

# Analysis Of The Effect Of Job Rotation, Work Environment And Rewards On The Performance Of Education Personnel (Tendik) At Surabaya State University

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## Article Info

### Keywords:

Job Rotation,  
Work Environment,  
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## ABSTRACT

This research aims to examine the influence of Job Rotation, Work Environment, and Rewards on the Performance of Education Personnel at Surabaya State University. Using quantitative methods with a questionnaire prepared based on the Job Rotation variable (X1), EnvironmentWork (X2), Reward (X3) and Performance (Y). This research involved 53 respondents from Unesa education staff who were chosen randomly. Data analysis was carried out through validity and reliability tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing to determine the influence of each variable on the performance of educational staff at Unesa. The research results show that Job Rotation (X1) has no significant effect on the Performance (Y) of educational staff at Surabaya State University, while the Work Environment (X2) has a positive and significant effect with a contribution of 77.8% to the variation in Performance (Y). Reward (X3) as a whole also does not have a significant effect on Performance (Y) even though there is satisfaction with cash financial awards. Therefore, further evaluation is needed on the implementation of work rotation and reward systems to make them more effective in improving performance. Unesa management needs to continue to improve working environment conditions and evaluate the job rotation and reward system to encourage optimal performance improvement.

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## INTRODUCTION

Organizations or agencies need to realize that the work environment is always changing and developing, especially with rapid technological advances and various global challenges. It is important for organizations to periodically evaluate and assess various factors that can influence the performance of their employees. This evaluation aims to ensure employee performance is effective, as well as to adapt organizational strategies and policies to changes and continuously developing needs. Educational institutions such as Surabaya State University (Unesa) are no exception, in their continuity they have made various efforts to improve the performance of educational staff (Tendik) in facing the dynamics of changes in the work environment. Since 2020, before Unesa turned into a legal institution, a large-scale

rotation was carried out to reorganize the educational staff. The main aim of implementing job rotation is to enable employees to work more efficiently by placing them in positions that best suit their abilities and job demands.

This change process continues after Unesa changed its status to become a Legal Entity State University (PTN-BH) in October 2022. Based on its status, Unesa tries to ensure that the placement of employees (Tendik) is not only based on organizational needs but also considers the compatibility between individual needs and his job. This is done with the hope that educational staff are placed in accordance with individual abilities and needs, so that they can work more effectively and productively. Rotation of educational staff at Unesa is carried out every 3 years, however, if educational staff are still urgently needed in the work unit, the rotation can be extended to 5 years. This policy allows flexibility in employee placement, so that they can provide maximum contribution in positions that best suit the skills and needs of the organization. This policy reflects Unesa's efforts to balance the needs of the organization and the welfare of individual employees, which in the end is expected to improve performance for the entire agency.

As the demand for professionalism becomes stronger in the era of digitalization of education, appropriate and adaptive placement becomes increasingly important to support the education system that continues to develop at PTN-BH. Digitalization brings significant changes in the way the educational process is carried out, so that educational staff (Tendik) need to have performance that is able to adapt quickly to these changes. Professionalism, in this context, refers to the readiness and ability of educational staff to carry out their duties effectively, resolve various problems that arise, and be able to adapt to the very dynamic development of the education system. It cannot be denied that educational staff play a strategic role in managing administrative activities that are essential to achieving the goals of the Tridharma of Higher Education, namely education, research and community service. Education staff are responsible for ensuring that all administrative processes run smoothly, from academic data management to financial administration, and supporting research activities and community service programs carried out by lecturers and students.

The continued performance of educational staff at Unesa, especially those with ASN status, often faces various problems related to work professionalism. As according to Robbins (2016), professionalism includes quality, effectiveness and work commitment. Indicators of problems often faced by education personnel related to quality refer to low standards and measures of work results, which are caused by a lack of adequate skills and abilities. Meanwhile, effectiveness is related to the low ability to utilize organizational resources optimally to achieve the desired results. The work commitment is related to the neglect of responsibilities that must be fulfilled as part of the employee's bond with the agency. Efforts to understand and overcome these problems, PTN-BH such as Unesa can increase the professionalism of their educational staff, which in turn will increase the quality, effectiveness and work commitment.

There are several variables that can generally influence employee performance, including education staff at Unesa. These variables include: (1) motivation factors originating

from personal satisfaction, ambition, financial incentives, and recognition of achievements; (2) skills and abilities obtained through training and development; (3) a supportive work environment with a positive company culture, good working relationships, and superior support; (4) an effective leadership style in motivating and providing clear direction; a fair reward and recognition system; (5) work-life balance that allows for optimal productivity; (6) challenges and opportunities for self-development; adequate technological support and resources; (7) personality factors and individual values; (8) external factors such as the economic situation and changes in regulations also have an influence, although they cannot be directly controlled by individuals or organizations. A comprehensive understanding of these factors is important for Unesa to create a conducive work environment and provide rewards to support and motivate education staff in achieving optimal performance.

Likewise, work environment variables are an important factor in increasing the effectiveness of employee performance. As according to Sofyandi (2008), the work environment is formed based on factors that influence the performance of human resource management functions/activities which consist of internal factors originating from within the organization. The condition of the work environment is important, because it relates to the characteristics of the workplace on employee behavior and attitudes (social interactions) which are related to psychological changes due to those experienced at work or under certain conditions that the organization must continue to pay attention to regarding work boredom, monotonous work and fatigue (Schultz & Schultz, 2006). A pleasant working environment is built based on two indicators, namely physical conditions related to workplace facilities such as air temperature, lighting, air circulation, a conducive (calm) atmosphere and cleanliness, while non-physical conditions are determined based on social interactions between leaders and subordinates and employee relationships. with other employees (Sedarmayanti, 2017).

Variables such as work rotation, work environment, and rewards applied to educational staff by Surabaya State University need to be measured to determine their impact on individual performance. This measurement is related to observing the extent to which these factors contribute positively or negatively to an employee's ability to complete their tasks based on their skills, experience, commitment and time invested in the company or organization (Hasibuan, 2016). Apart from the quality aspect of work, evaluation also considers the quantity aspect and ability to work in a team (Anwar, 2013). Evaluation of the implementation of work rotation, working environment conditions, and reward systems for education staff at Unesa will help identify whether these systems encourage increased performance or vice versa. Apart from that, the results of the measurements carried out in this research can also be used as evaluation material to determine improvement steps that may be needed.

There are several relevant previous studies related to performance analysis through job rotation variables, one of which was conducted by Kusuma Sherlina and Kania Trisa (2022). The research results show that the work rotation variable in the defense manufacturing industry in Indonesia as a whole has a large and positive impact on employee performance. Each variable influences other variables differently, including job rotation having a positive

and significant effect so that job rotation is recommended to be increased so that it can emphasize skills development to improve employee performance, especially in terms of job quality indicators. Another relevance is also found in research conducted by Jocom Jessica, Lambey Linda & Pandowo Merinda (2017) which shows that work rotation for PT employees. Pegadaian Manado does not have a significant influence on employee performance, so company management must be more careful in managing the job rotation program to avoid employee dissatisfaction.

The relevance of previous research related to work environment analysis refers to research conducted by Hastuti Handayani Harahap, Nikson Sitindaon, Ayu Zurlaini Damanik, Khairawati, Fuadi (2022). The results of research related to the work environment at Pt. Socfindo as a whole, it is said that work environmental factors cannot control the influence of the work environment on work motivation, although work motivation can influence how an employee carries out his daily work. Another relevance is in research conducted by Monica Novira, Agussalim and Yulistia (2022) which shows the results that the work environment influences the higher level of performance of civil servant education staff. A good environment can increase work morale which together can influence the competency and performance of education staff (PNS) at Padang State University (UNP).

The relevance regarding reward analysis refers to research conducted by Siregar Sakinah (2020) with research results that Labuhan Batu Private Universities show better performance as a result of better rewards. Lecturer performance is determined by how well they can help students and organizations fulfill the tridharma of higher education. Another relevance regarding rewards refers to research by WL Njanja, RN Maina, LK Kibet & Kageni Njagi (2013). Research shows that giving bonuses has no effect on employee performance. The reason is, not all employees are entitled to get bonuses for doing the same work. Companies must focus on building a good intrinsic environment because in this way employee work motivation can be increased.

Based on the background and review of relevant previous research, research can be proposed with the title "Analysis of the Effect of Work Environment Rotation and Rewards on the Performance of Education Personnel at Surabaya State University". The limitations and novelty of this research lie in the object problem being analyzed, namely the influence of work rotation variables, work environment and rewards on the performance of educational staff at Surabaya State University. Other limitations and novelties also lie in the variables used to analyze, namely rotation, work environment and rewards for the performance of educational staff at Surabaya State University. The results of this research have academic benefits by enriching literature related to human resource management, as well as practical benefits for Unesa management in designing effective policies to improve the performance of educational staff. In addition, this research provides policy benefits by providing a basis for evaluating the work rotation system, work environment, and reward provision, as well as social benefits which are expected to improve the quality of educational services at Unesa.

## Literature Review And Hypothesis Development

### Job Rotation

Job rotation, according to Robbins (2016), is the periodic movement of employees from one job to another to reduce boredom and increase motivation by providing varied activities. Robbins classifies job rotation into three systems: Merit System (based on work performance), Seniority System (based on length of service and experience), and Spoil System (based on personal relationships). According to Robbins, the main indicators of job rotation include experience, knowledge, organizational needs, work performance and responsibility. Job rotation is carried out to ensure employees have relevant experience and knowledge as well as the ability to fill new positions effectively. Whereas according to Hasibuan (2016) defines work rotation as the process of moving employees from one task or work position to another task or position to reduce boredom due to work routines. Job rotation can be implemented periodically or unscheduled and aims to increase employee flexibility and competence. According to Hasibuan, work rotation indicators include rotation time span, level of ability to complete tasks, ability to adapt, accuracy of work placement, and job variety. By providing diverse work experiences, job rotation not only helps overcome burnout but also increases employee motivation and productivity.

### Work environment

The work environment, according to Sedarmayanti (2017), is a place where employees carry out their work activities, and includes various conditions that affect their performance. Work environment indicators include lighting, air temperature, noise, use of color, space required, workability and employee synergy. A good work environment can increase productivity, visual and psychological well-being, as well as employee work efficiency. Factors such as adequate light, comfortable temperature, controlled noise, and ergonomic and safe space arrangement, all play an important role in creating a conducive working atmosphere and supporting optimal employee performance. Likewise, Robbins (2016) and Dermawan (2019) also emphasize the importance of the work environment in influencing employee performance and welfare. Robbins classifies work environments into indicators of air temperature, noise, lighting, air quality and workplace safety. Meanwhile, Dermawan added indicator humidity, air circulation, noise, room odor, decoration, accompanying music, and work safety. According to them, a good work environment not only includes physical aspects but also psychological and social aspects that support employee productivity and well-being. A well-designed work environment can help employees work more efficiently, feel more comfortable, and increase their motivation and creativity.

### Rewards

Rewards, according to Fahmi (2016), are a way of giving appreciation to employees for their performance, both in financial and non-financial forms, to recognize and motivate them to continue to improve their performance. Reward indicators include cash financial rewards such as salaries and bonuses, financial rewards such as medical expenses and insurance, as well as non-financial rewards which include comfortable work facilities and support productivity. Providing appropriate rewards can maintain, motivate and improve employee

performance, which in turn supports the achievement of organizational goals. Sedarmayanti (2017) and Kadarisman (2012) also emphasize the importance of rewards in motivating and recognizing employee contributions. Sedarmayanti divided rewards based on justice, equality and needs models, and highlighted the importance of fairness, timing and variety of rewards. Meanwhile, Kadarisman classifies rewards into salary, wages, incentives, allowances, interpersonal awards and promotions. Fair and timely rewards increase employee satisfaction, motivation and loyalty, and create a positive and productive work environment.

### **Performance**

Performance, according to various views, includes various aspects that reflect the effectiveness and efficiency of individuals or organizations in achieving goals. Nurjaya (2021) defines performance as the extent to which task results are achieved, with indicators including quantity and quality of work results, efficiency, discipline, initiative, thoroughness, leadership, honesty and creativity. Sedarmayanti (2017) added that performance involves individual interactions with their environment and is assessed through work quality, work quantity, responsibility, cooperation and initiative. Meanwhile, Silaen (2021) simplifies performance as a result of employee achievements with indicators of work quality, work quantity, timeliness, effectiveness and commitment. Overall, although there is variation in the indicators used, the general consensus emphasizes the importance of a combination of quality of work output, productivity, efficiency in the use of resources, and the ability to adapt and collaborate. Performance is measured not only by the final results but also by the processes and efforts made to achieve goals, reflecting how well an individual or organization achieves set standards and supports overall goals.

### **Influence Between Variables**

Based on a review of previous research, the effect of job rotation on employee performance varies, depending on the context and research methodology. Jasmine, Kusuma & Kania Trisa (2017) show that work rotation has a positive and significant influence on employee performance, increasing work quality, quantity and work commitment through skill development and reducing burnout. On the other hand, Jocom Jessica, Lambey Linda & Pandowo, Merinda (2017) found that although job rotation can overcome burnout, the effect on employee performance is not significant, so it requires further attention in its implementation. Ravikumar, Vedantam & Mohan Kokila (2020) emphasized that job rotation involving various indicators such as autonomy and information feedback can increase productivity and job satisfaction, indicating that job rotation can influence performance through improving human factors and motivation. Overall, the effectiveness of job rotation in improving performance depends on its implementation and the organizational context, with several studies emphasizing the need for a focused approach to maximize its benefits (Jasmine et al., 2017; Jocom et al., 2017; Ravikumar et al., 2020). The results of this research provide conjecture in this study that:

**H1:** It is suspected that job rotation has a positive effect to Performance of educational staff at Surabaya State University

The influence of the work environment on employee performance shows mixed results. Pratama Guruh Dwi (2019) found that the work environment, which includes physical needs, safety, social, self-esteem and entrepreneurship, has a positive and significant effect on employee performance, indicating that good working conditions improve performance. On the other hand, Harapan Hastuti, Sitindaon Nikson & Damanik Ayu (2022) reported that although the work environment was measured based on facilities, room conditions, equipment and supervision, this variable did not succeed in mediating the influence on work motivation at PT. Socfindo, which indicates that employees' basic needs have not been met. This research shows that although the work environment can influence performance, its effectiveness is highly dependent on how these variables are implemented and fulfilled in the organizational context (Pratama Guruh Dwi, 2019; Harapan Hastuti et al., 2022). Based on the results of this research, it is suspected in this research that:

**H2:** It is suspected that the work environment has a positive influence to Performance of educational staff at Surabaya State University

Previous research regarding the effect of rewards on performance shows varying results. Siregar Sakinah Ubudiah (2020) shows that compensation, rewards, recognition and talent development have a positive and significant influence on the performance of lecturers at Labuhan Batu Private University, indicating that an increase in the reward aspect has the potential to improve the quality and effectiveness of performance. In contrast, WL Njanja et al. (2013) found that cash bonuses did not have a significant effect on employee performance at Kenya Power and Lighting Company Ltd., with employees who received bonuses feeling only slightly more satisfied than those who did not. These findings indicate that although rewards such as compensation and rewards can improve performance in some contexts, their effectiveness is highly dependent on the type of reward and how the reward is implemented (Siregar Sakinah Ubudiah, 2020; WL Njanja et al., 2013). Based on the results of this research, it is suspected in this research that:

**H3:** It is suspected that rewards have a positive effect to performance of educational staff at Surabaya State University

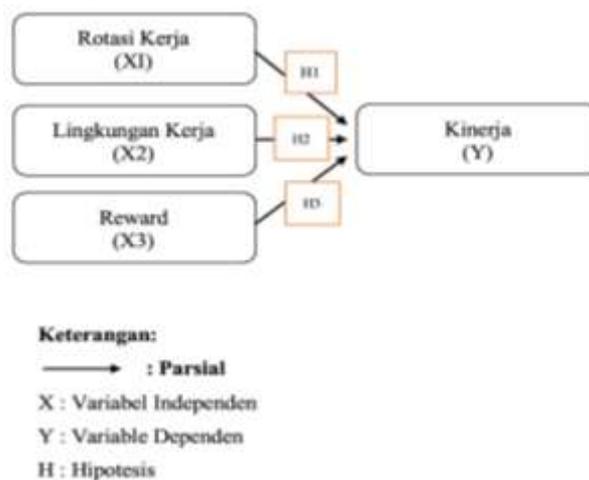


Figure 1. conceptual framework

## METHODS

This research is included in the quantitative research category and utilizes primary data collected through distributing questionnaires by researchers. The questionnaire was distributed online using the Google Forms link. Researchers used a Likert scale with values from 1 to 5 to measure respondents' answers. Population and sample The research involved 53 respondents from Unesa education staff who were chosen randomly. Data analysis was carried out through validity and reliability tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing using Microsoft Excel and SPSS version 17.00 to determine the influence of each variable on the performance of education staff at Unesa.

## RESULTS AND DISCUSSION

### Research result

#### Respondent Characteristics

This research involved 53 education staff at Surabaya State University (Unesa), and an analysis of the characteristics of respondents was carried out based on age, gender, work unit and length of service to provide a comprehensive picture of the profile of respondents.

Age	Frequency	Percentage %
18 - 30	8 Tendik	15.09%
31- 45	27 Tendik	50.94%
46 - 55	18 Tendik	33.96%
Gender	Frequency	Percentage %
Man	29	54.72%
Woman	24	45.28%
Work unit	Frequency	Percentage %
Faculty Teacher	34	64.15%
BPM	4	7.55%
LPSP	2	3.77%
LPPM	2	3.77%
BPPG	2	3.77%
DAK	5	9.43%
Science Center	1	1.89%
Graduate School	1	1.89%
DTPTP	1	1.89%
BPI	1	1.89%
Years of service	Frequency	Percentage %
1 year	3	26.09%
2-5 Years	7	69.57%
5 Years and Over	43	4.35%

**Table 1.** Age Characteristics of Respondents

Respondents were divided into three age groups. The 31-45 year age group is the majority with 27 people (50.94%), indicating that the majority of education staff are in the

middle stage of their career with relatively a lot of experience. The 46-55 year age group includes 18 people (33.96%), indicating more senior and experienced educational staff. Meanwhile, the 18-30 year age group, which consists of 8 people (15.09%), reflects educational staff who are relatively new in their careers.

Meanwhile, the gender of the respondents showed that 29 people (54.72%) were men and 24 people (45.28%) were women. Even though there is a larger proportion of men, the difference in numbers between genders is not very significant, reflecting a fairly balanced representation among educational staff at Unesa. The majority of educational staff come from faculty administration staff, with 34 people (64.15%), showing a large concentration in the academic environment. Other units such as the Quality Assurance Agency (BPM) have 4 people (7.55%), and the Directorate of Development and Cooperation (DAK) has 5 people (9.43%). This distribution shows the important role of various units in supporting academic and administrative functions at Unesa.

The majority of respondents had a working period of more than 5 years, namely 43 people (81.13%), indicating high experience and stability in their work. Seven people (13.21%) had a working period of between 2 and 5 years, indicating that education staff were in the middle phase of their career. Only 3 people (5.66%) have worked for 1 year, reflecting employees who are just starting their careers. This data indicates that Unesa has educational staff with extensive and stable experience, with the majority of employees who have worked for a long time showing loyalty and a deep understanding of the institution. Overall, the analysis of respondent characteristics provides insight into the demographics of the educational workforce at Unesa, reflecting the various distributions of age, gender, work unit and length of service, and helps in understanding the dynamics of the educational workforce at the university.

### **Descriptive statistics**

This research aims to evaluate the influence of the Job Rotation (X1), Work Environment (X2), and Reward (X3) variables on the Performance (Y) of educational staff at Surabaya State University (Unesa). Data was collected through questionnaires distributed to 53 respondents. The results of the analysis show that the majority of educational staff gave a positive assessment of all the variables studied, which provides insight into the contribution of each factor to improving performance. For the Job Rotation variable (X1), the percentage of respondents who strongly agreed with the experience aspect was 47.17%, and 39.62% agreed. In the knowledge aspect, 43.40% strongly agreed and 45.28% agreed, indicating support for knowledge in job rotation. However, on the need aspect, only 22.64% strongly agreed and 26.42% disagreed, indicating doubts about the need for job rotation. On the other hand, in the aspect of work performance, 16.98% strongly agreed and 43.40% agreed, while in terms of responsibility, 26.42% strongly agreed and 56.60% agreed. Overall, 31.32% of respondents strongly agreed and 44.15% agreed with job rotation. Meanwhile, for the Work Environment variable (X2), the assessment results show that 41.51% of respondents strongly agree and 43.40% agree with temperature and air quality. For noise, 47.17% strongly agreed, and 39.62% agreed, indicating concern about noise. In the lighting aspect, 49.06% strongly

agreed and 43.40% agreed, reflecting adequate lighting. Workplace safety received a positive response with 50.94% strongly agreeing. However, in terms of relationships between employees, 37.74% strongly agreed and 54.72% agreed, indicating that there is room to improve interaction and collaboration. Overall, 45.28% of respondents strongly agreed and 44.91% agreed with the work environment.

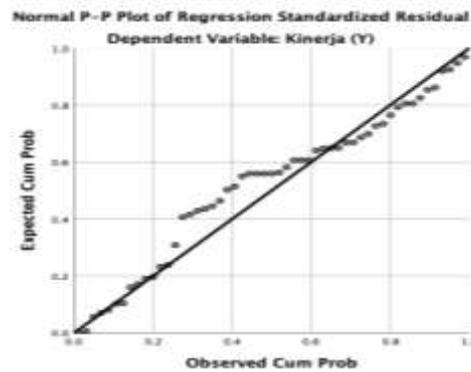
For the Reward variable (X3), 67.92% of respondents strongly agreed and 24.53% agreed with cash financial rewards. Meanwhile, for the financial reward of allowances, 35.85% strongly agreed and 39.62% agreed, indicating that there is variation in the acceptance of allowances. In the aspect of non-financial rewards, 28.30% strongly agreed and 41.51% agreed, indicating the need for an increase in non-financial rewards. Overall, 44.03% of respondents strongly agreed and 35.22% agreed with the rewards given. As for the Performance variable (Y), the results show that 33.96% of respondents strongly agree and 52.83% agree with the quality of work. Regarding work quantity, 32.08% strongly agreed and 50.94% agreed. For punctuality, 33.96% strongly agreed and 52.83% agreed. In the effectiveness aspect, 32.08% strongly agreed and 58.49% agreed. Finally, for commitment, 41.51% strongly agreed and 49.06% agreed. Overall, 34.70% of respondents strongly agreed and 52.83% agreed with the performance. This research illustrates the positive contribution of job rotation, work environment, and rewards to improving the performance of education personnel, with several areas that require further attention for better development.

#### **Validity and Reliability Test**

In this study, the validity test was carried out by comparing the calculated  $r$ -value of the questionnaire items with the  $r$ -table value at a significance level of 0.05, and the results showed that all questionnaire items for the Job Rotation (X1), Work Environment (X2) variables, Reward (X3), and Performance (Y) are valid because  $r$ -count exceeds  $r$ -table. The reliability test using Cronbach's Alpha shows consistent and high values for all variables, namely 0.922 for Job Rotation (X1), 0.942 for Work Environment (X2), 0.811 for Reward (X3), and 0.958 for Performance (Y), indicating that the instrument The questionnaire is very reliable and stable in measuring these variables. Thus, the questionnaire used in this research can be relied on to produce valid and consistent data, as well as providing a strong basis for further analysis regarding the influence of the variables studied.

#### **Classic assumption test**

This research carries out classical assumption tests to ensure the validity of the multiple regression model involving the variables Job Rotation (X1), Work Environment (X2), Reward (X3), and Performance (Y). The normality test is carried out to show normal data distribution, supporting the reliability of the regression model. Meanwhile, the multicollinearity test can confirm the absence of significant correlation between independent variables, ensuring the regression model is free from multicollinearity problems. The heteroscedasticity test shows that some independent variables have a significant influence on the residual variance, although overall the regression model meets the homoscedasticity assumption. Following are the results of the tests carried out:



**Figure 2.**Normality Test Results

The principle of normality makes it possible to assess the distribution of data by looking at the distribution of points on a diagonal graph. If the points are close to the diagonal line, then the data is considered normally distributed, but if the points are far from the diagonal line, then the data tends not to be normally distributed. This can be seen in the image, where the data is spread around the diagonal line and follows its direction. Therefore, because the data distribution appears normal, the regression model used in this study meets the assumption of normality.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.663	1.550		.428	.671		
	Rotasi Kerja (X1)	.114	.097	.121	1.180	.244	.430	2.323
	Lingkungan Kerja (X2)	.666	.123	.640	5.407	.000	.323	3.100
	Reward (X3)	.287	.189	.178	1.516	.136	.330	3.033

a. Dependent Variable: Kinerja (Y)

**Figure 3.**Test resultsMulticollinearity

The results of the multicollinearity test revealed no significant correlation between the independent variables in the model. The Tolerance values for the Job Rotation (X1), Work Environment (X2), and Reward (X3) variables are all greater than 0.01, and the Variance Inflation Factor (VIF) values for all variables are less than 10.00, which indicates that the regression model is not suffer from multicollinearity problems and cannot be relied upon for further analysis.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.102	.881		-.116	.908		
	Rotasi Kerja (X1)	-.114	.055	-.391	-2.076	.043	.430	2.323
	Lingkungan Kerja (X2)	.278	.070	.864	3.969	.000	.323	3.100
	Reward (X3)	-.173	.108	-.347	-1.611	.114	.330	3.033

a. Dependent Variable: RES\_2

**Figure 4.**Test resultsHeteroscedasticity

The results of the heteroscedasticity test using the Glejser test show that only the Work Environment variable has a significant influence on the residual, with a significance value of 0.000. The Job Rotation variable shows a significant negative effect, while Reward does not show a significant effect on heteroscedasticity. This indicates that the regression model meets the overall homoscedasticity assumption, with several independent variables showing a significant influence on the residual variance.

### Multiple Linear Regression Analysis

Multiple regression analysis is a statistical technique used to study the relationship between one dependent variable (Y) and two or more independent variables (X). In this research, the three independent variables are Job Rotation (X1), Work Environment (X2), and Reward (X3). Multiple regression analysis makes it possible to evaluate how well each of these independent variables can make a significant contribution to the research results. This research uses multiple regression to investigate how teacher performance at Surabaya State University is influenced by the implementation of job rotation, work environment, and compensation. The results are as follows:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.663	1.550		.428	.671		
	Rotasi Kerja (X1)	.114	.097	.121	1.180	.244	.430	2.323
	Lingkungan Kerja (X2)	.666	.123	.640	5.407	.000	.323	3.100
	Reward (X3)	.287	.189	.178	1.516	.136	.330	3.033

a. Dependent Variable: Kinerja (Y)

**Figure 5.** Multiple Linear Analysis Results

The influence of the Job Rotation (X1), Work Environment (X2), and Reward (X3) variables on Performance (Y) is shown in the results of multiple linear regression analysis. Performance Prediction is positive, although not significant, when all independent variables are zero, according to a constant value of 0.663. Work Environment has a coefficient of 0.666 and a significance value of 0.000, which shows a very significant positive influence on performance—every one unit increase in the environment will increase performance by 0.666—while Job Rotation has a coefficient of 0.114 and a significance value of 0.244, which shows a positive but not significant influence. on performance. Nevertheless, Reward has a coefficient of 0.287 and a significance value of 0.136, which shows that it has a positive but not significant impact. Overall, the results of this analysis confirm that only the Work Environment has a significant influence on Performance, while Job Rotation and Rewards do not show a strong enough influence in this regression model.

### Hypothesis testing

The purpose of this research hypothesis test is to find out whether the independent variables Job Rotation (X1), Work Environment (X2), and Rewards (X3) have a significant influence on the dependent variable, namely performance (Y). Three stages of hypothesis testing were carried out: t test, f test, and determination test. The results are as follows:

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.663	1.550		.428	.671
	Rotasi Kerja (X1)	.114	.097	.121	1.180	.244
	Lingkungan Kerja (X2)	.666	.123	.640	5.407	.000
	Reward (X3)	.287	.189	.178	1.516	.136

a. Dependent Variable: Kinerja (Y)

**Figure 6.t Test Results**

The t test results show that only the Work Environment variable (X2) has a significant influence on Performance (Y), with a calculated t-value that is greater than the t-table and a significance value under 0.05. On the other hand, the Job Rotation (X1) and Reward (X3) variables do not show a significant influence on performance, because their respective t-values are smaller than the t-table and their significance values are greater than 0.05. Thus, in this regression model, Work Environment (X2) is the only independent variable that significantly influences Performance (Y).

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	686.411	3	228.804	57.354	.000 <sup>b</sup>
	Residual	195.476	49	3.989		
	Total	881.887	52			

a. Dependent Variable: Kinerja (Y)

b. Predictors: (Constant), Reward (X3), Rotasi Kerja (X1), Lingkungan Kerja (X2)

**Figure 7. Test Results f**

The results of the f test show that the independent variables, namely Job Rotation (X1), Work Environment (X2), and Reward (X3), simultaneously make a significant contribution to the dependent variable Performance (Y). With an f-value of 57,354 and a p-value of 0.000, which is far below the significance level of 0.05, it can be concluded that the regression model used is effective in explaining the influence of the three independent variables on performance. The total regression square of 686,411 indicates that this model can explain large variances in performance, supports the alternative hypothesis (H1) and shows that the three independent variables play an important role in improving performance.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.882 <sup>a</sup>	.778	.765	1.997	2.378

a. Predictors: (Constant), Reward (X3), Rotasi Kerja (X1), Lingkungan Kerja (X2)

b. Dependent Variable: Kinerja (Y)

**Figure 8. Results of the R<sup>2</sup> Determination Coefficient Test**

The results of the coefficient of determination ( $R^2$ ) test in this study show that the independent variables—Work Environment (X2), Job Rotation (X1), and Reward (X3)—explain 77.8% of the variation in the dependent variable, namely Performance (Y). The  $R^2$  value of 0.778 indicates that this regression model is very effective in explaining the influence of independent variables on performance. Meanwhile, the Adjusted  $R^2$  value of 0.765 shows that the model remains consistent even though there are several independent variables. The Standard Error of the Estimate value of 1.997 indicates a relatively small prediction error, and the Durbin-Watson value of 2.378 indicates that there is no autocorrelation problem in the model residuals. Overall, these results confirm that this regression model is able to explain well the influence of independent variables on performance, with the work environment being the most significant factor.

### Research Discussion

#### The Effect of Job Rotation on the Performance of Unesa Staff

The first result, the effect of Job Rotation (X1) on the Performance (Y) of educational staff at Surabaya State University (Unesa) shows that although educational staff generally have a positive view of Job Rotation, the results of the analysis show that the influence of Job Rotation on performance is negative and not significant statistically. The classic assumption test shows that any increase in Job Rotation can reduce performance, with a coefficient of -0.114 and a significance value of 0.043, indicating the possibility of dissatisfaction or implementation problems in the rotation process. Multiple regression analysis confirms that the Job Rotation coefficient is 0.114 with a significance value of 0.244, which means the effect is not statistically significant. On the other hand, the Work Environment variable shows a very significant influence on performance with a coefficient of 0.666 and a significance value of 0.000, indicating that the Work Environment has a much greater impact on performance than Job Rotation. Therefore, although Job Rotation has the potential to improve performance, its implementation is currently ineffective. Further evaluation and improvements in the implementation of Job Rotation, such as providing better training and effective communication, are needed to ensure maximum positive impact on the performance of educational staff at Unesa.

#### The Influence of the Work Environment on the Performance of Unesa Tendik

The second result, the influence of the Work Environment (X2) at Surabaya State University (Unesa), has a positive view of the Performance (Y) of educational staff, although there are several areas that require improvement. Aspects such as temperature, air quality, lighting and security were considered good, while noise levels and employee relations indicated a need for improvement. Testing classical assumptions and multiple regression analysis revealed that the Work Environment has a positive and significant influence on Performance (Y), with a coefficient of 0.666 and a significance value of 0.000. This confirms that any improvement in working environmental conditions can significantly improve the performance of educational personnel. The hypothesis test shows a very significant effect with a t-value of 5.407, while the f test shows that 77.8% of the variation in performance can be explained by independent variables, including the Work Environment. These findings

emphasize the importance of Unesa management to continue to improve and maintain the quality of the work environment so that it can support the optimal performance of education staff, increase productivity and work effectiveness in the institution.

### **The Influence of Rewards on the Performance of Unesa Tendik**

The third result, the influence of Rewards (X3) on the Performance (Y) of educational staff at Surabaya State University (Unesa) shows relatively high satisfaction with cash financial awards, but there is dissatisfaction with the financial rewards of allowances and non-financial rewards. Although most respondents are satisfied with cash rewards, acceptance of allowances and non-financial benefits needs improvement. The classical assumption test and regression analysis show that the effect of reward on performance (Y) is not significant, with a coefficient of -0.173 and a significance value of 0.114 in the classical assumption test, as well as a coefficient of 0.287 and a significance value of 0.136 in the regression. This suggests that the current reward system is not strong enough to significantly influence performance. The very significant influence of the work environment (X2) shows that working conditions have more influence on performance than rewards. These findings underline the need to evaluate and improve the reward system to make it more relevant and effective in improving the performance of education staff at Unesa, with a focus on employee satisfaction and fairness in giving awards.

## **CONCLUSION**

Research on the influence of Job Rotation, Work Environment, and Rewards on the performance of educational staff at Surabaya State University (Unesa) revealed that Job Rotation does not have a significant impact on performance. Even though respondents showed a positive view of the implementation of job rotation, the results of the regression analysis showed that every one unit increase in job rotation had the potential to reduce performance by 0.114 with a significance value of 0.043. This finding is strengthened by the results of the t test which shows the calculated t-value is smaller than the t-table, confirming that work rotation has no significant effect compared to other variables such as Work Environment. On the other hand, the Work Environment variable shows a positive and significant influence on the performance of educational staff. Respondents' assessments indicated a positive view of temperature, air quality, and lighting, although there were concerns regarding noise and employee relations. Regression analysis shows that every one unit increase in the work environment can increase performance significantly with a coefficient of 0.666 and valuesignificant0,000. With a contribution of 77.8% to performance variations, it is important for Unesa management to continue to improve working environmental conditions to support work productivity and effectiveness. On the other hand, the Reward system at Unesa shows less significant results on performance, with a coefficient of -0.173 and a significance value of 0.114. Although there is satisfaction with cash financial rewards, acceptance of non-financial allowances and rewards shows variations and challenges. The influence of rewards is not strong enough to improve performance significantly compared to work environment variables. Therefore, it is necessary to evaluate

and improve the structure and implementation of the reward system to increase its effectiveness in encouraging the performance of education staff at Unesa.

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