

The Influences of Teacher Performance in public High Schools in Indonesia

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Improvements in teacher performance need to be managed well through the motivation of the principal as coach. Teacher performance is not only improved by work results, but also improved by work tasks. Many factors influence teacher performance and attitudes about the teaching profession. The findings show that attitudes about the teaching profession and the work environment exist. A better attitude of the teacher profession promotes a more effective working environment. Schools that have a safe, orderly and calm work environment ensure a comfortable learning process. There is not affect between the work environment and teacher performance, the meaning, that the more conducive and positive the work environment is not necessarily able to directly effect and improve teacher performance. There is an effect of attitudes towards the teaching profession with teacher performance, the meaning, that professional and high-performing teachers in carrying out the educational process in schools have learning skills, solid scientific insights, broad social insights, and a positive attitude towards their work.

Key words: *Work Environment, Attitude toward Teaching Profession, Teachers Performance.*

Introduction

The tasks and responsibilities of teachers require special attention in order to grow and improve productivity. Investing in teacher growth and improving professional qualifications makes for a reliable and quality school. In order to achieve this, the quality of teachers' performance must be improved because they are the key to success. Teachers are the front liners who determine the success of teaching and learning. Moreover, the quality of education is mostly determined by the level of teachers' involvement in professional practice at school. Therefore, teachers' performance needs to be supported so that they can work professionally. The challenges faced by teachers in West Lombok include education quality, provision and infrastructure of facilities, inadequate teaching labour, high costs of education and a low rate of teacher performance. Professional teachers who show high levels of performance affect high learning accomplishment. Given this, there are attempts to improve teacher quality and performance through performance assessment and appraisal. Teacher assessment and appraisal provides information on weaknesses, limitations and flaws of the teachers in teaching either personally and/or professionally.

Literature Review

Work Environment

Humans exist in living and dead environments (Qardawi, 2002). Humans and the environment are inseparable; an individual's environment will change if they move from one place to another. For example, a home environment differs to a natural environment, which differs to an office environment and then to a school environment. In Bahrain, a five year plan to promote environmental stewardship in primary public schools and foster environmentally friendly habits is in place (Wilkinson, 2014). An environment is related to a place or area in which the individual lives. It is clear that a good environment positively influences humans. Conversely, a bad environment provides a bad influence on humans.

For the purposes of this study, a work environment includes: (i) a social environment or community interaction between school and its surroundings; (ii) an environment connected to schools' facilities; (iii) an environment related to schools' layouts; (iv) an environment related to temperature; and (v) a work environment related to noises and disturbing sounds.

The workplace social environment is one of work success. Within a school environment, this environment can facilitate the success of learning for students and the work of teachers. The success key of a social environment that can support the success of work comes from establishing an interpersonal relationship. A social relationships is marked by the quality of an interpersonal relationship and if it appears to be not harmonious, it can affect the disciplines and work productivity. These changes were based on the assumption that schools are influential and essential change agents (Vaughan et al, 1999).

Aspects that can be categorised into the social environment or school community are the culture, politics and economy. Systematically, these environmental aspects must be considered by managers as schools are fast-changing. One of the strategies to improve an organization is by synergizing the organization itself within its environment (Rumelt, Schendel & Teec, 1995).

At schools, students will be in the school environment physically and/or not physically. For students to develop in accordance with the institution's objectives, the school environment must be dedicated to accomplishing the institution's objectives. Throughout the learning process, students are in a learning environment. A learning environment is a situation wherein messages are received, either in a physical or non-physical form (Miarso, 1986). Environmental education demonstrates the powerful effects on cognitive, emotional, physical, and psychological development (Susan, 2010). Besides this, it is also necessary to modify a traditional learning environment, which is centred on teachers into one that is centred on students becoming active, self-reliant, and responsible learners (Munandar, 1999). The environmentally responsible behaviours are associated with personal growth-including feelings of environmental sensitivity, empowerment, and ownership for nature (Hungerford & Volk, 1990).

Classrooms are also influential because a good classroom is a classroom that supports students to learn. The learning factors that need to be considered are: (1) lighting, (2) ventilation, (3) temperature, (4) learning place, (5) furniture, and (6) noise (Hutabarat, 1998). In order to accomplish the learning process, it is important to be mindful of: (1) furniture, (2) lighting, (3) floor, walls, and ceilings, (4) paint colour, (5) pictures and posters, (6) classroom size, and (7) media and equipment (Sidjabat, 2010). The size of the classroom is one of the requirements in arranging classes for productive learning (Lie, 2002). Generally, a classroom, is a workplace for a teacher and it must be equipped with proper lighting and air circulation. A big number of students, for instance, requires big air circulation. Unclean air will cause the classroom to be hot, full of nitrogen and carbon dioxide from respiratory emissions. A good school environment must be noise free. Besides, the arrangement of the classroom is also important, including the chairs and tables that should not face the windows or doors. It is aimed to maintain students' concentration notwithstanding the distraction outside. If the air circulation is good, then it is better for the doors to be closed during the learning process. The closed doors prevent noises from the external environment. The noisy environment disturbs learning concentration. It is better to learn in a safe environment compared to learn in a noisy environment.

Headmasters, in implementing their duties as the leaders, should perceive teachers and students as inseparable from the environment (Stoner, 1992). The organisational climate is an



environment comprising working members (Davis & Newstrom, 1993). In other words, the organizational climate is an environment where employees work (Davis, 1992). A set of signs or attitudes observed by individuals and considered influential upon someone will best themselves (Dwivedi, 1991). This is assumed to be a primary driving force in influencing employees' behaviour (Gibson, Ivancevich & Donnelly, 1995). Advocates for environmental education have consistently targeted pre-service teacher education as an avenue to promote environmental literacy (Plevyak et al, 2001; Ruskey et al, 2001). Meanwhile, factors influencing a conducive learning environment include: personal placement, relationship advisory and communication, dynamism and conflict resolution, as well as utilisation of information, work and learning environment improvement (Pidarta, 1995).

A teacher work environment is a situation or place, either physical or non-physical, where one interacts with the other so that it can support the learning process. The non-physical situation covers the support from headmasters and work condition at schools. Meanwhile, physical situations include the provision of workplace, air circulation, room design, room contrast, lighting, positions of windows and doors, placement of work facilities including whiteboards and tables, accessories, chair placement, arrangement of learning media, provision of books, and laboratory that potentially support the sustainability of teacher performance.

Attitude toward Teaching Profession

Attitude is an internal situation that can affect someone in conducting an activity or action. It is an internal situation that affects someone's behaviour toward things, people, or events (Gagne & Marcy, 1988). As an influential aspect, attitude can cultivate self-courage in implementing something. The wrong attitude will cultivate fear instead of trust and faith (Douglas, 2000). Attitude is an assessment or reaction of someone specifically to something whether to people, a group, object, idea, or situation. It is both inherent and can be learned generally through a long period of time (Wortman, Loftus & Marshal, 1985). Someone's attitude toward others typically motivates him to act, which reflects it through the behaviour. Teachers' attitudes were measured using the teachers' attitudes related to a sustainability education survey (Ray, wey, Barrett, 2013).

Attitude is a system that resides within an individual in a form of positive and negative evaluation (Krech, Cruthfield & Ballachey, 1992). A tendency to approve or deny is based on individual consideration and consideration of values or norms believed; the individual can determine the attitude to which they are responding. Attitude is a collection of objects that is related to the faith, feelings, and tendency to someone's behaviour toward the surrounding environment, which, socially, are objects, groups of events, or important symbols (Voughan

& Michael, 1995). By having an attitude, someone has determined the choices suitable to their personality.

Attitude has three components which are cognition, affection, and conative (Krech, Cruthfield & Ballachey, 1992). The component of cognition focuses on the definition and concept of positive and negative thinking toward a certain object. The component of affection includes happiness for or dislike of objects. Meanwhile, conative refers to the tendency to act or behave on certain social objects. If someone is behaving in the cognitive, affective, and conative way, they will respond positively or negatively. Attitude is categorised into three categories including cognitive (faith), affective (feelings), and conative (tendency to act) (Snow, 1996). The component of cognitive is related to a pattern of action, conative is the tendency to act and affective is oriented to behaviour; therefore, an action can be acknowledged through the individual's tendency in making an action. Attitude covers faith, feelings, and tendency to behave toward certain objects. The objects refer to someone or a group of people and can also be both concrete and abstract things (such as opinion, ideas, etc.).

The formation of individual attitudes generally begins at an early age through the learning process and attitude comprehension (Lefton, 1997). Meanwhile, individual attitudes toward something is sourced from personal experience, especially in the closest environment (Morris & Maisto, 2003). The tendency to behave on a level of specific attitude and its relevance to motivation, assessment objectivity, and environmental condition (Carlson & Buskist, 1997). The attitude that is expressed in a form of behaviour is dependent on individual faith and assessment. The higher the faith and the more specific the assessment are, the easier the behavioural tendency to be predicted. The positive assessment can be predicted to create positive behaviour, and vice versa. However, external factors can change the tendency (Shaver & Tarpay, 1993).

Someone's attitude toward a profession is related to the kinds of jobs and financial resources. However, not all jobs can be considered a profession. Jobs that are not professions are the ones that do not need specialisation and where incentive over those jobs is relatively low. On the contrary, jobs that are categorised as a profession are the ones conducted by someone with knowledge, skills, responsibility, and worthiness to be trustworthy on quite a high standard (Doyle, 1990). A profession is a part of a learning process, knowledge, training, and professional development. Therefore, the higher the job's demands, the higher the competency required. Teachers' attitudes toward their profession determines the learning process, then the learning process determines the students' attitude and academic achievements. A teacher's attitude toward the profession is related to the learning process they conduct. Observed through two responses toward an event, approval and denial, teachers' negative attitudes toward profession will occur so that the learning process is rather

ineffective. On the contrary, teachers who have a positive attitude toward the profession will keep organising the profession as it is supposed to be.

A profession is a position or job (Hamalik, 2003). As a job, a profession requires skills. Skills are acquired through education and academic training. The teaching profession is related to the main roles of the teacher. Teachers' tasks in the field of profession are to educate, teach, and train (Usman, 2002). A profession is an intellectual technique and procedure that must be learned intentionally to later be used to benefit others (Joni, 2008).

Act No. 14 of 2005 stated that the profession of teacher and lecturer is a special job implemented through the principles of: (1) having talent, interest, spiritual calling, and idealism; (2) having commitment to improving the quality of education, faith, devotion, and noble characters; (3) having academic qualification and educational background in accordance with the fields; (4) having competencies required to the professional fields; (5) having responsibilities to the implementation of the professional duties; (6) earning income that is determined by the professional achievements; (7) having opportunities to develop the professionalism sustainably by lifelong learning; (8) having legal certainty in implementing the professional duties, and (9) having professional organization with an authority to regulate aspects related to the teaching professional duties (Act number 14 of 2005 article 7).

The attitudes towards teaching is an individual tendency of mind (cognition), feelings (affection), and behaviour (conative) toward things that are considered to have a positive and/or negative value regarding the profession. The indicators of attitude toward teaching include: (1) commitment and spiritual calling (2) professional responsibility (3) incentives (4) professional development (5) legal certainty and (6) organization of professional organization.

Teachers Performance

Performance is a set of individual behaviours and activities in accordance with the hopes and goals of the organisation. It has an important role in the management and organisation since the success of a job is determined by performance (Robbins, 1994). Performance is something achievable or achievements that are shown through working abilities (Depdiknas, 2012). Employee performance depends on both motivation and ability (Kane, 1986).

Teacher performance can be accomplished in implementing duties assigned based on their proficiency, experience, and determination, as well as their available time (Kay & Case, 2009). Teacher performance is not only seen by work results but also by behaviour. The performance is a work result accomplished by an individual or group in an organisation in order to legally achieve the goals (Prawirosentono, 2008).

Performance is considered a result of a multiplication of skills and motivation: skills refer to the level of proficiency in implementing certain tasks and motivation to the individual will to show the behaviour and will to accomplish. If an individual has a strong will to implement certain tasks, that individual will attempt to do it for the best. Above all, the input determining the quality of education is determined by the teachers (Wibowo, 2009)

Teachers are positioned as the frontlines and central in the implementation of a learning process. Therefore, teachers will be discussed according to their performance, dedication and loyalty (Kunandar, 2011). Such highlights focus more on teachers' incompetence in implementing the learning process which leads to a decrease in the quality of education. The teacher must be able to establish cooperative partnership between schools, communities and university (Moore, Pitard, Greenfiels, 2012). Besides, the teachers' performance is the quantity and quality of achievements from individuals or groups (Schermerhorn, 1999).

The performance of a teacher reflects the result of the job or task given to them which is compared to a predetermined standard. Therefore, for the work produced or performance to have a high value, employees must have several aspects that can support the implementation of work. Performance is a function of the effort, accuracy on role perception, and skills (Wagner & Hollenbeck, 1995). Performance is an interaction of functions from three individual factors, such as: skills, motivation, and role clarity (Bedein & Glueck, 1993). There are six external factors that determine the level of teacher performance: (1) environment, (2) management behaviour, (3) position design, (5) performance assessment, (5) feedback, and (6) incentive administration (Timple, 2000). In relation to the environment, a fun work environment is important to improve the performance of the most productive employees. Meanwhile, management behaviour gives an overview of individual interaction within an organisation which is influential in the level of performance. The description of the position is related to the definition of tasks assigned to each individual. Performance appraisal is another in terms of pay rises, training, promotion and transfer (Kagama & Irungu, 2018). The number of factors to be considered and the data to be collected should be tailor-made to the objective of the appraisal.

Performance in the context of teaching profession is an activity that includes teaching design, implementation and evaluation of learning outcomes. The teacher's performance includes activities during the learning activities in accordance with the role of a school administrator, as the developer of knowledge and skills, and also as the developer of school curricula. The indicator to assess teacher performance is the ability to implement teaching activities both related to the task of teaching students and in and outside the classroom.

Methods

The approach used is a quantitative approach with survey model. The population was 401 teachers in 14 high schools; with a level of error at 5% with a sample of 134 teachers who are civil servants in West Lombok District. The sampling technique uses lottery and sample calculation via proportional random sampling.

Using questionnaires, made in the form of items with the indicators to be determined, directed the purpose of the problem and research hypothesis. The research variables are work environment, indicators: principal leadership, climate organisation, existence of a work room, air circulation, lighting, room model, door and window position, placement of work facilities and arrangement of learning media; attitude toward teaching profession, indicators: soul calling and commitment, professional responsibility, rewards in accordance with work performance, professional development, guarantee legal protection and organisation in professional organisations; teacher performance, indicators: expertise, encouragement, planning, implementing and evaluating learning, school managerial implementation, development of knowledge, skills and curriculum.

Data collection used questionnaires by using a modified Likert scale. The results of the instruments validity test use the Product Moment Correlation Test and the Instrument Reliability Test results use the Cronbach alpha test. Data analysis was done using a Structural Equation Model (SEM) and AMOS software 22 (Arbuckle, 2011; Santoso, 2015), with steps for activities:

- a. Development of a theoretical model
- b. Compile path diagram
- c. Changing the path diagram becomes a structural equation
- d. Select input matrix for data analysis
- e. Assess model identification
- f. Evaluating goodness of fit
- g. Interpretation and modification of the model

Result and Discussion

Structural Equation Modelling (SEM) analysis examined the effect of variables on the work environment, teacher profession attitudes, teacher performance. Calculation results of measurement model coefficients and structural models are presented below.

Table 1: Final Model Coefficient Measurement Results

Variabel	Indikator	Loading	Variance	SE	CR	P	Ket.
LK	LK1	0.574	0.188				Valid
	LK2	-0.332	0.927	0.401	-2.778	0.005	Invalid
	LK3	0.233	0.857	0.355	2.055	0.040	Invalid
	LK4	-0.611	0.183	0.273	-3.977	***	Invalid
	LK5	0.254	0.086	0.114	2.215	0.027	Invalid
SPK	SPK1	0.698	0.072				Valid
	SPK2	0.505	0.100	0.141	5.064	***	Valid
	SPK3	0.699	0.115	0.189	6.724	***	Valid
	SPK4	0.644	0.125	0.180	6.293	***	Valid
	SPK5	0.686	0.084	0.156	6.624	***	Valid
KG	KG1	0.615	0.157				Valid
	KG2	0.734	0.065	0.134	6.665	***	Valid
	KG3	0.673	0.155	0.185	6.265	***	Valid
	KG5	0.870	0.098	0.246	7.304	***	Valid

Table 2: Final Model Goodness of Fit Calculation Result

Goodness of Fit	Nilai Uji	Kriteria	Keterangan
Chi-square (χ^2)	132.660	Kecil	Good Fit
p-value	0.124	> 0.050	Good Fit
CMIN/DF	1.154	< 2.000	Good Fit
RMSEA	0.034	< 0.080	Good Fit
GFI	0.907	> 0.900	Good Fit
AGFI	0.862	> 0.900	Marginal Fit
TLI	0.975	> 0.950	Good Fit
CFI	0.981	> 0.950	Good Fit

Table 3: Final Model Variable Interconnection Calculation Result

Pengaruh	Koefisien	SE	CR	P	Ket.
SPK → LK	0.260	0.195	2.719	0.007	Signifikan
SPK → KG	0.467	0.154	3.380	***	Signifikan
LK → KG	0.009	0.047	0.110	0.913	Insignifikan

The Influence of Attitude toward Teaching Profession toward Work Environment

The examination on the influence of Attitude toward Teaching Profession (SKP – *Attitude toward Teaching Profession*) on Work Environment (LK – *Work Environment*) shows a t-statistics value of (2.719) > t-table (1.960) that indicates the significant influence between the

Attitude toward Teaching Profession and Work Environment with a significance rate of 5 percent. The path coefficient (0.260) is showing a positive influence with dominant indicators, which are the spiritual calling and commitment in forming the variables of attitude toward teaching profession.

The findings by (Wijayanti & Prasetyo, 2014) concluded that most teachers (96%) have a positive professional attitude towards the teaching profession. Teachers with a highly positive attitude significantly have an equally high value in their teaching performance. The better the attitude, the better the work environment will be. Based on this environment, attitude is promoted by copying. Therefore, the more conducive someone's environment is, either a living place or workplace, the more positive that person's attitude toward an object will be. The tendency to behave depends on the level of that attitude's exclusiveness and relevance with motivation, assessment objectivity, and environment's condition (Carlson & Buskist, 1997).

Teacher dissatisfaction about their profession, influenced by school environment, plays a significant role in the dissatisfaction (Moore, 2012). The imbalance between attitude and behaviour will occur if the environment's condition does not support an individual to express it. An attitude that is being expressed in a form of behaviour is dependent on someone's faith and assessment. The higher and more specific the assessment is, the easier it is to predict the behavioural tendency. An individual will behave in accordance with experiences from the environment regarding someone or something. Such an attitude can be positive or negative. The more positive the environment's influence is, the bigger the tendency of someone to actualise the attitude positively and vice versa.

The Influence of Work Environment on Teacher Performance

The examination on the influence of Work Environment (LK – *Work Environment*) on Teacher Performance (KG – *Teacher Performance*) shows a t-statistics value of (0.110) > t-table (1.960) that indicates the non-significant influence between the Work Environment and Teacher Performance with a significance rate of 5 percent

The research findings show that the condition of the work environment cannot directly influence the performance of civil servant teachers in West Lombok District. These findings are not in line with (Sukarno, 2012) wherein collectively there is significant influence between visionary leadership, work environment condition, quality culture, and socioeconomic status and the work satisfaction of private middle school teachers in Banyuwangi District and where the work environment has a positive effect on teacher performance by 16.65% (Imroatun, Sukirman, 2016; Zhang, 2018).

The work environment directly influences individual personality. Practically, a good work environment can positively influence the individuals in it since the work environment is a nuance, a place to interact with each other thus improving the learning process. The relationship between work, the workplace and the tools of work, workplace becomes an integral part of work itself (Chandrasekar, 2011).

A conducive working environment guarantees good teacher performance or a conducive work environment shows a less good performance. These findings indicate the absence of influences toward teacher performance. There are influencing factors such as: (1) social environment or school community with the surroundings' (2) an environment that is related to school facilities; (3) an environment that is related to school arrangement; (4) an environment that is related to temperature; and (5) a work environment that is related to noises or disturbing sounds.

The Influence of Attitude toward Teaching Profession on Teacher Performance

An examination of the influence of Attitude toward Teaching Profession (SKP – Attitude toward Teaching Profession) on Teacher Performance (KG – *Teacher Performance*) shows a t-statistics value of (3.380) > t-table (1.960) that indicates the significant influence between the Attitude toward Teaching Profession and Teacher Performance with a significance rate of 5 percent.

This finding aligns with (Sonedi, 2011) where there is a direct, significant influence between attitudes toward teaching and teacher performance. The results showed that a considerable part of the participants (96%) indicated that they had positive professional attitudes toward teachers as profession (Wijayanti, Prasetyo, 2014). On the contrary with Murwaningsih (2013), stated that the attitude toward teaching directly and significantly influences teachers' welfare and does not affect the sustainable self-development, work satisfaction, and teacher performance.

Teacher candidates had positive attitudes towards the teaching profession. Therefore, teaching should be a profession preferred by individuals from all sections of the society (Gunduz, 2014). There have been reports that teachers' professional conduct has not been consistent with their professional call (Nzulwa, 2014). The better the attitude toward teaching is, the better the teachers' performance will be. Meanwhile, the more negative the attitude toward teaching, the lower teacher performance will be. Therefore, for teacher performance to improve, satisfaction toward performance or positive attitudes toward the profession are necessary.



Conclusion

Based on the findings above, it can be concluded that (1) the attitude toward teaching directly influences the work environment. In other words, the more positive the attitude towards the teaching profession, the better the work environment will be. (2) The work environment does not influence teacher performance. This means the proper work environment does not guarantee a good contribution to teacher performance. (3) The attitude toward teaching influences teacher performance. In other words, the presence of satisfaction regarding the attitude toward teaching profession will increase the teacher performance.

This research contributes to current studies about the role of teacher performance in terms of making appropriate decisions and policies to foster teacher quality and professionalism in schools. It also affirms the need for coaching programs for teachers to improve performance capabilities.



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