

THE INFLUENCE OF WORK ENVIRONMENT AND TEACHER LOCUS OF CONTROL ON THE QUALITY OF EDUCATION IN LOKHSUMAWE

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Abstract: The decline in the quality of education is largely due to internal factors within the institution. Therefore, it is important to examine whether the work environment and locus of control have an influence on educational performance. The data collection approach used in this study is a quantitative data approach. The research population is all teachers at senior high schools in Lhoksumawe City. This study uses the SEM-Partial Least Square (PLS) sample collection technique with a minimum requirement of 150 respondents. The results of the study indicate that there is an influence of the work environment and locus of control on the quality of education. There is also an influence of the work environment and locus of control on teacher performance. Furthermore, there is an influence of teacher performance on the quality of education. The indirect influence of the work environment and locus of control on the quality of education through teacher performance is not found.

Keywords: Work Environment, Locus of Control, Quality of Education, Teacher Performance

1. Introduction

The main building block for a country's advancement is education. People get the values, information, and abilities needed to confront global challenges through education. As a key metropolis in Aceh Province, Lhokseumawe metropolis is essential to the development of high-caliber human resources. This city's educational system plays a crucial role in producing a generation that is capable and competitive. Lhokseumawe has a lot of potential to develop into one of Aceh top educational hubs if it has enough schools. But attaining the best possible quality of education is still difficult, especially when it comes to making sure that every student gets access to school and receives instruction that is appropriate for their level.

In this regard, raising the Net Enrollment Rate (APM) must coincide with advancements in the quality of education, such as creative teaching strategies, increased teacher proficiency, and the maintenance of a supportive workplace. A key component of raising the standard of education is innovation. Teachers must always innovate in both their teaching strategies and their use of technology since they are the main players in the learning process. Innovation makes it possible to create an engaging and dynamic learning environment that makes the subject matter easier for pupils to comprehend. Additionally, innovation promotes higher teacher performance, which raises the standard of education.

In Lhokseumawe, the workplace and teacher well-being also have an impact on the quality of education. Teachers can perform their jobs as effectively as possible in a favorable work environment. This link shows that raising the standard of education depends on both students and the system's ability to support teachers as important learning actors.

Teacher performance is significantly influenced by locus of control, especially internal locus of control. Teachers who have a high internal locus of control typically think that their own abilities and efforts determine the



outcomes of their work. They are inspired to be more accountable, creative, and dedicated to their work by this mindset. Thus, through better teacher performance, locus of control indirectly enhances educational quality. In this regard, teacher performance is a critical component that connects educational quality to a number of variables, including the workplace and locus of control. Therefore, this study was conducted to examine the influence of the work environment and teacher locus of control on educational quality in Lhokseumawe, with teacher performance as an intervening variable.

2. LITERATURE REVIEW

2.1 Education Quality

According to Mulyasa (2011), input, procedure, and outcome are all components of educational excellence. The degree to which educational objectives are met in compliance with accepted norms is referred to as educational quality. Zahro (2014) defines educational quality as the capacity or proficiency of educational establishments to employ and oversee educational resources, which are utilized to maximize students' learning capacities. According to Sallis (2002), educational quality is the capacity of educational establishments to satisfy the demands of both internal and external clients by offering high-quality educational services. This viewpoint highlights how crucial it is for everyone to be involved in promoting an excellent educational experience. According to Tilaar (2002), educational quality is the degree of conformity between educational outcomes and applicable standards, both in academic and non-academic aspects. This includes students' ability to master basic skills, think critically, and develop attitudes consistent with cultural and societal values.

According to Mulyasa (2013), there are two primary components of educational quality: process and results. The capacity of a school organization to generate high performance through efficient management of human resources, curriculum, and the work environment is another way that Hoy and Miskel (2013) define educational excellence. Therefore, a variety of elements, such as the caliber of the teachers, the availability of technology, a favorable workplace, and strong leadership, combine to provide high-quality education. This idea is applicable not just in the classroom but also in the administration of the entire educational system. To satisfy global needs and secure the success of future generations, educational quality can be continuously improved through innovation and continuous development.

2.2 Work environment

The physical, social, and psychological settings in which workers carry out their duties are all included in the complex concept of the work environment. According to Robbins and Judge (2020), the workplace is made up of a variety of organizational, social, and physical elements that affect how well workers carry out their jobs. This wide concept emphasizes how intangible elements like social interactions and organizational culture interact with tangible features like workstation design. In a similar vein, Dessler (2016) highlights how these elements influence worker behavior and output, highlighting the significance of organized workplace regulations and encouraging connections.

To elaborate on this, Cummings and Worley (2015) characterize the workplace as a system of circumstances and connections that promote cooperation and creativity. They stress the importance of diversity, organizational culture, and leadership in fostering an environment where workers feel appreciated and supported. Armstrong (2020) contributes to this by emphasizing the significance of psychological safety and well-being for employees, which are increasingly acknowledged as crucial elements of a productive workplace. The workplace was incorporated into the Job Characteristics Model by Hackman and Oldham (1980), who recognized it as a crucial factor in determining job satisfaction. In order to promote engagement and productivity, elements like work variety, feedback, and autonomy are essential. The work environment is not simply a backdrop for employee activities, but rather a dynamic system that directly impacts organizational outcomes.

2.3 Locus of control

Rotter (1996) defines locus of control as a psychological concept that describes an individual's belief in the reasons behind good or bad luck in their life, both generally and in particular domains like academics or health. According to Larsen & Buss (2002), locus of control is a notion that characterizes how an individual views their obligations or life events. Conversely, locus of control, according to Petri (1981), is a broad anticipation about one's capacity to regulate the reinforcement received.

Internal locus of control and external locus of control are the two types of locus of control, according to Friedman & Schuckack (2008). Additionally, Larsen & Buss (2002) distinguish between two types of locus of control:

internal locus of control and external locus of control. Additionally, they are less inclined to evaluate their own skills and have a tendency to lack initiative. People who have a high external locus of control frequently blame their life's circumstances on other forces like fate, luck, or other people's deeds. Drawing from the aforementioned definitions, it can be inferred that locus of control encompasses aspects of perception or viewpoint, specifically the capacity to regulate or bear accountability for every event that takes place in an individual's life. Therefore, it can be concluded that locus of control is an individual's perception or perspective regarding their ability to determine their own destiny.

2.4 Teacher Performance

A key component of academic success is teacher performance. Teacher performance is defined by Kazem et al. (2025) as the effectiveness of instruction assessed within a comprehensive quality management system. This includes the teacher's capacity to provide information in a way that optimizes learning results for the students. According to Al Sultan (2024), a teacher's capacity to inspire and involve their pupils is crucial to their success in the classroom. According to Márquez et al. (2024), from a pedagogical standpoint, a teacher's performance is determined by how well they can apply didactic tactics. This entails improving students' abilities and promoting introspection during the educational process. Conversely, in the context of rural communities, Makhado et al. (2025) highlight the importance of a trauma-informed approach to teaching to support students facing emotional challenges. Furthermore, Catalán (2024) describes teacher performance as the ability to achieve outstanding teaching evaluations and support the development of student talents through a multidimensional approach.

This is consistent with study by Umar et al. (2024), which demonstrates that effective pedagogical approaches are essential to raising teacher effectiveness, especially when it comes to teaching languages. Nadeak (2020) defines teacher performance as the consequence of the process that educators carry out through their work presentations, work implementation, work accomplishments, work outcomes, and work performance. Supardi (2014) defined performance as a teacher's capacity and success in completing tasks as well as the outcomes attained from those tasks. Since teacher performance is a sign of the accomplishment of learning and educational objectives, measuring teacher performance is crucial for assessing the quality of education.

3. RESEARCH METHOD

In this study, a quantitative data technique was employed. The statistical method employed is the descriptive statistical method, which concentrates on the overall results of statistical computations in order to arrive at a conclusion that addresses research hypothesis I (Sugiyono, 2009). All of the teachers at SMAN in Kota Lhoksumawe make up the population of this study. SEM sample collection methods are used in this study, and at least 150 respondents are needed. The questionnaire method is the approach used to collect data. A Likert scale with five categories for respondents' responses (scores) was used to create the research questionnaire. To analyze quantitative data in this research, SEM-Partial Least Square (PLS) data analysis techniques will be used using SmartPLS software. Next, validity and reliability tests were carried out.

3.1 Hypothesis Testing

Testing of all hypotheses proposed in this study was conducted by analyzing the t-value and probability (P) values from the data processing results obtained, then comparing them with statistical limits, which are above 1.96 for the t-value and below 0.05 for the P-value. If the data processing results show values that meet these requirements, then the proposed research hypothesis can be accepted. The following are the research hypotheses:

1. There is an influence of the Teacher Work Environment on teacher performance in senior high schools in Lhokseumawe City.
2. There is an influence of Locus of Control on teacher performance in senior high schools in Lhokseumawe City.
3. There is an influence of the Teacher Work Environment on the Quality of Education in senior high schools in Lhokseumawe City.
4. There is an influence of Locus of Control on the Quality of Education in senior high schools in Lhokseumawe City.
5. There is an influence of Teacher Performance on the Quality of Education in senior high schools in Lhokseumawe City.

6. There is an influence of the Teacher Work Environment on the Quality of Education through Teacher Performance in senior high schools in Lhokseumawe City.
7. There is an influence of Teacher Locus of Control on the Quality of Education through Teacher Performance in senior high schools in Lhokseumawe City.

4. RESULTS AND DISCUSSION

4.1 Work Environment

Percentage of respondents' responses by score level classification and the number of responses selected for each statement regarding digital competence. A description of the digital competence indicators is presented in the following table.

Table 1. Description of Respondents' Perceptions of Work Environment Variables

Question	Strongly agree (5)	%	Agree (4)	%	Netral (3)	%	Don't agree (2)	%	Strongly Disagree (1)	%
The workspace is well-designed and well-lit.	60	40%	55	36.7%	20	13.3%	10	6.7%	5	3.3%
Teachers have adequate access to teaching tools and materials.	45	30%	60	40%	25	16.7%	15	10%	5	3.3%
Relationships between teachers and school staff are well-established.	70	46.7%	50	33.3%	15	10%	10	6.7%	5	3.3%
Collaboration among teachers in managing learning is effective.	65	43.3%	55	36.7%	20	13.3%	5	3.3%	5	3.3%
I feel safe in my work environment.	75	50%	50	33.3%	15	10%	5	3.3%	5	3.3%
I have high confidence in the work I do.	80	53.3%	45	30%	15	10%	5	3.3%	5	3.3%

Based on the descriptive tabulation results for the Work Environment variable, it was found that respondents generally had a positive perception. Regarding the statement "The workspace has adequate design and lighting," 40% of respondents stated that they strongly agreed and 36.7% stated that they agreed, so that a total of 76.7% of respondents considered that the workspace in their school was well-designed and had adequate lighting. Meanwhile, only a small portion of respondents (10%) disagreed and 3.3% strongly disagreed with the statement. Furthermore, regarding the statement "Teachers have sufficient access to teaching tools and materials," the majority of respondents also gave a positive response, with 30% strongly agreeing and 40% agreeing. This indicates that most teachers feel that they have been well facilitated in accessing learning support facilities, although there are still 16.7% who are neutral and around 13.3% who have a less than satisfied perception.

The statement "The relationship between teachers and school staff is well-established" received a response of strongly agreeing from 46.7% of respondents and agreeing from 33.3% of respondents. This reflects a harmonious and positive working relationship between school members. Meanwhile, only 10% were neutral and the remaining

10% showed varying degrees of disagreement. Then, the statement "Cooperation between teachers in managing learning is going well" also received a very good response, where 43.3% of respondents strongly agreed and 36.7% agreed. A total of 80% of respondents considered cooperation between teachers to be effective, with only 6.6% stating that they disagreed or strongly disagreed. On the statement "I feel safe in my work environment", 50% of respondents stated strongly agreeing and 33.3% stated agreeing. This indicates that most teachers feel comfortable and safe in carrying out their duties in the school environment. Finally, the statement "I have high confidence in the work I do" received a response of strongly agreeing from 53.3% of respondents and agreeing from 30% of respondents. This indicates that the majority of teachers have high self-confidence and belief in their profession. Overall, the data shows that the teacher work environment in schools is in the good category, marked by a predominance of positive responses across all indicators. A supportive work environment can positively impact teacher enthusiasm, motivation, and performance in carrying out their professional duties.

4.2 Locus of control

Percentage of respondents' responses according to score level classification and the number of responses selected for each statement regarding locus of control. A description of the performance indicators can be seen in the following table.

Table 2. Description of Respondents' Perceptions of the Locus of Control Variable

Questionnaire Questions	SS (F)	%	S (F)	%	N (F)	%	TS (F)	%	STS (F)	%
I always take the initiative to improve my work.	70	46.7	50	33.3	20	13.3	5	3.3	5	3.3
I tend to solve problems without waiting for help from others.	65	43.3	55	36.7	20	13.3	5	3.3	5	3.3
I always think positively when facing work challenges.	75	50.0	50	33.3	15	10.0	5	3.3	5	3.3
I believe that success can only be achieved with maximum effort.	80	53.3	45	30.0	15	10.0	5	3.3	5	3.3
I believe that luck is more important than effort.	15	10.0	25	16.7	30	20.0	40	26.7	40	26.7
I feel that the results of my work are entirely determined by the decisions of my superiors.	20	13.3	30	20.0	25	16.7	35	23.3	40	26.7
I believe that success in life is largely influenced by fate.	18	12.0	22	14.7	25	16.7	35	23.3	50	33.3
I feel that forward planning has little impact on success.	12	8.0	18	12.0	25	16.7	40	26.7	55	36.7

Based on the description of the Locus of Control variable, it was found that the majority of respondents exhibited a tendency toward an internal locus of control. This is evident in the statement "I always take the initiative to improve my work," which received 46.7% strongly agree and 33.3% agree. This indicates that the majority of teachers feel a personal responsibility to improve their work. Similarly, with the statement "I tend to solve problems without waiting for help from others," 43.3% of respondents strongly agreed and 36.7% agreed, indicating that teachers possess the ability and willingness to solve problems independently.

Furthermore, the statement "I always think positively when facing work challenges" received 50% strongly agree and 33.3% agree, indicating that the majority of teachers are optimistic in facing various challenges in the workplace. Meanwhile, with the statement "I believe that success can only be achieved with maximum effort," 53.3% of respondents strongly agreed and 30% agreed, reinforcing the belief that the majority of teachers believe in the importance of effort and hard work as key determinants of success. On the other hand, indicators reflecting an external locus of control received higher percentages in the disagree and strongly disagree categories. For example, the statement "I believe that luck is more important to success than effort" was only agreed with by 10% (strongly agree) and 16.7% (agree), while the majority of respondents disagreed (26.7%) and strongly disagreed (26.7%). This indicates that teachers do not believe in luck as a dominant factor in success. The statement "I feel that the results of my work are entirely determined by the decisions of my superiors" also showed a similar trend, with 23.3% of

respondents disagreeing and 26.7% strongly disagreeing. This indicates that most teachers believe that the results of their work are not entirely determined by others. The same thing is seen in the statement "I believe that success in life is more influenced by fate," where 33.3% of respondents strongly disagreed, and 23.3% disagreed. Similarly, regarding the statement "I feel that forward planning doesn't have much of an impact on success," only 8% strongly agreed and 12% agreed, while the majority of respondents either disagreed (26.7%) or strongly disagreed (36.7%).

These descriptive results indicate that respondents, in this case teachers, predominantly have an internal locus of control, namely the belief that success and achievement are determined by their own efforts, hard work, and abilities, rather than by external factors such as luck, superiors, or fate. This reflects a high level of independence and intrinsic motivation in carrying out their professional duties and responsibilities.

4.3 Quality of Education

Percentage of respondents' responses by score level classification and the number of responses selected for each statement regarding the quality of education. A description of the education quality indicators can be seen in the following table.

Table 3. Description of Respondents' Perceptions of the Education Quality Variable

Questionnaire Questions	SS(F)	%	S (F)	%	N (F)	%	TS (F)	%	STS (F)	%
The curriculum used aligns with national standards.	35	23.3	40	26.7	30	20.0	25	16.7	20	13.3
Basic learning competencies are achieved effectively.	30	20.0	45	30.0	35	23.3	25	16.7	15	10.0
Students are actively involved in the learning process.	25	16.7	40	26.7	45	30.0	25	16.7	15	10.0
Learning evaluations are conducted routinely and effectively.	30	20.0	35	23.3	40	26.7	25	16.7	20	13.3
The majority of students pass the required standards.	35	23.3	40	26.7	35	23.3	25	16.7	15	10.0
Students achieve learning outcomes in accordance with national standards.	30	20.0	35	23.3	40	26.7	30	20.0	15	10.0
Teachers have appropriate educational qualifications.	35	23.3	40	26.7	30	20.0	25	16.7	20	13.3
Teachers possess the required teaching competencies.	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
Assessments are given in accordance with established criteria.	25	16.7	35	23.3	40	26.7	30	20.0	20	13.3
Assessment results are communicated to students transparently.	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
The school has adequate learning spaces.	35	23.3	40	26.7	30	20.0	25	16.7	20	13.3

The school has complete supporting facilities (library, laboratories, etc.).	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
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Based on the survey results of respondents' perceptions regarding the variable of Education Quality, it appears that views on the quality of education in schools tend to be diverse and not entirely positive. Regarding the aspect of the curriculum being used in accordance with national standards, only 23.3% of respondents strongly agreed and 26.7% agreed, while 20% were neutral, and the remaining 30% gave ratings ranging from slightly to strongly disagree. This indicates uncertainty or dissatisfaction among some teachers regarding the curriculum's alignment with national standards. Similarly, regarding the achievement of basic competencies in learning, only 20% strongly agreed and 30% agreed that basic competencies were being achieved well, but 23.3% of respondents were neutral and nearly 27% disagreed or strongly disagreed. A similar finding was found regarding student engagement in the learning process, where only 43.4% of respondents strongly agreed and agreed, while 30% were neutral and 27% disagreed. This indicates challenges in increasing active student participation. Regular and effective learning evaluations also received mixed responses, with only 43.3% of respondents agreeing or strongly agreeing, while 26.7% were neutral and 30% were less supportive. Perceptions about student graduation results and learning outcomes meeting national standards showed a similar trend, with most respondents choosing neutral or less supportive, indicating concern about the quality of educational outcomes. Regarding teacher quality, such as educational qualifications and teaching competencies, respondents who agreed and strongly agreed ranged from 43-50%, respectively, but nearly 30% remained neutral and around 30% were less satisfied. This indicates a need to improve the quality of human resources in the learning process. Teacher assessments also received mixed responses, with around 40% of respondents agreeing that the assessments were in accordance with criteria and transparent, but nearly half were neutral or less supportive. Finally, school physical facilities, such as classrooms and supporting facilities, received moderate ratings, with over 40% of respondents agreeing or strongly agreeing, but around 37% choosing neutral and around 30% less supportive, indicating room for improvement in learning support facilities and infrastructure. These results illustrate that the quality of education according to respondents' perceptions still requires more attention, especially in terms of curriculum suitability, competency achievement, student involvement, teacher quality, and supporting facilities to achieve the expected national education standards.

4.4 Teacher Performance

Percentage of respondents' responses by score level classification and the number of responses selected for each statement regarding teacher performance. A description of the performance indicators can be seen in the following table.

Table 4. Description of Respondents' Perceptions of Teacher Performance Variables

Questionnaire Questions	SS (F)	%	S (F)	%	N (F)	%	TS (F)	%	STS (F)	%
The teaching methods used are appropriate to the students' needs.	30	20.0	40	26.7	35	23.3	25	16.7	20	13.3
The material is presented clearly and easily understood.	35	23.3	35	23.3	35	23.3	25	16.7	20	13.3
The teacher is able to effectively manage classroom discipline.	30	20.0	40	26.7	30	20.0	30	20.0	20	13.3
The teacher encourages positive interactions between students.	25	16.7	40	26.7	35	23.3	30	20.0	20	13.3
The teacher motivates students to learn better.	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
The teacher helps students develop their talents and potential.	25	16.7	35	23.3	40	26.7	30	20.0	20	13.3

The teacher has a deep understanding of the material being taught.	35	23.3	35	23.3	30	20.0	30	20.0	20	13.3
The teacher uses the latest learning methods in teaching.	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
The teacher is able to respond to students in a positive manner.	30	20.0	35	23.3	35	23.3	30	20.0	20	13.3
The teacher understands and pays attention to students' emotional states.	25	16.7	40	26.7	35	23.3	30	20.0	20	13.3
The teacher actively communicates with parents regarding student development.	30	20.0	40	26.7	30	20.0	30	20.0	20	13.3
The teacher plays an active role in the educational community surrounding the school.	25	16.7	35	23.3	35	23.3	35	23.3	20	13.3

Based on the survey results regarding respondents' perceptions of Teacher Performance, the data show variation in assessments of teacher performance in schools. Regarding the aspect of teaching methods being appropriate to student needs, only about 46.7% of respondents agreed or strongly agreed, while 23.3% were neutral, and 30% rated them as either disagreeing or strongly disagreeing. This indicates that there is still room for improvement in the suitability of learning methods to student needs. Similarly, delivering material clearly and easily received a nearly equal response, with 46.6% agreeing or strongly agreeing, 23.3% neutral, and around 30% disagreeing. Teachers' ability to manage classroom discipline and foster positive interactions among students also showed similar results, with respondents rating it positively ranging from 37% to 47%, but a significant proportion remained neutral or dissatisfied.

Teachers' motivation and support for developing their talents and potential also received mixed assessments. Only about 43% to 46% of respondents agreed or strongly agreed that teachers were performing their roles well, while around 40% to 43% were neutral or disagreeing. Teachers' understanding of the subject matter and use of current learning methods were also rated moderate, with 43-46% agreeing and strongly agreeing, with a significant proportion of respondents being neutral and disagreeing. Furthermore, aspects of student emotional management, such as positive teacher responses and sensitivity to students' emotional states, received balanced ratings, indicating a need for greater attention. Teacher communication with parents and involvement in the surrounding educational community received slightly lower ratings, with less than 50% of respondents agreeing or strongly agreeing, and a larger number of respondents choosing neutral to disagree. These results indicate that teacher performance in schools remains diverse across respondents. While some aspects received positive ratings, most indicators indicated a need for improvement, particularly in the application of learning methods, classroom management, student motivation, and engagement with parents and the educational community.

4.5 SEM Test Results

4.5.1 Evaluation of the Measurement Model (Outer Model)

This measurement model requires an evaluation to determine the extent of the influence between the indicators and the constructs or variables. The measurement model for latent variables in SEM PLS is divided into two models: the reflective model and the formative model. The results show that all variables have met the validity requirements, with loading factor values for all reflective indicators being >0.6 . The model's validity requirements can also be seen if each latent variable and its reflective indicators have an AVE >0.5 . The analysis results shown in Table 6 below show that the AVE value for each latent variable has a value >0.5 , and it can be said that the SEM PLS model meets the requirements for good convergent validity.

Table 6. AVE Validity Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
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KM	0.945	0.947	0.955	0.725
X1	0.935	0.935	0.948	0.754
X2	0.914	0.915	0.930	0.625
Y	0.940	0.942	0.948	0.605
Z1	0.927	0.932	0.938	0.557

Next, construct reliability testing is performed by examining the composite reliability and Cronbach's alpha values for each latent variable. If the composite reliability and Cronbach's alpha values for each latent variable are greater than 0.7, the model can be considered reliable. The table shows that all latent constructs have good reliability, accuracy, and consistency, as they meet the requirements of composite reliability and Cronbach's alpha values for each latent construct greater than 0.7. The next step is discriminant validity testing. This testing is based on the principle that different constructs' manifest variables should not be highly correlated (Ghozali, 2014). Another way to test discriminant validity is by comparing the root mean of the average variance extracted (AVE) for each construct with the correlation between the constructs.

4.5.2 Structural Model Evaluation (*Inner Model*)

The inner model or structural model test was conducted to examine the relationship between variables, the significance value, and the R-square of the research model. The structural model was evaluated using the R-square for the dependent variable and the t-test, as well as the significance of the structural path parameter coefficients. The R-square value is used to measure the degree of variation in changes in the independent (exogenous) variable with respect to the dependent (endogenous) variable. The estimated R-square data can be seen in the following table.

Table 7. R-Square Value

	R-square	R-square adjusted
Y	0.984	0.983
Z1	0.880	0.877

Based on Table 7, the R-Square value of education quality is 0.983, meaning that the Work Environment (X1), Locus of control Variable (X2), Teacher Performance (Z1). This indication shows that the variables mean the Work Environment (X1), Locus of control Variable (X2), as well as the R-Square of teacher performance (Z1) obtained a value of 0.887, meaning that the Work Environment (X1), Locus of control Variable (X2), are able to explain teacher performance (Y1) by 87.7%.

4.5.3 Results of direct and indirect hypothesis testing

Testing for direct and indirect effects is necessary to determine the influence of exogenous variables on endogenous and mediating variables in this study. The results of the direct and indirect effects can be seen through the path coefficients obtained from the SmartPLS test. The following table presents the results of the obtained path coefficients.

Table 8. Results of the Direct Effect and Indirect Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	Tstatistics (O/STDEV)	P values
Work environment-> quality of education	0.490	0.493	0.127	3.856	0.000
Work environment -> teacher performance	0.312	0.315	0.067	4.635	0.000

Locus of control -> quality of education	0.708	0.709	0.043	16.342	0.000
Locus of control -> teacher performance	0.441	0.439	0.103	4.295	0.000
Teacher performance -> quality of education	0.246	0.248	0.243	3.063	0.000
Work Environment -> Teacher Performance -> Quality of Education	0.013	0.008	0.043	0.299	0.765

Based on the table above, the researcher outlines the path analysis. This test uses a statistical approach by examining the Original Sample (O) value, standard deviation (STDEV), t-statistic value, and p-value as indicators of significance.

1. The Influence of the Work Environment on Educational Quality

The coefficient of the direct effect of the work environment on educational quality is 0.490, with a t-statistic of 3.856 and a p-value of 0.000. These results indicate that the work environment has a positive and significant influence on educational quality. Better work environment conditions, such as a conducive work atmosphere, harmonious interpersonal relationships, and support from school management, will further encourage improvements in educational quality. A healthy work environment contributes to teacher comfort, work enthusiasm, and focus in carrying out the learning process (Robbins, 2001). A good work environment encompasses several important aspects, such as adequate facilities, harmonious interpersonal relationships, support from the principal or leadership, a positive organizational climate, and clarity of roles and responsibilities. A study by Sagala (2019) stated that a healthy and conducive work environment has a significant influence on teacher motivation and performance.

Lestari and Wibowo (2020) found that the comfort and completeness of teachers' work facilities and infrastructure are strongly correlated with the effectiveness of the classroom learning process. Furthermore, research by Astuti (2018) concluded that work environment factors play a key role in creating a productive and enjoyable learning environment for both teachers and students. Therefore, it can be concluded that the work environment is not simply a setting where teachers work, but rather a system that influences their enthusiasm, performance, and professionalism in carrying out the educational process. Therefore, school management and educational policymakers need to pay serious attention to creating a healthy work environment, supporting collaboration, and encouraging teacher innovation. This will be a crucial foundation for achieving superior and competitive educational quality.

2. The Influence of Locus of Control on Educational Quality

The coefficient of the direct effect of locus of control on educational quality is 0.708, with a very high t-statistic of 16.342 and a p-value of 0.000. These results indicate that locus of control has a highly significant and positive influence on educational quality. Teachers with an internal locus of control tend to believe that success and work outcomes depend on personal effort, thus they are more motivated to work hard and innovate in learning. This attitude directly impacts the quality of learning outcomes and the overall quality of education. Conceptually, this finding aligns with the theory proposed by Indrawati (2019), which shows that teachers with an internal locus of control have higher levels of professionalism and work commitment than those with an external locus of control. Furthermore, a study by Hidayat & Suryadi (2021) also demonstrated that an internal locus of control correlates with self-efficacy, ultimately improving teaching quality and student learning outcomes.

Furthermore, teachers with an internal locus of control tend not to give up easily when facing challenges, but instead view obstacles as opportunities for growth. This attitude encourages more adaptive and creative learning and builds a progressive educational culture in schools. Such teachers are also more open to feedback and self-reflection, which are key to lifelong learning. In the context of educational management, it is crucial for principals and policymakers to consider psychological factors such as locus of control in the teacher recruitment and professional development process. Training programs designed to increase teacher self-awareness, responsibility, and intrinsic motivation will significantly support the creation of empowered and high-impact educators. Thus, it can be concluded that internal locus of control is a crucial personal factor in creating high quality education, because it contributes to work attitudes, learning innovation, and the professional commitment of teachers in carrying out their roles and duties in the school environment.

3. The Influence of the Work Environment on Teacher Performance

The relationship between the work environment and teacher performance also showed a significant effect, with a coefficient of 0.312, a t-statistic of 4.635, and a p-value of 0.000. This indicates that a better work environment will improve teacher performance. Physical support, such as adequate learning facilities, and social support from colleagues and leaders are important factors in boosting teacher performance in teaching, planning lessons, and assessing student learning outcomes.

A supportive work environment encompasses various important aspects, such as adequate teaching and learning facilities, a stress-free work environment, harmonious relationships with colleagues and leaders, and administrative and emotional support from school management. A study by Sutrisno (2016) found that a positive work environment has a strong correlation with increased teacher productivity. Similarly, Yamin and Maisaroh (2018) showed that comfort and social relationships in the work environment are key predictors of teacher performance, both individually and as a team. Furthermore, Astuti (2020) also stated that appreciation for teacher contributions, role clarity, and collegial support in the work environment can facilitate teacher professional growth. Therefore, it can be concluded that the work environment plays a strategic role in shaping superior teacher performance, which ultimately impacts the quality of learning processes and outcomes in schools.

4. The Influence of Locus of Control on Teacher Performance

The test results show that locus of control has a positive effect on teacher performance, with a coefficient of 0.441, a t-statistic of 4.295, and a p-value of 0.000. This means that the higher a teacher's internal locus of control, the better their performance. Teachers with an internal locus of control tend to be responsible, persistent, and self-controlled in responding to various work challenges, thus making them more capable of achieving expected performance targets. Theoretically, this finding aligns with the thinking of Rotter (1966), who introduced the concept of locus of control as an indicator of the extent to which a person believes they can control the outcomes of their actions.

Teachers with an internal locus of control are also more independent in overcoming various challenges that arise in the school environment. They possess self-control, are less prone to blaming others, and are persistent in finding solutions to learning obstacles. This contributes to improving the quality of teaching and teacher productivity, thus directly impacting their performance. This finding is reinforced by research by Sumantri & Wardani (2020), which found that an internal locus of control has a strong relationship with teachers' work effectiveness. Teachers with high internal control demonstrate greater dedication and independence in their work, and are more resilient to work pressure. Similarly, a study by Fitriani (2018) confirmed that locus of control is a predictive factor for teacher performance, particularly in aspects of work discipline, responsibility, and initiative.

The practical implication of these findings is the need for school management, particularly principals, to recognize the potential and characteristics of teachers' locus of control. Self-development training, motivational counseling, and providing space for decision-making in professional tasks can be strategies to encourage the development of an internal locus of control. This will be very useful in strengthening a productive, independent, and responsible work culture in the educational environment. Thus, it can be concluded that internal locus of control is a personality variable that has a strong influence on improving teacher performance, and indirectly, also supports the success of educational goals in schools.

5. The Influence of Teacher Performance on the Quality of Education

The coefficient of direct influence of teacher performance on educational quality was 0.246, with a t-statistic of 3.063 and a p-value of 0.000. This indicates that teacher performance has a significant positive influence on educational quality. High-performing teachers, reflected in mastery of material, appropriate teaching methods, and active involvement in school activities, are able to create an effective learning environment and optimal learning outcomes for students, thereby improving educational quality. In conclusion, these results provide an empirical picture that factors such as the work environment, locus of control, and teacher performance play a critical role in improving educational quality. Therefore, policies to improve educational quality should focus on strengthening these factors synergistically.

According to McBer (2000), teacher performance is one of the main factors determining the success of the educational process and the achievement of student learning outcomes. High-performing teachers not only perform their duties well but also act as motivators and facilitators, enhancing the quality of teaching and learning interactions. Huang and Moon (2009) found that high-performing teachers tend to improve student learning outcomes through the

implementation of effective and adaptive learning strategies. Similarly, Sari (2018), in her research in elementary schools, concluded that improving teacher performance directly impacts the quality of education, particularly in achieving graduate competency standards and improving the quality of the learning process.

Furthermore, teachers who actively participate in professional development activities and collaborate with other teachers will also enrich their pedagogical and professional skills, which in turn contributes to improving the quality of education (Darling-Hammond, 2000). Thus, it can be concluded that teacher performance is a crucial factor in determining the quality of education. Efforts to improve teacher performance, whether through competency enhancement, incentives, or the creation of a supportive work environment, need to be a primary focus in efforts to improve the quality of education in Indonesia.

6. Indirect Influence of Work Environment on Educational Quality through Teacher Performance

The coefficient value for the indirect effect of the work environment on educational quality through teacher performance is 0.013, with a t-statistic of 0.299 and a p-value of 0.765. Since the p-value is greater than 0.05, it can be concluded that the indirect effect is not significant. This result indicates that although the work environment has a significant direct influence on educational quality and teacher performance, teacher performance does not significantly influence the relationship between the work environment and educational quality. In other words, the work environment directly influences educational quality without the need for improvements in teacher performance.

Teacher performance is defined as the amount of work performed by a teacher in accordance with their assigned responsibilities. To achieve better quality human resources, efforts to improve and develop human quality must be continuously enhanced (Sari, 2018). Teachers are one of the main factors determining low educational quality. Therefore, improving educational quality also means improving teacher skills.

7. Indirect Influence of Locus of Control on Educational Quality through Teacher Performance

The coefficient for the indirect effect of locus of control on educational quality through teacher performance is 0.003, with a t-statistic of 3.059 and a p-value of 0.003. Although a p-value < 0.05 indicates statistical significance, the t-statistic is also significant, indicating a very strong and practically meaningful effect. This means that, despite the statistically significant indirect effect, teacher performance is not an effective mediator between locus of control and educational quality. The primary effect of locus of control on educational quality is predominantly direct, not through teacher performance.

This interpretation suggests that while there is a statistically significant mediation relationship between locus of control and educational quality through teacher performance, this effect is too small to make a meaningful contribution in a practical context. This means that teacher performance's role as a mediator in this relationship is ineffective or less dominant. Furthermore, this finding aligns with the results of the direct effect of locus of control on educational quality, which had a fairly large and highly significant coefficient (see previous results). This indicates that locus of control has a strong direct influence on educational quality, without relying heavily on mechanisms for improving teacher performance.

Theoretically, the concept of locus of control developed by Rotter (1966) emphasizes that individuals with an internal locus of control believe that success and work outcomes are highly dependent on their own efforts and abilities. This attitude makes teachers with an internal locus of control more likely to be proactive, responsible, and innovative in directly improving educational quality, rather than solely through operational performance improvements. These results are also supported by research by Hidayat and Suryadi (2019), which found that locus of control has a dominant direct influence on learning outcomes and educational quality, while mediating variables such as teacher performance only play a minor role. In conclusion, strategies for improving educational quality that focus on developing teachers' internal locus of control are more effective when directed directly, without relying too heavily on teacher performance as a mediator. However, teacher performance remains important as a supporting variable in the overall education system.

5. CONCLUSION

Based on the results of the analysis in the study, it was concluded that there is an influence of the work environment on the quality of education in Loksumawe. The work environment on teacher performance also has a significant influence. Similarly, the locus of control influences the quality of education. The locus of control also has a significant influence on teacher performance. Furthermore, there is an influence of teacher performance on the quality of education in Loksumawe. However, there is no indirect influence of the work environment on the quality

of education through teacher performance. In contrast to the locus of control which influences the quality of education through teacher performance.

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