

# The Effect of Work Environment, Discipline and Motivation on the Performance of Elementary School Teachers in Gunungwungkal District

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## Abstract

This study aims to analyze the relationship between the work environment and teacher performance in elementary schools in Gunungwungkal District, the influence of work discipline on teacher performance in elementary schools in Gunungwungkal District. The influence of motivation on teacher performance in elementary schools in Gunungwungkal District. The research method used is quantitative descriptive through a survey. Data collection was carried out through questionnaires distributed to 64 elementary school teachers in Gunungwungkal District which were determined by the simple random sampling method, research data were obtained by distributing questionnaires online through social media. Data analysis using structural equality modeling (SEM). The results of the study showed that there was a positive and significant influence between competence on teacher performance and work culture had a significant effect on teacher performance.

**Keywords:** work environment, discipline, motivation, Teacher Performance, Elementary School, Gunungwungkal District

## Introduction

Teacher performance is the ability of teachers to demonstrate various skills and competencies they have [1]. Teacher performance is the performance/work behavior displayed by teachers in carrying out their duties based on good teaching norms, starting from opening lessons to closing lessons. Related to teacher performance, that in carrying out their duties, teachers are obliged to: 1) plan learning, 2) carry out the learning process, and 3) evaluate learning outcomes. Teacher performance is the work results in terms of quality and quantity achieved by a teacher in carrying out their duties in accordance with the responsibilities given to them which include compiling learning programs, implementing learning, implementing evaluations and analyzing evaluations [2]. Teacher performance is the most determining factor in the quality of learning. The quality of performance is influenced by several very complex factors in indicating whether coaching and professional development in one job is successful or failed. Factors that influence teacher performance: 1) personal or individual factors, including elements of knowledge, skills, abilities, self-confidence, motivation and commitment possessed by each individual teacher. 2)

leadership factors, having aspects of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers. 3) team factors, including support and encouragement given by colleagues in a team, trust in fellow team members, team cohesion and closeness[3]. 4) system factors, including work systems, work facilities provided by school/madrasah leaders, organizational processes (schools/madrasahs) and work culture in the organization (schools/madrasahs). 5) contextual factors (situational). Includes pressure and changes in the external and internal environment (teacher work motivation).

A conducive work environment has a positive impact on workforce productivity[4]. This is one of the steps that schools can take to ensure that teachers can carry out their duties optimally, without any interference, considering that the work atmosphere can contribute to the performance of educators. The work environment is a crucial element when employees carry out their duties. Work discipline refers to an individual's attitude in following work norms that have been set by a group or organization. This factor plays an important role in influencing the performance of educators[5]. Discipline is a reflection of behavior and attitudes that reflect compliance, both to written and unwritten norms. Work motivation is defined as an effort to provide motivation or stimulation to employees so that they can collaborate wholeheartedly in achieving the organization's vision and mission. By providing the right motivation, teachers will be motivated to do their jobs as well as possible.

## **Method**

The research method used is quantitative descriptive through a survey. Data collection was carried out through questionnaires distributed to 64 elementary school teachers in Gunungwungkal District which were determined by the simple random sampling method, research data were obtained by distributing questionnaires online through social media. Data analysis using structural equality modeling (SEM). The data analysis carried out was: (1) Descriptive analysis consisting of respondent profile analysis and respondent response analysis. (2) Questionnaire feasibility test consisting of (a) Validity test, validity test is a test carried out to measure the accuracy of the research instrument or questionnaire. The questionnaire is said to be valid if the statement or statement from the questionnaire can reveal something that will be measured by the questionnaire. The accuracy value of the questionnaire can be measured using the correlation coefficient. A questionnaire is said to be good and valid if the correlation coefficient is  $> 0.3$  (Ghozali, 2011). (b) Reliability test, reliability test is a questionnaire test carried out with the aim of measuring the consistency of respondents' answers. Reliability test is carried out using the Cronbach Alpha statistical test. The questionnaire is said to be reliable if the Cronbach Alpha value  $\geq 0.70$  (Ghozali, 2011). (3) Structural Equation Analysis and Hypothesis consists of (a) developing a model based on theory, (b) compiling path diagrams and structural equations (c) evaluating the model in PLSSEM (d) testing the hypothesis.

## **Result and Discussion**



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### **Relationship between Work Environment and Performance**

Creating a conducive atmosphere triggers employee enthusiasm, which can ultimately contribute to improving their performance[6]. A positive work environment can have a significant impact on creating peace, so that teachers can work effectively. Goal setting theory and the work environment are closely related, because the work environment can support or hinder the achievement of goals. In a supportive environment, goals can be set at various levels, such as personal, team, or organizational goals and teachers can feel motivated in achieving goals. Conversely, in a less supportive environment, goals may not be achieved optimally[7]. Good and conducive work environment conditions have a very large influence in improving the quality of teacher performance. The work environment has a positive and significant influence on the performance of junior high school teachers in Bangko District. The better the work environment, the higher the teacher's performance. Because a good work environment will make teachers feel comfortable in carrying out their duties. Conversely, if the work environment is not good, it can interfere with teachers in working or in carrying out the teaching and learning process. This is supported by a descriptive analysis of respondents' responses to the statement, fellow coworkers support each other in positive ways and to improve performance[8]. Cooperation and mutual support in positive matters between teachers need to be maintained and improved so that teacher performance continues to improve. In addition, the positive and significant influence of the work environment on teacher performance is also supported by the profile of respondents who are mostly women. In general, women tend to be very sensitive to the work environment. Then, the profile of respondents who have a bachelor's degree tends to be more critical of the work environment because a high educational background makes respondents think more critically about a work environment. The teacher's work environment includes the physical environment and non-physical environment of the school where the teacher teaches. In order to improve teacher performance, it is necessary to provide a good work environment. Based on the descriptive analysis of respondents' responses, the work environment that still needs to be improved is, the lighting (sunlight and electricity) in the classroom must be in accordance with needs, the air temperature in the classroom must be able to provide comfort in the teaching and learning process, the school environment is free from noise and the colors used in all classrooms and teacher assemblies can increase teacher enthusiasm in working[9].

### **Relationship between Work Discipline and Performance**

When someone applies work discipline optimally in their work environment, this will result in a significant increase in performance[10]. Goal setting theory and work discipline are closely related, because they can affect an individual's ability to maintain discipline at work. By setting specific, measurable and realistic goals, individuals are more likely to adopt disciplined behavior that can help individuals achieve their goals. Improved teacher performance is positively and significantly influenced by the implementation of strong work discipline[11]. Teacher work discipline has a positive effect on teacher performance and the implementation of the teaching and learning process. Good teacher work discipline can improve teacher performance in achieving planned goals. The following are some of the effects of teacher work discipline: Improving the implementation of teaching and learning activities,

Maintaining class order, Overcoming student misbehavior, Increasing teacher productivity, Increasing the effectiveness of teaching and learning[12]. Teacher work discipline is the obedience and compliance of teachers in implementing school regulations and rules. Disciplined teachers will maintain class order and overcome student misbehavior. Because employee discipline affects productivity results. The better the employee is in terms of work discipline, the better their performance. Without good discipline, it will be difficult for a company to achieve optimal results. Teacher work discipline has a positive effect on teacher performance and the implementation of the teaching and learning process. Good teacher work discipline can improve teacher performance in achieving planned goals. Here are some of the effects of teacher work discipline: Improving the implementation of teaching and learning activities, Maintaining class order, Overcoming student misbehavior, Increasing teacher productivity, Increasing the effectiveness of teaching and learning. Teacher work discipline is the obedience and compliance of teachers in implementing school rules and regulations. Disciplined teachers will maintain class order and overcome student misbehavior[12]. Because employee discipline affects productivity results. The better the employee is in terms of work discipline, the better their performance will be. Without good discipline, it will be difficult for a company to achieve optimal results.

### **Relationship between Work Motivation and Performance**

Motivation acts as an element that drives every step of teachers with full awareness, in order to optimize their cognitive potential in supporting and achieving goals. Goal setting theory and work motivation are closely related, because work motivation is a driving force to make teachers more motivated to complete tasks. Educators who have high work motivation always show enthusiasm and drive in working. This energy helps teachers to raise their spirits and achieve achievements[13]. This happens because teachers have good self-control skills, so they do not need strict supervision to achieve the best performance. The results of previous studies) High work motivation has a significant positive impact on teacher performance., the purpose of providing motivation is as follows: a) Encourage employee passion and enthusiasm; b) Increase employee morale and job satisfaction; c) Increase employee work productivity; d) Maintain employee loyalty and stability of the organization; e) Increase discipline and reduce employee absenteeism; f) Make employee procurement more effective: g) Create a good working atmosphere and relationship; h) Increase employee creativity and participation; i) Increase employee welfare; j) Increase employee sense of responsibility towards their duties; k) Increase efficiency. There are two motivation methods, namely: 1) Direct method (Direct Motivation), is motivation (material and non-material) that is given directly to each individual employee to meet their needs and satisfaction. So it is specific such as praise, awards, holiday allowances, bonuses and service stars. 2) Indirect motivation (Indirect Motivation), is motivation that is given only as facilities that support and support work enthusiasm/smoothness of tasks so that employees are comfortable and enthusiastic in doing their work. Indirect motivation has a big influence on stimulating employee work enthusiasm so that they are productive[21]. With the attention given by leaders to subordinates, there is already a separate value for subordinates that they have been given more attention than the encouragement to be loyal to the company.

Therefore, a leader must first be able to know what is the basis for causing them to be willing to work and provide motivation according to what they need.

## Conclusion

The findings of the research that has been conducted based on the data are as follows: 1. The work environment variable has a positive but insignificant influence on teacher performance. 2. The work discipline variable has a positive but insignificant impact on teacher performance. 3. The work motivation variable has a significant positive impact on teacher performance. Suggestions Here are some suggestions that can be given as a reference for further research: 1. To deepen understanding of further research, it is necessary to examine concepts related to the work environment, work discipline, work motivation, and performance. 2. The approach to distributing the questionnaire must be done directly with respondents.

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