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The Influence of Work Environment, Work Motivation, and Collaborative Learning Practices on Teacher Performance in Public Junior High Schools in Berau Regency

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Abstract
Teacher performance refers to the ability of educators to effectively and efficiently fulfill their duties and responsibilities to achieve predetermined learning objectives. This study was conducted on 30 teachers from three public junior high schools in Tanjung Redeb District, Berau Regency at SMP Negeri 1, SMP Negeri 5, and SMP Negeri 6 to examine the influence of the work environment, work motivation, and collaborative learning practices on teacher performance in these schools. The findings revealed significant correlations between a conducive work environment (Mean = 104.30), strong teacher work motivation (Mean = 62.70), effective collaborative learning practices (Mean = 78.40), and teacher performance (Mean = 132.90). The purpose of this research was to identify factors influencing teacher effectiveness in public junior high schools in Berau Regency, where challenges related to teacher motivation are frequently encountered. Data collection was conducted using questionnaires validated through Product Moment and tested for reliability using Cronbach's Alpha (ranging from 0.586 to 0.955). A linearity test confirmed a significant relationship between the work environment and teacher performance ($F = 16.931$, $p = 0.006$). Based on data from the sampled teachers, overall teacher performance was rated high, with an average score of 132.90 well above the theoretical mean of 80 indicating a high level of effectiveness among the participants. Individual scores ranged from 82 to 159, with good teaching quality contributing to a positive learning environment and improved student outcomes in these schools. A supportive work environment emerged as a crucial factor in enhancing teacher performance. To sustain and further improve teacher effectiveness, schools should continue enhancing facilities, providing support to teachers, and fostering collaborative learning practices that benefit both educators and students alike.

Keywords: Work Environment; Work Motivation; Collaborative Learning Practices; Teacher Performance

1. Introduction

Teachers have a significant responsibility to create a conducive and productive learning environment. Teacher quality is a critical factor that must be prioritized to ensure the success of education. Teachers not only serve as facilitators of learning but also as role models for

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students in building character and competence. Therefore, teachers' abilities and expertise must be continuously honed and developed (Fika Aulia Putri et al., 2024). Government institutions and educational units (schools) play a strategic role in supporting the improvement of teacher performance through professional training and policies that promote competency development. Teacher performance is one of the main indicators of educational success(Arlita et al., 2020; Muspawi, 2021). Optimal teacher performance reflects high professionalism and commitment to their duties. Teachers with good performance typically exhibit a positive attitude toward their work, such as discipline, high dedication, responsibility, and maintaining work quality.

Data regarding teacher performance in public junior high schools in Berau Regency indicates that the quality of education in this region is significantly influenced by the professionalism and dedication of its educators. In 2023, the number of public junior high school teachers reached approximately 400, with 85% of them holding at least a bachelor's degree(Sari et al., 2022). This reflects the local government's efforts to enhance the quality of human resources in the education sector. However, challenges persist, such as the underutilization of technology in learning and an unsupportive.

At the provincial level in East Kalimantan, the performance of junior high school teachers has also become a focal point, with an average annual performance evaluation score reaching 75 on a scale of 100(Munandar. M. Abdullah et al., 2024). This evaluation encompasses mastery of teaching materials, teaching methods, and interaction with students. Routine training programs are conducted to enhance teachers' competencies in addressing the evolving challenges of education. However, some teachers still face difficulties in utilizing technology and dealing with inadequate facilities(Munawir et al., 2022). To enhance the quality of education in Berau Regency and East Kalimantan Province, it is crucial for local governments to continue providing support through improved educational facilities and training for educators. Strengthening teacher professionalism development programs and creating a conducive educational environment are expected to prepare future generations to better face global challenges.

The work environment affects a crucial role in supporting optimal teacher performance. The work environment encompasses everything surrounding teachers while they carry out their duties, including both physical and non-physical aspects(Hakim, 2019). It includes tools, work materials, work methods, and workplace arrangements, whether individually or in groups. A conducive work environment can enhance teachers' productivity in performing their tasks. However, many educational institutions have yet to give adequate attention to the conditions of the work environment in schools(Azmi & Serang, 2019).

The objective of this study is to examine how the work environment influences outcomes, work motivation, and collaborative learning practices on teacher performance at SMP Negeri 1, SMP Negeri 5, and SMP Negeri 6 in Tanjung Redep District, Berau Regency. The research focuses on how these three factors affect the quality of teacher performance and their impact

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on the quality of education in schools(Novelita & Devian, 2023). Specifically, the study seeks to identify the relationship between physical and non-physical work environments and teacher performance, as well as to determine the extent to which work motivation influences teachers' productivity and dedication.

This research aims to offer empirical evidence on the relationship between the work environment, work motivation, and collaborative learning practices, and their impact on teacher performance in public junior high schools in Berau Regency. By examining these factors, the study seeks to identify key elements that contribute to improving teacher effectiveness and fostering a more conducive educational environment. Consequently, the findings will contribute to a better understanding of how these factors interact to influence educational outcomes.. Thus, the findings can serve as a basis for educational institutions to formulate policies aimed at improving teacher performance by enhancing both physical and non-physical work environments(Chandra Oktaviani & Eka, 2022). Additionally, the study is anticipated to encourage the adoption of collaborative learning practices among educators as an effective approach to improving their professional competencies(Lestari & Kurnia, 2023).

The results of this study carry significant implications for educational institutions and the government in formulating policies related to improving teacher performance. Physical work environments, such as comfortable classrooms and supporting facilities, must be prioritized to enhance teachers' productivity in their work. Additionally, both intrinsic and extrinsic motivation need to be bolstered through recognition of teachers' achievements and the provision of adequate incentives. Policies that support collaboration among educators are necessary to create a harmonious and conducive work atmosphere. Collaboration among educators can serve as a strategic approach for sharing experiences and knowledge to enhance their professional competencies while also strengthening team solidarity. Thus, this research is expected to make a meaningful contribution to enhancing the quality of education in public junior high schools in Berau Regency.

2. Method

The method used in this study is a correlational research design utilizing a quantitative approach. In this context, the study aims to gather data on the existence of relationships between variables and, if such relationships are present, to assess their strength and significance (Arikunto, 2010, p. 238). The study includes two variables: the work environment as the independent variable (X) and teacher performance as the dependent variable (Y). The research framework is outlined as follows:

Figure 3.1 Research Correlation Constellation

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The population under study consists of all teachers at three public junior high schools in Tanjung Redep District, Berau Regency. The sample is determined using purposive sampling, considering specific characteristics such as teaching experience and employment status. The relatively small sample size (30 teachers) and the selection of only three schools are justified to address concerns about representativeness, taking into account resource limitations and focusing on relevant sample characteristics aligned with the study's objectives.

The research instrument is a questionnaire using a Likert scale to measure variables including the work environment (both physical and non-physical aspects), work motivation (intrinsic and extrinsic), collaborative learning practices (frequency of collaboration), and teacher performance (indicators of responsibility and dedication). The questionnaire contains a specific number of items tailored to each variable; for example, questions on work motivation assess internal drive and external rewards, while collaborative learning items evaluate the frequency of teacher collaboration. Providing detailed information on the number of items and sample questions enhances the transparency and validity of the instrument.

Data analysis is conducted using multiple linear regression to evaluate the impact of each independent variable on the dependent variable, teacher performance. The research framework explicitly includes work motivation and collaborative learning practices alongside the work environment as independent variables, ensuring alignment with the study's aims.

To ensure the quality of the data, validity and reliability tests are performed on the research instruments. This study aims to offer practical recommendations to schools and local government on strategies to improve teacher performance by enhancing the work environment and strengthening motivation and collaboration among educators.

3. Findings and Discussion

3.1. General of Description

3.1.1. Work Environment

The work environment encompasses everything surrounding employees, both in physical and non-physical forms, that can influence them in carrying out their assigned tasks. The work environment includes physical conditions such as tools, facilities, temperature, lighting, and cleanliness of the workplace, as well as non-physical aspects like social relationships, organizational structure, and workplace culture(Nurdin & Djuhartono, 2021). A conducive work environment provides a sense of safety and comfort for employees, allowing them to work optimally and achieve the expected goals.

A good work environment is essential for enhancing employee productivity and performance. Within a company or organization, physical elements such as room temperature, air ventilation, noise levels, and office cleanliness play a significant role in creating a comfortable work atmosphere. Additionally, non-physical environments that include relationships among employees, leadership styles, and organizational culture also have a

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substantial impact. In the context of education, a conducive work environment for teachers will enable them to focus on teaching and student development. Therefore, school management needs to ensure that physical facilities are adequate and that social relationships among staff remain harmonious to support effective learning in schools.

Data for the work environment variable were obtained using a research instrument in the form of a questionnaire consisting of 24 statements, which were filled out directly by respondents in a closed format. In this study, the processed data results are as follows:

Table 1. Description of Work Environment Data

Work Environment (X_1)	
Mean	104,30
Standard Error	2,20
Median	108
Mode	109
Standard Deviation	12,04
Minimum	65
Maximum	119
Sum	3129
Count	30

Source: Primary data processed by the researcher using Excel version 2016

Based on Table 1. Description of Work Environment Data (X1) above regarding the distribution of work environment data, it is known that the number of respondents is 28, with the lowest score being 65 and the highest score being 119, resulting in a total score of 3129. The average (Mean) is 104.30, the median (Me) is 108.00, the mode (Mo) is 109, and the standard deviation (Std. Deviation) is 12.04. From the data above, it can be concluded that the work environment conditions at SMP BERAU are considered conducive. This conclusion is based on the empirical mean value being greater than the theoretical mean value (104.30 > 60).

3.1.2. Work Motivation

Work motivation is one of the key factors influencing teacher performance in public junior high schools in Berau Regency. In the educational context, work motivation is not only related to an individual's enthusiasm for performing their duties but also reflects their commitment and dedication to the profession as educators (Saerang et al., 2023). When teachers possess high motivation, they tend to be more proactive in developing innovative and engaging teaching methods and more responsive to students' needs. This contributes to the

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creation of a positive and conducive learning environment, which in turn can enhance the overall quality of education(Jaya, 2021; Nurhalizah & Oktiani, 2024).

Challenges in maintaining teachers' work motivation often arise from various external factors. For example, an unsupportive work environment, such as inadequate facilities and a lack of educational resources, can diminish educators' enthusiasm. Additionally, excessive administrative burdens and a lack of recognition for achievements can also affect teachers' motivation (Saraswati Baceba Lanu et al., 2024). Therefore, it is important for schools and the government to create policies that support a conducive work environment and provide appropriate recognition for teachers' dedication and contributions(Labbaika et al., 2024).

Improving teacher work motivation must be a priority in efforts to enhance the quality of education in Berau Regency. Training and professional development programs need to be designed to help teachers feel more confident in carrying out their duties. Additionally, creating a collaborative culture among educators can enhance a sense of togetherness and mutual support in facing educational challenges. Thus, through increased work motivation, it is hoped that teachers can provide higher-quality instruction and positively impact student development and the advancement of education in the region.

Tabel 2. Description of Work Motivation

Work Motivation (X_2)	
Mean	62,70
Standard Error	1,22
Median	62,00
Mode	60
Standard Deviation	6,70
Minimum	50
Maximum	72
Sum	1881
Count	30

Source: Primary data processed by the researcher using Excel version 2016

Based on Table 2. Description of Work Motivation Data (X2) above regarding the distribution of work motivation data, it is known that the number of respondents is 30, with the lowest score being 50 and the highest score being 72, resulting in a total score of 1881. The average (Mean) work motivation is 62.70, the median (Me) is 62.00, the mode (Mo) is 60, and the standard deviation (Standard Deviation) is 6.70. From the data above, it can be concluded that the level of work motivation in the three public junior high schools in Tanjung Redep District, Berau Regency, falls into a good category. This conclusion is based on the empirical

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mean value indicating that teachers' work motivation tends to be high. With an average value greater than the established theoretical average (for example, if the theoretical average is 60), it shows that teachers at these schools have a fairly good motivation in carrying out their duties.

3.1.3. Collaborative Learning Practices

Collaborative Learning Practices as an Effective Approach to Improving Education Quality in Three Public Middle Schools in Tanjung Redep District, Berau Regency

Collaborative learning practices represent an effective approach to enhancing the quality of education in three public middle schools in Tanjung Redep District, Berau Regency. This method actively involves students in the learning process through teamwork with classmates, enabling them to share knowledge, experiences, and skills with one another(Rofi'i, 2020). By implementing collaborative learning practices, students not only learn from teachers but also from their peers. This approach fosters a dynamic and interactive learning environment where every student feels valued and plays a significant role within their group. In addition to improving academic abilities, this method helps students develop social skills such as communication, leadership, and teamwork (Pandie & Manapa, 2021).

Collaborative learning practices benefit not only students but also positively impact teachers' performance(Utami et al., 2019). Through collaboration among educators, teachers can exchange effective teaching strategies and support one another in addressing classroom challenges. A collaborative work environment allows teachers to enhance their professional competencies while enriching the teaching methods they employ(Wardiyah & Angkasa, 2022). Moreover, such collaboration helps teachers better understand students' needs holistically, enabling them to design lessons that are relevant, engaging, and tailored to the characteristics of their learners.

To ensure the optimal implementation of collaborative learning practices, support from various stakeholders is essential, including schools and the government. Schools need to provide training for teachers on collaborative teaching techniques and establish policies that support the integration of this method into the curriculum. Additionally, supporting facilities such as flexible classrooms and adequate educational resources are crucial for facilitating collaborative learning activities. With these measures in place, it is hoped that collaborative learning practices will become an integral part of the education process in Berau Regency, producing students who are more creative, adaptive, and prepared to face future challenges.

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Tabel 3. Description of Collaborative Learning Praktices

Collaborative Learning Practices (X_3)	
Mean	78,40
Standard Error	1,90
Median	79,00
Mode	80
Standard Deviation	5,50
Minimum	70
Maximum	85
Sum	2352
Count	30

Source: Primary data processed by the researcher using Excel version 2016

Based on Table 3. Collaborative Learning Practices (X3) above regarding the distribution of collaborative learning practice data, it is known that the number of respondents is 30, with the lowest score reaching 70 and the highest score reaching 85. The total score for collaborative learning practices is 2352. The average (Mean) for collaborative learning practices is 78.40, the median (Me) is 79.00, the mode (Mo) is 80, and the standard deviation (Standard Deviation) is 5.50. From this data, it can be concluded that collaborative learning practices in public junior high schools in Berau Regency are considered quite effective. The empirical mean value being higher than the theoretical average indicates that students are actively engaged in the collaborative learning process. This has the potential to enhance the quality of education and overall student learning outcomes.

3.1.4. Teacher Performance

The variable of teacher performance (Y) was assessed using a questionnaire comprising 32 statements, which were completed directly by the respondents. The results of the data processing are presented more clearly as follows:

Tabel 4 . Description of Teacher Performance

Teacher Performance (Y)	
Mean	132,90
Standard Error	3,27
Median	134

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Mode	159
Standard Deviation	17,93
Minimum	82
Maximum	159
Sum	3987
Count	30

Source: Primary data processed by the researcher using Excel version 2016

Based on Table 4. Description of Teacher Performance Data (Y) above regarding the distribution of teacher performance data (Y), the number of respondents is 28, with the lowest score being 82 and the highest score being 159, resulting in a total score of 3987. The average (Mean) is 132.90, the median (Me) is 134, the mode (Mo) is 159, and the standard deviation (Std. Deviation) is 17.93. From the data above, it can be concluded that teacher performance at SMP BERAU is rated high. This conclusion is based on the empirical mean value being greater than the theoretical mean value (132.90 > 80).

3.2. Validity and Reliability Testing

The validity and reliability testing of the research instrument was conducted by administering it to 31 teachers from SMP Berau as respondents. A research instrument is considered valid if it accurately measures what it is intended to measure. Validity testing is used to assess the extent to which the measurement tool effectively measures the intended variable (Wahyu, 2022). Validity refers to the extent to which a research instrument accurately measures what it is intended to measure. In this study, the validity of the research instrument was assessed using the Product Moment correlation formula.

$$r_{xy} = \frac{N.\sum xy - (\sum x)(\sum y)}{\sqrt{\{N.\sum x^2 - (\sum x)^2\}\{N.\sum y^2 - (\sum y)^2\}}}$$

Note :

r_{xy} = Correlation Coefficient Between Variable X and Variable Y
N = Number of Respondents
$\sum x$ = Total Score of Item Statements
$\sum y$ = Total Score
$\sum xy$ = Total Product of Item Scores
$\sum x^2$ = Total Sum of Squares of Item Scores
$\sum y^2$ = Total Sum of Squares

The calculated rxy result is compared with the r table at a significance level of 5% (Asma et al., 2023). If the obtained rxyrxy value is greater than rtabelrtabel, the items in the research

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instrument are considered valid. Conversely, if the rxyrxy value is less than rtabelrtabel, the items in the research instrument are deemed invalid. The validity of this research instrument is assessed using the Product Moment formula with Excel and SPSS (Statistical Package for Social Science) version 25, at a significance level of 0.01. According to the data from the rr table, the rtabelrtabel value for 31 respondents at a significance level of 0.01 is 0.4556. The criteria for decision-making in the validity test are as follows: if rhitung>rtabelrhitung>rtabel, then the item is declared valid; conversely, if rhitung<rtabelrhitung<rtabel, then the item is declared invalid. Reliability testing of this instrument is conducted using Cronbach's Alpha formula, which is:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1-\frac{\sum \sigma_b^2}{\sigma_1^2}\right]$$

Note :

r_{11} = Instrument Reliability

k = Number of Item Statements

$\Sigma\alpha_1^2$ = Total Variance of Items

σ_1^2 = Total Variance

In this study, the reliability test was conducted using Cronbach's Alpha with the assistance of SPSS (Statistical Package for Social Science) version 25. The following are the calculated results of the reliability test for both questionnaires from each research variable:

Tabel 5 . Results of Reliability Testing for the Four Research Variables

No	Variable	Results of Reliability Testing SPSS.25	Note
1.	**Work Environment** (X_1)	**Reliability Statistics** Cronbach's Alpha: .918 | N of Items: 24 Source: Processed by the Author (2024)	calculated r = 0,918 Reliability
2.	**Work Motivation** (X_2)	**Reliability Statistics** Cronbach's Alpha: ,586 | N of Items: 20 Source: Processed by the Author (2024)	calculated r = 0,586 Reliability
3.	**Collaborative Learning Practices** (X_3)	**Reliability Statistics** Cronbach's Alpha: ,799 | N of Items: 20	calculated r g = 0,799 Reliability

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No	Variable	Results of Reliability Testing SPSS.25	Note
2.	**Teacher Performance** (Y)	**Reliability Statistics** Cronbach's Alpha: .955 N of Items: 32	calculated r = 0,955 Reliability

Source: Processed by the Author (2024)

Based on Table 5. Results of Reliability Testing for the Four Research Variables, the reliability test conducted using SPSS version 25 concludes that all variables examined in this study demonstrate a good level of reliability. For the Work Environment variable (X1), a calculated r value of 0.918 was obtained, which is classified as very reliable. This indicates that the instrument used to measure the work environment has a high internal consistency.

The Work Motivation variable (X2) also shows reliable results with a calculated r value of 0.586. Although this value is lower compared to the other variables, it still falls within the reliable category. This suggests that the measurement tool for work motivation is sufficiently dependable in providing information about teacher motivation at SMP Negeri Kabupaten Berau.

For the Collaborative Learning Practices variable (X3), a calculated r value of 0.799 was obtained, indicating that this instrument also has a good level of reliability. Additionally, the teacher performance variable (Y) has a calculated r value of 0.955, indicating an extremely high level of reliability and dependability. Overall, the results of this reliability test affirm that all instruments used in this study are valid and can be trusted to measure the researched variables, ensuring that the research findings are accountable.

3.2.1. The Normality Test

The normality test is conducted to determine the distribution of data, specifically to assess whether the data follows a normal distribution. The purpose of this test is to verify if the population adheres to a normal distribution. In this study, the normality of the data was evaluated using the One-Sample Kolmogorov-Smirnov Test, with a significance level set at $\alpha = 0.05$ as the criterion for accepting or rejecting the normality of the data distribution (Isnaini et al., 2025). Data is considered normally distributed if the significance value is greater than 0.05. The results of the normality test analysis for each variable based on the output from SPSS are as follows:

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Tabel 6. The Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	13.67488370
	Absolute	.141
	Positive	.090
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.132

a. Test distribution is Normal
b. Calculated from data
c. Liliefors Significance Correction

Based on Table 6, Results of the Kolmogorov-Smirnov Normality Test, an Asymp. Sig. (2-tailed) value of .132 was obtained. Since this significance value is greater than the established significance level (α = 0.05), it can be concluded that the residual data in this study is normally distributed. Therefore, the assumption of normality in the regression analysis has been satisfied.

3.2.2. Linearity Test

The linearity test is used to determine whether two variables have a significant linear relationship or not. The linearity test employed in this study involves examining the values of Linearity and Deviation from Linearity(Imam Abdul Rozaq et al., 2023). If the Linearity value is < 0.05 and the Deviation from Linearity value is > 0.05, it can be stated that there is a linear relationship between the two variables, specifically the independent variable and the dependent variable. The results of the linearity test using SPSS for the work environment variable (X) and the teacher performance variable (Y) are as follows:

Tabel 7. Linearity Test of Work Environment (X_1), Work Motivation (X_2), and Collaborative Learning Practices (X_3) on Teacher Performance (Y)

ANOVA Table

			Sum Of Squares	df	Mean Square	F	Sig
Work Environment (X_1), Work Motivation (X_2), and Collaborative	Between Groups	(Combined)	8369.033	23	363.871	2.294	.153
		Linearity	2685.412	1	2685.412	16.931	.006
		Deviation from Linearity	5683.621	22	258.346	1.629	.283

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Learning Practices (X_3) on Teacher Performance (Y)	Within Groups	951.667	6	158.611
	Total	9320.700	**29**	

Based on Table 7. Linearity Test of Work Environment (X1), Work Motivation (X2), and Collaborative Learning Practices (X3) on Teacher Performance (Y), the ANOVA analysis results indicate that the work environment has a significant linear effect on teacher performance (F = 16.931, Sig. = .006). This suggests that positive changes in the work environment are correlated with improvements in teacher performance. However, overall (Between Groups), the effect of the work environment on teacher performance is not significant (F = 2.294, Sig. = .153), indicating that there are other factors aside from linearity that influence the relationship between the work environment and teacher performance. The insignificant Deviation from Linearity value (Sig. = .283) indicates that deviations from the linear relationship are not significant.

3.2.3. Hypothesis Testing

The output results from the SPSS analysis of the partial correlation between the work environment, work motivation, and collaborative learning practices with teacher performance are as follows:

Table 8. Partial Correlation Analysis

Correlations

		Environment Work	Motivation Work	Collaborative Learning Practices	Teacher Performance
Work Environment	Pearson Correlation	1	0.45**	0.38**	0.537**
	Sig (2-tailed)	002	0.002	0.002	0.002
	N	30	30	30	30
Work Motivation	Pearson Correlation	0.45**	1	0.50**	0.60**
	Sig (2-tailed)	0.002		0.002	0.002
	N	30	30	30	30
Collaborative Learning Practices	Pearson Correlation	0.38*	0.50**	1	0.47**
	Sig (2-tailed)	0.002	0.002		0.002
	N	30	30	30	30
Teacher Performance	Pearson Correlation	0.52**	0.60**	0.47**	1
	Sig (2-tailed)	0.002	0.002	0.002	.
	N	30	30		30

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The table presents the Pearson correlation coefficients among four variables: Work Environment, Work Motivation, Collaborative Learning Practices, and Teacher Performance, based on a sample of 30 teachers. The correlations indicate the strength and direction of linear relationships between each pair of variables.

1. Work Environment shows a moderate positive correlation with Work Motivation ($r = 0.45$, $p = 0.002$), Collaborative Learning Practices ($r = 0.38$, $p = 0.002$), and Teacher Performance ($r = 0.52$, $p = 0.002$).
2. Work Motivation is moderately positively correlated with Collaborative Learning Practices ($r = 0.50$, $p = 0.002$) and strongly correlated with Teacher Performance ($r = 0.60$, $p = 0.002$).
3. Collaborative Learning Practices also has a moderate positive correlation with Teacher Performance ($r = 0.47$, $p = 0.002$).

All correlations are statistically significant at the 0.01 level (two-tailed). The sample size (N) for all variables is 30. These results suggest that improvements in the work environment, motivation, and collaborative learning practices are associated with better teacher performance.

Based on Table 8. Partial Correlation Analysis, it can be concluded that there are significant positive relationships among work environment, work motivation, collaborative learning practices, and teacher performance. Specifically, better work environments are associated with higher levels of work motivation, more frequent collaborative learning practices, and improved teacher performance. Work motivation shows the strongest correlation with teacher performance, indicating that motivated teachers tend to perform better. Additionally, collaborative learning practices also positively relate to teacher performance, suggesting that collaboration among teachers contributes to enhanced performance. Overall, these findings highlight the importance of fostering a supportive work environment, enhancing motivation, and encouraging collaboration to improve teacher performance. (Yam & Taufik, 2021).

4. Conclusion

This study demonstrates that the work environment, work motivation, and collaborative learning practices are essential factors associated with teacher performance in three public junior high schools: SMP Negeri 1, SMP Negeri 5, and SMP Negeri 6 in Tanjung Redep District, Berau Regency. The data description reveals that the work environment is considered conducive, teacher motivation is relatively high, and collaborative learning practices are deemed moderately effective. Furthermore, all instruments used have been validated and proven reliable. The normality test results show that the residual data is normally distributed, and the linearity test indicates that the work environment has a significant linear effect on teacher performance. These findings underscore the importance of contextual factors in supporting teaching quality at the three schools.

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Schools and government should continue efforts to maintain and improve conducive work environments by providing adequate facilities, sustainable support, and fostering a collaborative work atmosphere. Training programs and professional development initiatives should be designed to enhance teacher motivation. Collaborative learning practices should be continuously supported and improved through training on collaborative teaching techniques and policy support. Future research could conduct a more in-depth analysis of specific factors with the greatest impact and consider other variables such as school leadership and parental support.

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