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The Analysis of The Influence Human Relations and Work Environment on Work Ethic and Teacher Performance at Sultan Agung Private Elementary School, Pematangsiantar

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A B S T R A C T
This quantitative study examined the relationships of human relations and the work environment with work ethic and teacher performance at Sultan Agung Private Elementary School, Pematangsiantar, Indonesia. Using an observational survey design, data were collected from 40 respondents through questionnaires, interviews, and documentation. Data were analyzed using regression analysis. The results revealed that human relations and the work environment were individually and jointly significantly associated with work ethic and teacher performance ((p < .001)). The two predictors jointly explained 61.2% of the variance in work ethic and 56.4% of the variance in teacher performance. These findings highlight the relevance of interpersonal relationships and workplace conditions in understanding work ethic and teacher performance within the studied school context.

INTRODUCTION

Teachers play a crucial role in achieving educational objectives because their performance contributes to the quality of teaching and learning processes. In educational institutions, teacher performance is influenced not only by individual competence and motivation but also by interpersonal relationships, organizational conditions, and the working environment. Therefore, schools need to establish supportive workplace conditions that enable teachers to carry out their responsibilities effectively and consistently.

Human relations are an important component of organizational effectiveness. Positive professional relationships encourage communication, cooperation, mutual understanding, and the exchange of teaching practices among teachers and school administrators. (García-Martínez et al., 2021), in their systematic review of teacher collaboration, emphasized the importance of communication, openness, participation, and trust in developing collaborative school environments. Similarly, (Rubinstein & Mccarthy, 2016) found that stronger collaboration between teachers and school administrators was associated with improved student performance growth. These findings suggest that constructive interpersonal relationships can contribute to organizational effectiveness in educational settings.

In addition to interpersonal relationships, the work environment is an important factor in supporting teachers' professional activities. A conducive work environment includes adequate physical facilities, appropriate classroom conditions, sufficient ventilation, cleanliness, and a setting that allows teachers to concentrate on their work. Research on teacher working conditions has highlighted the importance of effective school leadership, manageable workloads, and supportive institutional conditions for teachers' job satisfaction (Eryilmaz et al., 2025). Furthermore, (Azzahra & Ermita, 2024) reported a significant relationship between the work environment and teacher performance in public vocational schools in Payakumbuh City, Indonesia. These findings reinforce the importance of examining workplace conditions as part of efforts to improve teacher performance.

Work ethic is another factor relevant to understanding teacher performance. It reflects an individual's commitment, responsibility, discipline, perseverance, and attitude toward professional duties. Teachers with a strong work ethic are expected to demonstrate greater dedication to instructional responsibilities and continuous improvement. (Batubara et al., 2023) reported a positive direct effect of work ethic on teacher performance among state Islamic primary school teachers in Medan City. In a related study, (Hakim et al., 2017) found that team characteristics, organizational justice, and work ethic directly influenced teacher job performance in public primary schools in East Jakarta. These findings indicate that teacher performance should be considered in relation to both individual work values and the organizational context in which teachers operate.

Organizational climate and leadership are also relevant to the relationship between workplace conditions and teacher performance. (Kartini et al., 2017) found that organizational climate, transformational leadership, and work

motivation had positive direct effects on teacher job performance in their study of an educational institution in Central Java, Indonesia. In addition, (Masoom, 2021) examined teachers' perceptions of their work environment in primary and secondary schools in Bangladesh. The findings indicated that workgroup support, particularly positive relationships with school principals, was an important component of a conducive school environment. The study also highlighted the importance of organizational encouragement and supportive workplace relationships in shaping teachers' perceptions of their working conditions. Taken together, these studies provide a basis for examining how interpersonal relationships and the work environment may be associated with work ethic and teacher performance.

At Sultan Agung Private Elementary School in Pematangsiantar, Indonesia, the original research identified several issues related to teacher collaboration, emotional control, physical working conditions, and the understanding of students' characteristics. The school's shared location with other educational levels was also identified as a potential source of noise and disruption during teaching and learning activities. In addition, the research highlighted the need to strengthen communication and cooperation among teachers. These circumstances provide a practical basis for investigating human relations and the work environment in relation to teachers' work ethic and performance at the school.

Although previous studies have examined teacher collaboration, work environments, organizational climate, work ethic, and teacher performance, the present study brings these variables together within a specific institutional context. Its focus is on examining the influence of human relations and the work environment on teachers' work ethic and performance at Sultan Agung Private Elementary School, Pematangsiantar. By considering these factors simultaneously, the study seeks to provide evidence that may support school management in identifying areas for improvement in interpersonal relationships, workplace conditions, and teacher performance.

Accordingly, this study aims to analyze the influence of human relations and the work environment on teachers' work ethic and performance at Sultan Agung Private Elementary School, Pematangsiantar. The findings are expected to contribute to human resource management in education and provide practical considerations for school leaders seeking to foster a more collaborative, supportive, and productive working environment.

LITERATURE REVIEW

Human Relations

Human relations refer to interpersonal relationships within an organization that facilitate communication, cooperation, and mutual understanding among employees and between employees and supervisors. In educational institutions, effective human relations are important for coordinating teaching activities, sharing information, and creating a supportive working atmosphere. Positive relationships among teachers can encourage teamwork and help resolve workplace problems constructively.

(Janiah et al., 2023) examined the relationships between school principal communication, work ethic, work motivation, and teacher performance. Their research provides a basis for understanding the relevance of communication and interpersonal relationships in educational organizations. In the context of Sultan Agung Private Elementary School, Pematangsiantar, human relations are examined in terms of cooperation, mental readiness, and emotional control among teachers.

Work Environment

The work environment refers to the physical conditions surrounding employees while they perform their duties. In schools, these conditions include cleanliness, lighting, air circulation, room arrangement, noise levels, and the availability of appropriate work facilities. A conducive environment may help teachers concentrate on instructional activities and carry out their responsibilities effectively.

(Lutfah et al., 2019) discussed the importance of work culture and environmental conditions in supporting teacher performance. Furthermore, (Suyono et al., 2023) examined the relationship between the work environment and teacher performance, including the mediating role of work professionalism. These studies provide a basis for examining physical working conditions at Sultan Agung Private Elementary School, particularly in relation to classroom comfort and the availability of adequate facilities.

Work Ethic

Work ethic refers to the values and attitudes that guide individuals in carrying out their professional responsibilities. Among teachers, work ethic can be reflected in discipline, responsibility, dedication, perseverance, and commitment to educational objectives. A strong work ethic may encourage teachers to complete their duties consistently and maintain professional standards.

(Ferine et al., 2021) examined work ethic alongside leadership, organizational culture, and conflict in relation to work performance in an Indonesian education authority. Their findings indicated that work ethic, leadership, and organizational culture positively influenced work performance. In this study, work ethic is examined as an outcome associated with human relations and the work environment among teachers at Sultan Agung Private Elementary School, Pematangsiantar.

Teacher Performance

Teacher performance refers to the implementation of professional responsibilities in accordance with educational objectives. These responsibilities include preparing lessons, conducting teaching activities, evaluating students' learning, managing classrooms, and responding to students' learning needs. Teacher performance is an important component of school effectiveness because it relates to the quality and consistency of educational delivery.

(Suyono et al., 2023) investigated the relationship between the work environment and teacher performance, considering work professionalism as a

mediating variable. Meanwhile, (Janiah et al., 2023) examined the relationships among principal communication, work ethic, work motivation, and teacher performance. Building on these studies, the present research examines whether human relations and the work environment influence teacher performance at Sultan Agung Private Elementary School, Pematangsiantar.

Conceptual Framework

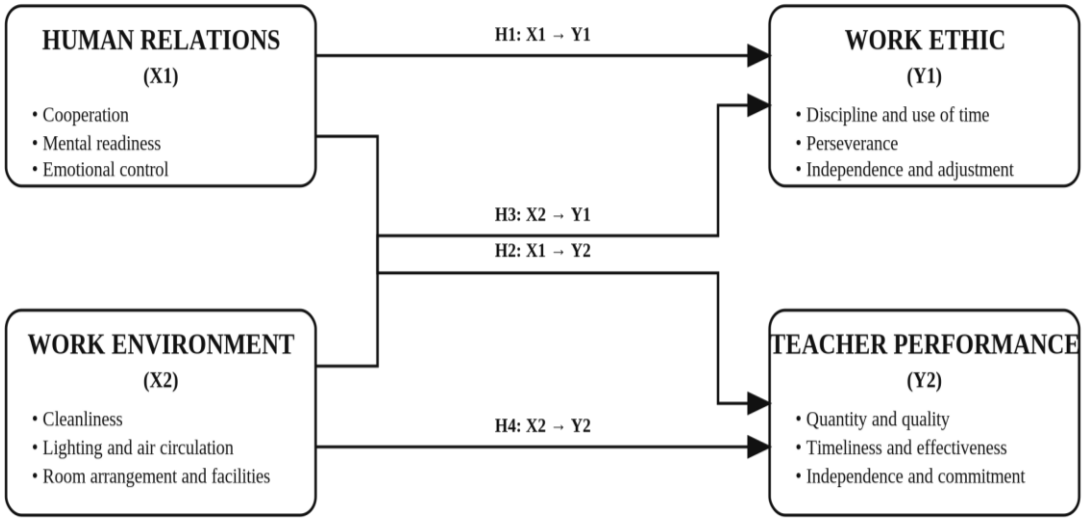


Figure 1. Conceptual Framework of the Study

The conceptual framework illustrates the proposed relationships between human relations, work environment, work ethic, and teacher performance at Sultan Agung Private Elementary School, Pematangsiantar. Human relations (X1) and work environment (X2) are positioned as the independent variables, while work ethic (Y1) and teacher performance (Y2) are the dependent variables.

Human relations refer to the quality of interpersonal relationships among teachers and other school members, including cooperation, mental readiness, and emotional control. A positive work environment encompasses physical workplace conditions, such as cleanliness, lighting, air circulation, classroom arrangement, and the availability of facilities. These factors are expected to contribute to teachers' work ethic and performance by supporting a conducive working atmosphere and effective implementation of teaching responsibilities.

The framework proposes four direct relationships: human relations with work ethic (H1), human relations with teacher performance (H2), work environment with work ethic (H3), and work environment with teacher performance (H4). These relationships provide the basis for examining whether human relations and the work environment, individually, are associated with teachers' work ethic and performance. The framework does not propose a mediating relationship between work ethic and teacher performance.

Research Hypotheses

H1: Human relations have a positive and significant effect on work ethic.
H2: Human relations have a positive and significant effect on teacher performance.
H3: The work environment has a positive and significant effect on work ethic.
H4: The work environment has a positive and significant effect on teacher performance.

METHODOLOGY

This study employed a quantitative survey design to examine the effects of human relations and the physical work environment on work ethic and teacher performance at Sultan Agung Private Elementary School, Pematangsiantar, Indonesia. The study involved the entire population of 40 teachers and employees, as specified in the original thesis. Data were collected through questionnaires, interviews, and documentation, with the questionnaire serving as the primary instrument for measuring the four research variables. Questionnaire-based research requires clear item construction and appropriate evidence of measurement validity and reliability (Artino et al., 2014, 2018). The research instrument was assessed for validity and reliability, as reported in the thesis. Data analysis included descriptive statistics, normality testing, simple linear regression, and multiple linear regression, following the analytical procedures described in the original study. Regression assumptions should be examined to ensure that the statistical model is appropriate for the data and that its results are interpreted (Flatt & Jacobs, 2019; Osborne & Waters, 2002). Simple and multiple regression analyses were used to examine the individual and joint effects of human relations and the physical work environment on work ethic and teacher performance.

RESEARCH RESULT

Preliminary Analysis

The study analyzed data from 40 respondents at Sultan Agung Private Elementary School, Pematangsiantar, Indonesia. A one-sample Kolmogorov–Smirnov test was conducted to assess the normality of the study variables. The results are presented in Table 1.

Table 1. Normality Test Results

Variable	N	K–S Statistic	Asymp. Sig.	Interpretation
Human Relations	40	0.710	0.694	Normal
Work Environment	40	1.017	0.252	Normal
Work Ethic	40	0.951	0.326	Normal
Teacher Performance	40	0.744	0.638	Normal

The normality test results presented in Table 1 show that the Kolmogorov–Smirnov significance values for all study variables exceeded the threshold of 0.05. Specifically, human relations yielded a significance value of 0.694, work

environment 0.252, work ethic 0.326, and teacher performance 0.638. These findings indicate that none of the variables showed a statistically significant departure from normality under the criterion applied in this study. Accordingly, the results support the conclusion that the distributions of the study variables satisfied the normality criterion used in the preliminary analysis.

Multiple Regression Analysis

Multiple regression analysis was conducted to examine the effects of human relations and the work environment on work ethic and teacher performance. The analysis assessed the direction and magnitude of each predictor's contribution to the respective dependent variable while controlling for the other predictor in the same model. The regression coefficients for both models are presented in Table 2.

Table 2. Multiple Regression Analysis Results

Dependent Variable	Predictor	B	Std. Error	Standardized β
Work Ethic	Constant	14.199	12.624	—
	Human Relations	0.599	0.279	0.263
	Work Environment	1.511	0.305	0.607
Teacher Performance	Constant	68.418	15.934	—
	Human Relations	1.174	0.352	0.432
	Work Environment	1.253	0.385	0.422

The multiple regression results in Table 2 demonstrate that human relations and the work environment have positive regression coefficients in both models. For work ethic, human relations have a coefficient of 0.599, while the work environment has a coefficient of 1.511. This indicates that, holding the other predictor constant, a one-unit increase in human relations is associated with a 0.599-unit increase in work ethic, whereas a one-unit increase in the work environment is associated with a 1.511-unit increase in work ethic.

For teacher performance, the regression coefficients are 1.174 for human relations and 1.253 for the work environment. These positive coefficients indicate that higher human relations scores and more favorable work environment scores are associated with higher teacher performance, with the other predictor held constant. Based on the standardized coefficients, human relations have a slightly larger coefficient than the work environment in the teacher performance model ($\beta = 0.432$ and $\beta = 0.422$, respectively). However, the statistical significance of these individual coefficients must be assessed using the corresponding hypothesis tests.

Partial Hypothesis Testing

Partial regression analyses were conducted to examine the individual relationships between human relations, the work environment, work ethic, and teacher performance. The analysis focused on the regression coefficients, t-statistics, and significance values to determine whether each predictor had a

statistically significant relationship with the corresponding outcome. The results are presented in Table 3.

Table 3. Results of Partial Hypothesis Testing

Hypothesized Relationship	B	Standardized β	t-value	p-value	Result
Human Relations → Work Ethic	1.357	0.595	4.561	< .001	Supported
Work Environment → Work Ethic	1.870	0.751	7.001	< .001	Supported
Human Relations → Teacher Performance	1.802	0.663	5.459	< .001	Supported
Work Environment → Teacher Performance	1.955	0.659	5.394	< .001	Supported

As shown in Table 3, all four hypothesized relationships are positive and statistically significant at the 0.05 level. Human relations have a positive and significant relationship with work ethic (B = 1.357, β = 0.595, t = 4.561, p < .001). This finding indicates that higher human relations scores are associated with higher work ethic scores. The work environment also exhibits a positive and significant relationship with work ethic (B = 1.870, β = 0.751, t = 7.001, p < .001). Its standardized coefficient is larger than that of human relations in the separate regression analyses, indicating a stronger standardized association with work ethic in this analysis.

Regarding teacher performance, human relations demonstrate a positive and significant relationship (B = 1.802, β = 0.663, t = 5.459, p < .001). Similarly, the work environment is positively and significantly related to teacher performance (B = 1.955, β = 0.659, t = 5.394, p < .001). The standardized coefficients are very similar, with human relations showing a slightly larger coefficient than the work environment.

Overall, the partial hypothesis-testing results support all four proposed relationships. Both human relations and the work environment are positively associated with work ethic and teacher performance. Since these results are based on separate regression analyses, they describe individual associations and should be interpreted alongside the multiple regression results in Table 2.

Simultaneous Testing and Explained Variance

Table 4. Simultaneous Regression Analysis and Explained Variance

Dependent Variable	R	R^2	Adjusted R^2	F-value	p-value
Work Ethic	0.782	0.612	0.591	29.137	< .001
Teacher Performance	0.751	0.564	0.541	23.964	< .001

The simultaneous regression analysis revealed that human relations and the work environment jointly constituted statistically significant predictors of work ethic and teacher performance. As presented in Table 4, the regression model for work ethic was statistically significant, (F (2,37) = 29.137), (p < .001),

with a multiple correlation coefficient of (R = 0.782). The coefficient of determination ((R^2 = 0.612)) indicated that the two predictors collectively accounted for 61.2% of the observed variance in work ethic, while the adjusted (R^2) of 0.591 reflected an estimated explanatory proportion of 59.1% after accounting for the number of predictors and sample size. The remaining 38.8% of the variance was not explained by the model, suggesting that other variables beyond those examined in this study may also be relevant to understanding differences in work ethic among the respondents.

A comparable pattern emerged for teacher performance. The overall regression model was statistically significant, (F (2,37) = 23.964), (p < .001), with a multiple correlation coefficient of (R = 0.751). The (R^2) value of 0.564 indicated that human relations and the work environment collectively accounted for 56.4% of the observed variance in teacher performance. After adjustment for model complexity and sample size, the adjusted (R^2) was 0.541, corresponding to an adjusted explanatory proportion of 54.1%. The remaining 43.6% of the variance was not accounted for by the two predictors included in the model.

A comparison of the two models indicates that human relations and the work environment collectively explained a larger proportion of the variance in work ethic than in teacher performance (61.2% versus 56.4%). This difference suggests that the two predictors had greater combined explanatory capacity for work ethic within the study sample. Nevertheless, the difference in (R^2) values should be interpreted descriptively rather than as evidence of a statistically significant difference between the models, as no formal comparison test was reported. Overall, the significant F-tests support the statistical relevance of both regression models and indicate that human relations and the work environment jointly contribute to the prediction of work ethic and teacher performance in the context of Sultan Agung Private Elementary School, Pematangsiantar. Given the observational survey design, however, these findings should be interpreted as evidence of statistical association and predictive relevance rather than definitive causal effects.

DISCUSSION

The Relationship Between Human Relations and Work Ethic

The positive and statistically significant association between human relations and work ethic ((B = 1.357), (beta = 0.595), (t = 4.561), (p < .001)) indicates that respondents reporting more favorable interpersonal relationships also tended to report a stronger work ethic. Within the school context, cooperation, mental readiness, and emotional control may be relevant to how teachers approach their responsibilities, respond to workplace demands, and maintain professional conduct. Constructive relationships can provide a social context in which professional expectations are communicated and daily responsibilities are coordinated. However, the present findings do not establish that human relations directly cause stronger work ethic.

This result is consistent with (Desrina et al., 2020), who reported a significant relationship between interpersonal communication and teachers' work ethic, and with (Nafi'ah et al., 2025), who found that interpersonal

communication was significantly associated with work ethic in a school setting. These studies provide empirical support for the relevance of interpersonal processes in understanding educators' work-related attitudes.

From a managerial perspective, the findings suggest that school leaders should pay attention to the quality of interpersonal interactions alongside formal administrative requirements. Opportunities for collaborative planning, constructive feedback, and respectful discussion may help establish conditions conducive to professional responsibility. Such practices should be considered organizational priorities rather than guaranteed interventions for increasing work ethic, as their effectiveness was not directly tested in the present study.

The Relationship Between the Work Environment and Work Ethic

The results indicate a positive and statistically significant association between the work environment and work ethic ((B = 1.870), (beta = 0.751), (t = 7.001), ($p < .001$)). Among the two predictors examined separately in relation to work ethic, the work environment produced the larger standardized coefficient ((beta = 0.751), compared with (beta = 0.595) for human relations). This suggests that the work environment had a stronger standardized association with work ethic in the separate regression analyses. The result is relevant to the school context, where physical conditions such as cleanliness, lighting, air circulation, room arrangement, and available facilities form part of the setting in which teachers perform their daily duties.

One possible interpretation is that a well-maintained and functional workplace may support concentration, reduce avoidable discomfort, and facilitate the completion of professional responsibilities. Nevertheless, these mechanisms were not directly measured in this study and should therefore be understood as plausible explanations rather than demonstrated causal pathways. In addition, the larger standardized coefficient in the simple regression does not establish that the work environment is the stronger independent predictor when human relations is controlled statistically.

Related evidence from educational settings supports the relevance of workplace conditions to educators' work-related outcomes.(Mulyadi & Aryadi, 2025), for example, reported a positive and significant association between the physical work environment and teacher performance in a high-school context. Although their outcome variable differs from work ethic, their findings reinforce the importance of examining the work environment as a meaningful organizational factor in schools.

Practically, school management may prioritize maintaining clean and comfortable classrooms, ensuring adequate lighting and ventilation, and arranging facilities to support daily teaching activities. These measures are consistent with the physical dimensions of the work environment examined in this study. Future research could investigate whether specific environmental dimensions are more closely associated with work ethic than others.

The Relationship Between Human Relations and Teacher Performance

The findings reveal a positive and statistically significant association between human relations and teacher performance ((B = 1.802), (beta = 0.663), (t

= 5.459), ($p < .001$)). This result suggests that more favorable interpersonal relationships are associated with higher teacher performance scores. In a school organization, professional responsibilities frequently involve coordination with colleagues, communication with school leaders, and the management of shared educational activities. Human relations characterized by cooperation and emotional control may therefore be relevant to the organizational context in which teachers carry out their duties.

This interpretation is consistent with (Nursanti et al., 2026), who reported positive and statistically significant associations between interpersonal communication and teacher performance among teachers in Indonesian public elementary schools. Their findings provide a relevant comparison because both studies examine interpersonal factors in relation to teacher performance, although interpersonal communication and human relations are related rather than identical constructs.

The present findings suggest that school leaders should consider interpersonal processes as part of teacher management. Collaborative work arrangements, clear communication of responsibilities, and constructive approaches to workplace disagreements may support a professional environment in which teachers can coordinate their work effectively. However, because this study examined human relations through a separate regression model, the coefficient does not indicate the unique contribution of human relations after controlling for the work environment. That distinction is important when interpreting its relationship with teacher performance.

The Relationship Between the Work Environment and Teacher Performance

The analysis identified a positive and statistically significant association between the work environment and teacher performance ((B = 1.955), (beta = 0.659), ($t = 5.394$), ($p < .001$)). This finding indicates that respondents reporting a more favorable work environment also tended to report higher teacher performance scores. In an elementary school, the physical work environment may be relevant to teachers' ability to prepare lessons, organize instructional materials, conduct classroom activities, and complete administrative responsibilities. Adequate facilities and comfortable working conditions may provide practical support for these activities, although the present analysis does not establish the specific mechanisms through which the association occurs.

Comparable findings have been reported by (Marsen et al., 2021), whose study of elementary school teachers in Kuantan Singingi found a positive and significant relationship between the work environment and teacher performance. More recently, (Mulyadi & Aryadi, 2025) also reported a positive and significant association between the physical work environment and teacher performance in a high-school setting. Together, these studies provide contextual support for the present finding across different educational settings.

An important qualification emerges when the simple regression result is compared with the multiple regression results in Table 2. In the separate regression analysis, the standardized coefficient for the work environment was (beta = 0.659). In the multiple regression model, however, its standardized

coefficient was (beta = 0.422), while the coefficient for human relations was slightly higher at (beta = 0.432). This difference indicates that the association observed in the simple regression is not equivalent to the work environment's unique association after accounting for human relations. The two predictors may share some explanatory variance, although the present results alone do not establish the precise extent or source of that overlap.

From a practical standpoint, the findings support continued attention to workplace maintenance, classroom comfort, lighting, ventilation, and the suitability of school facilities. Such priorities should be considered alongside interpersonal relationships and other organizational factors rather than as a stand-alone explanation of teacher performance. Given the sample of 40 respondents from a single private elementary school, further research involving larger samples and multiple schools would help assess the extent to which these associations generalize to other educational contexts.

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CONCLUSIONS AND RECOMMENDATIONS

This study concludes that human relations and the work environment are positively and significantly associated with work ethic and teacher performance at Sultan Agung Private Elementary School, Pematangsiantar, Indonesia. The simultaneous regression results indicate that both predictors collectively account for 61.2% of the variance in work ethic and 56.4% of the variance in teacher performance. These findings highlight the relevance of interpersonal relationships and physical working conditions in understanding educators' work-related attitudes and performance. However, given the observational survey design and the sample of 40 respondents from a single school, the results should be interpreted as statistical associations rather than evidence of causal relationships.

Based on these findings, school management should foster constructive human relations through cooperation, open communication, mutual respect, and effective conflict resolution, while improving the physical work environment through adequate lighting, ventilation, cleanliness, classroom arrangement, and appropriate facilities. These efforts should be integrated into school management practices to support a conducive professional environment. Future research should involve larger samples across multiple schools and examine additional organizational and individual factors associated with work ethic and teacher performance. Longitudinal research could also provide further insight into the relationships among these variables and strengthen understanding of their implications for educational management.

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ADVANCED RESEARCH

Future research should extend the present study by examining human relations, the work environment, work ethic, and teacher performance across a larger sample of schools with diverse institutional characteristics. The current findings, based on 40 respondents from a single private elementary school, provide an initial empirical basis for understanding the relationships among these variables but have limited generalizability. Further studies could incorporate additional organizational and individual factors, such as leadership

style, organizational culture, job satisfaction, and work motivation, to develop a more comprehensive explanatory model of teacher performance. Longitudinal designs could also help establish the temporal patterns of these relationships and provide stronger evidence for evaluating potential causal mechanisms.

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