



Managing Human Resources in Educational Libraries: The Role of Work Motivation and Work Environment in Enhancing Staff Performance

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ABSTRACT

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This study aims to analyze the influence of work motivation and work environment on employee performance from the perspective of educational management, particularly in public libraries as non-formal educational institutions. Employee performance is a crucial element in educational management because it directly affects the quality of public services, learning resources, and literacy development in the community. This study uses a quantitative approach with a survey method. Data were collected through a structured questionnaire consisting of 25 items measured with a Likert scale and distributed to library employees. The data were analyzed using multiple regression analysis to test the partial and simultaneous effects of work motivation and work environment on employee performance. The results show that work motivation has a significant positive effect on employee performance, while the work environment also shows a significant influence in supporting employee effectiveness and productivity. Simultaneously, work motivation and work environment make a substantial contribution to improving employee performance. These findings imply that educational management in non-formal institutions should prioritize human resource management strategies, particularly through strengthening motivation systems and creating a conducive work environment, to improve organizational performance and support sustainable educational services.

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INTRODUCTION

Human resources play a crucial role in determining an organization's success in responding to increasingly complex societal demands. In the context of public service institutions, including educational libraries, high-quality human resources are crucial to ensuring effective, efficient, and sustainable services to the public (Kusumawati, 2025; Najiburohman et al., 2025; Syafiih, 2025). Libraries

are no longer simply book repositories but have evolved into centers for learning, literacy development, and lifelong learning. Consequently, employee performance has become a crucial indicator of an institution's success. Previous studies emphasize that organizational effectiveness is significantly influenced by the quality of human resource management, particularly in motivating employees and creating a supportive work environment (Ningsih, 2021). When employees demonstrate high performance, institutions are better positioned to achieve organizational goals and contribute positively to society. Therefore, examining the factors influencing employee performance is not only relevant for organizational development but also crucial for increasing public access to quality educational services.

This study is significant because it addresses fundamental managerial factors that influence the sustainability and social relevance of educational institutions. Despite the strategic role of human resources, many public institutions still face persistent challenges related to employee performance. In practice, employee productivity, work commitment, and service quality often fall short of organizational expectations. One core problem lies in ineffective human resource management, particularly in maintaining employee motivation and ensuring a conducive work environment (Ataman & Safitri, 2024; Hidayat et al., 2024; Khotimah & Fahmi-Suhermanto, 2024). According to Ningsih (2021), employee performance must be continuously improved to support institutional effectiveness, yet many organizations struggle to implement systematic strategies to achieve this goal. Low motivation, limited career development opportunities, and inadequate working conditions often lead to decreased work enthusiasm and productivity. In educational libraries, this problem is even more critical, as employees directly impact service quality, user satisfaction, and literacy outcomes. Without sufficient motivation and a supportive work environment, employees tend to work solely to fulfill routine obligations rather than strive for excellence. This widespread problem highlights the urgent need for empirical research to understand how motivation and the work environment influence employee performance in educational service institutions.

Empirical observations in educational library institutions indicate that employee performance issues are still evident in daily operations (Masrum et al., 2023; Rahmat et al., 2023; Suroiyah & Wahyudi, 2023). Some commonly observed phenomena include delays in task completion, low initiative in public service delivery, and limited innovation in library program implementation. These conditions indicate that employees may lack sufficient motivation to perform optimally. As explained by Apriyansyah (2023), motivation functions as an internal drive that directs individual behavior toward achieving organizational goals. When motivation is weak, employee performance tends to decline. Furthermore, the physical and social work environment often fails to support productivity (Ataman & Safitri, 2024; Kunta & Muslim, 2025; Sain et al., 2024).

Inadequate workspace layout, inadequate facilities, poor lighting, and limited air circulation can negatively impact employee comfort and concentration. Furthermore, unsupportive interpersonal relationships between staff and management can reduce job satisfaction and work enthusiasm (Alam & Mohanty, 2023; Hasanah et al., 2024; Rusdiah, 2024; Yakin, 2025). According to Supriyanto (2020), the fit between individuals and their work environment significantly impacts performance and satisfaction. This fieldwork demonstrates that motivation and the work environment are important issues worthy of systematic investigation.

Previous research has extensively examined the relationship between work motivation, the work environment, and employee performance across various organizational contexts. Studies consistently show that motivation positively influences employee productivity, commitment, and job satisfaction (Aini et al., 2025; Hamdanah & Thohir, 2025; Islamiah & Maulidiah, 2024). Motivated employees tend to demonstrate higher levels of initiative, responsibility, and resilience in facing work challenges. Similarly, the work environment has been identified as a crucial factor influencing performance, as a comfortable and supportive environment enables employees to perform tasks more efficiently (Arifin, 2024; Ataman & Safitri, 2024; Khotimah & FahmiSuhermanto, 2024). In the context of human resource management, Fatimah (2018) emphasized that effective management of labor relations and working conditions contributes to the achievement of organizational goals (Hasan, 2023; Sa'diyah et al., 2023). However, most existing studies focus on corporate organizations or the general public sector, with limited attention to educational libraries as distinct educational service institutions.

While these previous studies provide valuable insights, several research gaps remain. First, many studies examine motivation and the work environment as separate variables, rather than analyzing their combined influence on employee performance. Second, research focusing on educational libraries as part of an educational management system is still limited. Educational libraries have unique characteristics, functioning not only as administrative units but also as learning support institutions that directly impact the quality of education. Furthermore, existing studies often emphasize quantitative results without adequately considering the contextual challenges faced by educational service institutions. Performance improvement strategies must align with the organizational context to be effective. Therefore, empirical research is needed that integrates motivation and the work environment within the framework of educational library management. Addressing this gap is crucial for developing evidence-based strategies that enhance employee performance and improve the quality of educational services.

The uniqueness of this study lies in its integrated approach in examining work motivation and the work environment within the context of educational

library management. Unlike previous research that focused on general organizations, this study positions educational libraries as strategic institutions within the educational ecosystem. By analyzing the combined influence of motivational and environmental factors on employee performance, this study contributes to a more comprehensive understanding of human resource management in educational settings. Furthermore, this study emphasizes the managerial implications of employee performance for improving educational services and public literacy outcomes. In line with contemporary human resource management theory, this study highlights the importance of creating a supportive organizational climate to enhance employee effectiveness. These findings are expected to provide practical insights for educational managers in designing policies that encourage motivation and improve working conditions.

Based on theoretical review and empirical evidence, this study argues that employee performance in educational libraries is significantly influenced by work motivation and the work environment. Employees who are motivated and supported by a conducive work environment are more likely to perform effectively and contribute to organizational goals. Conversely, inadequate motivation and poor working conditions can hinder performance and reduce service quality. Therefore, this study seeks to empirically examine the extent to which work motivation and the work environment influence employee performance in educational library management. The findings are expected to strengthen the theoretical discourse on human resource management in education and provide practical recommendations for improving employee performance and institutional effectiveness.

RESEARCH METHODS

This study adopted a quantitative research design to examine the influence of work motivation and the work environment on employee performance (Sardana et al., 2023). Quantitative research is rooted in the positivist paradigm, which emphasizes objective measurement, numerical data, and statistical testing to generate empirical conclusions. This design was chosen because the study aimed to determine the magnitude and direction of the influence of two independent variables on a single dependent variable, thus enabling hypothesis testing through statistical analysis. The use of quantitative methods allows for generalizability of findings across similar organizational contexts, particularly in educational service institutions, as this method relies on systematic data collection, measurable variables, and statistical analysis, allowing for the identification of patterns and relationships with a high degree of objectivity. By involving a sufficiently large and representative sample, the quantitative approach provides empirical evidence supporting the consistency and reliability of results across diverse environments.

In the context of educational service institutions, this methodological strength allows for comparisons of performance trends, managerial practices, and organizational conditions, offering a strong basis for drawing broader conclusions and informing policy formulation, strategic decision-making, and institutional improvement initiatives beyond the specific research location. This research was conducted in a public library institution operating as an educational support organization. This location was selected due to its strategic role in supporting public education and literacy development, while also addressing common challenges related to employee performance and human resource management. This research location provides a relevant context for examining motivation, work environment, and performance within an educational management framework. Data collection was conducted over a predetermined research period to ensure consistency and accuracy in respondents' perceptions and responses.

The study population consisted of all 31 employees working at the selected public library institutions. Given the relatively small population size, this study employed a saturated sampling technique, involving the entire population as respondents. This sampling approach ensured comprehensive data coverage and minimized sampling bias, as each employee had an equal opportunity to contribute to the research findings.

Data were collected using a structured questionnaire developed based on established theoretical indicators of work motivation, work environment, and employee performance. The questionnaire used a Likert-type scale ranging from strongly disagree to strongly agree, allowing respondents to express their perceptions quantitatively. This data collection technique was selected for its efficiency, standardization, and suitability for quantitative analysis, particularly in examining attitudes and behavioral tendencies within an organizational setting. Prior to hypothesis testing, the data were analyzed using classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation, to ensure the suitability of the regression model. Next, multiple linear regression analysis was used to examine the partial and simultaneous effects of work motivation and work environment on employee performance. The analysis included t-tests, F-tests, tests, and coefficients of determination (R^2) to assess the strength and significance of the relationships between variables (Gul, 2023). To ensure the validity and reliability of the research instrument, validity testing was conducted using item-total correlation, with items considered valid if the correlation coefficient was equal to or greater than 0.30 (Ghanad, 2023). Reliability testing was conducted using Cronbach's Alpha, with a threshold value of 0.60 indicating acceptable internal consistency. This

procedure ensured that the measurement instrument accurately captured the research variables and produced consistent results, thereby enhancing the credibility and rigor of the study.

RESULTS AND DISCUSSION

This section presents the results and discussion of a quantitative analysis examining the influence of work motivation and the work environment on employee performance in educational service institutions, from an educational management perspective. In educational management, employee performance is a strategic component because it directly impacts service quality, institutional effectiveness, and the sustainability of educational programs. The analysis begins with a descriptive survey of respondents to provide an overview of the research subjects. A total of 31 employees participated in the study, representing the entire population through saturation sampling. This approach ensured comprehensive representation and strengthened the internal validity of the findings. Descriptive statistics were used to summarize respondents' perceptions of work motivation, the work environment, and employee performance. Overall, respondents indicated moderate to high levels of motivation, particularly on indicators related to social needs, recognition, and job responsibility, which are core to human resource management in education. Meanwhile, perceptions of the work environment varied, particularly regarding physical facilities and comfort of the workspace. Employee performance indicators, including work quality, attendance, and collaboration, generally reflected satisfactory levels.

These findings demonstrate that motivation and the work environment are important managerial factors shaping employee behavior in educational institutions and serve as the basis for further inferential analysis.

Descriptive statistical analysis revealed that work motivation achieved a relatively high average score, indicating that employees felt they had sufficient internal and external motivation to carry out their duties within the educational service context. Indicators such as recognition from superiors, interpersonal relationships, and job security were rated positively by the majority of respondents, reflecting the importance of leadership and management.

Support in educational management. Motivation plays a crucial role in directing effort and persistence toward organizational goals. However, physiological needs, particularly those related to financial incentives, showed a slightly lower average score, suggesting that compensation systems in educational institutions may require further managerial attention. Work environment variables showed moderate scores, with non-physical aspects such

as collegial relationships and organizational climate rated higher than physical conditions. Issues related to workspace arrangement, lighting, and facilities were identified as constraints that could impact service effectiveness. Employee performance indicators indicated that collaboration and attendance were relatively strong, while consistency in work quality varied. These findings suggest that while performance is generally adequate, improvements in educational human resource management are still needed.

Prior to conducting the regression analysis, classical assumption tests were applied to ensure the suitability of the statistical model. Normality tests using the Kolmogorov-Smirnov method indicated that the data were normally distributed, as the significance value exceeded 0.05, allowing for valid statistical inference (Maisuroh & Jamil, 2024; Muharromah, 2025; Wahyudi, 2025). Multicollinearity testing showed tolerance values above 0.10 and Variance Inflation Factor (VIF) values below 10 for all independent variables, indicating the absence of multicollinearity between work motivation and the work environment. Heteroscedasticity testing showed no clear pattern in the scatterplot, indicating homoscedastic residuals, while the Durbin-Watson statistic indicated the absence of autocorrelation issues. These results confirm that the regression model meets classical assumptions and is methodologically valid. From a management education perspective, this strengthens the credibility of the empirical evidence used to inform decision-making related to human resource planning and performance management in educational institutions. Multiple linear regression analysis was used to examine the simultaneous and partial effects of work motivation and work environment on employee performance. The regression model yielded a positive constant value, indicating baseline performance even without optimal motivational and environmental conditions. Both independent variables exhibited positive regression coefficients, indicating that increased work motivation and work environment contribute to improved employee performance. The F-test results confirmed that the model was statistically significant, indicating that these variables jointly influence performance outcomes. These findings support educational management theory, which emphasizes that employee performance is shaped by the interaction between individual motivation and the organizational context. In educational institutions, particularly non-formal educational services, effective management requires an integrated strategy that aligns the motivational system with a conducive work environment to support service quality and institutional goals.

Table 1. Multiple Linear Regression Results

Variable	Coefficient (β)	t-value	Sig.
Constant	7.605	1.008	0.322
Work Motivation	0.494	3.950	0.000
Work Environment	0.377	3.012	0.005

The partial test in table 1 results indicate that work motivation has a significant influence on employee performance, as indicated by a significance value of 0.000. This finding confirms that motivation is a strong predictor of performance in educational service institutions. Consistent with Mangkunegara (2017), motivated employees demonstrate greater initiative, responsibility, and commitment to organizational goals.

In the context of educational management, motivation is crucial because employees are not only service providers but also facilitators of learning and literacy development. Recognition, support from leaders, and opportunities for professional growth emerge as important managerial tools for improving performance. This finding reinforces the importance of strategic motivation management in maintaining the effectiveness of educational institutions.

The work environment variable demonstrated a significant influence on employee performance, with a significance value of 0.005. These results indicate that both physical and non-physical working conditions play a crucial role in supporting employee effectiveness. Consistent with Sedarmayanti (2017), a supportive work environment increases comfort, reduces stress, and enhances productivity. From an educational management perspective, a conducive work environment encourages collaboration, knowledge sharing, and a service orientation. Although non-physical aspects such as interpersonal relationships are more dominant, physical conditions remain crucial for operational efficiency. Therefore, educational managers must balance infrastructure development with cultivating a positive organizational climate.

The coefficient of determination (R^2) indicates that work motivation and the work environment explain 63.9% of the variance in employee performance. This finding underscores the strategic importance of these variables in human resource management in education. Although other factors such as leadership style and organizational culture also influence performance, motivation and the work environment remain core components that can be directly managed. For educational institutions, this highlights the potential impact of directed managerial interventions on improving performance and service quality.

From a theoretical perspective, these findings support human resource management theories that integrate motivational and environmental perspectives. Motivation theory emphasizes employee need fulfillment, while

environmental theory emphasizes situational support. This study bridges these two approaches within an educational management framework, demonstrating that employee performance is the result of the interaction between individual motivation and the organizational context. The study's contribution lies in extending these theories to educational service institutions, which have a unique mission compared to profit-oriented organizations.

Compared with previous research (Hendri, 2020; Supriyanto, 2020), the findings of this study consistently identify motivation and the work environment as key determinants of performance. However, this study adds value by situating the analysis within the educational services sector, where performance is closely linked to the quality of public services and educational outcomes. This sectoral focus strengthens the relevance of the findings for educational management practice and policy.

Practically, the results suggest that educational managers should implement a comprehensive human resource strategy that integrates motivational enhancement and environmental improvements. Reward systems, participatory leadership, and professional development opportunities should be complemented by improvements in physical facilities and the organizational climate. Such integrated management practices can support sustained performance improvement in educational institutions.

Despite its contributions, this study has limitations, including the relatively small sample size and reliance on self-reported data. Future research should include larger samples, mixed methods, and additional variables such as leadership style and organizational culture. Longitudinal studies would also be valuable to examine the dynamics of performance over time in educational institutions.

In conclusion, this study provides strong empirical evidence that work motivation and the work environment significantly influence employee performance from an educational management perspective. By strengthening motivational systems and creating a supportive work environment, educational institutions can improve employee performance, service quality, and organizational effectiveness. These findings reinforce the strategic role of human resource management in achieving sustainable educational development.

CONCLUSION

The findings of this study confirm that work motivation and the work environment have a significant and positive influence on employee performance in educational service institutions, underscoring the strategic role of educational management in human resource development. A key insight from this study is that employee performance should be understood as a managerial outcome and

not solely as an individual attribute. In the context of educational management, performance is shaped through deliberate leadership actions, motivational systems, and the creation of a supportive organizational environment. Work motivation serves as a core managerial instrument that stimulates commitment, responsibility, and professional engagement, while a conducive work environment provides the physical, social, and psychological conditions necessary for effective educational service delivery. This study emphasizes that improving performance in educational institutions requires an integrated educational management approach that aligns human resource planning, motivational strategies, and environmental management to support institutional effectiveness and sustainable educational services.

This study contributes to the field of educational management by offering empirical evidence on how motivational and environmental factors interact to influence employee performance in non-formal educational institutions. The strengths of this study lie in its quantitative design, the use of saturated sampling to ensure internal representativeness, and the integration of human resource variables within the educational management framework. However, this study is limited by its limited sample size and reliance on self-reported data, which may affect generalizability and introduce potential bias. Future research is encouraged to expand its scope by involving larger and more diverse educational institutions, incorporating additional educational management variables such as leadership style, organizational culture, and professional development, and employing a mixed-methods or longitudinal approach. Such efforts will deepen understanding of the dynamics of performance management and strengthen evidence-based decision-making in educational organizations.

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