
The Influence of the Work Environment and Work Discipline on Elementary Teachers' Performance

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Abstract

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This study aims to analyse the effect of the work environment and work discipline on the elementary teachers' performance. The source of data in this study was elementary teachers from Dumai, Riau province, Indonesia. The data of this study were obtained from the distribution of questionnaires to 166 elementary teachers who were selected using random sampling technique. Data analysis used multiple regression analysis. The results showed that individually and collectively work environment and work discipline had an effect on elementary teachers' performance. A comfortable work environment and a high level of work discipline will improve teacher performance. Thus, it can be concluded that the variables of work environment and work discipline on teacher performance have a positive influence.

Keywords: commitment; trust in superiors; work discipline

1. INTRODUCTION

Educators have a position as professional educators at the level of basic education, secondary education and early childhood education in the formal education path that are appointed in accordance with statutory regulations. The position of educators as professionals is intended to function to increase the dignity and role of educators as teaching agents to improve the quality of national education (Khairil, 2010).

The demand for efforts to improve the quality of educators basically implies the need for schools to have educational educators, both educators and other

resources to perform optimally. This clearly results in the need to develop educators in accordance with formal legal demands such as quality and competence (Putra, 2019), or the demands of an increasingly competitive external environment in today's era of globalization (Suharsaputra, 2013).

A conducive environment can provide motivation for someone to work. For example, having sufficient ventilation in the room can create a comfortable working atmosphere, harmonious relationships with co-workers, sufficient light, air conditioning, and much more. The existence of a conducive environment means that the

general working atmosphere can take place effectively and efficiently. Thus, a conducive environment is needed as an effort to increase work motivation (Engkoswara & Aan, 2012).

According to Mondy (2008), changes in the company's internal environment can also change the process of disciplinary action. This shows that in the internal environment education is related to the work discipline of educators.

Work discipline consists of two forms, namely preventive discipline and corrective discipline (Mangkunegara, 2011). With a preventive way, educators can carry out applicable regulations and guidelines. The principal has the responsibility to build an organization with preventive discipline. In corrective discipline, educators who violate the rules need to be given sanctions in accordance with applicable regulations. The purpose of providing sanctions is to correct educators who violate, maintain applicable regulations and provide lessons.

Educators are a key element in improving the quality of education, especially in schools. All other components, starting from the curriculum, infrastructure, costs, and so on will not mean much if the essence of learning, namely the interaction of educators with students, is not of high quality. All other components, especially the curriculum, will run smoothly if implemented by educators. So important is the role of educators in transforming educational inputs, to the point that many experts state that in schools there

will be no change or improvement in quality without changes and improvements in the performance of educators.

From information in the field, it shows that the performance of educators still needs special attention, especially in terms of guiding and training, planning lessons, and implementing learning, while assessing learning outcomes, carrying out additional tasks need to be improved.

In addition, it shows that: 1) the work environment, both external and internal, needs serious attention; 2) the work discipline of educators consisting of preventive and corrective disciplines needs to be improved; 3) the work motivation of educators, both intrinsic motivation and extrinsic motivation, still needs to be improved.

The formulation of the problem in this study is: how much influence the work environment has on the performance of educators at elementary school in Dumai City. How significant is the influence of work discipline on the performance of the educators at elementary school in Dumai City. How much influence the work environment and work discipline have on the performance of the educators at elementary school in Dumai City.

The objectives of this research are to: a. Knowing and analyzing the work environment affects the performance of the educators at Elementary school in Dumai City. b. Knowing and analyzing work discipline affects the performance of educators at SDN South Dumai Dumai City and, c. Knowing and

analyzing how much work environment, work discipline affects the performance of educators at elementary school in Dumai City.

The benefits of this research can be used as input for elementary school in Dumai City in an effort to improve the performance of educators. The results of this study are expected to provide guidelines for school principals in determining programs and policies in developing the performance of educators at Elementary school in Dumai City. The results of this study are expected to provide guidelines for educators at Elementary school in Dumai City, in improving their performance through the work environment, work discipline and performance.

A conducive work environment provides a sense of security and comfort enabling employees to work more optimally. If the employee likes the work environment in which he works, then the employee will feel at home in his workplace, and carry out his activities effectively.

According to Sutrisno (2014) the work environment is the overall work facilities and infrastructure around employees who are doing work that can affect the implementation of work. Nitisemito (in Yasa & Utama, 2014) states that the work environment is a condition of everything that is around the employee's workplace that is able to influence him in carrying out his work.

Wheelen and Hunger (2004) define the environment as: Task environment is elements or groups that directly affect

the corporation and, in turn, are affected by it.

According to Rafferty and Griffin (2004) the organizational environment consists of the external environment (external environment) and the internal environment (internal environment). While the external environment consists of the general environment (general environment) and the task environment (task environment). The environment faced by educators is a challenging and rapidly changing environment.

According to Mathis and Jackson (2011) are as follows:

- Economic and technological changes
- Availability and quality of labor force
- Growth in the labor force is not fixed
- Demographic issues
- Work/family balancing
- Organizational restructuring and mergers/acquisitions.

Torrington and Hall (1998) provides an understanding of discipline as follows: Discipline is regulation of human activity to produce a controlled performance. DeCenzo and Robbins (2010) provide the following definition of discipline: Discipline is a condition in the organization where employees conduct themselves in accordance with the organization's rules and standards of acceptable behavior.

Davis and Newstrom (1985) provide the following definition of discipline: Discipline is management's action to enforce organizational standards. According to Rivai (2014) Discipline is a

tool used by managers to communicate with employees so that they are willing to change a behavior and as an effort to increase one's awareness and willingness to obey all company regulations and applicable social norms.

According to Hasibuan (2016) Discipline is a person's ability to work regularly, diligently, continuously, and work in accordance with applicable rules without violating the rules that have been set. Meanwhile, according to Sutrisno (2014), discipline is an attitude of willingness and willingness of a person to obey and obey the norms of the regulations that apply around him.

According to Siagian (2014), discipline is a manager's action to encourage members of the organization to meet the demands of these various provisions. In other words, employee discipline is a form of employee training that seeks to improve and shape employee knowledge, attitudes and behavior so that these employees voluntarily try to work cooperatively with other employees and improve their work performance.

Dimensions and indicators of work discipline based on the opinion of Davis and Newstrom (1985), Handoko (2011) and Mangkunegara (2011) consist of:

1. Preventive work

Discipline Indicators of preventive work are as follows:

- a. Building a work climate
- b. Work guidelines
- c. Awareness
- d. Following the rules
- e. Knowing the standard

2. Corrective work

Discipline Indicators of corrective work are as follows:

- a. Cautionary
- b. Punishment action
- c. Pay attention to the process
- d. Coaching.

Simamora (2002) *Kinerja* is a translation from English which means performance or also with the equivalent of the word job performance can be interpreted with work performance. While the word performance according to Hennessey and Bernardin (2003) is defined as a record of the results produced from a particular job or activity over a certain period of time.

Based on the description of the concept above, it is synthesized that performance is the result of work in achieving the goals of an agreed activity which can be seen through indicators of the quality of work results, timeliness in completing tasks, being responsible for carrying out tasks, optimizing the use of human resources, thus contributing good value quality.

2. METHODS

This research was conducted in public elementary school in South Dumai, Dumai City, Riau, Indonesia. The implementation of this research is carried out in two stages, the first stage is testing the research instrument, which carried out in March 2021. While the second stage is distributing questionnaires to teachers who are used as research respondents in March and April 2021.

This research uses the field research method through a survey with a path

analysis approach. The variables studied were performance (Y), work environment (X_1), and work discipline of educators (X_2),

The population in this study were all civil servant teachers of public elementary schools in South South Dumai Subdistrict, Dumai City, totaling 260 people with the sampling technique using Proportion Stratified Random Sampling. For this reason, the sample size was calculated using the Slovin formula, the research sample was 166 teachers.

The instrument or data collection tool is a non-test, in this study in the form of a questionnaire, the instrument has a range of sizes in 5 options based on a rating scale or a scale of 5, the magnitude of which is positive or negative which in essence increases or decreases proportionally to the statement score in each item of the instrument. The data obtained were analyzed in two ways, namely, descriptive and inferential analysis. Descriptive analysis used in the form of: 1) data presentation includes distribution lists and histograms; 2) central size include mean, median, and mode; 3) spread size include variance and standard deviation.

Inference analysis is used to test the hypothesis by using path analysis which is preceded by: 1) normality test using the Lilifors test; 2) homogeneity test using Bartlett test; 3) significant test and regression linearity using t test and F test.

The initial part of this research activity was in the field by testing the

teacher performance variable instrument, which was carried out by distributing research instruments to 30 respondents.

In the validity of the instrument, the item validity test is carried out with the total using the "product moment" formula. The calculation of the instrument reliability coefficient is carried out after invalid items are discarded or not used in the study. The instrument reliability coefficient is used to see the consistency of the answers given by the respondents. Calculation of the reliability coefficient of this instrument is carried out using the "Cronbach alpha test".

In this study to conduct testing Hypothesis of the influence of principal's leadership style and work motivation on the performance of educators at elementary school in South Dumai Subdistrict in 2020. T-test (Partial Test), F-Test (Simultaneous Test), Linearity Test. Coefficient of Determination (R^2) and Multiple Linear Regression Analysis

3. RESULTS

The purpose of this study was to determine whether there is an influence between work environment and work discipline on the performance of public elementary school educators in South Dumai Subdistrict, Dumai City.

Calculation of the validity of the performance instrument of educators is based on the number of trial samples as many as 30 respondents, namely State Elementary School teachers outside South Dumai Subdistrict, and the criterion coefficient with a significant

level of 0.05, which is 0.361. With a significance level of 0.05, which is 0.361. It can be concluded that a reliable work environment instrument in the very high category can be used for research.

The calculation of the validity of the work discipline instrument is based on the number of trial samples as many as 30 respondents, and the criterion coefficient with a significance level of 0.05, which is 0.361. While the reliability index found is 0.905, it can be concluded that the instrument of teacher commitment is reliable in the very high category and can be used for research.

The normality test of the data in this study used the Kolmogorov-Smirnov test, with a significant level used as a rule to accept or reject the normality test or the presence or absence of a data distribution = 0.05. The results obtained that the significance of the teaching staff performance variable (Y) is normally distributed, because the sig value is greater than the alpha value ($0.200 > 0.05$), the work environment variable (X_1) is normally distributed because sig is greater than the alpha value ($0.200 > 0, 05$), and the work discipline variable (X_2) is also normally distributed, because the sig value is greater than the alpha value ($0.200 > 0.05$). The significance value of each of these variables is > 0.05 which means that H_0 is accepted or the data from each variable is normally distributed. Thus, the requirements of the regression analysis are met.

The linearity test was used to test the linearity of each independent variable on the dependent variable. Analyst technique used is analysis of variance/ANOVA. In this analysis the linearity test is based on the significance value. The criteria are based on significance (α count), if count is smaller than the specified significance level of 5%, it means that the linearity is significant. For linearity test using SPSS version 20 program. It can be seen that the significance value on linearity is 0.000 because the significance value is less than 0.05, it can be concluded that the work environment variable and the performance variable of the educators have a linear relationship.

The results of the analysis show that the $F_{\text{calculated}}$ 209.644 compared with F_{table} df1 for a significance level of 5%, which is 3.05. Then F_{count} (209.644) $>$ F_{table} (3.05) means that there is a positive influence between work discipline on the performance of educators.

The t test value (t_{count}) is 14.479 while the t_{table} value 1.654 or it can be said that the $t_{\text{count}} > t_{\text{table}}$, this means that H_0 is rejected and H_1 is accepted so that there is a significant influence between the work discipline variable (X_2) and employee performance educator.

4. DISCUSSION

The results of the first test show that the work environment has an influence on the performance of educators, it can be concluded that the work environment has a positive effect on the performance

of educators, meaning that the better the work environment, the better the performance of public elementary school educators in South Dumai Subdistrict. This is in line with the opinion of Rusyan et al (2000) that there are factors that influence teacher performance, including the following: Teacher work motivation, teacher commitment, teacher work environment, work discipline, teacher duties and responsibilities.

The results of the second test concluded that there was a positive and significant influence between work discipline on the performance of educators as indicated by the value of the coefficient of determination (r^2) of 0.573 (57.3%). This means that 57.3% of the variation of strengthening or weakening the performance of educators is determined by work discipline. The pattern of influence between these two variables is expressed by the regression equation $\hat{Y} = 20,743 + 0,636 X_2$ which provides information that every change in one level of work discipline will result in changes in the performance of educators.

Based on these statistics, it can be concluded that work discipline has a positive effect on the performance of educators, meaning that the better work discipline, the better the performance of public elementary school educators in South Dumai Subdistrict. This is in line with the opinion of Burhanuddin (2005) stating that the factors that can affect teacher performance include the level of teacher education, teaching supervision, upgrading programs, conducive climate,

facilities and infrastructure, physical and mental conditions of teachers, work discipline, leadership style of the principal, welfare insurance, principal managerial ability, training, incentives.

The results of the third test concluded that there is a positive and significant influence between the work environment and work discipline on the performance of educators indicated by R^2 (*R Square*) of 0.835 (0.697%). This shows that the percentage of the contribution of the influence of the independent variable (work environment and work discipline) on the dependent variable (performance of educators) is 69.7%. This means that 69.7% of the variation of strengthening or weakening the performance of educators is determined by the work environment and work discipline. The pattern of influence between these two variables is expressed by the regression equation $\hat{Y} = 12.036 + 0.503X_1 + 0.398 X_2$ which provides information that any change in one level of work environment and work discipline will lead to changes in the performance of educators.

From the results of these equations indicate that the work environment has a more dominant influence than work discipline. But together the work environment and work discipline have a very significant influence on the performance of educators, meaning that the work environment and work discipline have an influence on the performance of public elementary school educators in South Dumai Subdistrict.

This is in accordance opinions raised by Cambel (in Burhanuddin, 2005),

factors that affect the performance of teachers is a) Factors personal/individual, include: knowledge, skills, ability, confidence, work discipline, motivation and commitment of each individual. b) Leadership factors, including: quality in providing encouragement, enthusiasm, direction c) Team factors, including: quality of support and enthusiasm given by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members. d). System factors, including: work systems, work facilities, organizational processes, and performance culture within the organization. e). Contextual factors, including: pressures and changes in the external and internal environment.

5. CONCLUSIONS AND SUGGESTIONS

Based on hypothesis testing and discussion of research results, it can be concluded that there is a positive and significant influence between the work environment on the performance of public elementary school educators in the South Dumai Subdistrict. This means that if the work environment is good, the performance of the educators will be good, otherwise the worse the work environment, the worse the performance of the educators will be. There is a positive and significant influence between work discipline on the performance of public elementary school educators in South Dumai Subdistrict. This means that work discipline is improved, the performance of educators will increase, on the contrary, the lower

the work discipline of teachers, the lower the performance of educators. There is a positive and significant influence between the work environment and work discipline on the performance of public elementary school educators in South Dumai Subdistrict. This means that if the work environment and work discipline are improved, the performance of educators will increase, on the contrary, the lower the work environment and work discipline, the lower the performance of educators.

Based on the research results and conclusions as described previously, in this section it is necessary to give suggestions to the parties involved in this research; 1) for public elementary school teachers in South Dumai Subdistrict, they should be able to redevelop their teaching performance by jointly following up on problems that teachers and principals get to improve their ability and creativity in carrying out the learning process in the classroom, in order to create work discipline. good attitude, commitment to duties and responsibilities at work. 2) For school principals, to improve teacher teaching performance in the classroom, principals should pay attention to indicators of successful teacher teaching performance, which are influenced by a conducive work environment and high work discipline. 3) For other researchers, further research can be done by further deepening the material from each variable such as social relations between teachers, suggestions from coworkers, and work situations to improve mental, and interpersonal

communication, conflicts, promotions, improving teacher welfare, division of tasks.

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