



The Influence of Physical Work Environment and Non-Physical Work Environment and Work Culture on Teacher Performance With Discipline as an Intervening Variable in High Schools of Paser District

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ABSTRACT

This research aims to determine the influence of the physical work environment and non-physical work environment as well as work culture on teacher performance with discipline as an intervening variable at the Paser District Public School. The research design used in this research is descriptive quantitative. The population in this study were all teachers who taught at Paser Regency State High Schools in the Batu Sopang District area with a total of 133 people. The sampling technique used in this research used a purposive sampling technique. The results of the research show that there is an influence of the physical work environment on teacher performance with a P Value of 0.003, there is no influence of the non-physical work environment on teacher performance with a P Value of 0.028, there is a significant influence of work culture on teacher performance with a P Value of 0.023, there is a significant influence between work discipline on teacher performance with a P Value of 0.000, there is a significant influence between the physical work environment on performance through work discipline with a P Value of 0.007, there is a significant influence between the non-physical work environment on performance through work discipline and P value is 0.042, there is a significant influence between work culture on performance through work discipline with a P value of 0.023

INTRODUCTION

Professional teachers and high performance in carrying out the educational process at school will not be successful if there is no pure and sincere intention from the teachers to know, understand, pay attention to and apply the factors that influence teacher performance. If we talk about teacher work, according to Superday, teacher work is very visible in learning, as can be seen from the good progress of students.

The role of teachers in learning is the main reason for achieving educational goals, because teachers are leaders in the world of education. The quality of learning is a reflection of teacher performance. In other words, the better the teacher's performance, the better the learning in the classroom.

The quality of a teacher has many factors that influence it, both internal and external factors. One of the external factors that influences teacher performance is the work environment. The work environment that occurs in schools can support the learning process, which includes school leadership, work culture, work order, work environment which includes: the existence of a workplace, air circulation, room layout, room concentration, lighting, position of doors and windows, placement, work facilities, whiteboards and teaching desks, accessories, placement of chairs, arrangement of learning media, availability of books that have the potential to support the continuity of the teacher's work (Barnawi and Arifin, 2014) The work environment is everything that is around the employees when they are working either directly or indirectly, both physical and non-fiction which can affect him and his work while working (Sedarmayanti, 2015).

Apart from being influenced by the work environment, teacher performance can also be affected by the school's culture or work culture. Culture or work culture is a collective agreement regarding the values that are held together in the work process and binds all working parts. This culture will play a role in determining the structure and various operational systems that produce norms, regulations, and how interactions within an organization (Suryani, 2014).

Likewise, life in a school will really require obedience from its members to the rules and regulations that apply to the school, because the goals of the school will be difficult to achieve if there is no work discipline. To achieve all this requires awareness from all parties in complying with applicable regulations, and an organization must strive to ensure that the regulations are clear, easy to understand and fair, that is, they apply to all elements within it.

From the data obtained, it is known that the availability of facilities and infrastructure at State High Schools, Paser Regency, East Kalimantan Province is still not optimal or is still low. This means that there are many facilities and infrastructure that schools should have, but until now they are not available at the school. This lack of facilities and infrastructure can also cause low teacher performance, and so can the quality of student graduates at the school. Because of the lack of facilities and infrastructure, many activities cannot be carried out.

From the data obtained, it is known that in terms of facilities and infrastructure in non-physical form at State High School, Paser Regency, East Kalimantan Province, such as the coloring of most of the buildings has begun to fade, indoor lighting is inadequate, study rooms are only equipped with fans and several teacher rooms. it is only equipped with 1 AC, from a security perspective there is a security unit but there are still schools that do not have full fences and there are no rubbish bins in every room.

Another problem found at Paser Regency State High School is that there are still several teachers who are often late entering the classroom to carry out their teaching responsibilities, so that students are sometimes found wandering outside the classroom because the teacher is not in. Apart from that, there are still teachers who do not provide enrichment to students so that some students then receive remedial training.

LITERATURE REVIEW

Human Resource Management

According to Hasibovan (2013) human resource management is the science and art of managing employee relationships and activities so that they are effective and efficient in helping achieve the goals of the organization, its employees and society. Human resource management also includes recruitment, training and motivation processes.

Teacher

In law number 14 of 2014 it is explained: a teacher is a trainer whose main task is to teach, instruct, lead, guide, instruct, assess and assess elementary school students through formal education, primary school and secondary school. Teacher education is one part of humans in the teaching and learning process, they have the opportunity to create potential human resources in development programs (Sardiman, 2014).

Work environment

The work environment is the social, psychological & material conditions surrounding the place where employees are employed. The work environment can also be interpreted as the condition of facilities and infrastructure as well as social interaction relationships between employees in an organization. The work environment will determine a person's comfort at work. The better the work environment will result in achieving global performance with maximum results (Arianto, 2013).

Work Culture

According to Trigono (2013), work culture is something that must be considered in organizational or management activities to create work and effectiveness for employees to lead the organization towards success which is

based on individual knowledge, knowledge is a person's attitude. someone who is used to obeying all the rules and knows his duties and responsibilities.

Work Discipline

Discipline is the attitude of obeying company rules and regulations for each employee, so that individuals can adapt to company rules and regulations. Employee training is a person's behavior that is in accordance with current working conditions and working conditions, namely attitudes, behavior and actions that are in accordance with operational, written and illiterate rules (Sotriseno, 2019).

Teacher Performance

Dharmadi (2018) Teacher performance is the ability demonstrated by teachers in carrying out tasks or activities. As the saying goes, if the goals achieved meet the set standards, then it is good and achieved. According to Arifin (2016), teacher performance can be interpreted as the degree of success of teachers in carrying out their work and teaching in accordance with their responsibilities and authority, the standards of progress set in a period to achieve education. Teacher development goals can be identified and measured based on the skills that each teacher must have.

METHODOLOGY

The research design used in this research is descriptive quantitative. Descriptive quantitative is a type of research used to analyze data by describing or illustrating the data that has been collected as it is. This research was carried out at the Paser Regency State High School, Batu Sopang District. This research was carried out in March - April 2024. The population in this research were all teachers who taught at Paser Regency State High School in the Batu Sopang District area with a total of 133 people. The sampling technique used in this research used a purposive sampling technique. The research instrument uses a questionnaire which contains answers to statements or entries from respondents related to variables. The data collection procedures in this research are observation, questionnaires and documentation. Testing assumptions uses full model structural equation modeling (SEM) analysis with smartPLS (SEM).

RESULT

The goodness of fit in PLS can be determined by the Q2 value. The Q2 value has the same meaning as the coefficient of determination (R-Square) in regression analysis. The research results show the R-Square value of the dependent variable as seen in Table 1.

Based on the R Square Table, the Q2 value can be seen as follows:

$$Q^2 = 1 - (1 - R_{DK}^2)(1 - R_K^2)$$

$$Q^2 = 1 - (1 - 0.569)(1 - 0.771)$$

$$Q^2 = 1 - (0.431)(0.229)$$

$$Q^2 = 0.9013$$

This means that the model can explain 90.13 percent of the data and the rest is influenced by other factors.

Table 1. F-Square

Variable	DK	K
BK	0.338	0.005
DK		0.959
LKF	0.052	0.120
LKNF	0.063	0.002

Based on table 1, it can be seen that the influence of the Non-Physical Work Environment variables on Work Discipline (DK) and Performance (K); Physical Work Environment (LKF) on Work Discipline (DK) and the influence of Work Culture (BK) on Performance (K) is very small, on the other hand, the influence of Work Culture (BK) on Work Discipline (DK) and the influence of Work Discipline (DK) on Performance (K) is very high. Meanwhile, the influence of the Physical Work Environment (LKF) on Performance (K) has a moderate effect.

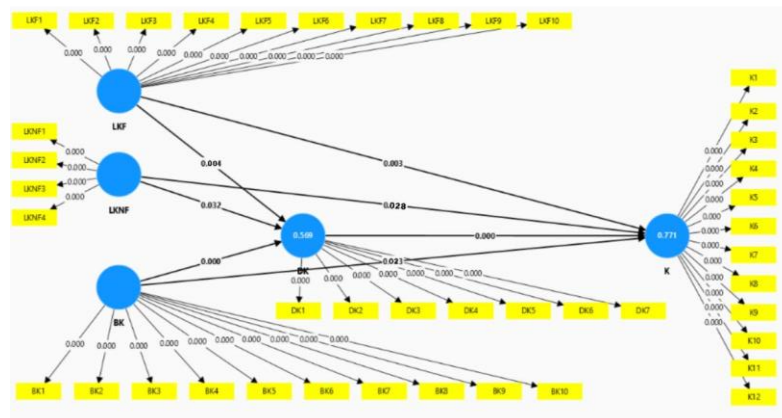


Figure 1. Bootstrapping Results
 Source: Data Analysis Results Using Smart PLS 4

Table 2. Path Coefficient

Track	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
BK -> DK	0.484	0.489	0.082	5.903	0.000
BK -> K	0.048	0.051	0.077	2.623	0.023
DK -> K	0.713	0.711	0.085	8.36	0.000
LKF -> DK	0.194	0.206	0.101	2.929	0.004
LKF -> K	0.221	0.227	0.075	2.932	0.003
LKNF -> DK	0.207	0.204	0.096	2.147	0.032
LKNF -> K	-0.029	-0.028	0.066	2.433	0.028
BK -> DK -> K	0.346	0.346	0.068	5.101	0.000
LKF -> DK -> K	0.138	0.146	0.075	2.858	0.007
LKNF -> DK -> K	0.148	0.145	0.072	2.039	0.042

Source: Data Analysis Results Using Smart PLS 4

Based on table 2, it can be concluded that all paths have a significant effect.

DISCUSSION

The Influence of the Physical Work Environment on Teacher Performance at State High Schools in Paser Regency

The results of research at Paser Regency State High School show that there is an influence of the physical work environment on teacher performance with a P value of 0.003.

At Paser Regency State High School, the physical work environment has an influence on teacher performance because each room has sufficient lighting, each room is equipped with windows and curtains which function to regulate lighting, air temperature and air circulation in and out of the room. The intensity of vehicles passing around the school also does not interfere with the teaching and learning process. There is no heavy equipment operating around the school so that it does not cause vibrations that could disrupt work activities at the school. Apart from that, almost all rooms are equipped with trash cans so that school waste can be collected and then thrown away or burned every day in a place determined by the school. Each room is painted with soft colors so that it does not cause heat effects that can make you stifling when doing activities. Furthermore, in terms of security, each school has security whose duty is to maintain school security as well as manage students' and teachers' vehicles every day. Although not all school rooms at Paser Regency State High School meet these criteria, most meet the requirements for a good physical working environment. So it can be concluded that **hypothesis 1 is accepted**.

The Influence of the Non-Physical Work Environment on Teacher Performance at State High Schools in Paser Regency

The results of research at Paser Regency State High School show that there is no influence of the non-physical work environment on teacher performance with a P value of 0.028.

At Paser Regency State High School, the non-physical work environment has an influence on teacher performance, a teacher who is emotionally close to colleagues or other teachers and the principal will carry out their functions well. As long as the school principal gives clear directions and orders, and does not violate existing rules, teachers will always carry out these directions and orders with full responsibility. Apart from that, harmonious relationships with fellow teachers also provide a strong basis for teachers to carry out activities in accordance with their duties, teachers who have a vision and mission and can act professionally in completing their work. So it can be concluded that hypothesis 2 is accepted.

The Influence of Work Culture on Teacher Performance at State High Schools in Paser Regency

The results of research at Paser Regency State High School show that there is a significant influence between work culture on teacher performance with a P value of 0.023.

At Paser Regency State High School, learning is very beneficial for the teacher's work. This is reflected in the level of compliance with standards set by ministries and schools, such as uniformity of work and punctuality in teaching and learning activities, implementation of administrative work as a form of control. Reporting and accountability for your actions. There are still many teachers who think that doing work that focuses on collaboration will only slow down the completion of the work due to several possibilities, one of which is differences in the way a teacher works. Apart from that, in the aspect of innovation, most of the teachers at Paser Regency State High School carry out innovations, for example innovations in terms of learning in accordance with the supporting facilities provided in applying these innovations. The teachers still try to carry out their duties and complete their work well even with simple support. So it can be concluded that **hypothesis 3 is accepted**.

The Influence of Work Discipline on Teacher Performance at State High Schools in Paser Regency

The results of research at Paser Regency State High School show that there is a significant influence between work discipline on teacher performance with a P value of 0.000.

At Paser Regency State High School, work discipline has a significant influence on teacher performance. This is reflected in the level of respect for the regulations set by the government and schools by teachers, such as uniforms when working, punctuality in carrying out the teaching and learning process, implementation of administrative functions as a form of respect for the regulations set by the government and schools. evaluation. performance reporting and accountability. Apart from this, teachers at Paser Regency State High Schools are also able to make decisions independently, especially in various matters relating to learning and the formation of students' competencies, as well

as acting in accordance with the conditions of the students and the environment. Teachers are able to act and make decisions in a timely and targeted manner, especially those relating to learning and student issues, without waiting for orders from superiors or school principals as a form of their responsibility as educators. So it can be concluded that **hypothesis 4 is accepted.**

The Influence of the Physical Work Environment on Teacher Performance at Paser Regency State High School through Work Discipline

The results of research at Paser Regency State High School School show that there is a significant influence between the physical work environment on performance through work discipline with a P value of 0.007.

At Paser Regency State High School, a good, comfortable, clean and safe physical work environment makes teachers diligent and enthusiastic about going to school to carry out and complete their work.

The facilities available in the room and the comfortable space make teachers diligent in entering the classroom to teach and feel at home to complete the teaching and learning process. Teacher behavior that is diligent and obedient to school regulations shows a good work discipline attitude so that the teacher's work discipline attitude can improve teacher performance. Therefore, the condition of the work environment is able to discipline or support teachers in completing their tasks, both in their functional duties and their structural duties, then this is what will influence the increase in teacher performance to high levels. So it can be concluded that **hypothesis 5 is accepted.**

The Influence of the Non-Physical Work Environment on Teacher Performance at Paser Regency State High School through Work Discipline

The results of research at Paser Regency State High School show that there is a significant influence between the non-physical work environment on performance through work learning with a P value of 0.042.

At SMAN Regency Paser, non-physical work environments such as teacher relationships with the principal and teacher relationships with other teachers have been established and develop well so that students can develop themselves. Teachers who do not have personal problems and other teachers will have a good learning environment because they will continue to work without being too busy, so they can do their homework and work well. The professional attitude that emerges in each individual teacher is to follow the applicable regulations in order to achieve the expected work results by ignoring the needs of each individual rather than the needs of the group.. So it can be concluded that hypothesis 6 is accepted

The Influence of Work Culture on Teacher Performance at Paser Regency State High School through Work Discipline as an Intervening Variable

The results of research at Paser Regency State High School show that there is a significant influence between work culture on performance through work discipline with a P value of 0.023.

At Paser Regency State High School, the teachers have a professional attitude towards their field of work. The professional attitude possessed by teachers forms a high disciplinary attitude towards all regulations that apply both in general and those applied within the school. Even though State High School teachers in Paser Regency have a low level of collaboration and innovation skills, this does not make the teachers' discipline weak. So that the work culture of teachers, which is still considered weak, is able to improve their performance through the application of high discipline. Their high level of discipline can cover up deficiencies in this matter, their ability to collaborate with other teachers and their innovative attitudes do not become obstacles in producing good performance when the principal strengthens the discipline of the teachers. So it can be concluded that **hypothesis 7 is accepted**.

CONCLUSION AND RECOMMENDATION

1. The results of research at the Paser District Public High School show that the physical work environment influences teacher work. This means that the better the physical activity environment at school, the more teachers can do. But the worse the physical activity environment in a school, the fewer teachers are involved in those activities.
2. The results of research at SMA Negeri Paser Regency show that the non-physical work environment influences teacher performance. The better the non-physical work environment at school, the better the teacher's performance. However, due to the poor non-physical work environment in schools, teacher work has also decreased.
3. The results of research at SMA Negeri Paser Regency show that there is a significant influence between work ethic and performance. This means that the better the teacher's performance, the higher the performance. However, the lower a teacher's work ethic, the less he will do.
4. The results of research at Paser District Public High School show that there is a significant relationship between teaching methods and teacher performance. This means that the more professional the teacher is in learning, the better it will be. Additionally, the less a teacher teaches, the less effective the teacher is.
5. The results of research at Paser State High School show that the environment of physical activity and learning by doing has a big influence. This means that the better the physical work environment, the more teachers learn and the more productive their work will be. However, if the physical activity environment in schools is weak, teachers will learn less and their performance will suffer.

6. The results of research at Paser Regency State High School show that there is a significant influence between the non-physical work environment on performance through work discipline. This means that the better the school's non-physical work environment, the higher the teacher's work discipline so that it can produce good performance. Vice versa, the worse the school's non-physical work environment, the lower the teacher's work discipline, so that the resulting performance will also decrease.
7. The results of research at Paser Regency State High School show that there is a significant influence between work culture on performance through work discipline. This means that the better a teacher's work culture, the higher the teacher's work discipline will be so that it can produce high performance. On the other hand, the lower the work culture of a teacher, the lower the teacher's work discipline, so that the resulting performance will also be low.

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