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THE INFLUENCE OF NON-PHYSICAL WORK ENVIRONMENT AND CAREER DEVELOPMENT ON INTRINSIC MOTIVATION OF CIVIL SERVANT TEACHERS AT SMTI VOCATIONAL HIGH SCHOOL PONTIANAK

Selly Jumiati [a*)], Eru Ahmadia [a)]

[a)] *Universitas Muhammadiyah Pontianak, Pontianak, Indonesia*

[*)] *Corresponding Author: Sellyjumiati7@gmail.com*

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Abstract. To improve students' learning outcomes, 21st-century educational development demands innovative and efficient teaching approaches. This study examines the intrinsic motivation of teachers at SMTI Vocational High School Pontianak and the influence of the non-physical work environment and career development. The research background highlights the importance of understanding what drives teachers' motivation, as it is critical for enhancing overall educational performance. Intrinsic motivation is crucial; however, few studies have explored the relationship between career development and the non-physical work environment. Involving 62 civil servant teachers from SMTI Vocational High School Pontianak, this study employed an associative quantitative research design. Data were collected using a structured questionnaire with a Likert scale ranging from 1 to 5. The data were then analyzed using multiple linear regression. The findings reveal that intrinsic motivation is significantly influenced by the non-physical work environment and career development. Teachers' intrinsic motivation (Y) can be enhanced by improving the non-physical work environment (X1) and career development (X2), as shown by the regression equation Y = 1.921 + 0.250X1 + 0.316X2 + e. A strong relationship between the variables is indicated by the correlation coefficient (R = 0.670). Meanwhile, the coefficient of determination (R2 = 0.449) shows that the two independent variables account for 44.9% of the variation in intrinsic motivation. In summary, this study emphasizes the importance of enhancing teachers' intrinsic motivation by creating a supportive work environment and well-organized career development programs. Future research should explore other factors influencing motivation, such as organizational culture and leadership style, to gain a deeper understanding of the dynamics of teacher performance.

Keywords: non-physical work environment; career development; intrinsic motivation; civil servant teachers

I. INTRODUCTION

Human Resource Management is a process of addressing various issues within the scope of employees, laborers, managers, and other workers to support organizational activities in achieving predetermined goals, human resource management also involves designing systems for planning, staffing, employee development, career management, performance evaluation, compensation, and good labor relations [1]. The physical and non-physical circumstances surrounding workers that affect how they perform their daily work.

According to the National Education System Law Number 20 of 2003, educational personnel are members of society who dedicate themselves and are appointed to support the implementation of education. In educational institutions such as schools, human resources include principals, teachers, staff, and other educational organizations. In society, educational institutions play a crucial role in providing knowledge, fostering skills training, and offering vocational training. Vocational education refers to secondary education designed to prepare students to work in specific fields.

SMTI Vocational High School Pontianak is a state vocational school under the Ministry of Industry. It is listed as SMKN TI Pontianak in the Ministry of Education and Culture database with NPSN 30108179 and offers four study programs: Industrial Chemistry, Machining Techniques, Laboratory Testing Analysis, and Industrial Automation Techniques. SMTI Vocational High School Pontianak implements a block system in its learning process and employs a moving class system with a dual education model.

The learning system is based on the 2013 curriculum, implemented since the 2013/2014 academic year, and has now adopted Curriculum 4.0. Under the guidance of the Vocational and Industrial Education Development Center, SMTI Pontianak, the only institution of its kind in Kalimantan, aims to produce industrial human resources with technical qualifications aligned with industrial demands. This institution is uniquely located in West Kalimantan. The

following Table 1 presents data on the number of employees by division at SMTI Vocational High School Pontianak in 2024:

TABLE 1. Number of Employees by Division at SMTI Vocational High School Pontianak in 2024

No	Divison	Civil Servants (PNS)	Non-Civil Servants (Non PNS)	Total
1.	Principal	1	-	1
2.	Vise Principal	4	-	4
3.	Teachers	58	10	68
4.	Administration/ Office Staff	15	-	15
5	Laboratory Technicians	2	-	2
6	Laboratory Assistants	3	-	3
7.	Security Personnel	-	6	6
8	Cleaning Staff	-	7	7
Total		**83**	**23**	**106**

Source: SMTI Vocational High School Pontianak, 2024

Based on Table 1, most civil servants (PNS) work as teachers, accounting for 78.30%, while most non-civil servants (non-PNS) are also employed as non-permanent teachers, accounting for 21.69%. Attendance at SMTI Vocational High School Pontianak was recorded using Google Forms during the COVID-19 pandemic in 2020 and transitioned to fingerprint scanning in 2021. Attendance is conducted twice a day: upon school entry at 7:00 AM at 4:00 PM. Table 2**,** which shows data on the number of students by program specialization at SMTI Vocational High School Pontianak in 2024, is presented below:

TABLE 2. Number of Students by Program Specialization at SMTI Vocational High School Pontianak in 2024

No	Specialization Program	Grade X	Grade XI	Grade XII	Total
1	Industrial Chemical Engineering	100	85	90	275
2	Machining Techniques	131	124	139	394
3	Laboratory Testing Analysis	65	64	66	195
4	Industrial Automation Tehcnician	34	33	30	97
Total		**330**	**306**	**325**	**961**

Source: SMTI Vocational High School Pontianak, 2024

Based on Table 2, SMTI Vocational High School Pontianak currently offers four specialization programs with a total of 961 students. The most popular specialization program is Machining Techniques.

Table 3, which presents data on the attendance rate of civil servant teachers at SMTI Vocational High School Pontianak from 2021 to 2023, is shown table 3.

Based on Table 3, the absenteeism rate has fluctuated over the past three years. In 2022, absenteeism increased by 23.52%, while in 2023, it decreased by 27.27%.

According to the research by [2] , it can be concluded that the non-physical work environment significantly affects discipline. Meanwhile, the findings of [3], indicate that career development has a significant and positive impact on employee performance.

TABLE 3. Absenteeism Rate of Civil Servant Teachers at SMTI Vocational High School Pontianak (2021–2023)

Year	Working Days	Number of Civil Servant Teachers	Working Days x Number of Civil Servant Teachers	Absent			Total Absences	Absenteeism Rate (%)
				Leave	Sick	Alpha		
2021	271	65	17.615	38	21	2	61	0,34%
2022	267	63	16.821	40	29	3	72	0,42%
2023	263	63	16.569	36	18	1	55	0,33%

Source: SMTI Vocational School Pontianak, 2024

The absenteeism rate can be calculated using the following formula:

$$\text{Absenteeism} = \frac{\text{Total Absent Working Days per Month x 100\%}}{\text{Total Working Days per Month}}$$

Source: Hasibuan, (2016, p. 51).

Below is Table 4 which presents data on disciplinary violations and sanctions from 2021 to 2023:

TABLE 4. Number of Disciplinary Violations and Sanctions (2021–2023)

Year	Type of Violation	Violation Category	Type of Sanction	Total
2021	Late of Teaching, Absenteeism	Minor	Verbal Warning	4
2022	Late of Teaching	Minor	Verbal Warning	3
2023	Late of Teaching, Absenteeism	Minor	Verbal Warning	2

Source: SMTI Vocational High School Pontianak, 2024

Based on Table 4, minor violations that resulted in verbal warnings occurred annually. In 2021, the number of violations and sanctions increased by 50%, while in 2023, there was a decrease of 37.5%.

According to the research by [4], the non-physical work environment has a positive and significant effect on work discipline. Furthermore, the findings of [5], indicate that motivation significantly influences the work discipline of employees.

Table 5, which presents data on the average work performance scores of teachers at SMTI Vocational High School Pontianak from 2021 to 2023, is as follows:

TABLE 5 Average Work Performance Scores of Employees (2021)

Year	Average Work Performance Score	Description
2021	79.82	Enough

Source: SMTI Vocational High School Pontianak, 2024

This shows that the average work performance score of Civil Servant Employees in 2021 was 79.82. According to the Government Regulation of the Republic of Indonesia No. 30 of 2019 concerning Civil Servant Performance Assessment, civil servants (PNS) are evaluated in five categories based on

their scores and contributions: Excellent if the score is 110–120 and they create ideas or methods that benefit the organization or the nation, Good if the score is 90–119, Satisfactory if the score is 70–89, Needs Improvement if the score is 50–69, and Unsatisfactory if the score is ≤50.

TABLE 6. Work Performance of Employees (2022–2023)

Year	Number of Civil Servants	Description
2022	63	Good
2023	63	Good

Source: SMTI Vocational High School Pontianak, 2024

This shows that in 2022–2023, the work performance of Civil Servants at the Ministry of Industry Pontianak followed the regulations of the Minister of Administrative and Bureaucratic Reform of the Republic of Indonesia No. 6 of 2022. The employee assessment includes: Excellent if the work results are below expectations but behavior exceeds expectations; Good if both work results and behavior meet or exceed expectations in various combinations; Needs Improvement if the work results are below expectations but behavior meets or exceeds expectations; Poor/Misconduct if work results meet or exceed expectations but behavior falls below expectations; and Unsatisfactory if both work results and behavior are below expectations.

According to the study by [6], the non-physical work environment has an effect on performance. Based on the research by [7], career development has a positive and significant impact on performance.

Table 7 presents data on the promotion of Civil Servants at SMTI Vocational High School Pontianak from 2021 to 2023 as follows:

TABLE 7. Number of Civil Servants Promoted (2021–2023)

No	Year	Number of Civil Servants	Number of Civil Servants Promoted	Precentage%
1	2021	65	-	-
2	2022	63	4	6,34
3	2023	63	3	4,76

Source: SMTI Vocational High School Pontianak, 2024

Based on Table 7, it is stated that in 2022 (6.34%), the number of promotions for Civil Servants was higher than in 2023 (4.76%), with a percentage difference of 1.58%. According to the research conducted by Lisdiani and Ngatno (2017), career development has an impact on work motivation.

According to an interview with Mr. Mawardi M.Pd, the Principal of SMTI Vocational High School, the non-physical work environment at this school is not very good because some employees do not greet each other, and there are colleagues who enjoy gossiping, or the school regulations are too strict. Some employees also form their own circles or social groups. As a result, such an environment can hinder work and affect both individual and group performance. The non-physical work environment which is part of the employee's work environment greatly affects their performance. If employees cannot create a work environment full of intimacy and communication, their performance will suffer [8]. The work environment is also a factor that can motivate employees to work [9]. The physical and non-physical conditions around workers can also affect the way they do their daily work [10]. Everything around workers, both physical and non-physical, can boost their morale and performance[11]. The non-physical work environment is all the interrelated conditions related to work relationships, both bonds with superiors or bonds with subordinates and coworkers, as well as bonds with subordinates [12]. On the other hand, career development reflects a change in mindset and adaptation to the ever-evolving demands of the job market. Career development is a condition that indicates an increase in a person's status in a process to identify potential and career materials and use them in the right way to develop their potential [13]. Career development is an effort to encourage employees to work better [14]. Career development is the plan and implementation of a person's or employee's career that is realized in their work performance [15]. The success of career development largely depends on individual efforts and support from the organization. Therefore, career development programs are needed to develop skills and improve their competencies and capabilities. Intrinsic motivation is also important in a school environment because it motivates individuals to achieve, driven from within themselves. Intrinsic motivation is motivation that comes from within a person, not because of coercion or encouragement from others, but because of their own desires [16]. Intrinsic motivation is an impulse that arises from within an individual to achieve certain goals [17].

According to an interview with Mr. Mawardi M.Pd, the Principal of SMTI Vocational High School, promotions and positions follow the current regulations and laws. For example, for functional teachers, career advancement does not require the preparation of credit points, as the credit points are derived from annual performance evaluations. SMTI Pontianak encourages its employees to develop their careers by providing opportunities for employees to continue their education to Master's (S2) and Doctoral (S3) levels, employee transfers to other units, as well as providing education and training in the form of in-house training, industry internships, technical training, and functional training. As for the teachers' achievements, they have won 1st, 2nd, 3rd, and 4th place in appropriate technology competitions and have won several awards for scientific writing.

In the introduction, the objectives of this study are explicitly stated, outlining the purpose and scope of the research on the influence of the non-physical work environment and career development on intrinsic motivation among civil servant teachers at SMTI Vocational High School Pontianak.

II. RESEARCH METHOD

The research method used in this study is associative research with a quantitative approach, as explained by [18], that associative research aims to determine the relationship between two or more variables. This study aims to analyze the influence of Non-Physical Work Environment (X1) and

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Career Development (X2) on Intrinsic Motivation (Y) of Civil Servant Teachers at SMTI Vocational High School Pontianak.

The data collection techniques used consist of primary and secondary data. According to [18], Primary data is data collected directly by the researcher from the primary source or impact of the research object being conducted. Primary data was obtained through the distribution of questionnaires using a Likert scale of 1–5 to 62 Civil Servant Teachers, which constitutes the entire population, so the sampling technique used is saturated sampling. According to [19], Saturated sampling is a sampling technique that considers the saturation of the sample. According to [18], Secondary data is data published or used by an organization that is not the processor. Secondary data was obtained from official documents of SMTI Vocational High School Pontianak, such as employee data, absenteeism, and performance evaluation data.

According to [18], Validity indicates to what extent a measuring instrument is able to measure what it intends to measure (a valid measure if it successfully measures the phenomenon). Validity testing was performed using the product-moment correlation technique, with validity criteria being met if the calculated r value ≥ r table (0.250) at a significance level of 0.05.

According to [18], Reliability aims to determine how consistent the measurement results are when conducted two or more times on the same phenomenon using the same measuring instrument. Reliability testing was conducted using the Cronbach's Alpha method, and the instrument is declared reliable if the reliability coefficient (r11) ≥ 0.6.

Data analysis includes classical assumption tests (normality test, multicollinearity test, and multicollinearity test). According to [18], The normality test aims to determine whether the data population is normally distributed or not. If the data is normally distributed, parametric statistical tests can be used. The normality test in this study was conducted using the Kolmogorov-Smirnov test. According to [18], The linearity test is used to determine whether the dependent variable (Y) and independent variables (X) have a linear relationship. This test is usually used as a prerequisite in applying linear regression methods." The linearity test in this study was conducted using the Test for Linearity. According to [20], Multicollinearity means that the independent variables in the regression model have a perfect or near-perfect linear relationship (the correlation coefficient is high or even 1). A good regression model should not have a perfect or near-perfect correlation between its independent variables. The multicollinearity test in this study was conducted by examining the Variance Inflation Factor (VIF) and Tolerance values in the regression results. According to [20], If the VIF value < 10.00 and Tolerance > 0.10, it is stated that there is no multicollinearity.

Multiple linear regression analysis is used to determine the simultaneous and partial effects of the independent variables on the dependent variable. According to [18], Regression is a tool that can be used to predict future demand based on past data or to determine the influence of one or more independent variables on one dependent variable. According to [18], The purpose of hypothesis testing using multiple linear regression is to determine the simultaneous effect between the data group A and B (independent variables X1 and X2) on the data group C (dependent variable Y). The F-test results are used to examine the simultaneous influence.

According to [18], The purpose of conducting partial significance tests on two independent variables concerning the dependent variable is to separately measure the impact of each independent variable on the dependent variable." This test is used to determine the influence of the Non-Physical Work Environment and Career Development on the Intrinsic Motivation of Civil Servant Teachers at SMTI Vocational High School Pontianak.

III. RESULT AND DISCUSSION

1. Instrument Test

a. Validity Test

The validity test was conducted to determine the validity level of the questionnaire instrument items. This test was performed by correlating the scores of each item statement or question, followed by comparing the calculation results (r calculated) with the r table value. The r table value can be obtained using the formula df = n (sample size) - 2 = 62 - 2 = 60. With a significance level of 0.05, the r table value is 0.250. The results of the validity test for each statement in the variables of Non-Physical Work Environment (X1), Career Development (X2), and Intrinsic Motivation (Y) are shown in Table 8 below:

TABLE 8. VALIDITY TEST RESULTS

Variable	Indicator	r value	r table	Description
Non-Physical Work Environment (X1)	X1.1	0,674	0,250	Valid
	X1.2	0,754		
	X1.3	0,700		
	X1.4	0,681		
	X1.5	0,691		
	X1.6	0,754		
Career Development (X2)	X2.1	0,671	0,250	Valid
	X2.2	0,804		
	X2.3	0,603		
	X2.4	0,681		
	X2.5	0,729		
	X2.6	0,701		
Intrinsic Motivation (Y)	Y1.1	0,651	0,250	Valid
	Y1.2	0,537		
	Y1.3	0,606		
	Y1.4	0,684		
	Y1.5	0,550		
	Y1.6	0,598		
	Y1.7	0,650		
	Y1.8	0,648		
	Y1.9	0,596		
	Y1.10	0,716		

Source: Processed Data, 2025

Based on Table 8, it can be observed that the results of the validity test for all variables in this study Non-Physical Work Environment (X1), Career Development (X2), and Intrinsic Motivation (Y)—show that the r value for each item is greater

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than the r table value of 0.250 (r value > r table). Therefore, all items can be considered valid.

b. Reliability Test

The reliability test is conducted to assess the reliability of a statement as a measurement tool. In this study, the reliability test was conducted using Cronbach's Alpha method. An item statement is considered reliable if it has a Cronbach's Alpha value (r11) ≥ 0.6. The results of the reliability test for Non-Physical Work Environment (X1), Career Development (X2), and Intrinsic Motivation (Y) are shown in Table 9 below:

TABLE 9. RELIABILITY TEST RESULTS

Research Variable	Reliability Standard	Cronbach's Alpha Value	Description
Non-Physical Work Environment	0,60	0,801	Reliable
Career Development	0,60	0,786	
Intrinsic Motivation	0,60	0,824	

Source: Processed Data, 2025

Based on Table 9, it can be seen that all item statements in the questionnaire for all research variables are considered reliable. This conclusion is based on the decision rule where the Cronbach's Alpha value is greater than the standard value of 0.60.

2. Classical Assumption Test

a. Normality Test

The method used in this study to measure normality is the Kolmogorov-Smirnov test. If the significance value from the Kolmogorov-Smirnov test is > 0.05, then the normality assumption can be considered valid. The results of the normality test for all research variables are presented in Table 10.

TABLE 10.NORMALITY TEST RESULTS

Test	Value
N (Sample)	62
Test Statistic (Kolmogorov-Smirnov Z)	.077
Asymp.Sig.(2-tailed)	.200[c]

Source: Processed Data, 2025

The results of the normality test in Table 10 show that the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the data distribution in this study is normal.

b. Linearity Test

The Linearity Test was conducted using the Test for Linearity method. The results of the linearity test between the variables of Non-Physical Work Environment (X1) and Intrinsic Motivation (Y), as well as Career Development (X2) and Intrinsic Motivation (Y), are presented in Table 11.

Based on the results of the linearity test in Table 11, it can be observed that the significance value for all research variables is 0.000, which is less than 0.05. Therefore, it can be concluded that the relationship between the variables Non-Physical Work Environment (X1) and Career Development (X2) towards Intrinsic Motivation (Y) is linear.

TABLE 11. LINEARITY TEST RESULTS

Variabel	Linierity Sig	Description
Non-Physical Work Environment* Intrinsic Motivation	0,000	Linier
Career Development* Intrinsic Motivation	0,000	Linier

Source: Processed Data, 2025

c. Multicollinearity Test

The Multicollinearity Test is conducted to examine whether there is a correlation between the independent variables in the regression model. Multicollinearity can be detected by looking at the Variance Inflation Factor (VIF) and the tolerance value. Multicollinearity does not occur if the VIF value is less than 10.00 or the tolerance value is greater than 0.10. The results of the Multicollinearity Test in this study are presented in Table 11 below:

TABLE 12. MULTICOLLINEARITY TEST RESULTS

Variable	Tolerance	VIF
Non-Physical Work Environment (X1)	.697	1.435
Career Development (X2)	.697	1.435

Source: Processed Data, 2025

Based on Table 12, it is known that the tolerance values for the Non-Physical Work Environment and Career Development variables are 0.697, which is greater than 0.10. The VIF values for the Non-Physical Work Environment and Career Development variables are 1.435, which are less than 10.00. Therefore, it can be concluded that there is no multicollinearity between these two independent variables.

3. Multiple Linear Regression Analysis

The results of multiple regression analysis testing using SPSS 25 software can be seen in Table 13.

TABLE 13. MULTIPLE LINEAR REGRESSION ANALYSIS RESULTS

Variable	Coefficients	T Statistic	Signifinance Value
(Constant)	1.921	3.383	.000
Non-Physical Work Environment	.250	4.320	.008
Career Development	.316	1.740	.000

Dependent Variable: Intrinsic Motivation

Source: Processed Data, 2025

Based on Table 13 and referring to the multiple linear regression coefficient equation, the following results are obtained:

Y = 1.921 + 0.250 X1 + 0.316 X2

a. The constant of 1.921 indicates that if the Non-Physical Work Environment and Career Development variables are both 0 (zero), the Intrinsic Motivation variable will be 1.921.
b. The coefficient for the Non-Physical Work Environment of 0.250 means that if the Non-Physical Work Environment variable increases by one unit, the Intrinsic Motivation will increase by 0.250 units.
c. The coefficient for Career Development of 0.316 means that if the Career Development variable increases by one unit, the Intrinsic Motivation will increase by 0.316 units.

4. Correlation Coefficient and Determination Coefficient (R^2)

The correlation and determination coefficient values in this study can be seen in Table 14 below:

TABLE 14. CORRELATION COEFFICIENT AND DETERMINATION COEFFICIENT (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670[a]	.449	.430	.17127
Predictors: (Constant), Career Development, Non-Physical Work Environment				
Dependent Variable: Intrinsic Motivation				

Source: Processed Data, 2025

The correlation coefficient results in Table 14 show a value of 0.670, indicating that the relationship between Non-Physical Work Environment and Career Development toward Intrinsic Motivation is moderate, as the value falls within the 0.60 - 0.799 interval. The results of the determination coefficient (R^2) test in Table 14 reveal that the R-Square value is 0.449, meaning that the Non-Physical Work Environment and Career Development variables explain 44.9% of the influence on Intrinsic Motivation (1 × 0.449 × 100%). The remaining 55.1% is influenced by other variables outside the scope of this study.

5. Simultaneous Effect Test (F Test)

The results of the simultaneous test (F test) in this study are presented in Table 15.

TABLE 15. SIMULTANEOUS EFFECT TEST (F TEST) RESULTS

Model	Sum of Squares	Mean Square	F	Signifikansi
Regression	1.409	.705	22.026	.000[b]
Residual	1.731	.029		
Dependent Variable: Intrinsic Motivation Predictors: (Constant), Career Development, Non-Physical Work Environment				

Source: Processed Data, 2025

The results of the simultaneous test (F test) in Table 15 show that the F value of 22.026 is greater than the F table value of 3.15. Therefore, it can be concluded that the Non-Physical Work Environment and Career Development variables have a significant influence on Intrinsic Motivation simultaneously.

6. Partial Effect Test (T Test)

The results of the partial test (T test) in this study are presented in Table 16 below:

TABLE 16. PARTIAL EFFECT TEST (T TEST) RESULTS

Variable	Coefficients	T Statistic	Signifinance Value
(Constant)	1.921	3.383	.000
Non-Physical Work Environmet	.250	4.320	.008
Career Development	.316	1.740	.000
Dependent Variable: Intrinsic Motivation			

Source: Processed Data, 2025

Based on the partial hypothesis testing (T test) in Table 16, the calculated t values are compared with the t table value, which is 1.669. The results of the T test (Partial) in Table 16 can be explained as follows:

1. The calculated t value for the Non-Physical Work Environment variable (X1) is 2.756, which is greater than the t table value of 1.669, and the significance value is 0.008, which is smaller than the significance level of 0.05. Therefore, it can be concluded that there is a significant partial influence of the Non-Physical Work Environment on Intrinsic Motivation.
2. The calculated t value for the Career Development variable (X2) is 3.792, which is greater than the t table value of 1.669, and the significance value is 0.000, which is smaller than the significance level of 0.05. Therefore, it can be concluded that there is a significant partial influence of Career Development on Intrinsic Motivation.

Effect of Non-Physical Work Environment on Intrinsic Motivation

Based on the partial hypothesis testing (T test), the calculated t value is 2.756, which is greater than the t table value of 1.669, and the significance value is 0.008, which is smaller than the significance level of 0.05. Therefore, it can be concluded that there is a significant partial effect of the Non-Physical Work Environment on Intrinsic Motivation. The calculated t value also shows a positive relationship between the two variables. Therefore, it can be concluded that H1, which states that the Non-Physical Work Environment positively and significantly affects Intrinsic Motivation, is accepted.

Effect of Career Development on Intrinsic Motivation

Based on the partial hypothesis testing (T test), the calculated t value is 3.792, which is greater than the t table value of 1.669, and the significance value is 0.000, which is smaller than the significance level of 0.05. Therefore, it can be concluded that there is a significant partial effect of Career Development on Intrinsic Motivation. The calculated t value also shows a positive relationship between the two variables. Therefore, it can be concluded that H2, which states that Career Development positively and significantly affects Intrinsic Motivation, is accepted.

IV. CONCLUSIONS

Based on the results of the analysis and discussion, it can be concluded that the majority of respondents in this study are Civil Servant Teachers (PNS) at SMTI Vocational High School Pontianak, with the latest education level being a bachelor's degree (S1). The multiple linear regression equation shows the influence of Non-Physical Work Environment and Career Development on Intrinsic Motivation with the equation: Y = 1.921 + 0.250X1 + 0.316X2 + e. The correlation coefficient (R) of 0.670 indicates a strong relationship between the independent and dependent variables, while the coefficient of determination (R^2) of 0.449 shows that 44.9% of the variation in Intrinsic Motivation is influenced by the Non-Physical Work Environment and Career Development, while the remaining 55.1% is influenced by other variables outside this study. The results of the simultaneous test (F Test) show that the Non-Physical Work Environment and Career Development jointly have a significant influence on Intrinsic Motivation, with an F value of 22.026 > the F table value of 3.15. The partial test results (T Test) reveal that both the Non-Physical Work Environment and Career Development have a significant partial effect on Intrinsic Motivation, with significance values of 0.008 and 0.000 (below 0.05), respectively. This study indicates that a good non-physical work environment and well-planned career development programs significantly influence intrinsic motivation. A good non-physical work environment not only improves job satisfaction but also enhances teachers' enthusiasm and engagement. This suggests that improving these elements can have a significant positive impact on the quality of work and intrinsic motivation of Civil Servant Teachers at SMTI Vocational High School Pontianak. For future inquiry, it would be prudent to examine supplementary elements that affect intrinsic motivation, including organizational culture and leadership style. Suggestions further encompass enhancing the non-physical work environment to foster a climate conducive to collaboration and emotional well-being, alongside the establishment of a systematic career development program aimed at advancing educators' skills and professional trajectories. The anticipated measures are poised to markedly enhance both teacher performance and satisfaction, subsequently yielding positive effects on educational outcomes at SMK SMTI Pontianak.

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