

The Influence of Physical Work Environment and Workload on Job Satisfaction of PPPK Teachers at SMK XYZ in Bandung

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ABSTRACT

There are indications that teachers' job satisfaction is not yet optimal, as evidenced by absenteeism rates, the condition of the physical work environment, and their workload. The purpose of this study was "to investigate and determine how much influence the physical work environment and workload have on the job satisfaction of teachers at SMK XYZ, both separately and jointly." The research respondents numbered 54 PPPK teachers. Data for this study came from interviews, documentation, and a semantic differential scale questionnaire; the research methodology was quantitative. Instrumental, classical assumption, regression, determination coefficient and hypothesis tests were run on the data using SPSS 27. All things considered, the results indicate that the work environment is good, the workload is reasonable, and job satisfaction is fulfilled. "Partially, the physical work environment has no effect on teacher satisfaction, while workload has a positive effect on job satisfaction." "Simultaneously, the physical work environment and workload affect job satisfaction." This study concludes that adequate and supportive facilities as well as a proportional workload can increase teacher job satisfaction, thereby supporting the improvement of the quality of educational services.

INTRODUCTION

Education is one of the fundamental aspects of a nation's development, and every citizen has the right to receive an education. Education in Indonesia still often faces various problems such as inequality that makes education uneven, high dropout rates, inadequate internet infrastructure, and teaching staff issues such as a lack of teacher competence (Aulia et al., 2025). PPPK teachers have the main duty of being educators. The complexity of the tasks faced by PPPK teachers can affect their level of job satisfaction, especially if working conditions and support from the school environment are not yet fully optimal. Hurriyati, (2018) that the problems that often arise include high absenteeism rates, tardiness at work, and negative behavior that reflects teacher dissatisfaction at work.

Siregar & Romi (2024) state that when employees are happy in their jobs, it shows in their attitudes, behavior, and overall perception of their work. Therefore, teachers who do not feel satisfied often show negative attitudes toward their work. From the administrative archives of SMK XYZ regarding the absence data of 54 PPPK teachers, the following data and information regarding the absenteeism of PPPK teachers at SMK XYZ were obtained:

Table 1. Absence Data of PPPK Teachers at SMK XYZ for the Period January - October 2025

No	Month	Absent	Percentage (%)
1	January	52	4,8
2	February	19	1,75
3	March	39	3,6
4	April	38	3,5
5	May	31	3,1
6	June	35	3,2
7	July	38	3,5
8	August	60	5,5
9	September	60	5,5
10	October	61	5,6

Source: SMK XYZ Administrative Archives. Reprocessed, 2025

According to Flippo (2016) a percentage 2% falls into the category good, 3%-10% category high and above 10% is an unusual category and should receive special attention from the company. Employee dissatisfaction can be seen from their attendance level; this needs attention because absenteeism may be caused by job dissatisfaction (Surijadi & Idris, 2020).

Referring back to Table 1 for information on the monthly rise in teacher absenteeism at SMK XYZ. From August to October of 2025, the rates of teacher absenteeism were 5.5%, 5.5%, and 5.6%, respectively. The teacher absenteeism rate is high according to this category. This is an indication of job dissatisfaction among PPPK teachers. Job satisfaction can also be seen from whether employees are happy or unhappy, happy, comfortable or not comfortable employees feel about the work environment of the company where they work (Novia, 2019).

The work environment, whether physical or non-physical, has a major influence on employee motivation at work, which in turn helps determine their level of satisfaction in completing their responsibilities. Conversely, if the work environment feels uncomfortable or disrupts focus, this can reduce job satisfaction (Siska et al, 2025). This study focuses on the physical work environment. According to Sedarmayanti (2017), the physical work environment includes things like the lighting, temperature, humidity, color, cleanliness, noise, and vibration all present in the work place. A pre-survey that included interviews with multiple teachers and on-site observations revealed multiple issues with the physical work environment. The inability to offer appropriate help is a result of this condition's impact on restricted facilities, suggestions, and learning access. Examples include the lack of sunlight access into classrooms, making classrooms and hallways dark and disrupting learning activities; some classrooms lacking AC/fan facilities, so both teachers and students often complain of hot air that disrupts the learning process because it can cause distraction; and some facilities being poorly maintained, causing an unpleasant odor or even not functioning. Everything that employees can see, touch, and feel as they go about their daily work is considered part of the physical work environment, according to Dalena et al. (2022).

Workload is defined as the quantity of tasks that an organization unit is required to accomplish within a given time frame by Yusuf et al. (2019). Workload must receive primary attention from the company because it relates to the results to be achieved; workload also answers whether an employee feels that the work they receive matches the abilities they possess (Pramujadi et al, 2024). A workload that matches ability and time will create a sense of comfort and increase productivity. Conversely, if the workload is not appropriate, it will result in discomfort and fatigue. If employees experience this, it can result in a decrease in productivity and job satisfaction (Mahawati E et al, 2022). Based on interviews with several PPPK teachers, the responsibilities and tasks assigned are considered too burdensome, which can result in an increase in teaching hours, not to mention if they are given tasks as a homeroom teacher or school administrator. PPPK teachers are required to help complete school administrative tasks that are considered quite time-consuming, and if not finished, they often bring their tasks home to complete outside working hours. The researcher conducted an initial assessment of the workload of all PPPK teachers at SMK XYZ to supplement the observation and interview data. The results show that the majority of teachers answered "agree" to statements regarding workload. The PPPK instructors at SMK XYZ clearly have a lot on their plates.

Motivated by these findings, the researcher set out to determine the relative importance of physical workplace factors and workload in determining job satisfaction. Therefore, this research was titled "The Influence of Physical Work Environment and Workload on Job Satisfaction of PPPK Teachers at SMK XYZ".

LITERATURE REVIEW

Physical Work Environment

Physical and non-physical aspects of the workplace both contribute significantly to employees' levels of happiness on the job (Siska et al., 2025). The physical work environment is the primary focus of this study. Everything in the immediate vicinity of an employee that has the potential to influence their level of productivity including but not limited to temperature, lighting, ambient noise, desk layout, and accessible tools is considered part of the physical work environment (Mangkunegara, 2017). According to Setiana (2019), all the physical factors around the workplace that impact employees in some way, shape, or form constitute the physical work environment. In a physical work environment, factors including illumination, temperature, humidity, colour, cleanliness, noise, and vibration are all present.

If these factors contribute to better performance from employees, which in turn boosts satisfaction, they must first establish an atmosphere of safety and tranquility (Sedarmayanti, 2017).

H1: "The physical work environment has a positive effect on the job satisfaction of PPPK teachers at SMK XYZ"

Workload

According to Vanchapo (2020), a worker's workload consists of tasks that need to be finished within a specific time frame. A task will not become a burden if the worker can do it and adapt to it. But it will become a burden if the worker is unable to adapt to the task. Workload is a condition in which a worker must complete their tasks within the time that has been determined (Munandar, 2014). Azizah et al (2019) state that workload is a physical, mental, organizational, and environmental demand that, if excessive, can cause disturbance and dissatisfaction.

Saputri D & Farhani (2024) explain that workload measurement can be seen from task demands, which include working time and the workload received, and physical demands, which include employee ability, achievement, mental health, and an employee's physical condition. To determine the workload carried by an employee, one can look at the targets that must be achieved, working conditions, and working time (Koesomowidjojo, 2017).

H2: "Workload has a positive effect on the job satisfaction of PPPK teachers at SMK XYZ"

Job Satisfaction

Hasibuan (2016) argues that when workers enjoy and love what they do for a living, it shows emotionally in their job satisfaction. Discipline, high morale, and productive labor are manifestations of this. At work, in one's spare time, or through a mix of the two, one can find fulfilment in one's job. At the same time, according to Fattah (2017), job satisfaction is defined as an employee's favorable attitude and emotional response toward their work as demonstrated by their work performance.

A number of factors, including employee turnover, absenteeism rate, age, job level, and organization size, impact job satisfaction (Mangkunegara, 2017).

Furthermore, Mangkunegara (2017) elaborates on the topic of job satisfaction by outlining many theories, such as equity, discrepancy, need fulfilment, group value, expectation, and Herzberg's two-factor theory.

H3: "The physical work environment and workload affect the job satisfaction of PPPK teachers at SMK XYZ"

The study framework is presented below, which helps to explain the connection between the physical work environment, workload, and teacher job satisfaction at SMK XYZ:

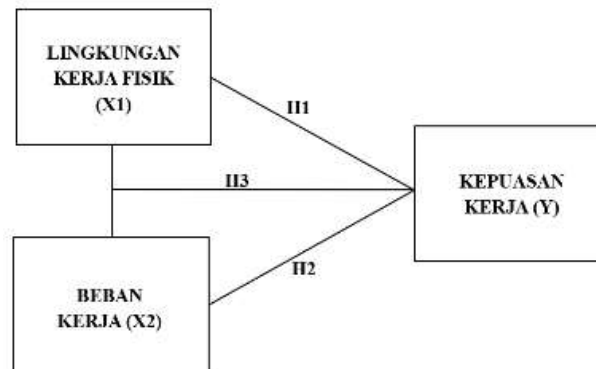


Figure 1 Research Paradigm

METHODOLOGY

Using a descriptive and associative technique, this research is a quantitative investigation. The number of PPPK teachers who participated at SMK XYZ was 54. In order to compile this data, researcher employed documents and surveys, and analysed the results using SPSS version 27. The data was measured using a semantic differential scale. Before moving on to the hypothesis test, which included the t-test, F-test, and multiple linear regression, data were subjected to an instrument test that covered reliability and validity. This was followed by a classical assumption test that included normality, multicollinearity, and heteroscedasticity.

RESEARCH RESULTS

Physical Work Environment

Table 2. Average Value of the Physical Work Environment Variable

Sub Variable	Total Average	Criteria
Lighting	3,86	Bright
Air Comfort	3,72	Comfortable
Odor	3,57	Fragrant
Average	$3,86+3,72+3,57/3 = 3,71$	
Physical Work Environment	Good	

Source: Questionnaire, reprocessed in 2026.

From Table 2, the lighting sub-variable has the highest score, 3.86, and falls into the bright criteria category, while the lowest sub-variable is odor, with a score of 3.57, falling into the fragrant category. With an average score of 3.71, the

physical work environment at SMK XYZ falls into the good criteria category. However, in terms of odor, fragrance should be provided in every room; automatic air fresheners can be used to spray fragrance every 15 or 30 minutes to keep the room fragrant, and it must also be ensured that the fragrance is acceptable to everyone.

Workload

Table 3. Average Value of the Workload Variable

Sub Variable	Total Average	Criteria
Target To Be Achieved	3,92	Appropriate
Working Time	3,45	Appropriate
Average	$3,92+3,45/2 = 3,68$	
Workload	Appropriate	

Source: Questionnaire, reprocessed in 2026.

From Table 3, the target-to-be-achieved sub-variable has the highest score, 3.92, and falls into the appropriate criteria category, while the lowest sub-variable is working time, with a score of 3.45, also falling into the appropriate category. With an average score of 3.68, the workload at SMK XYZ falls into the appropriate criteria category. Attention should be paid to working time; the school could provide training to improve ability, such as teacher skill and competency training organized by the Ministry of Primary and Secondary Education, or time management and productivity training.

Job Satisfaction

Table 4. Average Value of the Job Satisfaction Variable

Sub Variable	Total Average	Criteria
Absence Rate	3,82	Appropriate
Job Level	3,92	Appropriate
Organization Size	4,29	Very Smooth
Average	$3,82+3,92+4,29/3 = 4,01$	
Job Satisfaction	Satisfied	

Source: Questionnaire, reprocessed in 2026.

From Table 4, the organization-size sub-variable has the highest score, 4.29, and falls into the very smooth criteria category, while the lowest sub-variable is absence rate, with a score of 3.82, falling into the appropriate category. With an average score of 4.01, job satisfaction at SMK XYZ falls into the satisfied criteria category. To minimize teachers who are rarely present without explanation, the school can hold evaluation meetings on attendance figures to identify teachers with the highest absence rates, who can then be given a warning so that they can properly carry out their duties as teachers.

Validity Test

According to the validity test, all of the statements in this survey are legitimate, because all r_{count} values are greater than 0.268 (r_{table}).

Reliability Test

This questionnaire was determined to be reliable based on the results of the reliability test, because all r_{alpha} values are greater than 0.60 (r_{table}).

Normality Test

According to the results of the normalcy test, which examines the impact of factors like workload and physical work environment on job satisfaction, the significance level (sig.) was 0.200. Since this value is more than the commonly accepted 0.05 criterion, researcher can conclude that the data utilize in this study follows a normal distribution.

Multicollinearity Test

A variable inflation factor (VIF) of 3.418 is displayed in the regression model for job satisfaction. Compared to the cutoff of 10, the VIF value is lower in this case, and the tolerance value of 0.293 indicates that it is higher than 0.10. It follows that the independent variables in the regression model do not correlate with one another and therefore multicollinearity is not a symptom.

Heteroscedasticity Test

Job satisfaction is significantly impacted by the physical work environment and workload variables, according to the heteroscedasticity test results. Workload is 0.140 and physical work environment is 0.590, both of which are larger than 0.05. It follows that heteroscedasticity is not present in the regression model.

Multiple Linear Regression Test

Table 5. Multiple Linear Regression Test Results

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,317	1,831		2,905	0,005
	LKF	0,168	0,099	0,234	1,701	0,095
	BK	0,711	0,153	0,64	4,645	.000
a Dependent Variable: KK						

Table 5 displays the multiple regression test results, and the following multiple regression equation was derived from them:

$$Y = 5,317 + 0,168X_1 + 0,711X_2$$

From Table 5, the regression equation obtained is as follows:

1. The physical work environment variable has a regression coefficient of 0.168, which means it influences job satisfaction by 16.8%. With a positive correlation of 0.168 for every one-unit increase in the physical work environment, this indicates that there is a reasonably significant association between teacher job satisfaction and the physical work environment.
2. The workload variable has a 71.1% influence on job satisfaction, as shown by the regression coefficient of 0.711. It may be inferred that the physical work environment partially impacts teacher job happiness with an influence degree of high or strong, since every 1-unit increase in workload will raise job satisfaction by 0.711.

Coefficient of Determination

Table 6. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,847 ^a	0,717	0,706	2,514
a. Predictors: (Constant), BK, LKF				

Source: SPSS 27 Data Processing Results, Reprocessed 2026

Both the physical work environment and workload characteristics significantly impact teacher job satisfaction, according to these studies. With an R² of 0.717, the variables pertaining to the physical work environment and workload account for a substantial amount of the variance in teacher job satisfaction (71.7%).

Partial Test (t-test)

To find out how each independent variable affects the dependent variable, either totally or partially, this is utilised. This calculation uses SPSS version 27 for the partial test. The df calculation used is $54 - 3 = 51$, so the value used is 1.67528. The calculation results can be seen as follows:

Table 7. Partial Test Results

Variable	t_{calculated}	t_{table}	Sig.	Prob	Description
X1	1,701	1,675	0,095	0,05	No Effect
X2	4,645	1,675	0,000	0,05	Has Effect

Source: SPSS 27 Data Processing Results, Reprocessed 2026

- a. The t-calculated value of the physical work environment on job satisfaction is $1.701 > 1.675$ (t_{table}) with a significance value of $0.095 < 0.05$, showing that "H_a is rejected and H_o is accepted, meaning the physical work environment has no effect on the job satisfaction of PPPK teachers at SMK XYZ." Following are the outcomes of the one-sided test concerning the impact of the physical work environment variable on employee job

satisfaction:

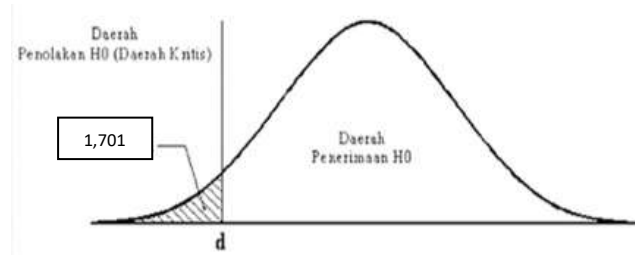


Figure 2. Results of the One-Sided Test of the Physical Work Environment Variable on Job Satisfaction

- b. The t-calculated value of the physical work environment on job satisfaction is $4.645 > 1.675$ (t_{table}) with a significance value of $0.000 < 0.05$, showing that "Ha is accepted and Ho is rejected, meaning workload has a positive effect on the job satisfaction of PPPK teachers at SMK XYZ." To see how the workload variable affected employee job satisfaction, researcher ran a one-sided test. Here are the results:

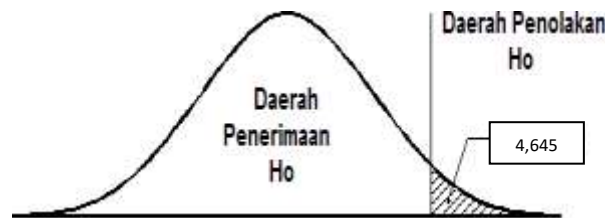


Figure 3. Results of the One-Sided Test of the Workload Variable on Job Satisfaction

Simultaneous Test (F-test)

Table 8. Simultaneous Test Results

Variable	$f_{calculated}$	f_{table}	Sig.	Prob.	Description
Physical Work Environment and Workload on Job Satisfaction	64,531	3,18	0,00	0,05	Has Effect

Source: SPSS 27 Data Processing Results, Reprocessed 2026

From the results of the statistical calculation through the F-test, an F_{count} value of 64.531 was obtained, so $64.531 > 3.18$ (F_{table}) with a significance value of $0.000 < 0.05$, showing that "Ho is rejected and Ha is accepted, meaning that the physical work environment and workload together (simultaneously) have a significant effect on the job satisfaction of PPPK teachers at SMK XYZ."

DISCUSSION

Results from this survey indicate that SMK XYZ's PPPK instructors generally have a positive impression of their physical workplace. The results are in line with what one would expect from a physically demanding workplace; according to the bright criteria, the lighting sub-variable was rated highest, and according to the fragrant criteria, it was rated lowest. This indicates that although the lighting in the teachers' room, classrooms, and toilet areas is generally felt to

be bright and supportive of teachers' work activities, the aspect of room aroma management still needs more attention in order to further maximize work comfort, even though it is generally already classified as fragrant. This finding reinforces the view of Sedarmayanti (2017), who asserts that adequate lighting in the work area is directly related to visual acuity as well as the accuracy and smoothness of employees' work. This finding is in line with previous studies that have shown that employees are satisfied and healthy when their physical work environment is well organized and comfortable (Siregar & Romi, 2024; Admiraal & Roberg, 2023). Thus, the physical condition of the work rooms, classrooms, and toilets at SMK XYZ as a whole already sufficiently supports teachers' comfort in carrying out their duties, although the cleanliness and air comfort aspects of the rooms still need to be improved so that teachers' sense of comfort and contentment in working can be further maximized.

Furthermore, the research results also show that the workload of PPPK teachers at SMK XYZ as a whole fall into the appropriate category. This condition is supported by respondents' assessment of the target-to-be-achieved sub-variable, which falls into the appropriate category, while the working-time sub-variable falls into the fairly appropriate category. The magnitude of the difference in rating between these two sub-variables indicates that although teachers feel that the amount and type of additional tasks given (as a homeroom teacher, school operator, or extracurricular supervisor) already match their competencies, the time available to complete these tasks is still felt to be not yet optimal, which has the potential to create time pressure for teachers in completing their work. This finding is relevant to the research results of Cimanés (2025), who found that a teacher workload that is not appropriate yet job satisfaction and teacher performance can still be maintained at a good level. Nevertheless, these results are also consistent with the research of Pardosi & Mardhiyah (2024), which found that an excessive workload, especially in terms of time pressure, can reduce job satisfaction if not balanced with adequate organizational support. Therefore, the school needs to consider a more proportional working-time allocation arrangement so that the additional task burden received by PPPK teachers does not create excessive pressure.

This research also shows that the job satisfaction of PPPK teachers at SMK XYZ as a whole fall into the satisfied category. This condition is supported by respondents' assessment of the organization-size sub-variable, namely the smoothness of coordination and teacher participation in school activities, which falls into the very smooth criteria category. Meanwhile, the absence-rate sub-variable received a good criteria category. This indicates that a climate of cooperation and communication among teachers as well as with the school is the main driving factor of job satisfaction, while the attendance aspect, although already classified as good, is relatively still an area that can be further improved compared to the other sub-variables. This finding reinforces the views put forward in several previous studies, such as Widianoro & Lumban Gaol (2024) and Talo et al. (2020), which state that good working relationships among employees are also an important factor in shaping job satisfaction. Thus, it can be concluded that the good working relationships and coordination established at

SMK XYZ are the main strength driving the level of job satisfaction of PPPK teachers, as well as an asset that the school needs to maintain going forward.

No significant link between the physical work environment and the job satisfaction of PPPK teachers at SMK XYZ was found in a partial test (t-test) with a significance level of 0.095 (greater than 0.05). Because the physical work environment is good according to respondents' descriptions, this conclusion is intriguing. Statistical proof that it affects job satisfaction is still lacking, though. Marta and Budi (2019) and Natania and Martha (2023) found the same thing: that physical work environment is not a key determinant of employee job satisfaction. This condition states that SMK XYZ PPPK teachers' degree of job satisfaction is not primarily affected by how comfortable their work space is. Rather, it is seen as a supporting factor, specifically a hygiene factor, which nevertheless needs to be maintained. The opposite is true for workload, which was found to significantly impact job satisfaction (71.1% influence) with a significance value of 0.000. Consistent with other studies, this one find that workload significantly affects employee job satisfaction (Widiantoro & Lumban Gaol, 2024; Talo et al., 2020; Wiyanjani et al., 2025; Iroth et al., 2018). The positive direction of influence in this study shows that additional tasks given to PPPK teachers, as long as they are still felt to match their competencies, can actually increase teachers' sense of being valued and their job satisfaction, in contrast to the findings of Putra et al. (2022), who found a negative effect of workload through the mediation of work stress in a different professional context.

At the same time, the F-test results reveal that SMK XYZ School PPPK teachers' job satisfaction is significantly impacted by both their workload and the physical work environment (F-calculated value: 64.531, $R^2 = 0.717$, or 71.7%). Workload and physical work environment both significantly impact employee job satisfaction, according to studies by Wiyanjani et al. (2025) and Faturrohman & Abdurahman (2025). Thus, although partially the physical work environment has not yet had a significant effect, its combination with workload still makes a large and significant contribution in explaining the level of job satisfaction of PPPK teachers, so both aspects still need to be a joint concern of SMK XYZ in efforts to continuously improve teacher job satisfaction.

CONCLUSION

What follows are some inferences generated from the data analysis and discussion of how SMK XYZ PPPK instructors' job happiness is affected by their physical work environment and workload:

1. The feedback from respondents about the physical work environment of PPPK instructors at SMK XYZ is categorized as favorable. The lighting sub-variable has the greatest score of 3.86, while the odor sub-variable has the lowest value of 3.57.
2. The feedback from respondents regarding the workload of PPPK instructors at SMK XYZ aligns with the suitable criteria group. The target-to-be-achieved sub-variable has the greatest score of 3.92, while the working-time sub-variable has the lowest score of 3.45.

3. The feedback from respondents regarding the job satisfaction of PPPK teachers at SMK XYZ is categorized as satisfied. The organization-size sub-variable possesses the greatest score of 4.29, while the absence-rate sub-variable has the lowest score of 3.82.
4. The impact of the physical work environment and workload on the job satisfaction of PPPK educators at SMK XYZ, both individually and collectively:
 - a. The Physical Work Environment does not impact the job satisfaction of PPPK instructors at SMK XYZ, exhibiting a rather significant influence level.
 - b. The workload positively impacts the job satisfaction of PPPK instructors at SMK XYZ, exhibiting a significant influence.
 - c. The physical work environment and job workload significantly impact the job satisfaction of PPPK teachers at SMK XYZ.

RECOMMENDATIONS

This study's findings inform the researcher's recommendations for future research on teacher job satisfaction, workload, and physical work environment, as well as SMK XYZ's policy and decision-making processes in these areas. So, here are the suggestions:

1. From Table 2, the table of respondents' responses to statements regarding the physical work environment at SMK XYZ, the results are already good. However, in this case the odor sub-variable has a lower value than the other sub-variables; to improve it, the author suggests providing fragrance in every room, possibly using an automatic air freshener to spray fragrance every 15 or 30 minutes to keep the room fragrant, and it must also be ensured that the fragrance is acceptable to everyone.
2. Based on Table 3, the table of respondents' responses to statements regarding workload at SMK XYZ, the results are already appropriate. However, here the working-time sub-variable has a lower value than the other sub-variables; to improve the workload variable through the working-time sub-variable, the author suggests that the school provide training to improve ability, such as teacher skill and competency training organized by the Ministry of Primary and Secondary Education, or time management and productivity training.
3. Based on Table 4, the table of respondents' responses regarding job satisfaction at SMK XYZ already falls into the satisfied criteria category. However, in this case the absence-rate sub-variable has a lower value than the other sub-variables; to improve this sub-variable, the author suggests that the school hold evaluation meetings on attendance figures to identify teachers with the highest absence rates, who can then be given a warning so that they can properly carry out their duties as teachers.

ADVANCED RESEARCH

The findings of this study will perhaps be useful for scholars in the future when they do comparable studies. In order to expand our understanding of the

physical workplace, employee burden, and job satisfaction, it is advised to incorporate the most recent theories from various experts.

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