis results, only two variables contributed to the UNNES academic staff performance: work culture and work environment, while motivation had no significant effect. (Table 9).

Table 9. Summary of Hypothesis Testing Results

Hypothesis	Statement	Result
H1	Work Culture has a positive effect on performance	**Accepted**
H2	Work Environment positively affects performance	**Accepted**
H3	Work Motivation Has No Effect on Performance	**Rejected**

Based on the regression test calculation, work culture positively and significantly influences the UNNES academic staff performance. This results study aligns with the theory of motivation, which explains that various persons' behavior in the same working space together encourage, motivate and direct a person's willingness to achieve certain organizational goals (Gibson et al.). This study also supports the motivation concept in process theory. It explains that work culture is a pattern or view of an organization's behavior towards the staff, perception, action, and other things (Sulaksono, 2015). Enhancing the work culture positively makes it possible to improve academic staff performance at the Universitas Negeri Semarang.

This research result is also in line with previous research, which shows that work culture affects employee performance, organizational culture has a positive influence on performance, and organizational culture has a positive influence on employee performance (Adha et al., 2019; Simangunsong & Hermana, 2021; Rizqina et al., 2017). Previous research has found that adaptive culture directly influences performance (Xenikou et al., 2006).

Many characteristics of culture have a positive relationship with performance, namely engagement, consistency and integration, adaptability, and mission. Smart states that support, innovation, and goal orientation are associated with higher performance at American colleges and universities than bureaucratic orientation (Xenikou, Athens, and Simosi, 2006).

A strong work culture can create a conducive work environment that supports staff's work quality in their team or organization, improving work performance. This is one of the keys to success for an organization. Conversely, negative work culture can impact the work atmosphere, affecting employee performance so that organizational goals cannot be achieved. The emphasis on cooperation and a conducive team to form a work culture strongly influences performance to support organizational effectiveness in achieving goals.

Testing the second hypothesis shows that the work environment has a regression coefficient value of 0.324 with a significance level of 0.013 < 0.05. This shows a positive and significant influence between work environment variables and performance. A work environment is a place where staff carry out their daily physical work, such as buildings, equipment, facilities, and the availability of facilities and non-physical, namely the working atmosphere, good treatment, a sense of security, and harmonious relationships.

A conducive work environment will positively impact the continuity progress of the workers, while a less conducive work environment may decrease productivity and increase stress. A work environment with a sense of security, a comfortable atmosphere, and harmonious relationships supported by adequate facilities strongly affect staff satisfaction and improve performance. Mostly, the staff who enjoy their work environment will feel peaceful during the working so that they will work effectively and optimally.

This is in line with previous research where work environment factors influence performance; the work environment has a positive and significant effect on performance directly and indirectly (Iba et al., 2021; Parashakti et al., 2020). Work environment and management support strongly influence performance (Diamantidis &; Chatzoglou, 2019). In line with previous research that concluded that the work environment positively influences employee performance in all sectors, the state sector, and others separately (Nguyen et al., 2015). Leblebici explained that the quality of the physical environment affects a person's abilities in an organization. Working in uncomfortable conditions may experience low performance (Nguyen et al, 2015).

The results of the third hypothesis test of this study showed the value of the regression coefficient of the work motivation variable of -0.044 with a significance value of 0.562 > 0.05. This can be interpreted that performance motivation does not affect performance. This is not in line with the theory of motivation. This means that activation indicates that it cannot improve employee performance. Lack of appreciation or recognition from superiors to subordinates does not result in low employee activation at work. This is reinforced by previous research, which states that work motivation does not affect employee performance (Hidayat, 2021; Wijaya o and Dotulang, 2017). Based on this study, we found that UNNES managers have to motivate their staff to improve their performance, but it is not enough to encourage them because most staff only work based on the leadership's orders. Most staff only think about additional income (remuneration) outside of salary. After they can achieve that target, most of them are satisfied, so they do not try to increase their Motivation to work. They work so as not to lose their jobs. However, empirically the results of this study found that strong work motivation, conducive work culture, and a safe and comfortable work environment are equally able to improve employee performance.

CONCLUSION AND RECOMMENDATION

In light of the study's findings and conclusions, the researcher offers the following recommendations. Firstly, it is advisable for organizational leaders and management to initiate capacity-building activities or events aimed at enhancing the motivation of academic staff. This can potentially yield long-term benefits for the institution. Secondly, academic staff should cultivate a stronger sense of belonging to the organization, fostering a greater commitment to contributing effectively to the institution's goals. Thirdly, support for academic staff should be provided to help improve the quality, quantity, and problem-solving efficiency of their work, ultimately maximizing their overall performance. Lastly, the study identifies research limitations concerning the impact of work culture, environment, and motivation on academic staff performance. Future research endeavors are encouraged to incorporate additional variables, such as job satisfaction, leadership, personal background, and other factors that may influence work performance. This comprehensive approach can lead to a more thorough understanding of academic staff performance dynamics.

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