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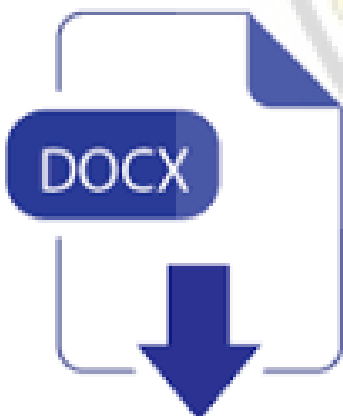
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Research Article

The Influence of Work environment and Fulfillment of Occupational Needs on The Performance of Geography Teachers at Public Senior High School in Lumajang Regency

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ABSTRACT

The objectives of this study are to analyze the effect of the work environment on the performance of Geography teachers at the state senior high schools in Lumajang Regency, investigate the effect of the fulfillment of occupational needs on the performance of Geography teachers, and analyze the influence of the work environment and the fulfillment of occupational needs on the performance of Geography Teachers. This research deployed quantitative research, coupled with correlational analysis to examine the cause-effect relationship between the dependent and independent variables. Research results point out that the teacher's work environment affects their performance by 30.25%. The fulfillment of occupational needs poses an effect on teachers' performance by 26.41%. This means that greater fulfillment of occupational needs results in increased teacher performance. Finally, the work environment and the fulfillment of occupational needs concurrently pose a positive effect on the teacher's performance. The coefficient of simultaneous determination (R^2) is 46.9%.

Keywords: fulfillment of occupational needs, teacher performance, work environment

Introduction

Education is a deliberately designed measure to achieve a set of expected goals. Education aims to improve the quality of human resources through the learning process in schools (Jasmani, 2013:15). The teacher is the spearhead of the success of education for the nation's future. Education needs to develop students' potential to prepare themselves to become qualified individuals.

The observations and interviews with Geography teachers at four senior high schools in Lumajang regency found several interesting facts related to the work environment and fulfillment of occupational needs concerning teacher's performance. Observations were carried out to several Geography teachers. These were Mr. HB Soenarwito from Public Senior High School 1 of Lumajang, Wemi Nurcahyani from Public Senior High School 1 of Klakah,

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Mrs. Anna Purwanti from Public Senior High School of Pronojiwo, Mr. Fathurozi from Public Senior High School of Jatiroto. This preliminary study found that several obstacles in achieving maximum teacher performance. The problem dealt with the challenges to optimizing learning activities. The designed program still cannot be implemented properly, due to the work environment and fulfillment of occupational needs which appear to be unsupportive to teacher performance.

Based on the results of interviews, several bearing factors in the work environment were pertinent to inadequate facilities and infrastructure. One example was that the schools did not have specific rooms, such as the Geography laboratory, which otherwise would serve as a forum for students and teachers to support learning activities. Mrs. Wemi's statement stated that it was difficult for her to carry out exploratory activities, because when she did not have the space to store her work. This made it difficult for her to manage the instructional materials and media, oftentimes resulting in damage. Instructional media also had to be borrowed from other subject teachers, namely Biology teachers. LCD was also used in turn, making it difficult for teachers to describe the learning material contextually. This also happened to Mrs. Anna, so her practical activities were only limited to making wall magazines.

Based on the results of an interview with Mr. Fathur, he stated that the level of security in the school was poor. Equipment in the form of LCD was no longer placed in the classroom and began to be removed. Based on the results of interviews with several Geography teachers, the work environment is poorly managed, and therefore immediate improvement is essential to support the teachers.

Teachers' performance is very important in the process of learning activities in schools. When teacher performance can be achieved optimally, it will have an impact on increasing student understanding (Rahardjo; 2014). Students will easily understand the material provided by the teacher, which will have an impact on increasing student achievement in Geography.

Improving students' understanding is the main task for teachers in learning activities. Therefore, teachers need to plan their work.

The teacher's work program is related to the teacher preparation before teaching and learning activities. Teachers also need to prepare administrative programs, such as annual programs (PROTA) and semester programs (PROMES). This aims to ensure their preparation in addressing the future workload. Geography teachers need to design a series of exploratory activities both indoor and outdoor as complementary initiatives to teaching and learning activities. These activities are aimed at supporting students' understanding of learning material provided by the teacher contextually and preparing them to achieve the evaluation threshold.

One of the success factors of education in schools is principal's management concerning teacher performance. Teacher performance will run optimally when synergy between principals, teachers, employees, and students is strongly established. This relates to a work environment that supports teacher performance, such as the relationship between teachers and school members. This will cause the teachers to feel comfortable working in their very environment and therefore improve their performance. In addition, if the facilities in schools are adequate and conducive, teacher performance will improve. As a corollary, the quality and outcome of learning process will increase (Anam, 2020; 40). This shows the importance of the work environment in increasing productivity (Rasyid, M.A., Tajjun, H. 2020; 61).

School management is required to ensure the quality of the work environment and improve teacher performance. To that end, planned or programmed initiatives should be put at work, for the sake of all school members. Sudrajat (1998: 3) states that the quality of the work environment has to be maintained on regular basis to increase individual performance.

Based on the results of observations and interviews with Geography teachers in Lumajang regency, the fulfillment of teacher needs is also still lacking. There are several reasons behind the disrupted fulfillment of teacher needs. Based on the results of an interview with Mr. Wito, he stated that there was some equipment that had yet to support his exploratory activities, and he hoped that the school would

provide facilities in the form of vehicles and funds when he wanted to carry teaching and learning activities outdoor. Meeting the teacher's needs is the main factor for improving their performance. That is because the fulfillment of teacher needs can create a conducive work environment, and therefore encourage teachers to work harder. The fulfillment of occupational needs is very important for teachers since it can stimulate, channel, and support human behavior so that they are willing to work enthusiastically to achieve optimal results (Hasibuan, 2003:141). *Fulfillment of needs including the need for appreciation (esteem needs) and self-actualization can improve one's performance. This is because people feel that what they is appreciated, and it therefore encourages them to perform better (Marbun, et al; 2020; Sheik, A), et al., 2016). In harmony with Purba and Wahyono's research (2016; 799), appreciation for works will encourage one to perform better and excel. Self-actualization influences a positive and significant impact on performance. As emphasized by Demet Hasbay and Beykent (2018), the social environment and the fulfillment of work needs significantly contribute to improving teacher performance.*

This is very important so that teachers can carry out their duties in accordance with the goals which the school aspires.

From the abovementioned discussions, the present study is specifically aimed at investigating the influence of the work environment and fulfillment of occupational needs on the performance of Geography teachers at the state high schools in Lumajang regency.

Operational Definitions

In this study, the researchers limit the scope and focus of the study by addressing the following:

1. The work environment is limited to the physical and non-physical environment.
2. The fulfillment of occupational needs is limited to Maslow's theory of needs (physiological needs, safety needs, love needs, and a sense of security).
3. Teacher performance is limited to pedagogic, professional, social, and personality competencies.

Research Problems

Based on the background of the problem described above, the formulation of the problem in this thesis research is as follows:

1. Is there any significant effect of the work environment on the performance of Geography teachers at the Public Senior high schools in Lumajang regency?
2. Is there a significant effect of meeting the needs of teachers on the performance of Geography teachers at the Public Senior high schools in Lumajang regency?
3. Is there a significant effect of the work environment and meeting the needs of teachers together on the performance of Geography teachers at the Public Senior high schools in Lumajang regency?

Research Objectives

Based on the formulation of the problem above, the objectives of this study are as follows:

1. Analyzing the effect of the work environment on the performance of Geography teachers at the public senior high schools in Lumajang regency.
2. Analyzing the effect of teacher fulfillment of occupational needs on the performance of Geography teachers at the public senior high schools in Lumajang regency.
3. Analyzing the effect of the work environment and the fulfillment of teacher work on the performance of Geography teachers at the public senior high schools in Lumajang regency.

Significance of The Study

The results of this study are expected to be beneficial to the following parties.

- 1) Students
The results of this study can be used as a reference in a similar study in the future for a more solid understanding of the phenomena under investigation.
- 2) Geography Teachers
The study can be used as input to always maintain the work environment and occupational fulfillment for improving teacher performance.

- 3) Schools and Government
The results can also provide input for schools and the Ministry of National Education in determining policies related to efforts to improve the work environment, meet occupational needs, and escalate teacher performance.

Research Method

This quantitative research employed correlational analysis to examine the causal relation-

ship between dependent and independent variables (Ary, Donald, Jacobs, L C. & Sorensen, 2011). The design used in this study was descriptive quantitative because the variables emphasized statistical analysis with the aid of SPSS.

The population in this study were all Geography teachers at Public Senior high schools in Lumajang regency. In this study, the population involved 16 teachers. The following is a list of Geography teachers involved.

Table 1. List of Geography Teachers in The Study:

Number	Name	School
1	Nur Fadilah	Public Senior High School 1 of Lumajang
2	Bima Satriatama	Public Senior High School 2 of Lumajang
3	Eka Puspitasari	Public Senior High School 3 of Lumajang
4	Amanda Rakhmi K	Public Senior High School 3 of Lumajang
5	Eri Edi Saputra	Public Senior High School of Candipuro
6	Fathurozi	Public Senior High School 1 of Jatiroto
7	Febrar Helmi Ghani	Public Senior High School 1 of Jatiroto
8	Wemi Nurcahyani	Public Senior High School of Klakah
9	Moch. Gentur Widyoismo	Public Senior High School of Klakah
10	Suprpto	Public Senior High School 1 of Kunir
11	Pranidana Anugerah W.	Public Senior High School 1 of Kunir
12	Dienof Fery Santoso	Public Senior High School Pasirian
13	Didik Mardi Santoso	Public Senior High School of Pasirian
14	Anna Purwanti	Public Senior High School of Pronojiwo
15	Kadariyah Semilati	Public Senior High School of Senduro
16	Rahmawati	Public Senior High School of Tempeh

The operational definitions of variables in this study deal with the following

- 1) The independent variable consists of:
- Work Environment (X1)

The teacher's work environment is a component that surrounds the teacher, which can indirectly affect him in carrying out the tasks that become his burden both physically and non-physically. The work environment is measured using the following indicators: 1) work atmosphere; 2) collegial relations; 3) availability of work facilities; 4) lighting; 5) air circulation; 5) bad odor; 6) security (Nitisemito, 1992; and Serdamanyanti, 2011). The work environment variable measurement scale uses the Likert scale.

- Fulfillment of Occupational Needs (X2)

The fulfillment of occupational needs is the needs that must be met by someone to carry out purposeful activity. The goal here is related to producing better performance. The fulfillment is measured using the following indicators: 1) physiological needs; 2) the need for security; 3) the need for love and belonging; 4) self-esteem needs; 5) self-actualization needs; 6) self-actualization needs (Maslow, 1984) The measurement uses a Likert scale with

The dependent variable, namely teacher performance (Y), is a form of teacher activity in planning their instruction, carrying out

instructional activities, and assessing learning, in the form of both processes and results. Teacher performance is measured through indicators or teacher performance as follows:

1. Understanding students' characteristics
2. Mastering learning theory and educational learning principles.
3. Maintaining curriculum development
4. Running instructional activities
5. Understanding and developing students' potential
6. Maintaining communication with students
7. Organizing assessment and evaluation
8. Acting in accordance with Indonesian national religious, legal, social, and cultural norms
9. Showing a mature and exemplary personality
10. Complying with work ethics, as shown in high responsibility and pride in being a teacher
11. Being inclusive, acting objectively, and nullifying discrimination
12. Maintaining communication with fellow teachers, school staff, students' parents, and the community
13. Mastering conceptual structure material and scientific mindset that supports the subjects taught

14. Developing professionalism through reflective actions
(Kemendiknas, 2010; Dirjen PMPTK, 2008).

The scale for measuring teacher performance uses a Likert scale about the guidelines for implementing teacher assessment of teacher performance (Kemendiknas, 2010:17).

Sources and Data Collection Techniques

In this study, primary data from teachers about the work environment and fulfillment of occupational needs were garnered through a questionnaire. Secondary data was obtained from the school principal. The data collection instruments were questionnaires and documents describing teacher performance assessments. Teacher performance assessment was taken from schools. Interviews were used to obtain clearer information that supported the answers submitted through questionnaires and observation.

Data analysis employed descriptive and inferential statistical analysis with regression formula. Descriptive statistics were used to describe the data and investigate inferential to test hypotheses (Guilford, 1981). Data related to the work environment, work motivation, and the fulfillment of occupational needs were described accordingly. The scores obtained (in percentage) were put under descriptive analysis by referring to the following criteria.

Table 2. Work Environment

Percentage	Criteria
>84% - ≤100%	A (very good)
>68% - ≤84%	B (good)
>52% - ≤68%	C (fair)
>36% - ≤52%	D (poor)
>20% - ≤36%	E (very poor)

Table 3. Work Motivation

Percentage	Criteria
>84% - ≤100%	A (very good)
>68% - ≤84%	B (good)
>52% - ≤68%	C (fair)
>36% - ≤52%	D (poor)
>20% - ≤36%	E (very poor)

The teacher performance was based on the observation results and documents describing their performance, which were collected during the assessment.

Table 4: Teacher Performance

Percentage	Competence Level
0% < X ≤ 25%	1
25% < X ≤ 50%	2
50% < X ≤ 75%	3
75% < X ≤ 100%	4

The value of each competency is calculated using the format of the teacher's assessment results to get the total value of the teacher performance score (TPS). This total value is then converted into a specific scale by referring to the regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16 of 2019. This conversion is carried out using the formula below:

$$\text{Teacher Performance Score (Scale 100)} = \frac{\text{Performance Score}}{\text{The Highest Performance Score}} \times 100$$

Description:

a. The TPS (scale 100) means the performance evaluation score for Class/Subject Teachers, Guidance and Counseling/

Counselors or additional tasks relevant to school functions on a scale of 0-100 according to the Regulation of the State Minister for Administrative Reform and Bureaucratic Reform Number 16 of 2019.

b. The TPS is the value of the evaluation of teacher performance obtained in the evaluation process before converted into a scale of 0-100 according to the Regulation of the Minister of State for the Use of State Apparatus and Bureaucratic Reform Number 16 of 2019.

c. The highest performance score is 65 (=14x4) for the evaluation of teacher performance (14 competencies).

Based on the results of the conversion, the data were interpreted by referring to the descriptors below.

Table 5. Conversion of Teacher Performance Score based Credit Assessment

Teacher Performance Score	Descriptors
91%-100%	Very Good
76%-90%	Good
61%-75%	Fair
51%-60%	Poor
≤50%	Very Poor

To analyze the influence of the work environment (X1), fulfillment of occupational needs (X2) towards the teacher performance regression analysis was operative.

a. The Equation of Multiple Linear Regression

This method determines the effect of work environment and work motivation on the performance of Geography teachers. The regression line equation uses the formula below.

$$\hat{Y} = \alpha_0 + \alpha_1 \times X_1 + \alpha_2 \times X_2$$

(Draper & Smith, 1998)

Where:

- \hat{Y} = Geography teacher performance
- α_0 = Constant which is the line intercept between X and Y
- α_1 = Coefficient of independent change between X1 and Y
- α_2 = Coefficient of independent change between X2 and Y

(Draper & Smith, 1998)

Research Findings and Discussion

Description of Research Results

The descriptive analysis aims to determine the quality of the work environment, the fulfillment of occupational needs, and the performance of Geography teachers in Lumajang regency. The statistics of the work environment (X₁), fulfillment of needs (X₂), and the performance of Geography teachers (Y) in Lumajang

Table 6. Distributions of Work Environment

Score	Category	Frequency	Percentage
>84% - ≤100%	Very Good	2	12.5%
>68% - ≤84%	Good	14	87.5%
>52% - ≤68%	Fair	0	0.0%
Sum		16	100%

Source: Research Data

From the table above, 87.5% of Geography teachers engage in a good work environment, and those involved in a very good work environment account for 12.5% of total participants. From these results, the Geography teacher's work environment is generally classified in the Good category.

Table 7. Distribution of Answers Related to The Fulfillment of Occupational Needs

Score	Category	Frequency	Percentage
>84% - ≤100%	Very High	0	0.0%
>68% - ≤84%	High	14	87,5%
>52% - ≤68%	Fair	2	12.5%
Sum		16	100%

Source: Research Data

From the table, the fulfillment of occupational needs falls into the high category, reported by 87.5% of participants. Those classified into the medium category account for

Table 8. Distribution of Answers Related to Teacher Performance

Score Range	Category	Frequency	Percentage
91%-100%	Very Good	3	18.75%
76%-90%	Good	13	81.25%
61%-75%	Fair	0	0.0%
Sum		16	100%

Source: Research Data

regency is described in the descriptive analysis as follows.

1. Work Environment

The overview of the work environment of the Geography teachers in Lumajang Regency is based on the answers to the questionnaire. The findings are reported in the table below.

2. Fulfillment of Occupational Needs

The overview of the fulfillment of occupational needs refers to the answers to the questionnaire. The results are shown in the table given below:

12.5% of total participants. From these results, it is obvious that the fulfillment of occupational needs is found in the high category.

From the table, the performance of Geography teachers generally falls into the very good category, as reported by 18.75% of participants. Those who fall into the good category account for 81.25% of the participants. These findings demonstrate that the fulfillment of occupational needs has reached a good category.

Results of Statistical Analysis

Results of Multiple Linear Regression Analysis

The analysis used in this study is a multiple linear regression analysis with two predictors, namely the work environment (X₁) and the fulfillment of needs (X₂) on the performance of Geography teachers. This regression model was used to determine the form of the relationship between the work environment and the fulfillment of occupational needs of Geography teachers. What follows is the results of multiple linear analysis.

Table 9. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	14.657	10.533	
Work environment	.317	.147	.439
Fulfillment of occupational needs	.235	.099	.482

a. Dependent Variable: Teacher performance

Based on the multiple linear regressions, the regression equation is formulated as follow.

$$Y = 14.657 + 0.317X_1 + 0.235X_2$$

The regression equation implies the following premises.

1. Every increase in the work environment score (X₁) will be followed by an increase in teacher performance by 0.317 when other variables are considered constant.
2. Every increase in one work fulfillment score (X₂) will be followed by an increase in teacher performance by 0.235 when the other variables are considered constant.

3. Every increase in the work environment score (X₁) and fulfillment of needs (X₂) will be followed by an increase in teacher performance by 14.657 when other variables are considered constant.

Hypothesis Testing

Simultaneous Testing (F test)

Based on the results of hypothesis testing involving multiple regression analysis, the researchers test the hypothesis according to the following table.

Table 10. The Results of ANOVA

		ANOVA ^b				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.211	2	20.106	5.740	.016 ^a
	Residual	45.539	13	3.503		
	Total	85.750	15			

a. Predictors: (Constant), fulfillment of occupational needs, work environment

b. Dependent Variable: Teacher performance

The results of ANOVA showed that the *F* ratio value is 5.740, and the *p*-value (sig) is 0.016 (> 0.05), meaning that the *F* ratio obtained from the data above is significant. By implication,

simultaneously there is a significant influence between the work environment and the fulfillment of occupational needs on the performance of Geography teachers.

Based on the computational results, the relationship between the work environment and the fulfillment of needs concerning teacher performance is presented in the following table.

Table 11. Correlation Coefficient and Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.387	1.872

a. Predictors: (Constant), fulfillment of occupational needs, work environment

The table above demonstrates simultaneous correlation coefficient (R) of 0.685. The correlation (R) between work environment and the fulfillment of occupational needs is found in the strong category. This finding shows that the work environment and the fulfillment of needs affect teacher performance by 46.9% and the remaining 53.1% of teacher performance is influenced by extraneous factors.

Partial Testing (t test)

This partial hypothesis testing aimed to test the effect of each independent variable, namely the work environment and the fulfillment of occupational needs on teacher performance. Based on the results of calculations using the SPSS computational program, the following results are obtained:

Table 12. The Results of t test

Coefficients^a							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.657	10.533		1.392	.187	
	Work environment	.317	.147	.439	2.158	.050	.989
	Fulfillment of occupational needs	.235	.099	.482	2.371	.034	.989

a. Dependent Variable: Teacher performance

Based on the table above, the work environment variable with t value of 2.158 with a p 0.50. Because the significance price obtained is above 0.05 (0.5 > 0.05), the t value obtained is significant. As such, the work environment variable (X¹) has a significant effect on the

performance of Geography teachers (Y). The table also shows the variable for fulfilling occupational needs = 2,371 with p 0.034, implying that there is an effect of the variable fulfillment of occupational needs (X²) on the performance of Geography teachers (Y).

Table 13. The Results of Partial Correlation Analysis

Coefficients^a				
Model		Correlations		
		Zero-order	Partial	Part
1	Work environment	.489	.514	.436
	Fulfillment of occupational needs	.528	.550	.479

a. Dependent Variable: Teacher performance

Based on the table above, the effect of each independent variable on the dependent variable can be seen from the determinant coefficient (r^2) of each of these variables. The effect of the work environment on the teacher performance is r^2 (0.514) or 26.41%. What is more, the magnitude of the effect of meeting the occupational needs on the teacher performance is r^2 (0.550) or 30.25%. This means that the variable of the fulfillment of needs has a greater influence on the performance, compared to the work environment.

This discussion aims to address the research problems aforementioned, which is analyzing the correlation between work environment, fulfillment of occupational needs, and performance of Geography teachers in Lumajang regency. Specifically, it delves into whether there is an influence between work environment and the performance of Geography teachers, the extent to which the fulfillment of occupational needs is related to the performance of Geography teachers, and if there is any influence of the work environment and the fulfillment of occupational needs on the teacher performance.

Based on the results, the close relationship between the work environment and meeting the occupational needs toward teacher performance is evinced by the correlation coefficient reported in the F test and t -test. The results report the F ratio test of 5.740 and p -value (sig) of 0.016 (> 0.05), which means that the F value obtained is significant. As a result, simultaneously there is a significant influence between the work environment and the fulfillment of occupational needs on the teacher performance.

The results of the t -test of the work environment are indicated by t value of 2.158 with p 0.05 because the significance value obtained is not more than 0.05 ($0.05 < 0.05$), t value is significant. To that end, the work environment (X^1) poses a significant effect on the performance of Geography teachers (Y). The table also shows fulfilling occupational needs with $t = 2,371$ with p 0.034. Because the significance price obtained is lower than 0.05 ($0.034 < 0.05$), the t value obtained is significant, which means that there is an effect of the fulfillment of occupational needs (X^2) on the performance of Geography teachers (Y).

The calculation shows the correlation coefficient (R) 0.685 between the work environment and the fulfillment of occupational needs on teacher performance. The positive correlation (R) between work environment and the fulfillment of occupational needs on teacher performance is found strong. The influence of the work environment is 0.514 or 26.41%, while the fulfillment of occupational needs is found at 0.550 or 30.25%. As such, the work environment and the fulfillment of occupational needs will improve teacher performance and *vice versa*.

The concurrent influence of the work environment and the fulfillment of occupational needs on teacher performance can be seen from the results of the double determination coefficient (R^2), which is 0.469. This shows that work environment and the fulfillment of occupational needs affect teacher performance by 46.9%, extraneous variables account for 53.1% of the teacher's performance. Between the work environment and the fulfillment of occupational needs, the fulfillment of occupational needs appears dominant, marked by 30.25%.

The teacher's work environment influences teacher performance by 26.41%, slightly different from meeting occupational needs. The environment includes space and time in which human existences emerge. In the concept of educational enterprises, a good environment is supposed to be conducive and strategic to support the learning process (Tatang, 2012:149). A conducive environment will pose a good impact on the learning process. Within such a setting, teachers can work more optimally and students can understand learning material more easily. Therefore, the school needs to design a conducive work environment so that teachers can carry out their performance optimally.

The results of this study are in harmony with research conducted by Kaliri (2008). His study unravels several important findings: (1) there is a significant influence of discipline on the performance of public high school teachers in Pematang regency with a coefficient of 8.3%; (2) there is a significant effect of fulfilling occupational needs on the performance of state senior high school teachers in Pematang regency

with a coefficient 14.3%; and (3) there is a significant simultaneous influence of discipline and the fulfillment of occupational needs on the performance of public high school teachers in Pemalang regency with a coefficient 21.5%. The difference lies in the fact that Kaliri did not include work environment in his research.

Similar findings are also reported in research conducted by Raharjdo (2014). The study signifies work environment as one factor having significant effect on motivation and improved performance. The difference from this study is that motivation is used as the dependent variable affecting teacher performance, while research conducted on motivation operationalizes motivation as the independent variable.

The work environment for Geography teachers at public senior high schools in Lumajang regency is good. In general, the working environment under investigation is quite calm and comfortable so that it is very comfortable to carry out learning that can optimize teacher performance. The physical condition of the school is found to be decent. Although some schools still have classrooms without ceramic tiles, the building can still be considered suitable for learning. At least when it rains, there are no leaking roofs. The lighting and air circulation in the classrooms are quite good and facilitate the learning process. The environment's cleanliness is also well maintained because officers and students clean it every day. The office layout is also always neatly arranged to make it easier for teachers to carry out their duties. Plus the school is always safe because every school already has a security guard.

The non-physical condition of the work environment lies in the harmonious relationship between the principal and the teacher. The teacher's relationship with colleagues is also well established, which adds to their enthusiasm and increased performance. The work environment is found at very good category 12.4%, followed by good category 87.5% evident in most research sites. The distribution of respondents' answers that fall into the category of fair and poor is 0. Teachers can work well or can be supported by a good work environment. In general, the work environment is good, so

the performance of Geography teachers is well maintained

The demand with which Geography teachers grapple is already high. Fulfillment of these occupational needs can be seen from the indicators of physiological needs that have been met properly. The need for security at work is also well addressed because schools take care of and guarantee teachers while working. The teacher's social needs represent a sense of belonging and affiliation with others and also being accepted by the teacher. Schools always give awards to teachers for every achievement so that the teacher's self-esteem has been well addressed. Teachers can also freely develop themselves, by for example taking part in the training. Such a measure encourages the teachers to self-actualize and develops themselves.

Data on the fulfillment of occupational needs highlight the high fulfillment category as indicated by 87.5%, while only 12.5% of responses acknowledge the medium category. The fulfillment of occupational needs is already high. This will motivate teachers to carry out their performance well, as postulated by Sardiman (2013: 85) and Schunk, DP Paul R, & Meece, Judith L. (2012). Motivation can function as a driver of effort and achievement. Someone performs an effort because of motivation. The existence of decent motivation in learning will lead to good results. In other words, someone learning will be able to give birth to good achievements that can improve performance.

A good work environment will encourage teacher enthusiasm in carrying out their performance. For a teacher, addressing occupational needs is fundamentally crucial because instructional activities will succeed as expected if the teacher is enthusiastic in carrying out his work and able to solve problems the activities. Thus, the work environment and the fulfillment of occupational needs have a positive relationship to teacher performance.

In line with the studies conducted by Yumaro, M and Andriani, L (2017) and Eliyanto (2018), social environment is one of the factors that drive teachers' performance. This is also acknowledged by Kristanti, E (2017) who confirms that the performance arises in response to

a supportive social environment at work, comprising of school principals, fellow teachers, students and school community. These factors, either directly or indirectly, make teachers feel happy and enjoy the working atmosphere at school, which in turn will excel their performance. Awan, A. G. (2015) emphasize the urgency of a conducive environment to optimize teachers' performance. Furthermore, Demet Hasbay and Beykent (2018) from Beykent University underline that social environment and fulfillment of work needs significantly contribute to improving teacher performance.

Conclusion

Based on the results of the research and discussion, the researchers have drawn the following conclusions.

1. There is a positive influence between work environment on the performance of Geography teachers in public senior high schools in Lumajang regency. The teacher's work environment affects the teacher's performance by 30.25%. This means that the better the teacher's environment, the better the teacher's performance will be.
2. There is a positive influence between the fulfillment of occupational needs on the performance of Geography teachers in public senior high schools in Lumajang regency. The fulfillment of occupational needs affects teacher performance by 26.41%. This means that the more the fulfillment of needs is addressed, the higher the teacher's performance will be.
3. Taken together, the work environment and the fulfillment of occupational needs have a positive effect on teacher performance. This can be seen from the coefficient of adjusted determination (R^2) of 46.9%. Thus, 53.1% of teacher performance is influenced by extraneous variables.

Recommendation

The study proposes the following suggestions to pertinent parties, based on the conclusions above.

- 1) The working environment of the Geography teacher at the public senior high school in Lumajang regency is found to be good, at 87.5%. What is more, the very good category has a smaller percentage of 12.5%. As a corollary, schools need to pay attention to the school environment, both physical and non-physical to support the school environment, so that the teaching and learning process can run more smoothly.
- 2) The fulfillment of teachers' occupational needs is high at 87.5%. In addition, the medium category has a higher percentage of 12.5%. This concludes that teachers need to improve the fulfillment of their occupational needs at work so that teachers are more enthusiastic in the process of teaching and learning activities. Thus, the fulfillment can potentially rise to a very high category.

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