

THE IMPACT OF A CONDUCTIVE WORK ENVIRONMENT AND SALARY WELFARE ON THE PERFORMANCE OF PAUD TEACHERS

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Abstract. This research aims to analyze the influence of a conducive work environment and salary welfare on the performance of Early Childhood Education (PAUD) teachers in Banjarsari District, Surakarta City. The performance of PAUD teachers is an important factor in the quality of education which is influenced by various factors, including working environment conditions and financial well-being. The research method used is a quantitative survey with a descriptive approach. Data was collected through questionnaires distributed to PAUD teachers in the area, and analyzed using regression analysis to measure the influence of the work environment and salary welfare on teacher performance. The research results show that a conducive work environment has a significant positive effect on teacher performance, as well as salary welfare. The combination of these two factors shows a strong relationship in increasing the motivation and work effectiveness of PAUD teachers with an R^2 value of 55.9%, the remaining 41% was not examined in this research. These findings provide practical implications for school administrators and policy makers to create a better work environment and increase salary welfare in order to improve the performance of PAUD teachers, which in the end can have a positive impact on the quality of early childhood education.

Keywords: Work Environment, Salary Welfare, Teacher Performance, PAUD

Abstrak. Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan kerja yang kondusif dan kesejahteraan gaji terhadap kinerja guru Pendidikan Anak Usia Dini (PAUD) di Kecamatan Banjarsari, Kota Surakarta. Kinerja guru PAUD merupakan faktor penting dalam mutu pendidikan yang dipengaruhi oleh berbagai faktor, antara lain kondisi lingkungan kerja dan kesejahteraan finansial. Metode penelitian yang digunakan adalah survei kuantitatif dengan pendekatan deskriptif. Data dikumpulkan melalui kuesioner yang disebarluaskan kepada guru PAUD di wilayah tersebut, dan dianalisis menggunakan analisis regresi untuk mengukur pengaruh lingkungan kerja dan kesejahteraan gaji terhadap kinerja guru. Hasil penelitian menunjukkan bahwa lingkungan kerja yang kondusif berpengaruh positif signifikan terhadap kinerja guru, begitu pula dengan kesejahteraan gaji. Kombinasi kedua faktor tersebut menunjukkan hubungan yang kuat dalam meningkatkan motivasi dan efektivitas kerja guru PAUD dengan nilai R^2 sebesar 55,9%, sisanya sebesar 41% tidak diteliti dalam penelitian ini. Temuan ini memberikan implikasi praktis bagi administrator sekolah dan pembuat kebijakan untuk menciptakan lingkungan kerja yang lebih baik dan meningkatkan kesejahteraan gaji dalam rangka meningkatkan kinerja guru PAUD, yang pada akhirnya dapat berdampak positif terhadap mutu pendidikan anak usia dini.

Kata Kunci: Lingkungan Kerja, Kesejahteraan Gaji, Kinerja Guru, PAUD

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INTRODUCTION

Early Childhood Education (PAUD) plays an important role in shaping children's character and developing their potential from an early age. The quality of PAUD learning is strongly influenced by teacher performance, as teachers interact directly with children during learning activities. Good teacher performance is usually supported by several factors, such as adequate pedagogical, professional, personal, and social competencies (Suwardi, 2020). In addition, motivation and commitment also play a significant role in improving the quality of teaching delivered to students (Wulandari, 2021). Institutional support—through leadership, supervision, and a conducive work environment—has also been shown to strengthen PAUD teachers' performance (Rahmawati & Hadi, 2019). Therefore, understanding and optimizing these factors is important for improving the quality of early childhood education. In Banjarsari District, Surakarta City, the performance of PAUD teachers is the main focus in efforts to improve the quality of early childhood education.

Teacher performance is the result or achievement of the work of educators which is assessed in terms of quality and quantity based on work standards determined by the school. Good performance is optimal performance, namely performance that meets the standards of educational institutions and supports the achievement of predetermined goals (Hasibuan, 2019). A good institution is one that strives to improve the capabilities of its human resources, because human resources are a key factor influencing teacher performance and organizational productivity (Sudarmanto, 2018). Improving teacher performance will bring progress to schools and enable PAUD institutions to survive amid increasingly competitive and unstable educational competition (Mangkunegara, 2017). Therefore, efforts to improve teacher performance are the most serious management challenges because success in achieving goals and the survival of educational institutions depend on the quality of the performance of the human resources in them (Sagala & Ardi, 2017).

A conducive work environment is one of the factors that influences teacher performance. A good work environment can create a comfortable and supportive atmosphere for teachers in carrying out their duties, which in turn will increase their motivation and productivity. Another important aspect is salary welfare. Adequate salary not only provides financial satisfaction, but also contributes to the emotional and mental well-being of teachers. This is very important considering the crucial role of PAUD teachers in child development, which requires full dedication and attention.

The main problem examined in this research is how a conducive work environment and salary welfare affect the performance of Early Childhood Education (PAUD) teachers in Banjarsari District, Surakarta City. Some of the specific issues identified and the focus of this research include (1) Conditions of the PAUD Teacher Work Environment: In the context of PAUD education, a conducive work environment includes physical and non-physical factors, such as classroom facilities, cleanliness, support from colleagues, and relationships with school management. Problems that often arise are the lack of adequate facilities, limited social support, and disharmonious working relationships. Recent studies show that work environment conditions remain a major determinant of teacher performance, especially in early childhood settings where emotional climate and interpersonal communication strongly influence teaching effectiveness (Rahmawati & Hadi, 2019). Previous research also found that a positive work environment significantly increases teacher motivation, commitment, and instructional quality (Sari & Prasetyo, 2022). This study will explore the extent to which these environmental conditions affect the performance of PAUD teachers.

(2) PAUD Teacher Salary Welfare: Many PAUD teachers face challenges related to financial well-being due to relatively low salaries compared to the workload they carry. This problem can cause a lack of motivation, stress, and ultimately affect their performance in teaching. Recent findings indicate that salary dissatisfaction is still widespread among PAUD teachers, with many reporting that their income does not meet their basic living needs (Handayani, 2021). Previous studies also demonstrate that financial welfare has a positive correlation with work satisfaction, motivation, and teacher performance (Wulandari, 2020). This study will examine whether the level of salary welfare has a positive correlation with the performance of PAUD teachers.

(3) The Effect of Work Environment and Salary Welfare on Performance: Another important issue is identifying the relationship between a conducive work environment and salary welfare on the performance of PAUD teachers. Previous empirical studies show that these two factors—when improved simultaneously—can significantly enhance teaching quality, work enthusiasm, and teacher effectiveness in the classroom (Fitriani & Yusuf, 2021). Understanding whether these variables significantly affect the quality of teaching, dedication, and effectiveness of PAUD teachers' work is crucial for developing strategies to improve teacher performance through better work environments and financial welfare.

(4) Policy Implications for School Managers and Government: Based on recent issues and empirical findings, another problem that needs to be addressed is how school managers and the government can formulate effective policies to improve the work environment and salary welfare of PAUD teachers. Recent policy evaluations show that many PAUD institutions still lack standardized welfare regulations and structured support programs for teachers (Kurniawan, 2022). This research will provide recommendations that can be used as a basis for designing policies aimed at improving the quality of PAUD education in Banjarsari District.

This study aims to analyze the influence of a conducive work environment and salary welfare on the performance of PAUD teachers in Banjarsari District, Surakarta City. This study is expected to provide a deeper understanding of how these two factors affect teacher performance, so that it can be a basis for policy makers in designing strategies to improve the quality of PAUD education. Through the results of this study, it is hoped that there will be practical recommendations that can be implemented by schools and the government to create a better work environment and higher welfare for PAUD teachers, so that they can carry out their duties optimally and provide maximum contribution to the development of children's potential. Thus, this study not only highlights the importance of the work environment and salary welfare in the context of teacher performance, but also provides a real contribution to efforts to improve the quality of education at the early childhood level, especially in the Banjarsari District area, Surakarta City.

METHOD

This study uses a quantitative approach with a descriptive survey design. This approach was chosen because it is appropriate to measure the relationship between the research variables, namely a conducive work environment, salary welfare, and PAUD teacher performance. Descriptive surveys allow for the collection of data that can describe the conditions and perceptions of Kindergarten teachers regarding the work environment and salary welfare, as well as how these factors affect their performance.

Table 1. Previous research

No	Researcher Name	Research Title	Variable	Analysis Tools	Results
1	(M.Nasrun, Basri, & Andi, 2022)	Pengaruh Suasana Lingkungan Kerja Dan Gaji Terhadap Kinerja Guru Dalam Pembelajaran IPS Di SD Negeri Se-Kecamatan Bontomarannu Kabupaten Gowa	Independent variables: work environment and salary Dependent variable: Teacher performance	Multiple linear regression t test f test R ²	Work environmen, salary, teacher performance valid and significant
2	(Alfarani, Baining, & Orinaldi, 2023)	Pengaruh Gaji Dan Lingkungan Kerja Terhadap Kinerja Karyawan Buruh Harian Lepas Di Trans Studio Mini Kota jambi	Independent variables: salary and work environment Dependent variable: employee performance	Multiple linear regression t test f test R ²	Salary, work environment, employee performance valid and significant

Population and Sample:

The population in this study consisted of all PAUD teachers working in Banjarsari District, Surakarta City. According to data from the local Education Office, there are 364 early childhood educators in the district, including 43 Playgroup teachers and 84 Kindergarten teachers across both public and private institutions (Direktorat Jenderal Pendidikan Anak Usia Dini, 2024). The sample was selected using a purposive sampling technique with the inclusion criteria of teachers who had at least one year of teaching experience and were willing to participate. Based on the recommendation that an adequate sample size ranges between 30 and 500 respondents (Sugiyono, 2018), this study involved 55 teachers.

The characteristics of the respondents show that the majority were female (98.2%), with only one male participant. In terms of age, most respondents were between 41–50 years old (38.2%), followed by those over 50 years (29.1%), aged 31–40 years (21.8%), and aged 20–30 years (12.7%). Regarding educational background, most teachers held a bachelor's degree (69.1%), while others had a high school/vocational education (16.4%), a diploma (5.5%), a master's degree (7.3%), and a small portion indicated "other" qualifications (1.8%).

RESULTS AND DISCUSSION

Work Environment: Definition of Work Environment

Every company always tries to create a pleasant working environment, because it will affect the company's performance in carrying out its activities, always paying attention to factors that exist within the company, and must also pay attention to factors outside the company or its surrounding environment. To get a clear picture of the definition of the work environment, the following are some opinions. The work environment is everything that is around the workers and that can influence them in carrying out the tasks assigned (Sudirman, Taurusyanti, & Yusnita, 2021). The work environment is something that exists in the workers' environment that can influence them in carrying out their tasks such as temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace, and the adequacy of work equipment. The work environment is something that exists in the workers' environment that can influence them in carrying out their tasks such as temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace, and the adequacy of work equipment (Fahmi, 2013). Dengan memperhatikan lingkungan kerja diharapkan dapat menambah semangat dalam bekerja. Apabila semangat kerja karyawan meningkat maka produktivitas karyawan juga akan meningkat. Apabila hal ini dapat berjalan dengan baik maka pencapaian tujuan suatu perusahaan akan berjalan dengan baik dan lancar. Lingkungan kerja yang baik yaitu lingkungan kerja yang kondusif. Lingkungan kerja yang kondusif di tempat kerja adalah salah satu syarat untuk menciptakan kinerja perusahaan yang lebih baik. Lingkungan kerja yang kondusif sendiri bias tercipta jika adanya komunikasi yang baik antara atasan dan bawahan maupun antar para bawahan sendiri (Enny, 2019).

Types of Work Environment (Summary)

According to Pusparini (2021), the work environment consists of two types:

- **Physical Work Environment** .
This includes all physical conditions surrounding the workplace that can influence employees either directly or indirectly.
- **Non-physical Work Environment** .
This refers to conditions related to work relationships, including interactions with supervisors, colleagues, and subordinates. A good organization should create an atmosphere that supports cooperation and effective communication among all members.

Work environment indicators is classroom conditions, equipment and facilities, health and safety facilities, interaction with co-workers, relationship with superiors, job stress, job satisfaction, clarity of duties and responsibilities, work policies and procedures, training and development opportunities, access to resources, break time, health support, interaction with the community, and school environment

Definition of Salary

One form of compensation as a reward for the services of an employee or worker in an organization is salary and wages. Salary is a different type of compensation payment even though it has the same purpose. Salary is usually given to permanent employees or employees (formal), namely those who already have permanent employee status or have been appointed as permanent employees who are bound, whose compensation is given routinely in a certain period and is usually calculated based on weekly or monthly time levels. (Mujanah, 2019). Based on the description that has been explained, it can be concluded that late salary is a delay or delay in payment of compensation in the form of money that does not match the planned time or is past the schedule specified to company employees.

Salary Elements

The existing compensation system usually has several main elements that form the salary, which are collectively referred to as labor costs. The salary elements are explained as follows below (Mujanah, 2019):

- **Basic Salary.** Is the main element that makes up salary compensation, which is determined by the company in accordance with applicable government regulations, and which is the basis of the employee or employee's employment contract.
- **Premium;** Is the main element that makes up wage compensation, which is given to workers because the worker has worked well according to the standards that have been set by the company. For example, the company has determined that the output standard that must be completed is 20 units/day, with a wage per unit of Rp. 10,000, -, then if the worker is able to produce units exceeding the normal standard, they will be given additional wages. This system is used by companies that take into account the number of output units produced.
- **Overtime Pay;** Is an additional element in compiling salary or wage compensation, which is given to employees or workers who are able to work beyond the previously set working hours. Those who have done work beyond their working hours will have an additional rate that is higher than the regular rate. This system is also more widely used by companies that take into account the number of working hours that have been spent and the results of their

work cannot be measured by the number of units. For example, security guards, drivers, receptionists, and others.

- Bonus; Is an additional element in compiling salary or wage compensation given by the company to employees or workers because in that fiscal year, the company was able to obtain profits exceeding those set by the company. The amount of the bonus given is also determined after consulting with the government and labor unions.
- Catu; Is an additional element in compiling salary or wage compensation given by the company to employees or workers in the form of certain goods, for example in the form of basic necessities such as oil, sugar, rice and so on.
- Equipment and other facilities; Is an additional element in compiling salary or wage compensation given by the company to employees or workers that is received indirectly, for example in the form of recreation, vacations, health services, and transportation that is given not in the form of money.

Salary indicators:

- Compliance with National Standards: Salaries are in accordance with the minimum wage standards set by the government or national education standards.
- Compliance with Qualifications: Salaries given are commensurate with the teacher's qualifications, education, and experience.
- Timely: Salaries are paid on time without delay.
- Continuity: Payments are made routinely every month without interruption.
- Ability to Meet Basic Needs: Salaries are able to meet basic needs such as food, clothing, shelter, transportation, and health.
- Inflation Adjustment: There are salary adjustments in accordance with rising inflation or increasing living costs.
- Health Benefits: There are allowances for health insurance or medical care.
- Transportation Allowance: There is assistance for transportation costs.
- Education Allowance: Allowances for improving qualifications or further education.
- Bonuses and Incentives: There are performance-based incentives or annual bonuses as a reward for hard work.
- Work Contract: There is a clear and safe work contract with transparent salary provisions.
- Social Security: Access to social security such as BPJS Ketenagakerjaan or pension.
- Salary to Workload Ratio: Balance between the amount of salary received and the workload carried, including the number of working hours and responsibilities.

- Comparison with Peers: A sense of fairness regarding the amount of salary when compared to teachers in other institutions or at the same level of education.
- Transparency in Salary Structure: Clarity about how salaries are calculated and what factors influence salary increases.
- Loan or Credit Facilities: Access to low-interest loan or credit facilities for urgent needs.
- Welfare Assistance: Assistance in the form of subsidies or cash assistance from institutions.
- Periodic Salary Increases: There are periodic salary increases based on performance evaluations.
- Monetary Awards: Awards in the form of money for certain achievements or extraordinary contributions.
-

Definition of Performance

Employee Performance

- Definition of Employee Performance

A study has shown that a pleasant work environment is very important to encourage the most productive level of employee performance. In everyday interactions, between superiors and subordinates, various other assumptions and expectations arise. When superiors and subordinates form their own set of assumptions and expectations that are often somewhat different, these differences ultimately affect the level of performance. Performance is a person's overall results during a certain period in carrying out tasks, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. Performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals. Performance is declared good and successful if the desired goals can be achieved properly (Masram & Mu'ah, 2015).

Employee Performance Assessment

Employee performance appraisal or also commonly called employee achievement assessment is a very important part of human resource management. Performance appraisal is often used as a basis for compensation, management work improvement, feedback, documentation, employee decisions (eg, promotion, transfer, dismissal, termination), training needs analysis, employee development, research and evaluation. Therefore, performance appraisal needs to be done objectively in order to increase competitive advantage through increased productivity and good service and responsiveness to the market (customers). Information on performance appraisal is very useful for both employees and organizations. For

employees, information can improve their work performance and can also happen vice versa, reducing work enthusiasm if the information is not correct. While for the organization as mentioned in the section above.

Employee Performance Indicators:

- Learning Planning: Ability to design a learning implementation plan that is in accordance with child development.
- Learning Implementation: Ability to apply effective, inclusive, and enjoyable teaching methods
- Assessment and Evaluation: Skills in assessing children's development and understanding continuously through observation and authentic assessment
- Understanding of Teaching Material: Mastery of learning content that is in accordance with the PAUD curriculum.
- Self-Development: Participation in training and professional development related to early childhood education.
- Application of Technology: Ability to use technology-based learning aids in the teaching process.
- Interaction with Children: Ability to establish good, warm, and safe relationships with students.
- Communication with Parents: Effectiveness of communication with parents or guardians regarding child development.
- Collaboration with Coworkers: Ability to work together with other teachers, staff, and the school community to create an environment that supports learning.
- Emotional Maturity: Ability to control emotions, demonstrate patience, and provide examples of positive behavior to children.
- Integrity and Ethics: Comply with the code of ethics of the teaching profession, and demonstrate integrity and professionalism in daily tasks.
- Integrity and Ethics: Comply with the code of ethics of the teaching profession, and demonstrate integrity and professionalism in daily tasks
- Creativity and Innovation: The ability to create creative and innovative activities that interest students.
- Learning Environment Management: The ability to create a safe, orderly, and conducive learning environment for children's development.

- Time Management: Efficiency in using time during the learning process, including transitions between activities.
- Positive Discipline: Implementing positive discipline strategies that support children's character development without violence.
- Children's Learning Outcomes: The level of achievement of children's development goals in various aspects such as cognitive, motor, social-emotional, and language.
- Children's Potential Development: The ability to identify and support children's talents and interests
- Feedback from Children: Children's responses and comfort levels during class.
- Feedback from Parents: Parents' satisfaction with children's development and the quality of communication with teachers.
- Motivation and Work Spirit: The level of motivation and enthusiasm in teaching and in carrying out other tasks at school.
- Attendance Level: Consistent attendance without many unplanned absences
- Administrative Regularity: Accuracy in managing administrative documents such as lesson implementation plans (RPP), child development records, and evaluation reports.
- Use of Teaching Materials: Use of relevant and varied teaching materials to support learning.
- Participation in Additional Activities: Involvement in extracurricular activities or school events that support children's holistic development

Descriptive Research Data

Table 1. Descriptive data test results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Work Environment	55	33	75	59.42	10.420
Welfare Salary	55	31	95	66.95	17.492
Teacher Performance	55	75	125	106.69	13.677
Valid N (listwise)	55				

Data description shows the highest total score of the work environment variable is 75 with an average value of 59.42, the salary welfare variable is 95 with an average value of 66.95. For the teacher performance variable, the highest score is 125 with an average value of 106.69.

Data Analysis

Statistical methods and software used for data analysis. Techniques for testing the research hypotheses.

Validity Test

Table 2. Validity test results

Decision	Calculation	Items	Decision	Calculation	Items
LK1	0,622	Valid	G16	0,837	Valid
LK2	0,848	Valid	G17	0,695	Valid
LK3	0,877	Valid	G18	0,784	Valid
LK4	0,719	Valid	G19	0,799	Valid
LK5	0,718	Valid	KG1	0,849	Valid
LK6	0,647	Valid	KG2	0,822	Valid
LK7	0,797	Valid	KG3	0,738	Valid
LK8	0,862	Valid	KG4	0,868	Valid
LK9	0,810	Valid	KG5	0,772	Valid
LK10	0,836	Valid	KG6	0,688	Valid
LK11	0,753	Valid	KG7	0,716	Valid
LK12	0,801	Valid	KG8	0,863	Valid
LK13	0,718	Valid	KG9	0,797	Valid
LK14	0,835	Valid	KG10	0,822	Valid
LK15	0,848	Valid	KG11	0,887	Valid
G1	0,869	Valid	KG12	0,873	Valid
G2	0,912	Valid	KG13	0,871	Valid
G3	0,512	Valid	KG14	0,903	Valid
G4	0,563	Valid	KG15	0,882	Valid
G5	0,871	Valid	KG16	0,926	Valid
G6	0,862	Valid	KG17	0,861	Valid
G7	0,874	Valid	KG18	0,852	Valid
G8	0,809	Valid	KG19	0,830	Valid
G9	0,721	Valid	KG20	0,889	Valid
G10	0,768	Valid	KG21	0,920	Valid
G11	0,885	Valid	KG22	0,758	Valid
G12	0,719	Valid	KG23	0,757	Valid
G13	0,874	Valid	KG24	0,863	Valid
G14	0,695	Valid	KG25	0,695	Valid
G15	0,715	Valid			

The results of the validity test using the Pearson Correlations test showed that all calculated r values were $> r$ table so it can be concluded that all statement items in this study were declared valid or valid.

Reliability Test

Table 3. Reliability test results

No	Research Variables	Cronbach Alpha	Criteria
1	Work Environment	0,950	Realible
2	Welfare Salary	0,965	Realible
3	Teacher Performance	0,980	Realible

The results of the reliability test using the Cronbach Alpha Reliability test show that all alpha values obtained are > 0.70 , so it can be concluded that the research data is reliable.

Normality Test

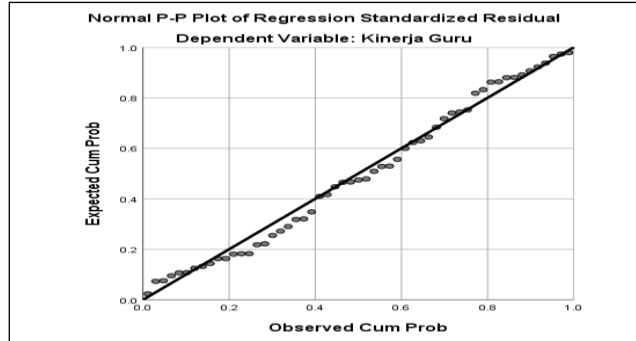


Figure 1. Normality p-p plot

Multikolinieritas Test

Table 4. Multikolinieritas test

		Coefficients ^a				Collinearity Statistics		
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	Tolerance	VIF
1	(Constant)	53.562	7.293		7.345	.000		
	Work environment	.541	.167	.412	3.235	.002	.523	1.911
	Salary Welfare	.314	.100	.401	3.153	.003	.523	1.911

Heterocedasticity test

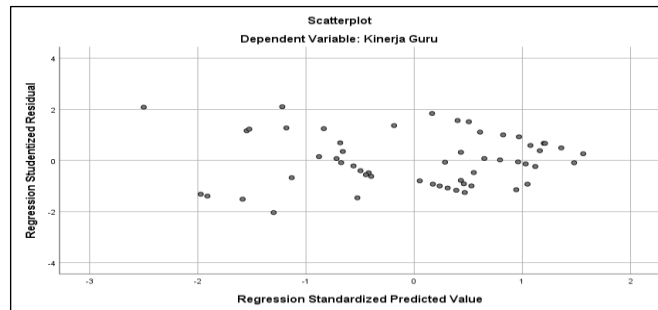


Figure 2. Heteroscedasticity scatterplot graph

Hypothesis Testing Results

Multiple Linear Regression Testing

Table 5. Multiple linear regression test results

		Coefficients ^a			
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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	53.562	7.293		7.345	.000
Work environment	.541	.167	.412	3.235	.002
Salary Welfare	.314	.100	.401	3.153	.003

a. Dependent Variable: Teacher Performance

Based on the multiple linear regression equation, the regression equation is obtained:

$$KG = a + b_1LK + b_2G$$

$$= 53,562 + 0,541 + 0,314$$

These results show a positive value so that the more conducive the work environment and the higher the salary welfare provided by the education department at the Banjarsari Kindergarten Association, the better the performance of PAUD teachers.

Partial Testing

Table 6. Partial test results

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	53.562	7.293		7.345	.000
	Work environment	.541	.167	.412	3.235	.002
	Salary Welfare	.314	.100	.401	3.153	.003

Based on partial testing (t-test), the calculated t for the work environment variable was 3.235 with a significance level of 0.002, while for the salary welfare variable it was 3.153 with a significance level of 0.003.

Simultaneous Testing

Table 7. Simultaneous testing results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5646.522	2	2823.261	32.952	.000 ^b
	Residual	4455.223	52	85.677		
	Total	10101.745	54			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Salary Welfare, Work Environment

Based on simultaneous testing (F test), the F count for both variables, namely the work environment variable and the salary welfare variable, is 32.952. Simultaneously, the work environment and salary welfare have an effect on teacher performance with a significance level of 0.000.

*Testing the Coefficient of Determination***Table 8.** Results of determination coefficient test

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748 ^a	.559	.542	9.256

a. Predictors: (Constant), Salary Welfare, Work Environment

b. Dependent Variable: Teacher Performance

Based on the determination coefficient test, the contribution of the work environment and salary to the performance of kindergarten teachers is 0.542 or 54.2%. So the proportion of the conducive work environment and salary welfare variable variants is quite high or 54.2% of the performance of kindergarten teachers in Banjarsari District, Surakarta City.

Discussion Interpretation of Results

This study aims to examine the impact of a conducive work environment and salary welfare on the performance of kindergarten teachers in Banjarsari District, Surakarta City. Based on data analysis using multiple linear regression, the results obtained show that the two independent variables, namely a conducive work environment and salary welfare, have a significant influence on the performance of PAUD teachers. These results are in line with the initial hypothesis of the study which states that work environment factors and salary welfare play an important role in improving teacher performance.

In the t-test and f-test, these two independent variables were proven valid and significant in influencing the dependent variable (teacher performance). The R² value obtained shows that the proportion of variance that can be explained by the independent variables in this model is quite high, which means that the combination of work environment and salary welfare has a substantial impact on teacher performance.

Comparison with Previous Research

The findings in this study are consistent with the results of research conducted by (M.Nasrun, Basri, & Andi, 2022), which found that the work environment and salary have a significant influence on teacher performance in social studies learning in elementary schools throughout Bontomarannu District, Gowa Regency. This study also used multiple linear regression and found that both variables were significant in influencing teacher performance. The similarities between these two studies indicate that both in the context of elementary

education and early childhood education, work environment and salary factors play an important role in improving the performance of educators.

In addition, research by (Alfarani, Baining, & Orinaldi, 2023) which examined the effect of salary and work environment on the performance of casual daily laborers at Trans Studio Mini, Jambi City, also found that these two independent variables have a valid and significant influence on employee performance. Although the context of this study is different (educators vs laborers), similar results confirm that salary welfare and a good work environment are universal factors that are important in improving performance in various job sectors. Meanwhile (Nurhayati & Novianti, 2024) examining different PAUD teacher problems, namely digital competence and training needs for early childhood education (PAUD) teachers in Batujajar District, West Bandung Regency. emphasizes the use of digital educational games. A survey was conducted to evaluate teachers' skills and confidence in computer technology and educational software.

Implications

The results of this study have several practical implications for educators, policy makers, and practitioners. For educators, the results underscore the importance of creating a conducive work environment and ensuring adequate salary welfare to enhance their professional performance. School administrators and early childhood education institutions can use these findings to improve the working conditions and welfare of teachers. For policy makers, the study underscores the importance of paying more attention to teacher welfare as an effort to improve the quality of education at the PAUD level. Policies that support salary increases and the development of a conducive work environment can have a direct impact on teacher performance and, ultimately, on the quality of education provided to children.

Limitations

This study has several limitations that need to be acknowledged. First, this study was only conducted in Banjarsari District, Surakarta City, so the results may not be fully generalizable to other areas with different working conditions and welfare. Second, this study relies on questionnaire data, which allows for the potential for subjective bias from respondents. In addition, other factors that may also affect teacher performance, such as intrinsic motivation, were not taken into account in this study, so the results obtained may not fully describe all variables that influence teacher performance. With the acknowledgement of these limitations, further research is recommended to expand the scope of the research area and include other

variables that may affect teacher performance in order to provide a more comprehensive picture.

CONCLUSION

This study shows that a conducive work environment and salary welfare have a significant influence on the performance of kindergarten teachers in Banjarsari District, Surakarta City. These results are consistent with previous studies that found that these factors substantially affect the performance of the workforce, both in education and other sectors. These findings emphasize the importance of creating a supportive work environment and ensuring decent salary welfare for teachers, which ultimately contributes to improving the quality of education.

The impact of this study is important for educational institution managers and policy makers, who need to prioritize teacher welfare as part of efforts to improve the quality of education. However, this study has limitations related to the limited research area and the possibility of subjective bias from respondents. Future research is recommended to expand the scope of the area and consider additional variables such as intrinsic motivation, in order to provide a deeper understanding of the factors that influence teacher performance.

CONFLICT OF INTEREST

The author declares that in this study there is no conflict of interest that affects or has the potential to affect the objectivity and integrity of the research results. All parties involved in the study, including institutions, respondents, and other supporting parties, have participated voluntarily and without pressure from external parties.

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