Academic Staff Performance in the Post Covid-19: Study of Motivation, Work Environment, and Discipline

Tri Sumarni[1], Lia Yuliana[2], Rullyana Puspitaningrum Mamengko[3]*

[123]*Universitas Negeri Yogyakarta, Indonesia*
[3]*National Kaohsiung University of Science and Technology, Taiwan*
[1]*trisumarni@uny.ac.id, [2]lia_yuliana@uny.ac.id, [3]rullyana.mamengko@uny.ac.id,*
[3]*I111167108@nkust.edu.tw*
*corresponding author

Abstract

The study examines how motivation, work environment, and discipline affect academic staff performance at Universitas Negeri Yogyakarta (UNY) following the COVID-19 pandemic. Using parametric statistics, it involved 191 participants in this ex-post facto quantitative research study. According to the study, motivation, work environment, and discipline all positively and significantly affect the performance of the UNY academic staff. The novelty of this study is that when employees switch from working from home to the office, it affects their motivation, the work environment, and their ability to be disciplined because of worries about the virus resurfacing. The urgency of this study is that UNY is changing from a Public Service Agency to a Legal Entity State University, so to help prepare better human resources, it needs to collect actual information. The study results are explained in more detail, along with some suggestions and implications.

Keywords: Motivation, Work Environment, Discipline, Work Performance, Academic Staff

Kinerja Tenaga Kependidikan Pasca Pandemi Covid-19: Studi Motivasi Kerja, Lingkungan Kerja, dan Disiplin Kerja

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi kerja, lingkungan kerja, dan disiplin kerja terhadap kinerja tenaga kependidikan Universitas Negeri Yogyakarta (UNY) pasca pandemi Covid-19. Jenis penelitian ex-post facto dengan pendekatan kuantitatif dan menggunakan statistik parametrik dengan sampel 191 responden. Hasil penelitian menunjukkan bahwa motivasi kerja, lingkungan kerja, dan disiplin kerja secara parsial memiliki pengaruh positif dan signifikan terhadap kinerja tenaga kependidikan di Universitas Negeri Yogyakarta. Keterbaruan dalam penelitian ini adalah adanya perubahan kondisi aktivitas karyawan dari work from home (WFH) menjadi work from office (WFO) yang mempengaruhi motivasi karyawan dan lingkungan kerja akan kekhawatiran kembali merebaknya virus, serta disiplin karyawan terhadap kinerjanya. Perubahan status UNY dari Badan Layanan Umum (BLU) menjadi Perguruan Tinggi Negeri Badan Hukum (PTNBH) membutuhkan data penelitian empiris yang mendukung untuk menyiapkan sumber daya manusia yang lebih baik merupakan unsur urgenitas dalam penelitian ini. Implikasi dan saran terkait hasil penelitian ini dijelaskan lebih lanjut.

Kata kunci: Motivasi Kerja, Lingkungan Kerja, Disiplin Kerja, Kinerja, Tenaga Kependidikan

INTRODUCTION

The academic service elements listed in article 5e of the mission statement of Yogyakarta State University, namely providing institutional governance and services, as well as

transparent and accountable quality assurance, are necessary to support the university in achieving its vision of becoming a world-class educational institution that is superior, creative, and sustainably innovative (Government Regulation, 2022). Furthermore, according to article 6e of the Government Regulations, 2022, one of Yogyakarta State University's goals is to provide transparent and responsible university governance, which calls for institutions to have high-quality human resources to achieve higher education autonomy. Goetsch and Davis (2014) define quality as a dynamic state involving people, things, services, processes, and facilities that exceed expectations. Employee performance is one way to gauge the quality of a service.

As defined by Sunarsi (2020), performance is the outcome or accomplishment of one's work or efforts. Three critical components—productivity, quality, and service—must be taken into consideration by the workforce for an organization to succeed. Moreover, job accomplishment can be quantified in quantity, quality, timeliness, and autonomous task completion (Yulianto, 2020). Ability and motivational factors are the two variables that affect employee performance (Mangkunegara, 2018). The ability component refers to a person's capacity to perform the tasks assigned to him to complete work. In contrast, motivation is derived from an employee's attitude and manner in which they handle events in the workplace (Mangkunegara, 2018). According to Al-Kharabsheh et al. (2023), employee motivation significantly impacts employee performance. Moreover, performance can be enhanced by raising employee motivation through bonuses and increased compensation (Ahmad et al., 2023). Accordingly, Siagian (2009) found that elements influencing employee performance include pay and benefits, work environment, work culture, leadership style, motivation, discipline, and job satisfaction. Moreover, Abdurachman et al. (2023) claimed that increased employee engagement and satisfaction results in improved performance. Work performance and employee engagement correlate significantly positively (Mohammed et al., 2022). However, Nasir et al. (2023) found that competence, work culture, infrastructure, and pay significantly improve job satisfaction. Moreover, remuneration, workplace culture, and job happiness all positively and significantly impact worker performance.

Work performance is significantly impacted by employee motivation. Competent workers will be driven to perform at higher levels if they are conscious of their performance levels (Al-Kharabsheh et al., 2023). According to Kuswanto and Aeni (2021), motivation plays a significant role in the continuous work process of employees, meaning that it is the primary factor determining employee performance. According to Baron (1991), motivation is the process that explains a person's level of intensity, direction, and perseverance in his endeavors. According to Pancasila et al. (2020), motivated people experience job satisfaction and work with tremendous enthusiasm, ultimately leading to improved performance. According to Jusmin et al. (2016), work motivation can boost productivity while other inputs stay the same. Mangkunegara's (2005) assertion that an employee's motivation stems from their attitude towards work settings supports this. Work characteristics, salaries and welfare, social recognition, peer relationships, training and promotion chances, leader concern, employee-lecturer-student interactions, and student

attitudes are the seven elements that impact academic work motivation (Tran and Do, 2020). These seven aspects positively impact the job motivation of lecturers and employees (Tran and Do, 2020).

Furthermore, employee performance is influenced by the work environment. The primary factor influencing an employee's productivity and quality of work is their workplace (Okasheh & Al-Qomari, 2017). According to Meng et al. (2023), there is a substantial correlation between job satisfaction and the following factors: income, work environment, interpersonal relationships, professional identity, and work results. Moreover, job satisfaction positively and significantly impacts employee performance (Nasir et al., 2023). Sutrisno (2011) asserts that the work environment consists of the workspace's location, amenities and equipment, cleanliness, lighting, tranquility, and proximity to coworkers. By creating a positive work atmosphere, employers can boost employee excitement and job satisfaction (Nabawi, 2020). According to Sedarmayanti (2001), favorable lighting, a suitable temperature, the right amount of humidity, good airflow, and a quiet workspace can affect the working environment and employees' abilities. According to Acheampong et al. (2016) and Aketch et al. (2012), academic staff performance and quality work-life have a favorable and substantial association. This is corroborated by earlier research (Sarros et al., 1997; 1998; Taylor et al., 1998; Winter et al., 2000; Wolverton et al., 1999; Amoadu et al., 2023; Meng et al., 2023; Varga et al., 2023; Ejigu et al., 2023) that examined the workplace to comprehend and explain individual academic attitudes and motivation at work.

Workplace effectiveness requires a strong work ethic. A measure of employee discipline is one way that performance is assessed (Puspitasari & Wulandari, 2022). According to Ramasundaran et al. (2022), workplace monitoring offers a variety of advantages and uses, including employee discipline. According to Simamora (2005), discipline is enforcing compliance, and those who disobey relevant policies or guidelines face consequences. Moreover, work obedience describes how aware and prepared workers are to follow all organizational policies and social norms (Hasibuan, 2017). According to Hasibuan (2014), there are four ways to measure work compliance: following all organizational rules, managing time well, being dedicated to one's work and assigned responsibilities, and absenteeism percentage.

According to Sugiyono (2011), observation and data collection are necessary during the early phases of the study. Researchers conducted observations to see and look at Yogyakarta State University, the entity that served as the research object in this instance. Interviews were conducted with personnel/administration bureaus and other parties directly connected with the research target audience to gather information. The Administration of Yogyakarta State University's Rectorate and two representative personnel bureaus from the faculty—the Administration of the Faculty of Mathematics and Natural Sciences and the Administration of the Faculty of Economics and Business—were utilized as pre-research respondents. Because researchers had achieved data saturation regarding phenomena relating to personnel problems at Yogyakarta State University following the COVID-19 outbreak, data gathering from these three personnel bureaus was

deemed acceptable. According to Faulkner and Trotter (2017), data saturation is the stage of the research process at which no new information is found through data analysis; this redundancy alerts researchers to the possibility that data collecting may have stopped. When data are saturated, a researcher can be sure that additional data collection will yield comparable outcomes and support emerging themes and conclusions.

According to the findings of the interviews that researchers conducted on October 4 and 5, 2022, there are several issues with performance. These issues include the following: first, the amount of work that needs to be done is increasing because more students are being served; however, the number of academic staff members for civil servants (PNS) is staying the same or even declining due to retirement and death. This situation is similar to that described by Jonker (2016), who claimed that developed nations like the United States, England, and Australia were able to adapt to global changes in curriculum design and student enrollment, particularly in postgraduate faculties, which increased the workload for academics everywhere, including developing nations like Malaysia and Indonesia. The second issue is an imbalance in the workload among employees since some workers feel job overload due to a lack of necessary skills or capabilities. The third issue is that different portions perform different kinds of labor; as a result, some areas are overworked, while other sections solely handle routine tasks. Overwork can harm productivity and be a sign of organizational stress (Yousefi et al., 2020). According to Murphy (2014), stress in institutions of higher learning is now taken more seriously because it can harm academic staff members' performance. It is no longer regarded as a warning sign. According to Winter and Sarros (2002), an overwhelming workload might lower an employee's loyalty to the company. The reason for the low facility usage, despite the supportive work environment, is that many employees still need to gain the knowledge necessary to properly use these resources. This brings us to our fourth issue. Employee discipline, which is managed by attendance and leave policies, together with consequences for paying less to employees who disobey rules, is the sixth issue. The last issue is the shift in working conditions brought on by the COVID-19 epidemic, which involved moving from mostly working from home to complete work from the office in the aftermath. As a result, workers needed some time to acclimate to their new work environment.

Since the workforce plays a significant role in the advancement of an organization, Yogyakarta State University should be able to predict the variables that may affect employee performance. Organizational executives worry that several elements, including work environment, work motivation, and work discipline, may contribute to lower worker performance. Universities and policymakers need to consider ways to lessen the stress from shifting circumstances and enhance attitudes (Kalo et al., 2023). After working from home for the preceding two years (WFH), employees are now required to work from the office (WFO) due to the COVID-19 epidemic. In addition, factors that must be considered about employee motivation and performance include employee worries about healthy working environments and the possibility of another virus epidemic. According to De Visser et al. (2023), employees consider the potential of working in an office setting and a safe work environment to be significant factors for their general health. Kotagi et al. (2023), who

emphasize the value of establishing a work environment that supports and prioritizes employee mental and physical health, particularly during times of crisis, lend credence to this.

Civil officials' activity levels have decreased due to countermeasures against the coronavirus (Maier et al., 2023). Therefore, to minimize employee intentions to leave work and lower work performance, organizations must consider employee motivation strategies and human resource management practices to maximize employee motivation during disruption and uncertainty (Choi et al., 2022). This study was conducted because the researchers felt it was essential to understand the relationship between the variables, they had previously examined in the post-Covid-19 pandemic when workers were required to resume their work-from-home duties (WFH) in addition to changes in the organizational structure of the university. To prepare better human resources, Yogyakarta State University, which recently transitioned from a Public Service Agency (BLU) to a Legal Entity State University (PTNBH), needs corroborating empirical study data. The study framework is then displayed as follows in Figure 1.
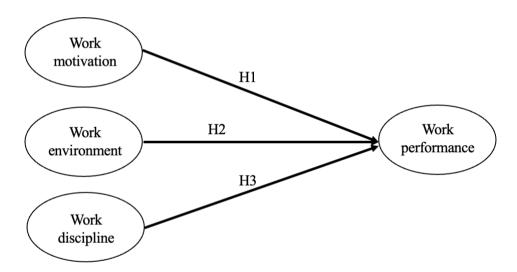

Figure 1. Research Framework

The proposed research hypothesis is as follows:

H1. There is a positive and significant influence on the work motivation and the performance of UNY academic staff.

H2. There is a positive and significant influence on the work environment and the performance of UNY academic staff.

H3. There is a positive and significant influence on the work discipline and the performance of UNY academic staff.

METHOD

This study uses a quantitative methodology and is ex post facto. An investigation into past occurrences and determining the circumstances that led to such events is known as an ex post facto study (Sugiyono, 2010). In addition, 365 UNY academic staff are considered Civil Servant (PNS) status holders overall. A sample of 191 staff was created by applying a

basic random sampling technique and applying the Yamane formula, which involves calculating the sample with a 5% error rate (Sugiyono, 2019). To gather reliable information to support the problem's history, the data collection technique uses interviewing and observation techniques that are completed before data collection in the field. Specifically, UNY's administrative coordinator is interviewed, and the performance of the organization's academic staff is directly observed. Table 1 below shows the demographic information of the respondents.

Table 1. *Demographic Information of Respondents*

Characteristic	Frequency (n)	Percentage (%)	Accumulation (%)
Gender			
Male	117	61,26	61,26
Female	74	38,74	100,00
Age			
Under 30 years old	3	1,57	1,57
31 – 39 years old	19	9,95	11,52
40 – 50 years old	83	43,46	54,98
Over 50 years old	86	45,02	100,00
Level of education			
High School	41	21,47	21,47
Diploma	17	8,90	30,37
Bachelor	107	56,02	86,39
Master	25	13,09	99,48
Doctorate	1	0,52	100,00
Length of work			
Less than 5 years	6	3,14	3,14
5 – 10 years	9	4,71	7,85
11 – 15 years	28	14,66	22,51
More than 15 years	148	77,49	100,00
Work unit			
FIP	14	7,33	7,33
FBS	15	7,85	15,18
FMIPA	19	9,95	25,13
FIS	15	7,85	32,98
FT	20	10,47	43,45
FIK	18	9,42	52,87
FEB	11	5,76	58,63
Rectorate	74	38,74	97,37
PPs	5	2,63	100,00

A Google form with a list of questions that resulted from creating indicators for each variable was used to gather data in the field. A Likert scale ranging from 1 to 4 is used to measure the question items (Sugiyono, 2018). For positive questions, the scale goes from 1 for strongly disagree to 4 for strongly agree, and for negative questions, the range is 1 to 4 for strongly disagree.

In order to ensure that accurate and trustworthy data is obtained, the validity and reliability of the instrument are also validated before to its usage in data collection. Karl Pearson's product moment correlation formula is used to perform the validity test. If the computed r is higher than the r table, the question item is deemed valid. Aside from that, the query is deemed legitimate if the sig value is less than 0.05. The r table value in this investigation was 0.361. It is known that the work motivation instrument has a lowest r count of 0.471 and a highest r count of 0.837, according to the validity test results. In order for the work motivation instrument's fifteen questions to be deemed legitimate. Additionally, there is one invalid question in the work environment instrument with a computed r score of 0.059, which is lower than the r table of 0.361. The remaining questions have calculated r values ranging from 0.845 to 0.485, with the lowest being invalid. Only 14 of the 15 legitimate questions on the work environment instrument were used by the researchers because 1 item was determined to be invalid. Then, it was discovered that the work discipline instrument had 20 valid questions, with the lowest estimated r being 0.566 and the highest calculated r being 0.886. Ultimately, it was discovered that there were 15 acceptable questions on the performance instrument, with the lowest r count being 0.568 and the maximum r count being 0.955.

Using the Cronbach Alpha formula, reliability testing is done. If the alpha value is ($\alpha > 0.70$) then reliability is sufficient; if alpha is ($\alpha > 0.80$) then all items are dependable, and all tests have strong reliability consistently. The study's Cronbach Alpha values are as follows: $\alpha = 0.941$ for the work motivation instrument; $\alpha = 0.938$ for the work environment; α - 0.963 for work discipline; and $\alpha = 0.963$ for performance. Based on all of these findings, it is known that all instruments have strong dependability because the α value is more than 0.80. Additionally, the Statistical Package for the Social Science (SPSS) software program is utilized to do parametric statistical analysis (linear regression) and descriptive analysis of the data.

Table 2. *Questionnaire Instrument*

No	Variable	Indicator	Question	Source
1	Work Motivation	Need	- The salary and benefits provided make me motivated to work. - The direction, guidance and encouragement given by my superiors in my work makes me work better.	Pasaribu, 2019
		Attitude	- I am willing to work according to the specified working hours. - I am willing to use time outside of	

No	Variable	Indicator	Question	Source
			working hours to speed up work completion.	
			- I am willing to work hard to achieve the set goals.	
			- I am willing to accept sanctions if I make a mistake at work.	
			- I am willing to correct any mistakes made in completing the work.	
			- I am willing to work in accordance with standard work regulations.	
		Ability	- I try to complete work on time.	
		Job security	- I am willing to uphold the institution's reputation.	
		Relations between employees	- I am willing to cooperate in work.	
			- I provide encouragement and motivation to colleagues in completing work.	
			- I am willing to help colleagues with difficulties in completing their work.	
		Reward	- I get appreciation which makes me more enthusiastic about working.	
			- I am happy that my supervisor values all of my efforts.	
2	Work Environment	Attitude/ Treatment	- The leadership has implemented an excellent supervisory system.	Febrianto, 2019
			- Leaders provide opportunities for discussion regarding task implementation.	
			- There is pressure from the leadership at work.	
			- Leaders are excellent at giving their staff direction.	
			- Leaders communicate with their employees very well.	
			- The way the management handles the staff is quite kind.	
			- Employees receive fair treatment.	
		Security	- Employees feel safe and secure both within and beyond the workplace.	
			- An office coloring system in the work environment can improve performance.	
			- The facilities and infrastructure at my workplace are excellent.	
			- The room is in excellent shape in terms of air circulation and lighting.	
		Relations between employees	- The environment in which I work is really comfortable.	
			- I can ask coworkers for assistance when working.	
			- Relationships with coworkers are excellent.	
			- The working relationship is cordial, more	

No	Variable	Indicator	Question	Source
			relaxed, and familial in nature.	
3	Work Discipline	Punctuality	- When I go to work, I always arrive on time. - I consistently do the duties that have come assigned to me quickly and effectively. - I always make the most use of my time to do my task on time. - I consistently complete my assignments on time and in compliance with current guidelines. - I arrive at work and leave on time.	Lafitasari, 2019
		Obey the rules	- I've never missed work without a valid excuse. - I consistently keep to the designated working hours. - I always make an effort to do my tasks effectively and in compliance with the rules and regulations. - I work five working days a week in accordance with the current regulations.	
		Skills	- I have experience to complete the tasks that have become my responsibility. - I have the skills to complete the tasks that have become my responsibility. - I'm able to think of novel ideas to enhance my work. - I have high creativity so that it can support my work.	
		Spirit at work	- I never complain, and I always have passion for what I do. - I always attempt to bring in fresh vibes to avoid being bored at work.	
		Attitude	- I never procrastinate on the work that has been given to me. - I am always serious in carrying out the tasks that have been given to me. - I make good use of my working hours to ensure that my work produces satisfactory results. - We treat each other with respect as coworkers at work. - I have a good personality at work.	
4	Work Performance	Quality of work	- I can complete the work well and correctly. - The results of my work are in accordance with the specified quality. - I complete the work that I am given with	Puspitasari, 2016.

No	Variable	Indicator	Question	Source
			thoroughness.	
			- My supervisors and coworkers were pleased with the outcomes of my work.	
			- I work hard to make as few mistakes as possible.	
		Punctuality	- I can complete work according to target.	
			- I can complete work on time.	
		Collaboration ability	- I am able to collaborate with colleagues.	
			- I respect the opinions of my fellow colleagues.	
			- I might help other employees who are overworked.	
		Attitude	- Getting the best results is my commitment to work.	
			- I strive to complete my own tasks.	
			- I focus entirely on completing the task at hand.	
			- I utilize my working time as efficiently as possible.	
			- I don't procrastinate on work.	

FINDING AND DISCUSSION

The Influence of Work Motivation on the Performance of UNY Academic Staff

The following are the findings of the descriptive statistical analysis of work motivation, as determined by the data analysis results: The entire variable score is 7980, with the average value being 41.78, median 42, mode 41, standard deviation 4.068, range 25, minimum 31, maximum 56. The analysis results indicate that the 39–41 interval has the highest frequency of work motivation responses (27.7%), with 53 respondents making up the majority of the interval. The 51–53 interval has the lowest frequency. The number of interval classes that have been previously calculated is 9, and the length of the variable interval class is 2.78. One participant (0.5%) was reached. The results of grouping the work motivation variables are shown in table 3 below. A maximum score of 60 is seen to be appropriate for work motivation, and a perfect minimum score is 15.

Table 3. *Distribution of Work Motivation Variable Categories*

No	Category	Score Intervals	Frequency	Percentage (%)
1	Low	$X < 30$	0	0,00
2	Medium	$30 \leq X < 45$	142	74,35
3	High	$X \geq 45$	49	25,65
	Total		191	100

From the table above, it is known that the work motivation of UNY academic staff is included in the medium category with a frequency of 142 respondents (74.35%) with the

highest indicators being attitude (51%), needs (12.9%), relationships between employees (10, 9%), ability (8.43%), appreciation (8.43%), and the lowest is job security (8.37%).

This is consistent with Mangkunegara's (2005) research findings, which indicate that employee behavior in dealing with issues related to work inside organization shapes work motivation. A person's motivation is what drives them to engage in particular behaviors or activities (Sutrisno, 2011). The best measure of UNY academic staff members' motivation for their work is the attitude indicator. The aforementioned traits demonstrate their willingness to work hard to meet predetermined goals, use their personal time to expedite work completion, accept consequences for mistakes made at work, make corrections to work completed incorrectly, and adhere to established work standards and working hours. In order to facilitate this, UNY pays employees who put in a lot of work and finish it by the deadline.

Siagian (2012) posits that work motivation is a manifestation of an individual's commitment to allocating their knowledge, talents, and time to complete assigned tasks and fulfill commitments in order to meet pre-established organizational objectives. Employees should constantly be provided incentives to perform better because, on occasion, they may become disinterested in their jobs and feel bored at work, which can negatively impact the organization's performance. Because of this, it should be the responsibility of leaders to understand the wants and needs of their workforce and to develop suitable policies that would in turn inspire employees to perform better.

Furthermore, the following conclusions are known based on the outcomes of simple linear regression analysis.

Table 4. *First Hypothesis Test Results*

Model	t	Sig.	R	R²
Work Motivation	3.760	.000	.264[a]	.070

Given that the t value of 3.76 > t table 1.97 and the sig value of 0.000 < 0.05 are known from the preceding table, hypothesis 1 is accepted. This indicates that the performance of UNY academic staff is positively and significantly impacted by work motivation. It has a positive value, indicating that UNY's academic staff performs better when they are more motivated at work. Additionally, it is known that the R^2 value is 0.070, meaning that other factors account for 93% of the variation in the performance of UNY education staff, with job motivation having a 7% influence. The present study's findings corroborate earlier studies indicating that employee motivation significantly impacts work performance (Al-Kharabsheh et al., 2023). Employees would feel more confident to invest their creative energies in innovation if their leadership delegated authority to inspire them, created a positive work environment, and looked out for their welfare (Dost & Qatiti, 2023). Additionally, Ahmad et al. (2023) claimed that performance can be enhanced by raising employee motivation through bonuses and higher compensation.

The Influence of the Work Environment on the Performance of UNY Academic Staff

The following outcomes of the descriptive statistical analysis of the work environment are known from the data analysis results: The entire variable score is 7085, with the average value being 37.09, median 37, mode 37, standard deviation 4.032, range 26, minimum 26, maximum 52. The results of the analysis of the majority of work environment answers in the 35–37 interval were 56 respondents (29.3%), in the 38–40 interval, 51 respondents (26.7%), and in the 47–49 interval, 0 respondents (0%). The number of interval classes that had previously been calculated was 9, and the length of the variable interval class was 2.89. The results of grouping the characteristics related to the work environment are shown in table 5 below, with a maximum score of 56 deemed appropriate for the work environment and an ideal minimum score of 14.

Table 5. *Distribution of Work Environment Variable Categories*

No	Category	Score Interval	Frequency	Percentage (%)
1	Low	$X < 28$	2	1,05
2	Medium	$28 \leq X < 42$	163	85,34
3	High	$X \geq 42$	26	13,61
	Total		191	100

From the table above, it is known that the work environment of UNY's academic staff is included in the medium category with a frequency of 163 respondents (85.34%), with the highest indicators being attitude/treatment (44.99%), security (27.67%), and the lowest was relations between employees (27.34%).

This is corroborated by the findings of Blum and Nylon (2009), who detail the various factors that impact work attitudes. These include: (1) the physical and social environment of the workplace, which affects comfort; (2) the attention and supervision provided by superiors, which can affect work attitudes and morale; (3) coworker collaboration, which can affect quality and achievement in completing work; (4) the use of career security and old age as motivation for work attitudes; (5) security and a well-maintained environment, which guarantees and increases peace of mind at work; and (6) adequate work facilities influence the achievement of a positive work attitude.

The strongest indications in the work environment of UNY academic staff are those related to attitude. Good working connections, supervision, treatment, advice, and discussion opportunities offered by the leadership to UNY academic staff are evidence of this. Positive working connections between coworkers and leaders are essential to a healthy work environment. A nice and comfortable work environment can encourage people to take pride in their work and make them feel good about it. One of the factors influencing workers' increased productivity at work is comfort. According to Sutalaksana et al. (2006), when favorable environmental conditions support humans, they will perform their activities successfully and produce the best results. If individuals can perform their jobs in a safe, healthy, and comfortable manner, the environment is in good shape.

Furthermore, the following results are known based on the simple linear regression analysis results.

Table 6. *Second Hypothesis Test Results*

Model	t	Sig.	R	R²
Work Environment	3.532	.001	.249[a]	.062

Given that the t value of 3.532 > t table 1.97 and the sig value of 0.001 < 0.05 are known from the preceding table, hypothesis 2 is acceptable. This indicates that UNY's academic staff members' performance is positively and significantly impacted by their work environment. It has a positive value, indicating that UNY's academic staff will perform better in a safer, more comfortable, and more conducive work environment. Moreover, it is known that the R^2 value is 0.062, indicating that other factors account for 93.8% of the variation in the performance of UNY academic staff, with the work environment having a 6.2% influence. The present study's findings corroborate earlier research indicating a substantial correlation between job satisfaction and factors such as professional identity, work results, work environment, remuneration, and interpersonal interactions (Meng et al., 2023). Better performance results from engaged and satisfied employees (Abdurrachman et al., 2023). Reputable management is characterized by ethical leadership, care for workers' well-being, the presence of capable managers, and a supportive work environment (Varga et al., 2023).

The Influence of Work Discipline on the Performance of UNY Academic Staff

According to the data analysis results, the work discipline's descriptive statistical analysis yielded the following results: an average value of 61.22, a median of 61, a mode of 61, a standard deviation of 3.651, a range of 23, a minimum of 50, a maximum of 73, and an overall variable score of 11693. The results of the analysis of the majority of work discipline answers in the 59-61 interval are 54 respondents (28.3%), in the 62-64 interval are 52 respondents (27, 2%), and the lowest frequency was in the 50-52 interval and the 68-70 interval, each with 1 respondent (0.5%). The number of interval classes that have been previously calculated is 8, and the length of the variable interval class is 2.875. The results of grouping work environment variables are shown in table 7 below, with a maximum score of 80 deemed optimal for work discipline and an optimum minimum score of 20.

Table 7. *Distribution of Work Discipline Factor Categories*

No	Category	Score Interval	Frequency	Percentage (%)
1	Low	X< 40	0	0,00
2	Medium	40 ≤ X < 60	62	32,46
3	High	X ≥ 60	129	67,54
	Total		191	100

From the table above, it is known that the work discipline of UNY's academic staff is included in the high category with a frequency of 129 respondents (67.5%), with the highest indicators being attitude (27.9%), punctuality (25.1%), obeying the rules (20.2%), skills (17.9%), and the lowest is morale (8.8%).

A person's work attitude reveals their devotion to the task at hand, their emotional response to it, and their level of confidence in themselves while working. Employee performance will rise, and goals can be accomplished if they uphold strong work discipline, which includes being on time, completing tasks by standards, and following the regulations. The UNY academic staff's attitude indicator is the most robust measure of their job discipline. This is shown by the fact that employees complete their tasks on time, take their responsibilities seriously, make good use of their working hours to produce quality work, treat coworkers with respect, and have a positive disposition. An employee's level of commitment to his work is reflected in his level of discipline. Employees should possess a strong sense of discipline to consistently perform their jobs to the best of their abilities and with a complete feeling of responsibility. To train employees to work consistently, discipline is a crucial component that must constantly be considered and improved.

Furthermore, the following results are known based on the simple linear regression analysis results.

Hypothesis 3 is approved since the table above indicates that the computed t value is 2.447 > t table 1.97, and the sig value is 0.015 < 0.05. This indicates that the performance

Table 8. Th*ird Hypothesis Test Results*

Model	t	Sig.	R	R^2
Work Environment	2.447	.015	.175[a]	.031

of UNY's academic staff is positively and significantly impacted by work discipline. Its positive number indicates that higher work discipline will lead to higher performance among UNY's academic staff. Additionally, it is known that the R^2 value is 0.031, meaning that other factors account for 96.9% of the variation in the performance of UNY academic staff, with work discipline having a 3.1% influence. The findings of this study corroborate other studies that found that civil servant performance can be partly enhanced by staff discipline, motivation, and dedication (Riyanto & Prasetyo, 2021). Work performance is positively and significantly impacted by employee pay, supervision, and discipline taken separately (Saputri et al., 2020). Public service performance is impacted by employee discipline (Soetjipto et al., 2020).

Additionally, the R^2 value is presented in Table 9 below.

From the table above, it is known that the R^2 value is 0.134, which means that work motivation, work environment, and work discipline influence the performance of

Table 9. *R Square Analysis Results (R^2)*

Model	R	R Square	Adjusted R Square
1	.366[a]	.134	.120

Yogyakarta State University academic staff by 13.4%. In comparison, the remaining 86.6% is influenced by other factors such as compensation, organizational culture, leadership, job satisfaction, and so on.

CONCLUSION

Conclusion

Based on the results of the data analysis and discussion above, it can be concluded that work motivation has a positive and significant influence on the performance of UNY's academic staff with a calculated t value > t table (3.76 > 1.97) and a significance value of 0.000 < 0, 05, this proves that if work motivation is high, the performance of UNY's academic staff will be higher. The coefficient of determination is 0.070, which means that work motivation has a positive and significant influence on the performance of UNY's academic staff by 7%. Furthermore, the work environment has a positive and significant influence on the performance of UNY's academic l staff with a calculated t value > t table (3.53 > 1.97) and a significance value of 0.001 < 0.05, this proves that if the work environment is high, the performance of UNY's academic staff will be better. The coefficient of determination is 0.062, which means the work environment positively and significantly influences the performance of UNY's academic staff by 6.2%. Next, work discipline has a positive and significant influence on the performance of UNY's academic staff with a calculated t value > t table (2.45 > 1.97) and a significance value of 0.015 < 0.05, this proves that if work discipline is high, the performance of UNY's academic staff will improve. The coefficient of determination is 0.031, which means that work discipline has a positive and significant influence on the performance of UNY's academic staff by 3.1%.

Furthermore, the work attitude indicator has the most significant value of all the variables used in this research. Work attitude influences work motivation by 51%, work environment by 44.99%, work discipline by 27.9%, and the performance of UNY educational staff by 53.7%. Finally, from the results of the R^2 analysis, it is known that the R^2 value is 0.134, which means that work motivation, work environment, and work discipline influence the performance of Universitas Negeri Yogyakarta academic staff by 13.4%. In comparison, other factors influence the remaining 86.6%.

Suggestion

The results of the data analysis and discussion above allow for recommendations based on the coefficient of determination data of 0.070 for work motivation, 0.062 for work environment, and 0.031 for work discipline. However, more research is required to determine factors other than these three that may significantly impact the performance of UNY's academic staff. The findings of this study indicate that UNY's academic staff performs at a high level. Consequently, it will be easier to sustain the higher performance of UNY's academic staff if the variables causing this performance to grow can be found.

Consequences for practice that organizational leaders must give their staff members enough autonomy and opportunity to engage in decision-making to boost their motivation, especially for staff members who have strong work values, according to the research's findings on motivation (Park, 2023). Leaders should be in charge of integrating crisis management techniques and fostering staff motivation, particularly during times of crisis like the COVID-19 pandemic (Buhagiar & Anand, 2023). The organization will eventually be in a solid position to compete for motivated and competent human resources to provide

high-quality public services to gain a competitive advantage if good human resource practices positively impact employee motivation and job satisfaction (Valk & Yousif, 2023). To successfully implement organizational change and boost organizational competitiveness simultaneously, organizations that can foster the psychological conditions necessary for change will be able to dramatically increase employee motivation to innovate and change (Albrecht et al., 2023).

In addition, leaders should prioritize worker welfare, design high-quality work, and foster bottom-up communication through robust organizational policies, practices, and procedures to support a decent, comfortable, and healthy work environment. This will enable them to contribute to developing a high organizational psychosocial safety climate (PSY) (Amoadu et al., 2023). Manager trust is a prerequisite for empowerment in a positive work environment. Trustworthy management is characterized by ethical leadership, care for the well-being of employees, the availability of skilled and competent unit/field heads, and an empowering work environment (Varga et al., 2023).

Next, in terms of discipline, leaders' roles in mentoring their subordinates are connected to implementing employee discipline (Puspitasari & Wulandari, 2022). A leader's example might be a good beginning point for his subordinates to develop better work discipline (Riyanto & Prasetyo, 2021). Having a system in place to track employee attendance, providing training to enhance skills, and fostering a sense of loyalty inside the company are all factors that contribute to a higher level of employee discipline. Last but not least, in terms of worker performance, companies must foster an atmosphere that values and promotes workers' physical and mental well-being (Kotagi et al., 2023), particularly in light of the current COVID-19 pandemic. Enhancing employee performance may be achieved through providing training to staff. In addition, to increase the caliber of their leadership and affect employee performance, businesses must also pay attention to human resource management indicators, including cooperation, involvement, actualization, perception, and teamwork (Godayarthi et al., 2023).

REFERENCES

Abdurachman, D., Ramdhan, R. M., Karsoma, A., Kisahwan, D., Winarno, A., & Hermana, D. (2023). Corporate social responsibility: micro foundation framework for high employee performance in a developing country. *Administrative Sciences*, 13(8), 186. MDPI AG. Retrieved from http://dx.doi.org/10.3390/admsci13080186

Acheampong, A., M. A. Muhammed, and K. Agyapong. (2016). Perceived quality of work life and work performance among university academic staff. *International Journal of Current Research and Academic Review* 4 (4): 1–13.

Ahmad, H., Kilani, Q., Alnajdawi, S. (2023). The effects of big data analytics and workplace pressures on productivity. *International Journal of Data and Network Science*, 7(4), pp. 1485–1492. Doi: 10.5267/j.ijdns.2023.8.014

Aketch, J. R., O. Odera, P. Chepkuto, and O. Okaka. (2012). Effects of quality of work life on job performance: theoretical perspectives and literature review. *Current Research Journal of Social Sciences* 4 (5): 383–8.

Al-Kharabsheh, S.A., Attiany, M.S., Alshawabkeh, R.O.K., Hamadneh, S., Alshurideh, M.T. (2023). The impact of digital HRM on employee performance through employee motivation. *International Journal of Data and Network Science* 7(1), pp. 275-282. Doi: 10.5267/j.ijdns.2022.10.006

Albrecht SL, Furlong S and Leiter MP (2023). The psychological conditions for employee engagement in organizational change: Test of a change engagement model. *Frontiers in Psychology*, 14, 1071924. doi: 10.3389/fpsyg.2023.1071924

Amoadu, M., Ansah, E.W. & Sarfo, J.O. (2023). Influence of psychosocial safety climate on occupational health and safety: a scoping review. *BMC Public Health* 23, 1344. https://doi.org/10.1186/s12889-023-16246-x

Baron, R. A. (1991). Motivation in work settings: Reflections on the core of organizational research. *Motivation and Emotion*, 15(1), 1–8.

Blum and Nylon. (2009). *Sikap Kerja dan Faktor yang Mempengaruhi*. Bandung: penerbit Alfabeta

Buhagiar, K. and Anand, A. (2023). Synergistic triad of crisis management: leadership, knowledge management and organizational learning. *International Journal of Organizational Analysis*, Vol. 31 No. 2, pp. 412-429. https://doi.org/10.1108/IJOA-03-2021-2672

Choi, K., Fang, M., Khatter, A. (2022). What motivates employees to work in the hotel industry?: Quarantine hotel employees' perspectives. *Management* 53(1), pp. 96-99. https://doi.org/10.1016/j.jhtm.2022.09.004

de Visser, M., de Graaf-Zijl, M., Anema, J.R. et al. (2023). Work and health during the COVID-19 crisis among Dutch workers and jobseekers with (partial) work disabilities: a mixed methods study. *BMC Public Health* 23, 966. https://doi.org/10.1186/s12889-023-15720-w

Dost, M. and Qatiti, K.A. (2023). Leadership, stress and politics: influences on creativity and innovation in emerging markets. *Management Decision* Vol. 61 No. 9, pp. 2564-2581. https://doi.org/10.1108/MD-12-2021-1577

Ejigu, Y., Abera, N., Haileselassie, W. et al. (2023). Motivation and job satisfaction of community health workers in Ethiopia: a mixed-methods approach. *Human Resources for Health* 21, 35. https://doi.org/10.1186/s12960-023-00818-4

Faulkner, S. L., & Trotter, S. P. (2017). Data Saturation. *The International Encyclopedia of Communication Research Methods*. https://doi.org/10.1002/9781118901731.iecrm0060

Febrianto, W.N. (2019). *Pengaruh Motivasi Kerja dan Lingkungan Kerja terhadap Disiplin Kerja (Studi pada Karyawan PT Deltomed)*. Skripsi. Tidak Diterbitkan. Universitas Negeri Yogyakarta: Yogyakarta.

Godavarthi B., Murali D., S. Anjali. D., S. Srinivasulu R., Allam B., G. Srilakshmi. (2023). Blockchain integration with the internet of things for the employee performance management. *The Journal of High Technology Management Research* 34(2), 100468. https://doi.org/10.1016/j.hitech.2023.100468

Goetsch, D.L. & Davis, S.B. (2014). *Quality Management for Organizational Excellence*. Upper Saddle River: Pearson

Hasibuan, S.P, M. (2014). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara

Hasibuan, S.P.M., (2017). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara

Jonker, L. C. (2016). Stress in a College Workplace and its Relationship with Certain Correlations and Predictive Variables. *Stellenbosch University*.

Jusmin, A., Said, S., Bima, M. J., & Alam, R. (2016). Specific determinants of work motivation, competence, organizational climate, job satisfaction and individual performance: A study among lecturers. *Journal of Business and Management Sciences*, 4(3), 53–59.

Kalo, K., Koestner, C., Dicks, T. et al. (2023). Sociodemographic and work-related differences in teachers' attitude towards and perceived stress from emergency remote teaching during the COVID-19 pandemic. *Scientific Reports* 13, 12999. https://doi.org/10.1038/s41598-023-39824-w

Kotagi, P., Angolkar, M. & Koppad, R. (2023). Comparison of work efficiency in factory workers: pre & post covid lockdown – a cross sectional study. *BMC Public Health* 23, 939. https://doi.org/10.1186/s12889-023-15886-3

Kuswanto, H., G., & Aeni, H. (2021). The influence of leadership style, motivation and work discipline on employee performance. *International Journal of Management Science and Information Technology (IJMSIT)* 1(2), pp. 2776-7388. DOI: https://doi.org/10.35870/ijmsit.v1i2.352

Lafitasari, R. (2019). *Pengaruh motivasi kerja, disiplin kerja, dan kompensasi terhadap kinerja karyawan pada dinas pendapatan, pengelolaan keuangan dan aset daerah istimewa yogyakarta*. Skripsi. Tidak Diterbitkan. Universitas Negeri Yogyakarta: Yogyakarta.

Maier, P., Morath, O., Barsch, F., Krumnau, O., Steinmann, D., Deibert, P. (2023). A comparison of the impact of COVID-19–related restrictions on physical activity among public employees. *Journal of Occupational and Environmental Medicine* 65(9), pp. e587-e592. DOI: 10.1097/JOM.0000000000002906

Mangkunegara, A.P. (2005). *Evaluasi kinerja sumber daya manusia*. Bandung: Refika Aditama

Mangkunegara (2018). Pengaruh budaya organisasi dan komitmen organisasi terhadap kinerja karyawan. 1(1), 9–25.

Meng, Y., Luo, X., Sun P., Luo, Y., Wang, Z., Wang, L., Ge, Y., & Lin, L. (2023). Occupational Happiness of Civilian Nurses in China: a cross-sectional study. *BMC Nursing* 22, 233. https://doi.org/10.1186/s12912-023-01397-4

Mohammed, A. S., Ayambila, S. N. . ., & Lukman, S. . (2022). An empirical investigation of the impact of social media tool usage on employees work performance among Ghana Commercial Bank Workers: the moderating role of social media usage experience. *Brazilian Journal of Operations & Production Management*, 20(1), 1382. https://doi.org/10.14488/BJOPM.1382.2023

Murphy, J. (2014). Managing professional development of academic staff to enhance university performance. Thesis (Doctor of Business Administration (DBA). *University of Bath*.

Nabawi, R. (2020). Pengaruh lingkungan kerja, kepuasan kerja dan beban kerja terhadap kinerja pegawai. Maneggio: *Jurnal Ilmiah Magister Manajemen*, 2(2), 170-183.

Nasir, M., Kamase, J., St.Sukmawati, S., Djameng, A. (2023). The influence of infrastructure, compensation, work culture, competence on job satisfaction and employee performance. *Quality - Access to Success*, 24(196), pp. 337–346.

Okasheh, H., & Al-Qomari, K. (2017). The influence of work environment on job performance: a case study of engineering company in Jordan. *International Journal of Applied Engineering Research* 12(24), pp. 15544-15550.

Pancasila, I., Haryono, S., & Sulistyo, B. A. (2020). Effects of work motivation and leadership toward work satisfaction and employee performance: evidence from Indonesia. *Journal of Asian Finance, Economics and Business*, 7(6), 387–397. https://doi.org/10.13106/jafeb.2020.vol7.no6.387

Park, R. (2023). What if employees with intrinsic work values are given autonomy in worker co-operatives? Integration of the job demands–resources model and supplies–values fit theory. *Personnel Review* Vol. 52 No. 3, pp. 724-744. https://doi.org/10.1108/PR-05-2021-0362

Pasaribu, N.A. (2019). *Pengaruh motivasi, lingkungan dan disiplin kerja terhadap kinerja karyawan di Asuransi Jiwa Bersama Bumiputera 1912 Medan*. Skripsi. Tidak Diterbitkan. Institut Agama Islam Negeri Medan: Medan.

Pemerintah Indonesia. (2022). *Peraturan Pemerintah Nomor 35 Tahun 2022 tentang Perguruan Tinggi Negeri Badan Hukum Universitas Negeri Yogyakarta*. Sekretariat Negara. Jakarta.

Puspitasari, C. C. (2016). *Pengaruh budaya organisasi, motivasi dan kepuasan kerja terhadap kinerja karyawan BMT Sahara Tulungagung*. Skripsi. Tidak Diterbitkan. Institut Agama Islam Negeri Tulungagung: Tulungagung.

Puspitasari, P., & Wulandari, R. D. (2022). The influence of leadership style on employee discipline in Wiyung Sejahtera Hospital. *The Indonesian Journal of Public Health* 17(2), 273–284. https://doi.org/10.20473/ijph.v17i2.2022.273-284

Ramasundaram, A., Gurusamy, R., & George, A. (2022). Employees and workplace surveillance: Tensions and ways forward. *Journal of Information Technology Teaching Cases*. https://doi.org/10.1177/20438869221142027

Riyanto, S., Prasetyo, J.H. (2021). Factors affecting civil servant performance in Indonesia. *International Journal of Entrepreneurship* 25(5).

Saputri, Y.W., Qomariah, N., Herlambang, T. (2020). Effect of work compensation, supervision, and discipline on work performance. *International Journal of Scientific and Technology Research* 9(1), pp. 2597–2601.

Sarros, J.C., Gmelch, W.H., & Tanewski, G.A. (1997). The role of department head in Australian universities: Changes and challenges. *Higher Education Research & Development*, 16(1), 9–24.

Sarros, J.C., Gmelch, W.H., & Tanewski, G.A. (1998). The academic dean: A position in need of a compass and clock. *Higher Education Research & Development*, 17(1), 65–88.

Sedarmayanti. (2001). *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: Mandar Maju

Siagian, Sondang, P. (2009). *Administrasi Pembangunan*. Jakarta: Bumi Aksara

Siagian. Sondang, P. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.

Simamora, H. (2005). *Manajemen Sumber Daya Manusia*. Yogyakarta: STIE YKPM

Soetjipto, N., Kurniawan, G., Sulastri, S., & Riswanto, A. (2020). Supply chain analysis in public works: the role of work climate, supervision and organizational learning. *The Journal of Asian Finance, Economics and Business* 7 (12), 1065–1071. https://doi.org/10.13106/JAFEB.2020.VOL7.NO12.1065

Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

Sugiyono. (2011). *Metode Penelitian Kuantitaif Kualitatif dan R & B*, Bandung: Alfabeta.

Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta

Sugiyono. (2019). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Bandung: Alfabeta

Sunarsi, D. (2020). *Panduan Meningkatkan Kinerja dan Kepuasan Guru*. Banten: Desanta Muliavisitama.

Sutalaksana, I, Anggawisastra, R, & Tjakraatmadja, J, H, (2006). *Teknik Perancangan Sistem Kerja*. Bandung: Penerbit ITB Bandung

Sutrisno, E. (2011). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group

Taylor, T., Gough, J., Bundrock, V., & Winter, R. (1998). A bleak outlook: academic staff perceptions of changes in core activities in Australian higher education, 1991–96. *Studies in Higher Education*, 23(3), 255–268.

Tran, The Tuan and Quang Hung Do. (2020). Factors affecting job motivation among faculty members: evidence from Vietnamese Public Universities. *Journal of Asian Finance, Economics and Business* Vol 7 No 9 (2020) 603–611. doi:10.13106/jafeb.2020.vol7.no9.603

Valk, R. and Yousif, L. (2023). "Going beyond to deliver hip hospitality": exploring motivation and job satisfaction of hospitality workers in Dubai. *International Journal of Organizational Analysis*, Vol. 31 No. 2, pp. 293-316. https://doi.org/10.1108/IJOA-12-2020-2517

Varga, A.I., Spehar, I. & Skirbekk, H. (2023). Trustworthy management in hospital settings: a systematic review. *BMC Health Services Research* 23, 662. https://doi.org/10.1186/s12913-023-09610-5

Winter, R.P., Taylor, T., & Sarros, J.C. (2000). Trouble at mill: quality of academic worklife issues within a comprehensive Australian university. *Studies in Higher Education*, 25(3), 279–294.

Winter, Richard & James Sarros (2002) The academic work environment in Australian Universities: a motivating place to work?, *Higher Education Research & Development*, 21:3, 241-258, DOI: 10.1080/0729436022000020751

Wolverton, M., Gmelch, W.H., Wolverton, M.L., & Sarros, J.C. (1999). Stress in academic leadership: U.S. and Australian department chairs/heads. *The Review of Higher Education*, 22(2), 165–185.

Yulianto, B. (2020). *Perilaku Pengguna APD sebagai Alternatif Meningkatkan Kinerja Karyawan yang Terpapar Bising Intensitas Tinggi*. Scopindo Media Pustaka.

Yousefi, Midya, Rohini Devi, and Ahmad Shuib. (2020). *Universal Journal of Educational Research* 8(3A): 1-5. DOI: 10.13189/ujer.2020.081401