

The Role of Work Motivation as A Mediating Influence of Work Environment and Islamic Work Discipline on Lecturer Performance

Mohamad Lutfi^{1*}, Koesmawan², Andry Priharta³, Oneng Badriyah⁴, Masyitoh⁵

^{1,2,3,4,5} Doctoral Program of Islamic Education Management, School of Postgraduate Studies,
Universitas Muhammadiyah Jakarta, Indonesia

*Corresponding author: Mohamad Lutfi (mohamadlutfi@yahoo.com)

ABSTRACT

This study aims to determine the role of work motivation as a mediating influence of work environment and Islamic work discipline on lecturer performance in the era of disruption. The study location is PTMA in the Jakarta and Banten areas. The research method uses a quantitative approach of survey type and is associative or explanatory. The population in this study was lecturers totaling 1,838 lecturers, using the Slovin formula, a sample of 170 people was obtained using the purposive sampling technique. Data collection techniques used questionnaires and data analysis used SEM Smart PLS 3.2.9 analysis. The results of the study are known: (1) Work environment has a significant effect on Work Motivation at PTMA Jakarta Banten in the disruption era, (2) Work Discipline has a significant effect on Work Motivation at PTMA Jakarta Banten in the disruption era, (3) Work Motivation has a significant effect on Lecturer Performance at PTMA Jakarta Banten in the disruption era, (4) The role of Work Environment has a significant effect on Lecturer Performance at PTMA Jakarta Banten in the disruption era, (5) Work Discipline has a significant effect on Lecturer Performance at PTMA Jakarta Banten in the disruption era, (6) The Role of the Work Environment has a significant effect on Lecturer Performance mediated by Work Motivation at PTMA Jakarta Banten, (7) Work Discipline has a significant effect on Lecturer Performance mediated by Work Motivation at PTMA Jakarta Banten. This study implies that the role of work motivation as a mediating influence of the work environment and Islamic work discipline contributes positively to lecturer performance. The suggestion of this study is to pay attention to lecturer honoraria to be more tailored to the educational background, academic rank, and length of work of lecturers. Work facilities and equipment are expected to be more tailored to the needs of lecturers to support teaching activities. Further, improves security and comfort in learning activities. Class conditions that are not conducive in the future can create a conducive learning atmosphere so that learning activities run more effectively.

Keywords: Work Environment, Work Motivation, Work Discipline, Lecturer Performance, Disruption

1. Introduction

In the 21st century, the world is evolving rapidly. This can be seen with the information technology retrieval model which can be achieved easily. Obtaining information is not only done through television,

but with the sophistication of the internet, you can easily find all the information from different countries. As technology continues to develop at a rapid pace, it also affects innovations in the

products and services industry, slowly but surely changing the way they are used and marketed. This kind of condition is also happening in Indonesia and the main cause is the influence of the Western world which greatly affects the development of technology in Indonesia. The change in human life in this world is called the era of disruption. This is the state of modern times that reworks and changes old conditions and innovations that are considered irrelevant to the times. The era of disruption, where we are experiencing Industry 4.0, also affects the world of education. The world of education must adapt and be able to meet the demands of society and the acceleration of technological development. Education 4.0 (education 4.0) is a general term used by educational theorists to describe various ways to integrate cyber technology either physically or not into learning. It is a leap from Education 3.0 which, according to Jeff Borden, Education 3.0 encompasses the confluence of neuroscience, cognitive psychology, and educational technology, using web-based digital and mobile technologies, including apps, hardware and software, and "anything else with an e in front of it". Education 4.0 goes far beyond that and in some ways, education 4.0 is a phenomenon that responds to the needs of the emerging fourth industrial revolution (4 IR) or (RI 4) where humans and machines are aligned to find solutions, solve problems and of course discover new innovative possibilities. Lecturers are no longer the only source in the teaching and learning process but play a role as a provider of motivation, and direction. Undoubtedly, this disruption era encourages the digitization of the education system. The existence of innovative technology applications such as Uber or Gojek will inspire the birth of similar applications in the field of education. The following table shows the ranking of PTMA in the Jakarta Banten Region for 3 years:

Table 1: Recapitulation of PTMA Rankings in the Jakarta Banten Region in the Web of Universities Ranking, Webometrics Year 2021 – 2023

No	Name PTMA	Name PTMA (Webometrics)	Rank PTMA			Rank Indonesia		
			2020	2021	2022	2020	2021	2022
1	Universitas Muhammadiyah Prof Dr Hamka, DKI Jakarta	Universitas Muhammadiyah Prof Dr Hamka	22	5	5	227	67	62
2	Universitas Muhammadiyah AR Fachruddin, Tangerang, Banten	Sekolah Tinggi Farmasi STF Muhammadiyah	67	64	19	998	892	184
3	Universitas Muhammadiyah Jakarta, Tangerang Selatan, Banten	Universitas Muhammadiyah Jakarta	16	18	21	160	201	207
4	Universitas Teknologi Muhammadiyah Jakarta, Jakarta	Sekolah Tinggi Ilmu Ekonomi Muhammadiyah STIEM Jakarta	46	22	32	721	227	374
5	Universitas Muhammadiyah Tangerang, Banten	Universitas Muhammadiyah Tangerang	36	36	34	497	457	381
6	Institut Teknologi dan Bisnis (ITB) Ahmad Dahlan, DKI Jakarta	Institut Teknologi dan Bisnis ITB Ahmad Dahlan	39	41	48	584	532	597
7	Universitas Saintek Muhammadiyah, Jakarta	Sekolah Tinggi Manajemen Informatika dan Komputer	66	81	101	975	1218	2183

No	Name PTMA	Name PTMA (Webometrics)	Rank PTMA			Rank Indonesia		
			2021	2022	2023	2021	2022	2023
		STMIK Muhammadiyah Jakarta						
8	Politeknik Kesehatan 'Aisyiyah Banten, Banten	Politeknik Kesehatan Aisyiyah Banten	12	11	10	23	20	23
9		Sekolah Tinggi Manajemen Informatika dan Komputer	3	5	6	32	56	56
	Universitas Muhammadiyah Banten, Kota Serang, Banten	STMIK Muhammadiyah Banten	12	12	12	23	24	29
			0	8	6	01	79	05

Sumber : Webometrics, data diolah 2023

Based on Table 1 above, shows that the number of lecturers at PTMA in the Jakarta and Banten Region who have an academic level is 1,332 lecturers or 72.47%. Lecturers who do not have an academic level are 506 lecturers or 27.53%. Based on the results of observations made on lecturers in the PTMA Jakarta Banten environment from the large number of lecturers who do not have an academic level, it can be concluded that many lecturers have not carried out that dharma activities in full, the performance of lecturers who are shown is limited to teaching only, teaching as much as possible, and guiding as many students as possible without regard to other chat dharma, even though as lecturers already know that the indicator of lecturer performance load assessment is the implementation of that dharma for lecturers in the PTMA Jakarta Banten environment. In this era of disruption is a condition of uncertainty, the uncertainty that occurs creates a sense of anxiety in carrying out every activity, and of course will have an impact on one's performance, as well as the performance of lecturers (Andari et al., 2022).

The following is about the performance of PTMA lecturers in the Jakarta Banten Region in 2020/2021:

Table 2: Recapitulation of the Number of Permanent Lecturers of PTMA Regional Jakarta and Banten Based on Academic Position in 2020/2021 in the Era of Disruption

No.	Higher Education/College	Professor	Head Lectors	Lectors	Assistant Lecturer	Without Rank	Lecturer Certification
1.	UMJ	8	63	266	163	96	156
2.	UHAMKA	11	25	179	206	142	147
3.	UMT	-	-	67	218	172	56
4.	ITB AD	-	10	27	51	73	38
5.	STIEMJ	1	2	20	8	5	21
6.	STMIK	-	1	3	3	18	5
	Jumlah	20	101	562	649	506	423

Source: Directory of LLDIKTI 3 Jakarta December 15, 2021

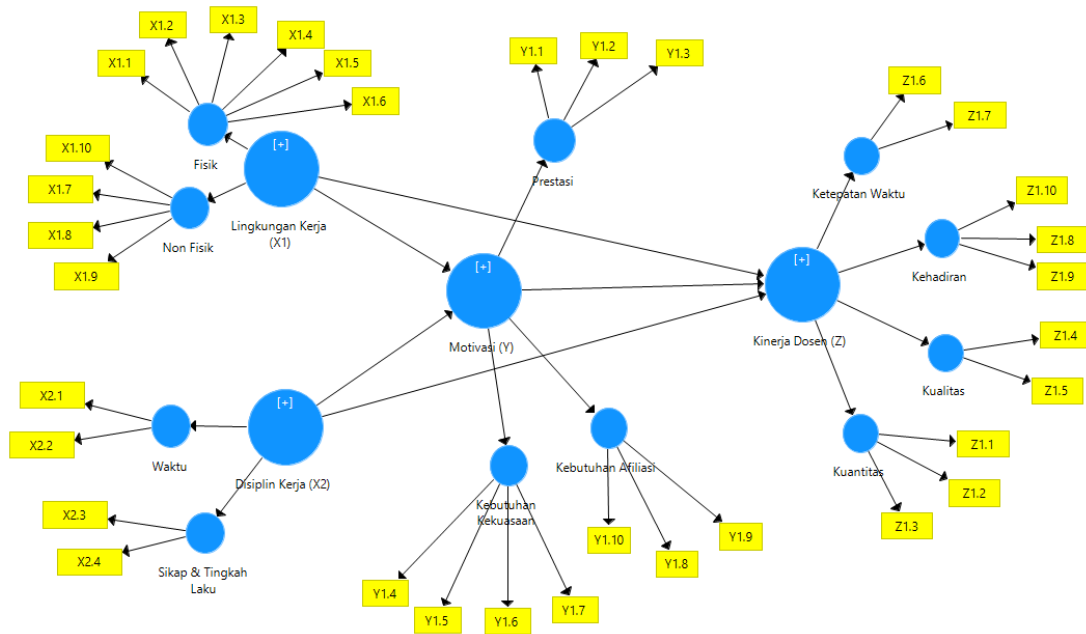
Based on data from Table 1 to Table 2, it can be concluded that the level of motivation of lecturers in achieving their best performance is still not optimal, therefore the role of Higher Education is also important in raising the motivation of lecturers in facing new habits and all limitations in carrying out chess dharma activities within the Muhammadiyah Aisyiah College. The motivation provided by the College will certainly bring its enthusiasm for lecturers in carrying out their duties and functions as lecturers amid this covid 19 pandemic, such as research conducted by (Setiawan, 2013), (Fitrah, 2014), (Lun, 2016), (Olusadum & Anulika, 2018), (Lahuddin et al., 2018) which states that motivation can influence motivation, 2018) which states that motivation can positively and significantly affect performance, but other studies say that motivation has a negative and significant effect this is stated by (Susanty & Baskoro, 2012a), (Katiandagho et al., 2014), (Ria Tumilaar, 2015), (Dapu & Angelina, 2015). Research conducted by (Syarief, 2003) states that the main key to creating quality Higher Education is the quality of lecturers who have high motivation to advance the college where they work, have work discipline in their fields, and have a high work environment for their institutions which will certainly have an impact on the quality of graduates and can improve the image of the Higher Education. Work motivation as a driving factor for someone to carry out an activity is very much needed, especially during the current era of disruption. Work motivation at PTMA Jakarta Banten Region still seems to be less of a concern for management. In terms of physiological needs, lecturers' rest time is often neglected due to machines that are often damaged so they have to work during rest hours. In terms of a sense of security, the frequent use of machines that are maximized to achieve targets can cause lecturers' safety to be neglected. The work environment, as the second factor studied, is the place where lecturers carry out their activities. This work environment relates to the atmosphere or conditions around the location of the workplace so the lecturer's performance will be good if this environment is good. The third factor studied that can affect lecturer performance is work discipline. In connection with this work discipline, there is still a lack of awareness of lecturers to comply with all campus regulations, management of effective use of time has not been implemented due to machine factors and awareness of the lecturers themselves, and there is still a lack of responsibility in carrying out work and tasks.

2. Methodology

The type of research used in this study is associative research type. According to (Sugiyono, 2017) associative research is to determine the effect of work motivation, work environment, and work discipline on lecturer performance. PTMA in the Jakarta Banten area has 1,838 permanent lecturers, but only 170 permanent lecturers were used as samples using the Cluster Random Sampling technique. The data used in this study are primary and secondary. Primary data is in the form of results from questionnaires distributed to respondents, while secondary data is in the form of information on the achievement of company targets and various literacies used in research. The SPSS application program is used in conducting instrument testing and data analysis. The instrument test carried out in this study is the validity test and reliability test. The analysis method used in this research is the multiple linear regression analysis method, F test, t-test and The type of research used in this research is associative research type. According to (Sugiyono, 2017) associative research aims to determine the role of work motivation as a mediating influence of the work environment and Islamic work discipline on lecturer performance in the era of disruption at PTMA in the Jakarta Banten area.

2.1. Full Structural Equation Modelling

Figure 1: SEM Model



Based on the picture of the research model above, it is then translated into the form of an equation as follows:

$$DK = \beta_1 GK + e_1 \dots\dots\dots \text{(Equation 1)}$$

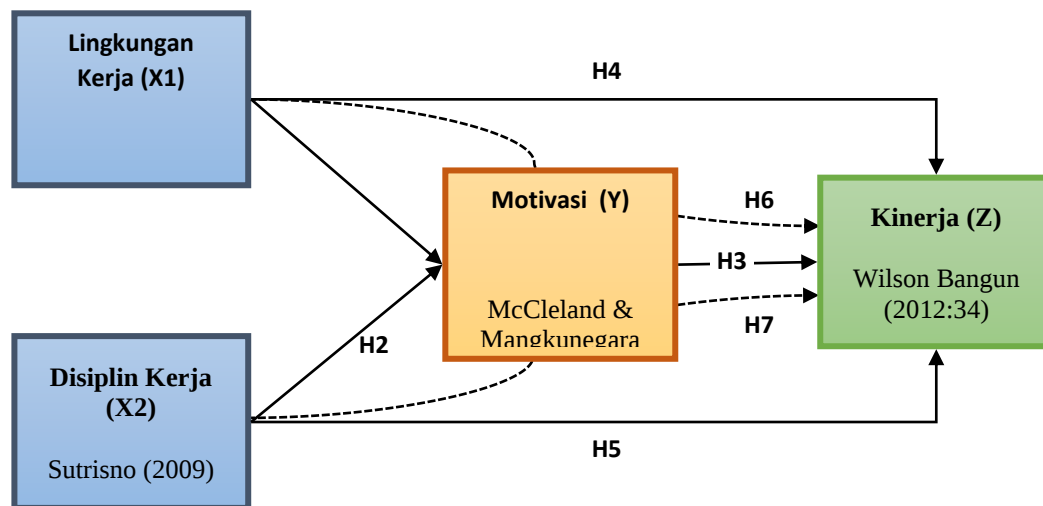
$$KK = \beta_2 GK + \beta_3 DK + \beta_4 DKGK + e_2 \dots\dots\dots \text{(Equation 2)}$$

Description:

- β = Regression Coefficient
- LK = Work Environment
- MK = Work Motivation
- DK = Work Discipline
- KK = Lecturer Performance
- e_1 = Error
- e_2 = Error

The figure below is a description of the research model regarding the role of work motivation as a mediating influence of the work environment and work discipline on lecturer performance in the era of disruption.

Figure 2: Research Model



The figure below is a description of the research model regarding the role of work motivation as a mediating influence of the work environment and work discipline on lecturer performance in the era of disruption.

3. Results and Discussion

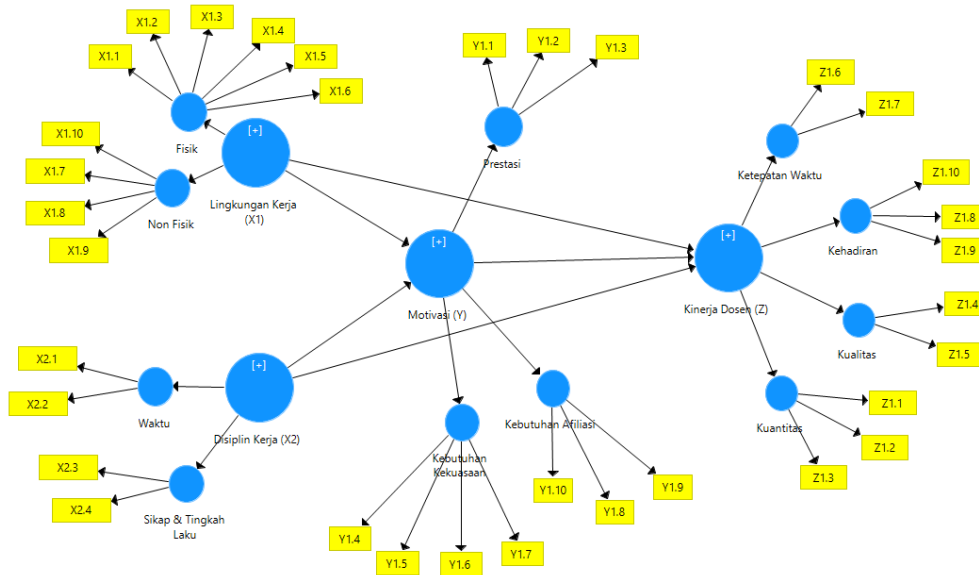
3.1 Instrument test

This instrument test is used to assess the validity of the statement items in each indicator so that the statement items can be said to be valid and suitable for use and can be assessed in the continuation of the research analysis process. The validity test is used to measure whether a questionnaire is valid or not. According to (Sugiyono, 2017) Validity is the degree of fixity between the data that occurs on the object of research and the data that can be reported by research. It is declared valid if the correlation coefficient value $r \geq 0.30$. Or if using the table r product moment the value of r count > from r table. In this study, the instrument test was distributed to 170 permanent lecturers. So with a significance of 5%, it is known that the value of the r table is 0.361. The reliability test according to (Sugiyono, 2017) is used to obtain valid and reliable research results and is used to measure over and over again to produce the same data (consistency). It is declared reliable if Cronbach Alpha (α) > 0.6. The results of the validity test and reliability test on 24 statement items on the questionnaire were declared valid, this is because the r count value on all statement items was declared greater than 0.361. And reliable because the Cronbach Alpha (α) value is 0.891.

Based on the research variables and research indicators, the authors made a path diagram for data analysis with a data analysis method in the form of a Structural Equational Model (SEM) conducting second-order confirmatory testing where measurements are not only carried out

through indicators but by looking at dimensions which are then processed with the help of the SmartPLS 3.2 program.

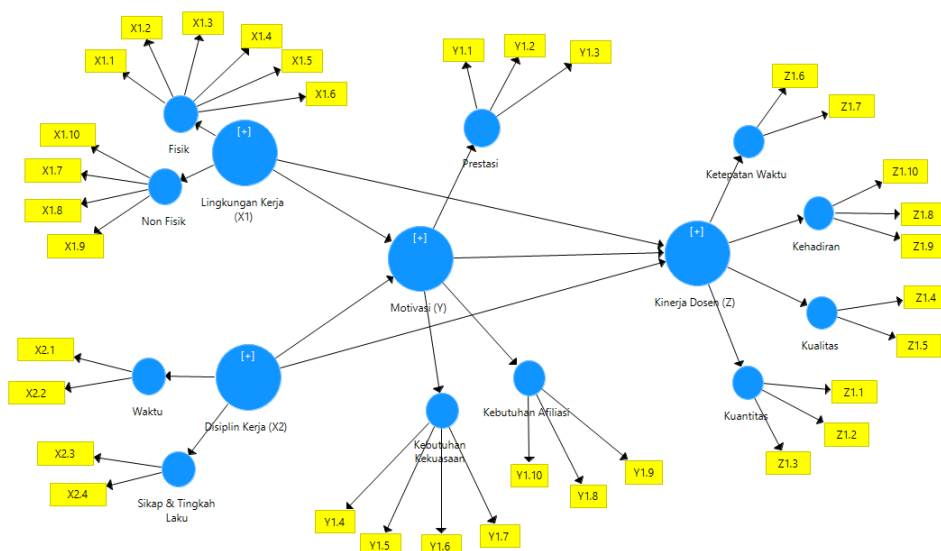
Figure 3: Research Path Diagram



Source: Data processed by researchers (2022)

In the path analysis in Figure 3, the equation model consists of two groups of constructs: exogenous and endogenous. Exogenous constructs are variables that are not predicted by other variables in the model also known as independent variables. In this study, the exogenous constructs consist of work environment (X1) and work discipline (X2). Then the endogenous construct is lecturer performance (Z) and the mediating or intervening variable in this study is work motivation (Y). The path diagram below is the result of convergent validity testing as follows:

Figure 4: Convergent Validity Output



The path diagram below is the result of convergent validity testing as follows:

Table 3: Reliability Test

Variable & Aspect	Composite Reliability	Cronbach's Alpha
Work Environment (X1)	0.887	0.859
Physical Work Environment	0.852	0.791
Non-Physical Work Environment	0.888	0.831
Work Discipline (X2)	0.870	0.800
Obeying time rules	0.895	0.766
Attitude and behavior by the rules	0.815	0.547
Work Motivation (Y)	0.911	0.889
Achievement needs	0.831	0.699
The need for power	0.917	0.879
The need for affiliation	0.911	0.854
Lecturer Performance (Z)	0.934	0.922
Quantity of Work	0.893	0.820
Quality of Work	0.887	0.746
Punctuality	0.897	0.770
Attendance	0.870	0.776

Source: Data analysis with Smart PLS 3.2 (2022)

Table 4: R Square

Variable	R Square
Motivation (Y)	0,518
Lecturer Performances (Z)	0,610

Q Square testing is done to see how much the model can explain the research phenomenon by evaluating the goodness of fit of the model measured using the predictive relevance (Q²) value with the following formula:

$$Q^2 = 1 - (1 - R^2_1) (1 - R^2_2)$$

$$Q^2 = 1 - (1 - 0,518) (1 - 0,610)$$

$$Q^2 = 1 - (0,482) (0,390)$$

$$= 1 - 0,18798$$

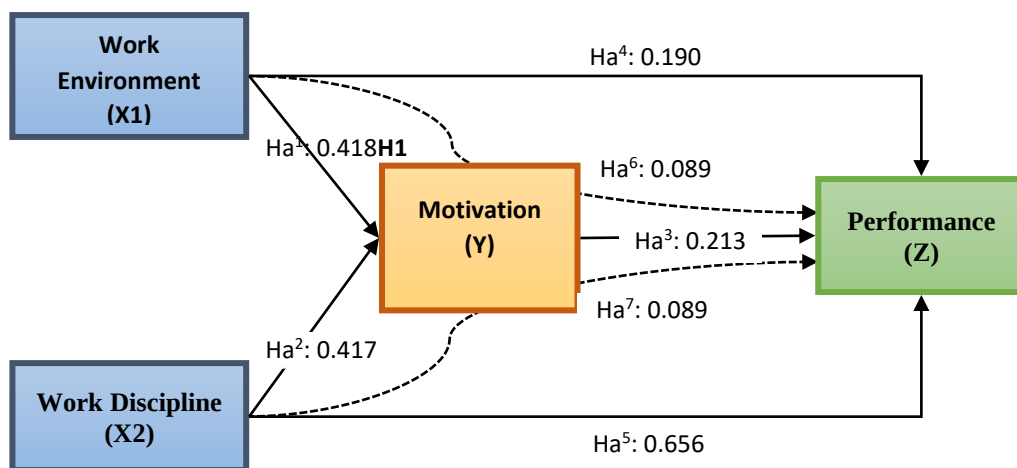
$$Q^2 = 0,81202$$

To test the hypothesis in this study, the t statistical value of each partial direct effect path is used which is compared with the t table through bootstrapping hypothesis testing in Smart-PLS 3.2. The following is a table that explains hypothesis testing:

Table 5: Hypothesis Testing Result

Influence between variable	Parameter Coefficient	Statistic T	Note
Work Environment (X1) -> Work Motivation (Y)	0.418	6.137	Significance
Work Discipline (X2)-> Work Motivation (Y)	0.417	4.625	Significance
Work Motivation (Y) -> Lecturer Performance (Z)	0.213	2.418	Significance
Work Environment (X1) -> Lecturer Performance (Z)	0.190	3.431	Significance
Work Discipline (X2) -> Lecturer Performance (Z)	0.656	13.255	Significance
Work Environment (X1) -> Work Motivation (Z) -> Lecturer Performance (Z)	0.089	1.763	Significance
Work Discipline (X1) -> Work Motivation (Z) -> Lecturer Performance (Z)	0.089	2.560	Significance

Figure 5: Path Diagram Model



4. Discussion

This shows that the work motivation of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire for praise. The results of this study are in line with research conducted by Abdullah (2022), and Nuraya and Pratiwi (2017) and support the first hypothesis that there is an influence of the work environment on work motivation.

This instrument test is used to assess the validity of the statement items in each indicator so that the statement items can be said to be valid and suitable for use and can be assessed in the continuation of the research analysis process. The validity test is used to measure whether a questionnaire is valid or not. According to (Sugiyono, 2017) Validity is the degree of fixity between the data that occurs on the object of research and the data that can be reported by research. It is declared valid if the correlation coefficient value $r \geq 0.30$. Or if using the table r product moment the value of r count > from r table. In this study, the instrument test was distributed to 170

permanent lecturers. So with a significance of 5%, it is known that the value of the r table is 0.361. The reliability test according to (Sugiyono, 2017) is used to obtain valid and reliable research results and is used to measure over and over again to produce the same data (consistency). It is declared reliable if Cronbach Alpha (α) > 0.6. The results of the validity test and reliability test on 24 statement items on the questionnaire were declared valid, this is because the count value on all statement items was declared greater than 0.361. And reliable because the Cronbach Alpha (α) value is 0.891. Based on the research variables and research indicators, the authors made a path diagram for data analysis with the data analysis method in the form of Structural Equal

1. The Effect of Work Environment on Work Motivation of Lecturers of PTMA Jakarta - Banten

The path parameter coefficient generated from the effect of work environment variables on work motivation is 0.418 with a T-statistic value of $6.137 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between the work environment on work motivation. The parameter coefficient of 0.418 explains that if the work environment increases by 1, work motivation will increase by 41.8%. Based on Table 4.6 regarding the description of the work environment variable, the average favorable value is 94%, neutral 4%, and unfavorable 2%. This shows that the work environment at PTMA Jakarta-Banten is not yet maximal, there is still something that needs to be improved with the gaps caused by the work environment, it is evident that there is still the lowest favorable value in the dimension of the non-physical work environment on indicators that discuss the relationship between lecturers and superiors. Based on Table 4.8, it is obtained information that the total questionnaire items of ten items that present work motivation variables have an average favorable of 86%, neutral of 8%, and unfavorable of 6%. This shows that the work motivation of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire for praise. The results of this study are in line with research conducted by Abdullah (2022), Nuraya, and Pratiwi (2017) and support the first hypothesis that there is an effect of work environment on work motivation.

2. The Effect of Work Discipline on Work Motivation of Lecturers of PTMA Jakarta - Banten

The path parameter coefficient generated from the effect of work discipline variables on work motivation is 0.417 with a T-statistic value of $4.625 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between work discipline on work motivation. The parameter coefficient of 0.417 explains that if work discipline increases by 1, work motivation will increase by 41.7%. Based on Table 4.7, it is obtained that from a total of four questionnaire items that present the work discipline variable, the average favorable is 94%, neutral is 5%, and unfavorable is 1%. This shows that the work discipline of PTMA Jakarta - Banten lecturers are not entirely good, there is still something that needs to be improved because there are still PTMA Jakarta - Banten lecturers who have not been disciplined as evidenced that there is still the lowest favorable value in the dimension of obeying the rules on the indicator of coming and going home on time. Based on Table 4.8, it is obtained information that the total questionnaire items of ten items that present work motivation variables have an average favorable of 86%, neutral of 8%, and unfavorable of 6%. This shows that the work motivation of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire to get praise. Based on Table 4.9, it is obtained that of the total questionnaire items of ten items that present the lecturer performance variable, the average favorable is 97%, neutral is 2%, and unfavorable is 1%. This shows that the work performance of PTMA Jakarta - Banten lecturers has

not been maximized, it is proven that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. The results of this study are in line with research conducted by Candana, et.al (2020), (Olusadum & Anulika, 2018), (and Lahuddin et al., 2018) and support the third hypothesis that there is an effect of work motivation on lecturer performance.

3. Effect of Work Environment on Lecturer Performance PTMA Jakarta - Banten

The path parameter coefficient generated from the effect of work environment variables on lecturer performance is 0.190 with a T-statistic value of $3.431 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between the work environment on lecturer performance. The parameter coefficient of 0.190 explains that if the work environment increases by 1, the performance of lecturers will increase by 19.0%. Based on Table 4.6 on the description of the work environment variable, the average favorable value is 94%, neutral 4%, and unfavorable 2%. This shows that the work environment at PTMA Jakarta-Banten is not yet maximal, there is still something that needs to be improved with the gaps caused by the work environment, it is evident that there is still the lowest favorable value in the dimension of the non-physical work environment on indicators that discuss the relationship between lecturers and superiors. Based on Table 4.9, it is obtained information that of the total questionnaire items ten items that present the lecturer performance variable have an average favorable of 97%, Neutral of 2%, and unfavorable of 1%. This shows that the work performance of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. The results of this study are in line with research conducted by Rahmawanti, et al (2018), (Narasuci & Setiawan Noermijati, 2018), (Nurhasanah et al., 2022) and support the fourth hypothesis that there is an influence of the work environment on lecturer performance.

4. Effect of Work Discipline on Lecturer Performance PTMA Jakarta - Banten

The path parameter coefficient generated from the effect of work discipline variables on lecturer performance is 0.656 with a T-statistic value of $13.255 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between work discipline on lecturer performance. The parameter coefficient of 0.656 explains that if work discipline increases by 1, lecturer performance will increase by 65.6%. Based on Table 4.7, it is obtained information that of the total questionnaire items four items that present the work discipline variable have an average favorable of 94%, Neutral of 5%, and unfavorable of 1%. This shows that the work discipline of PTMA Jakarta - Banten lecturers are not entirely good, there is still something that needs to be improved because there are still PTMA Jakarta - Banten lecturers who have not been disciplined as evidenced that there is still the lowest favorable value in the dimension of obeying the rules on the indicator of coming and going home on time. Based on Table 4.9, it is obtained that from a total of ten questionnaire items that present the lecturer performance variable, the average favorable score is 97%, the neutral is 2%, and the unfavorable is 1%. This shows that the work performance of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. The results of this study are in line with research conducted by (Syafriana, 2017), (Indriyati, 2017), (Lusiana & Firdaus, 2018) and support the fifth hypothesis that there is an effect of work discipline on lecturer performance.

5. Effect of Work Discipline on Lecturer Performance PTMA Jakarta - Banten

The path parameter coefficient generated from the effect of work discipline variables on lecturer performance is 0.656 with a T-statistic value of $13.255 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between work discipline on lecturer performance. The parameter coefficient of 0.656 explains that if work discipline increases by 1, lecturer performance will increase by 65.6%. Based on Table 4.7, it is obtained information that of the total questionnaire items four items that present the work discipline variable have an average favorable of 94%, Neutral of 5%, and unfavorable of 1%. This shows that the work discipline of PTMA Jakarta - Banten lecturers are not entirely good, there is still something that needs to be improved because there are still PTMA Jakarta - Banten lecturers who have not been disciplined as evidenced that there is still the lowest favorable value in the dimension of obeying the rules on the indicator of coming and going home on time. Based on Table 4.9, it is obtained that of the total questionnaire items of ten items that present the lecturer performance variable, the average favorable is 97%, neutral is 2%, and unfavorable is 1%. This shows that the work performance of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. The results of this study are in line with research conducted by (Syafarina, 2017), (Indriyati, 2017), (Lusiana & Firdaus, 2018) and support the fifth hypothesis that there is an effect of work discipline on lecturer performance.

6. The Effect of Work Environment on Lecturer Performance PTMA Jakarta - Banten with Motivation as Mediation.

The direct effect of work environment variables on work motivation is 0.418 and the direct effect of work motivation variables on performance is 0.213. Therefore, the indirect effect of work environment variables on lecturer performance with work motivation as mediation is 0.418 multiplied by 0.213, then the result is 0.089. The result is that the total effect given by the work environment variable is the direct effect plus the indirect effect which is equal to 0.089. Based on the calculation of the results, it is known that the indirect effect value is smaller than the direct effect value. The path parameter coefficient resulting from the effect of work environment variables on lecturer performance with work motivation as mediation is 0.089 with a T-statistic value of $1.763 > 1.653$ at a significant level of 5% which states that there is a positive and significant influence between work environment on lecturer performance through work motivation. The parameter coefficient of 0.089 explains that if the work environment increases by 1, lecturer performance will increase by 8.9% through work motivation. The results of this study support the sixth hypothesis that there is an effect of work environment on lecturer performance mediated by work motivation.

7. The Effect of Work Discipline on Lecturer Performance of PTMA Jakarta - Banten with Motivation as Mediation.

The direct effect of the work discipline variable on work motivation is 0.417 and the direct effect of the work motivation variable on performance is 0.213. Therefore, the indirect effect of the work discipline variable on lecturer performance with work motivation as mediation is 0.417 multiplied by 0.213, then the result is 0.089. The result is that the total effect given by the work discipline variable is the direct effect plus the indirect effect which is equal to 0.089. The path parameter coefficient resulting from the effect of work discipline variables on lecturer performance with work motivation as mediation is 0.089 with a T-statistic value of $2.560 > 1.653$ at a significant

level of 5% which states that there is a positive and significant influence between work discipline on lecturer performance through work motivation. The parameter coefficient of 0.089 explains that if work discipline increases by 1, lecturer performance will increase by 8.9% through work motivation. The results of this study support the seventh hypothesis where there is an effect of work discipline on lecturer performance mediated by work motivation.

5. Conclusion

There is a positive and significant influence between work environment on work motivation. This shows that the work environment at PTMA Jakarta-Banten is not yet maximal, there is still something that needs to be improved with the gaps caused by the work environment, it is evident that there is still the lowest favorable value in the dimension of the non-physical work environment regarding the relationship between lecturers and superiors. Likewise, the work motivation of PTMA Jakarta - Banten lecturers have not been maximized, it is proven that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire for praise. There is a positive and significant influence between work discipline on work motivation. This shows that the work discipline of PTMA Jakarta - Banten lecturers are not entirely good, there is still something that needs to be improved because there are still PTMA Jakarta - Banten lecturers who have not been disciplined as evidenced that there is still the lowest favorable value in the dimension of obeying the rules on the indicator of coming and going home on time. Likewise, the work motivation of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire to get praise. There is a positive and significant influence between work motivation on lecturer performance. This shows that the work motivation of PTMA Jakarta - Banten lecturers has not been maximized as evidenced that there is still the lowest favorable value in the dimension of the need for achievement in the indicator of the desire to get praise as well as the work performance of PTMA Jakarta - Banten lecturers have not been maximized as evidenced that there is still the lowest favorable value in the dimension of attendance in the indicator of doing work according to working hours. There is a positive and significant influence on the work environment on lecturer performance. This shows that the work environment at PTMA Jakarta-Banten is not yet maximal, there is still something that needs to be improved with the gaps caused by the work environment, it is proven that there is still the lowest favorable value in the dimension of the non-physical work environment on indicators that discuss the relationship between lecturers and superiors. Likewise, the work performance variable of PTMA Jakarta - Banten lecturers has not been maximized, it is proven that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. There is a positive and significant influence between work discipline on lecturer performance. Based on. This shows that the work discipline of PTMA Jakarta - Banten lecturers is not entirely good, there is still something that needs to be improved because there are still PTMA Jakarta - Banten lecturers who have not been disciplined as evidenced by the fact that there still lowest favorable value in the dimension of obeying the rules on the indicator of coming and going home on time. Likewise, the work performance of PTMA Jakarta - Banten lecturers has not been maximized, as evidenced by the fact that there is still the lowest favorable value in the attendance dimension in the indicator of doing work according to working hours. There is a positive and significant influence between the work environment on lecturer performance through work motivation. So there is an influence of the work environment on lecturer performance mediated by work motivation. There is a positive and significant influence between work discipline on lecturer performance through work motivation. So there is an influence of work discipline on lecturer performance mediated by work motivation.

References

- Andari, F. N., Nurhayati, Wijaya, A. K., & Andri, J. (2022). Hubungan Tingkat Kecemasan Terhadap Kinerja Dosen dan Karyawan Universitas Muhammadiyah Bengkulu Di Masa New Normal Covid 19. *Photon: Jurnal Sain Dan Kesehatan*, 12(2). <https://doi.org/10.37859/jp.v12i2.3373>
- Arifa, S. N., & Muhsin, M. (2018). Pengaruh Disiplin Kerja, Kepemimpinan dan Lingkungan Kerja Terhadap Kinerja Melalui Motivasi Kerja. *Economic Education Analysis Journal*, 7(1), 374-389.
- Baribin, D. P., & Saputri, C. B. (2020). Pengaruh Budaya Organisasi dan Lingkungan Kerja Terhadap Motivasi Kerja Serta Dampaknya Terhadap Kepuasan Kerja Karyawan. *JRMSI-Jurnal Riset Manajemen Sains Indonesia*, 11(1), 46-61.
- Edison, E., Anwar, Y., & Komariyah, I. (2016). Manajemen Sumber Daya Manusia. In *Manajemen Sumber Daya Manusia*.
- Hanifah, Y. (2017). Pengaruh Tunjangan Kinerja Terhadap Motivasi Kerja, Disiplin Kerja Dan Kinerja Pegawai Balai Pengelolaan Daerah Aliran Sungai Di Jawa Timur. In *Bisma Jurnal Bisnis dan Manajemen* (Vol. 11, Issue 2).
- Hidayat, Z., Taufiq, M., Dosen, D., Widya, S., Lumajang, G., Tetap, D., & Akuntansi, J. (2012).
- Hustia, A. (2020). Pengaruh Motivasi Kerja, Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan Pada Perusahaan WFO Masa Pandemi. *Jurnal Ilmu Manajemen*, 10(1), 81. <https://doi.org/10.32502/jimn.v10i1.2929>
- Imren, M., & Tekman, H. G. (2018). The Relationship Between Media Multitasking, Working Memory and Sustained Attention. In *Uludağ University Faculty of Arts and Sciences Journal of Social Sciences* (Vol. 20).
- Kasmir. (2016). Manajemen Sumber Daya Manusia (Teori dan Praktik). In *Manajemen Sumber Daya Manusia (Teori dan Praktik)*.
- Lahuddin, A. H., Theresia, L., Bangun, R., & Ranti, G. (2018). The Influence of Culture, Job Satisfaction and Motivation on the Performance Lecturer / Employees The Influence of Teacher Certificate, Job Satisfaction and Motivation on the Teacher's Performance View project Dissertation View project The Influence of Culture, Job Satisfaction and Motivation on the Performance Lecturer /Employees. <https://www.researchgate.net/publication/327763147>
- Mangkunegara, A. P., & Waris, A. (2015). Effect of Training, Competence and Discipline on Employee Performance in Company (Case Study in PT. Asuransi Bangun Askrida). *Procedia - Social and Behavioral Sciences*, 211, 1240–1251. <https://doi.org/10.1016/j.sbspro.2015.11.165>
- Miles, M. B., & Huberman, A. M. (1992). Analisis data kualitatif: buku sumber tentang metode metode baru. Penerbit Universitas Indonesia (UI -Press).
- Moulana, F., Sunuharyo, B. S., & Utami, H. N. (2017). Pengaruh lingkungan kerja terhadap kinerja karyawan Melalui variabel mediator motivasi kerja (studi pada karyawan PT. Telkom indonesia, TBK witel jatim selatan, jalan a. Yani, Malang) (Doctoral dissertation, Brawijaya University).
- Mustajab, D., Bauw, A., Rasyid, A., Irawan, A., Muhammad, A., Akbar, M., & Amin, H. (2020). Fenomena Bekerja dari Rumah sebagai Upaya Mencegah Serangan COVID-19 dan Dampaknya terhadap Produktifitas Kerja Working from Home Phenomenon as an Effort to Prevent COVID-19 Attacks and Its Impacts on Work Productivity.
- Nainggolan, M. A., Kojo, C., & Sendow, G. (2018). Analisis Pengaruh Internal Locus Of Control Dan External Locus Of Control Terhadap Kepuasan Kerja Serta Dampaknya Terhadap

- Kinerja Tenaga Kependidikan Di Fakultas Ekonomi Dan Bisnis Universitas Sam Ratulangi. *Jurnal EMBA*, 6(4), 4023–4032.
- Narasuci, W., & Setiawan Noermijati, M. (2018). Effect Of Work Environment On Lecturer Performance Mediated By Work Motivation And Job Satisfaction. *Journal of Applied Management (JAM)*, 16(4). <https://doi.org/10.21776/ub.jam.2018>
- Olusadum, N. J., & Anulika, N. J. (2018). Impact of Motivation on Employee Performance: A Study of Alvan Ikoku Federal College of Education. *Journal of Management and Strategy*, 9(1), 53. <https://doi.org/10.5430/jms.v9n1p53>
- Overmyer, S. P. (2011). Forum: Seven Management Imperatives Implementing Telework: Lessons Learned from Four Federal Agencies. www.businessofgovernment.org
- Parinduri, L., Yusmartato, & Hernawati, T. (2017). Pengaruh Disiplin Dan Komitmen Terhadap Motivasi Kerja Karyawan Di Pabrik Kelapa Sawit Ptpn I Tanjung Seumantoh, Aceh Tamiang. In Cetak) *Buletin Utama Teknik* (Vol. 13, Issue 1). Online.
- Pengaruh Lingkungan Kerja dan Disiplin Kerja serta Motivasi Kerja Terhadap Kinerja Karyawan Perusahaan Daerah Air Minum (PDAM) Kabupaten Lumajang. *Jurnal Manajemen dan Kewirausahaan*.
- Potu, A. (2013). Kepemimpinan, Motivasi, Dan Lingkungan Kerja Pengaruhnya Terhadap Kinerja Karyawan Pada Kanwil Ditjen Kekayaan Negara Suluttenggo Dan Maluku Utara Di Manado. *1208 Jurnal EMBA*, 1, 1208–1218.
- Prakoso, R. D. (2014). Pengaruh lingkungan kerja terhadap motivasi kerja dan kinerja karyawan (studi pada karyawan PT. AXA Financial Indonesia Cabang Malang) (Doctoral dissertation, Brawijaya University).
- Purwanto, K., Endah Subandiyah, A., & Idris Purwanto, M. (2022). Pengaruh Motivasi Kerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan (Vol. 07, Issue 01).
- Qamar, M. (2007). Strategi baru Pengelolaan pendidikan Islam-Manajemen Pendidikan islam. Erlangga.
- Rahmawanti, N. P., Swasto, B., & Prasetya, A. (2014). Pengaruh Lingkungan Kerja Terhadap Kinerja Karyawan (Studi Pada Karyawan Kantor Pelayanan Pajak Pratama Malang Utara). *Jurnal Administrasi Bisnis (JAB)*, 8(2).
- Rahmawati, R., Wayan, N., Mitariani, E., Cempaka, N. P., & Atmaja, D. (2018). Pengaruh Lingkungan Kerja, Stres Kerja Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada PT. Indomaret Co Cabang Nangka.
- Rezita, R. (2014). Pengaruh lingkungan kerja terhadap motivasi kerja karyawan di bank Jatim Cabang Utama Surabaya. *Jurnal Administrasi Perkantoran (JAP)*, 2(2), 1-15.
- Ria Tumilaar, B. (2015). The Effect Of Discipline, Leadership, And Motivation On Employee Performance At BPJS Ketenagakerjaan Sulut. The Effect of Discipline... *Jurnal EMBA*, 787(Juni), 787–797.
- Setiawan, A. (2013). Pengaruh Disiplin Kerja Dan Motivasi Terhadap Kinerja Karyawan Pada Rumah Sakit Umum Daerah Kanjuruhan Malang. *Jurnal Ilmu Manajemen* |, 1.
- Sagita Novyanti, J. (2015). Pengaruh Motivasi Kerja, Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Bappeda Provinsi Sulawesi Tengah. *Katalogis*, 3(1), 105–115.
- Sidanti, H. (2015). Pengaruh lingkungan kerja, disiplin kerja dan motivasi kerja terhadap kinerja pegawai negeri sipil di sekretariat dprd kabupaten madiun. *Jurnal JIBEKA*.
- Solimun. (2002). *Multivariate Analysis Structural Equation Modelling (SEM) Lisrel dan Amos: Aplikasi Manajemen, Ekonomi Pembangunan, Psikologi Sosial, Kedokteran, dan Agrokomplesks*. UM PRESS
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet

- Susanty, A., & Baskoro, W. (2012b). Pengaruh Motivasi Kerja Dan Gaya Kepemimpinan Terhadap Disiplin Kerja Serta Dampaknya Pada Kinerja Karyawan (Studi Kasus Pada PT. PLN (Persero) Apd Semarang). In J@TI Undip: Vol. VII (Issue 2).
- Suwondo, D. I., & Sutanto, E. M. (2015). Hubungan Lingkungan Kerja, Disiplin Kerja, Dan Kinerja Karyawan. *Jurnal Manajemen Dan Kewirausahaan (Journal of Management and Entrepreneurship)*, 17(2). <https://doi.org/10.9744/jmk.17.2.145-154>
- Zakiah, N. A., & Dwiridotjahjono, J. (2021). Pengaruh Motivasi, Disiplin, Dan Lingkungan Kerja Terhadap Kinerja Karyawan PT. Romi Violeta Sidoarjo. In JSMB (Vol. 8, Issue 1). <http://journal.trunojoyo.ac.id/jsmb56>
- Weerasinghe, T. D., & Jayawardana, A. K. L. (2019). Flex-Work and Work-Life Balance: Effects of Role Conflicts and Work-Life Support Organizational Culture. *Sri Lankan Journal of Management*, 49–76. <https://doi.org/10.33939/sljm.24.02.03.2019>