

Teacher performance at SMAN 24 Bandung: analysis of work environment, discipline and ability

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ABSTRACT

This research aims to analyze teacher performance at SMAN 24 Bandung with a focus on factors that influence performance, namely work environment, discipline and ability. Teacher performance is an important element in the education system, and a deep understanding of the factors that influence teacher performance is very necessary to improve the quality of education. The research results show that the simultaneous influence of the work environment, discipline, and ability on teacher performance is positive. However, the influence of each of these factors tends to be small scale. The results of this research show the importance of paying attention to discipline and developing teacher abilities in improving teacher performance, even though the work environment has a negative influence, it is still a concern for schools because it supports the teaching and learning process.

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1. Introduction

One way to improve the quality of human resources in the era of globalization where competition in various fields is increasingly fierce is through education (Adisaputro, 2020; Mutafi, 2020; Ridwani et al., 2023). One of the characteristics of 21st century society is mastery of science and technology. Through the education process, it is hoped that superior human beings will be created who have a vision and mission far into the future, who want to progress and continue to develop (Mulyasa, 2022a; Octavia, 2019).

Mentioned in Law no. 20 of 2003 article 5 paragraphs (1) and (5) that "every citizen has the right to obtain quality education" and "every citizen has the right to have the opportunity to improve education throughout life." In order for education to be realized, the role of various parties including parents, society, government, teaching staff (teachers), and students (Abidin, 2021; Buan, 2021; Mulyasa, 2022b). And one of the educational institutions targeted is State High School 24 Bandung, which is one of the state high schools (SMAN) located in the municipality of Bandung, West Java.

There are many things that can be taken into consideration in choosing where someone will study, but one of the essential factors in the education process itself is professional education staff or teachers, who always improve work performance (performance) (Anwar, 2020; Dina et al., 2022). According to (Armani & Margunani, 2017) quality teachers can influence the quality of education, the success or failure of education at school is largely determined by the teacher's performance. If the teacher's performance improves, it can affect the quality of the output, namely the students.

Both teachers and students will need supporting facilities and infrastructure, the most basic of which, for example, is a school building. In Ministerial Regulation No. 19 of 2005 article 42 paragraph 2 states that every educational unit is obliged to have infrastructure which includes land, classrooms, teaching rooms, libraries, laboratories, canteens, places to exercise, places to worship, places to play and be creative, and other spaces/places needed for supports the learning process, and the following are the facilities at SMAN 24

Bandung. SMAN 24 Bandung has sufficient facilities, and most of them are in good condition. The availability of adequate facilities for the teaching and learning process, both from basic things such as school buildings to other components that can support the creation of a good work environment. With a comfortable, safe work environment and the availability of facilities, it is hoped that it will encourage teachers to do their work optimally. Apart from the work environment, another factor that needs to be considered is work discipline. The average absence rate was only 1.47%, although there was an increase in teacher absences reaching 16.48% in February and 14.70% in April. This can indicate the teacher's awareness of discipline, by trying to always be present at school. According to Suherman and Saondi (2010:41) discipline is very necessary in carrying out one's duties and obligations as a teacher, educator and student guide, high discipline will be able to build performance. Of the many duties of a teacher, one of them is to educate and teach students. In connection with this task, a teacher will be required to have the ability to carry out his duties. In Law No. 14 of 2005 article 8 that "an educator must have academic qualifications and have the ability to realize national education goals." According to Iswatun and Ade (2016) ability can be seen both in terms of level of education and knowledge and work skills. The level of education is in the form of formal and non-formal education with the aim of developing the quality of human resources. From the table above, it can be seen that the majority of teachers at SMAN 24 Bandung have fulfilled the academic qualifications obtained through formal education at tertiary institutions, so it is appropriate for teachers to have adequate abilities as educators (Ukkas, 2017).

Based on the data that has been described, it can be seen that the performance of teachers at SMA Negeri 24 Bandung is not yet optimal, although there has been an increase in the average score, there has been a decline in previous years, as well as an increase in scores that does not exceed the average score in the previous year. , this can indicate that the performance of teachers is not yet optimal, even though the school already has a fairly good working environment with the availability of facilities and infrastructure, teachers who are disciplined and the educational qualifications of teachers are met.

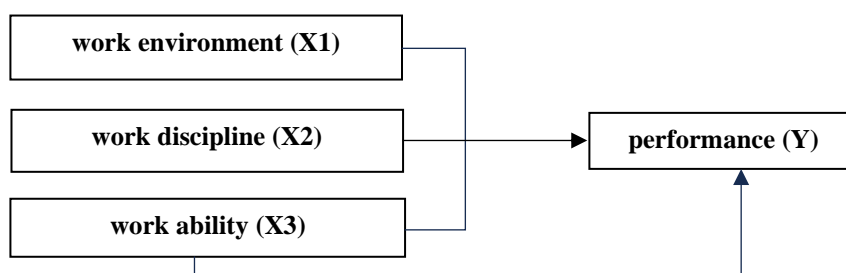


Figure 1. Research Paradigm

2. Research Method

The method used in this research is a quantitative method used to research a certain population or sample, data collection uses research instruments, data analysis is quantitative / statistical in nature (Sugiyono, 2019). Using saturated sampling. This research is associative in nature, it aims to determine the influence or relationship between two or more variables, namely how much influence the independent variable has on the dependent variable.

Data collection techniques used in this research include interviews, questionnaires, observation and a combination of the three. "The sampling technique used in this research is a saturated sampling technique or census." According to (Sugiyono, 2017) saturated sampling is "a sampling technique when members of the population are used as samples. This is often done when the population size is relatively small or the research wants to make generalizations with very small errors."

After the data has been collected, with a questionnaire as a data collection tool, it must be tested first, including by carrying out Validity and Reliability tests. After that, the Classic Assumption Test was carried out, including the Normality Test, Multicollinearity, Autocorrelation and Heteroscedasticity Test. After the research instrument test has been carried out and has met the requirements, the next step is to test the relationship between variables using multiple linear analysis, namely predicting the condition (up and down) of the dependent variable (criterion), if two or more independent variables as predator factors are manipulated (the value increases and decreases).

Multiple Regression Analysis (Multiple Regression)

According to (Ghozali, 2017) regression analysis aims "to measure the strength of the relationship between two or more variables and determine the relationship between the dependent variable and the independent variable." This analysis is used to predict changes in the value of certain variables when other variables change. Meanwhile, according to (Ningsih & Dukalang, 2019) it is "analysis to determine the relationship between independent variables and dependent variables using linear equations."

The multiple linear regression equation according to (Ningsih & Dukalang, 2019) is as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3 + e \quad (1)$$

Information :

X_1 : work environment

X_2 : work discipline

X_3 : work ability

Y : teacher performance

a : Constant

e : *Error*

Correlation coefficient

According to (Widhiarso, 2010) the correlation coefficient is used to "find out the relationship between a variable and other variables." The correlation coefficient formula is as follows:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(n \sum X^2) - (\sum X)^2\} \{(n \sum Y^2) - (\sum Y)^2\}}} \quad (2)$$

Information :

X: Independent variable

Y: Dependent variable

r : Degree of correlation of variables X and Y

n : The amount of data

According to Danang Sunyoto (2016:57) "the purpose of the correlation test is to test whether two variables, namely the independent variable and the dependent variable, have a strong or not strong relationship, whether the relationship is positive or negative." And the way to see whether the correlation coefficient value shows a strong or weak (low) relationship and the direction of the relationship between variables is to look at Sugiyono's correlation coefficient interpretation guide.

Table 3. Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Currently
0.60 - 0.799	Strong
0.80 - 1.000	Very strong

Source: Sugiyono (2017: 184)

If the r value is close to zero (0), it means that there is almost no correlation between these variables. However, if the r value is close to 1 or -1 then there is a very strong relationship between the variables.

Coefficient of Determination

The coefficient of determination according to (Priyatno, 2016) is "the amount of contribution (contribution) of the independent variable affecting the dependent variable which is expressed in percentage," while according to (Gozalie&Anastasia, 2015) the coefficient of determination (R²) "in essence measures how far the model's ability to explain variations in the dependent variable." The R² value is close to 1 (one) indicating that the variables in the model can represent or explain the problem being studied. In other words, a value close to one means that the independent variables provide almost all the information needed to predict variations in the dependent variable, while a small R² value means that the ability of the independent variables to explain variations in the dependent variable is very limited. The formula for the coefficient of determination:

$$KD = r^2 \times 100\% \quad (3)$$

Information:

KD: Coefficient of determination value

r : Correlation coefficient value

3. Results And Discussions

1. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to predict changes in the dependent variable if the independent variable changes (its value increases and decreases). And the results of multiple linear analysis are as follows:

Table 4. Results of Multiple Linear Regression Analysis

Model	Regression Coefficient (B)
Constant	64.376
Working environment (X ₁)	-0.484
Work discipline (X ₂)	0.188
Work ability (X ₃)	0.111

Source: SPSS data processing results (2020)

The regression equation is as follows:

$$Y = 64.376 - 0.484X_1 + 0.188X_2 + 0.111X_3$$

From the regression equation above it can be interpreted:

1. If the work environment (X₁), work discipline (X₂), and work ability (X₃) have no influence (constant/fixed), then performance is 64,376.
2. Variable regression coefficient (X₁) = -0.484. This means that if the work environment (X₁) experiences an increase of one unit, assuming that the other independent variables are considered constant, then teacher performance (Y) will decrease by -0.484.
3. Variable regression coefficient (X₂) = 0.188. This means that if work discipline (X₂) increases by one unit, assuming the other independent variables are considered constant, then teacher performance (Y) will increase by 0.188.
4. Variable regression coefficient (X₃) = 0.111. This means that if the other independent variables are considered constant, and work ability (X₃) increases by one unit, assuming the other independent variables are considered constant, then teacher performance (Y) will increase by 0.111.

2. Correlation Coefficient Analysis

The purpose of correlation coefficient analysis is to see the strength of the directional relationship between variables. The correlation coefficient values obtained are interpreted using the correlation coefficient value guidelines in the table below:

Table 5. Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Currently
0.60 - 0.799	Strong
0.80 - 1.000	Very strong

Source: Sugiyono (2017: 184)

The correlation coefficient values obtained are presented in the table below:

Table 6. Results of Correlation Coefficient Analysis

Correlation coefficient	Teacher Performance (Y)
Working environment (X ₁)	-0.335
Work discipline (X ₂)	0.181
Work ability (X ₃)	0.212

Sumber: Hasil olah data (2020)

1. The correlation coefficient value of the work environment and teacher performance = -0.335, which means that the strength of the relationship between the work environment and teacher performance is categorized as low and the direction of the relationship is not in the same direction (negative).
2. The correlation coefficient value of work discipline and teacher performance = 0.181, which means that the strength of the relationship between work discipline and teacher performance is categorized as very low and in the same direction (positive).

3. The correlation coefficient value of ability with teacher performance = 0.212, which means that the strength of the relationship between work ability and teacher performance is categorized as low and in the same direction (positive).

3. Analysis of the Coefficient of Determination

According to (Ghozali, 2016) the coefficient of determination (R²) "essentially measures how far the model's ability is to explain variations in the dependent variable."

Table 7. Results of Determination Coefficient Analysis

Model	R	R Square
1	0.420 ^a	0.176

Source: SPSS data processing results (2020)

Based on the table above, the R² value is 0.176 or 17.6%. This shows that the percentage contribution of the influence of independent variables consisting of work environment, work discipline and work ability on teacher performance can be explained as 17.6%. while the remaining 82.4% was influenced or explained by other factors not examined in this study.

Discussion

a. The Influence of the Work Environment on Teacher Performance

The work environment is everything around an employee, both the physical work environment in the form of space, infrastructure, and the non-physical work environment in the form of relationships between co-workers which can influence a person's performance. The results of the data analysis that has been carried out state that if the work environment of SMA Negeri 24 Bandung changes, teacher performance could decrease by -0.484. This result is similar to research by Hera (2018) where the work environment has a negative influence on performance. As well as research conducted by Fahmi and Misti (2016), in their research, the work environment has a negative influence on teacher performance.

The increasingly rapid development of information technology requires the world of education to adapt to technological developments in improving the quality of education. So schools are starting to utilize technology in the educational process, as is SMA Negeri 24 Bandung. The implementation of activities in schools ranging from attendance, student report cards, to the learning process in class has involved technology, but has not been balanced with the readiness of teachers, because there are still some teachers who prefer to teach face to face or without the help of technology. Apart from teaching and learning activities, teacher absenteeism sometimes experiences problems due to network problems, causing teachers to be late for class.

b. The Influence of Work Discipline on Teacher Performance

A teacher is a role model for his students, so discipline is important for a teacher. According to (Grande et al., 2018) "it is an effort to carry out work activities seriously, and employees who are disciplined will influence performance."

The research results show that work discipline has a positive influence on teacher performance. If work discipline increases, the teacher's performance will increase by 0.188. Eti's research (2018) shows that work discipline has a positive effect on teacher performance. The results of this research are also similar to the results of research by (Armani & Margunani, 2017), where "the success of education in schools is determined by the performance of the teacher. A teacher who has high performance should have a positive attitude towards the work he is responsible for, for example this attitude is discipline."

c. The Influence of Work Ability on Teacher Performance

According to Robbin and Judge (2017:35), "ability refers to an individual's capacity to perform the various tasks in a job" which means ability is an individual's capacity to carry out various tasks in a job. In carrying out his profession as a teacher and educator, a teacher should have the abilities needed. One factor that can influence teacher performance according to Suherman and Saondi (2010:24) is teaching ability. Wahab and Umiarso, (2011:132) explain "if the teacher has very little teaching ability, this will result not only in reducing student learning achievement, but also in reducing the level of performance of the teacher himself,"

Based on the results of the data analysis that has been carried out, work ability has a positive influence on teacher performance. If work ability increases, then teacher performance will increase by 0.111. Iswatun and Ade's research (2016) shows that human resources with good work abilities will be able to produce good performance as well. Meanwhile, Bambang's (2017) research results state that work ability partially influences teacher performance and is an important factor in efforts to improve teacher performance.

d. The Influence of Work Environment, Work Discipline and Work Ability on Teacher Performance

Teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties as a teacher and educator and describes the actions displayed by the teacher in or during learning activities. According to Kasmir (2018:189-193), several factors that can influence a person's performance include the work environment and discipline, while according to Keith Davis (Gustafsson & Balke, 1993) "the factor that can influence performance achievement is the ability factor." Referring to the results of data analysis in table 8 regarding the results of the coefficient of determination, it shows that the influence of the work environment, work discipline and work ability on teacher performance is 0.176 or 17.6%, while the remaining 82.4% comes from other factors not researched, according to Kasmir (2018:191-193) include leadership, job satisfaction, and commitment. Meanwhile, the results of the correlation coefficient test (R) (referring to table.6) obtained a value of 0.420. Based on the interpretation of the correlation coefficient value (referring to table.5), the strength of the relationship between the independent and dependent variables in this study is quite strong (medium). and in the same direction (positive).

The results of this research are in line with the results of research that has been conducted previously, including:

- 1) Iman and Mirza (2013), show that work ability and discipline influence performance. In order for employee performance to increase, efforts need to be made to increase capabilities through formal education or training as well as work discipline.
- 2) Dony (2015), the results of his research show that work ability and work environment simultaneously influence performance.
- 3) Riza and Syamsul (2015), research results stated that the work environment and work abilities simultaneously had a positive effect on employee performance.
- 4) Anggun and Margunani (2016), based on analysis of their research results, work environment and work discipline together (simultaneously), influence teacher performance. The better the work environment and work discipline, the better the teacher's performance..

The small coefficient of determination results mean that the work environment, work discipline and work ability are not the dominant factors that influence teacher performance at SMA Negeri 24 Bandung. This could also be due to the possibility that the data collected in this research is not sufficient to answer the problem formulation, the preparation of the questionnaire which causes misunderstandings in the process of filling out the questionnaire. However, based on the results of simultaneous data analysis, it can be understood that simultaneously the independent variables of this research, namely work environment, work discipline and work ability, have a positive influence on teacher performance at SMA Negeri 24 Bandung.

4. Conclusion

Based on the research results discussed in the previous chapter, the conclusions in this research are as follow: (a). There is an influence of the variables studied on teacher performance. That the work environment, discipline and abilities are factors that deserve attention from the school. (b). The work environment has a negative influence on teacher performance of -0.484. Which means that if there is a change or improvement in the work environment, it can reduce teacher performance. The correlation coefficient test results of -0.335 indicate a low negative relationship strength. (c). Work discipline has a positive influence on teacher performance of 0.188. Which means that the better the work discipline, the teacher performance can increase. Meanwhile, the correlation coefficient test result of 0.181 shows a strong positive relationship and is very low. (d). The ability to have a positive influence on teacher performance is 0.111. Which means that the better the work ability, the teacher performance will also increase. Meanwhile, the correlation coefficient test results of 0.212 indicate a low positive relationship strength. (e). Simultaneously the work environment, work discipline and work ability have a positive influence of 17.6% on teacher performance and the remaining 82.4% is explained by other factors that are not rigorous, such as leadership, job satisfaction and commitment. For future research development, it is recommended to involve additional variables that may play a role in understanding the factors that influence teacher performance, such as motivational factors, job satisfaction, and teacher commitment. Further research could deepen the analysis of the work environment by considering specific elements that influence the quality of the work environment, such as facilities, leadership support and relationships between teachers. In addition, developing longitudinal studies to identify changes in these factors on teacher performance over time could also provide greater insight. In addition, collaboration with other schools or the use of comparative studies could broaden the generalizability of the findings. With more comprehensive research, continuous improvement in teacher performance can be expected to support the improvement of education quality in educational institutions.

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