

Original Article

# The Effect of Work Environment and Work Discipline on Teacher Performance at SMK PGRI Cikampek

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**Abstract:** This study was conducted to determine the effect of work environment (X1) and work discipline (X2) on teacher performance (Y) at SMK PGRI Cikampek. The purpose of this study was to determine and analyze how the work environment, work discipline, teacher performance, and the effect of work environment and work discipline on teacher performance of SMK PGRI Cikampek. This study aims to determine the work environment, work discipline, and teacher performance of SMK PGRI Cikampek and to determine the effect of work environment and work discipline on the performance of SMK PGRI Cikampek teachers both partially and simultaneously. This research uses quantitative methods. The data collection technique in this study was a questionnaire, and a saturated sample technique was used, so this questionnaire was distributed to the entire population with a total of 62 SMK PGRI Cikampek teachers. Then, the data were analyzed using descriptive analysis techniques and path analysis using IBM SPSS 25. The results showed that the work environment, discipline, and teacher performance were in the "good" category. There is a significant influence both partially and simultaneously on the environment and work discipline on teacher performance. The total influence of the environment and work discipline on teacher performance is 64%, and other factors influence 36%.

**Keywords:** Work Environment, Work Discipline, Teacher Performance.

## I. INTRODUCTION

Along with the times, globalization as one of the causes has a significant impact on all aspects of human life (Fernando & Wulansari, 2021), including the world of education. Education is a process of developing quality students. To have qualified students, teachers who are experienced in their fields are needed. Educators, also known as teachers, are responsible for teaching students, helping students find and solve problems, and passing on advances in technology, culture, and science to the next generation (Hamalik, 2019). Furthermore, educators bear the responsibility of fostering learning, motivating learners, overseeing classroom behavior, guaranteeing efficient learning, and possessing the ability to evaluate students (Sary et al., 2023).

Finding out whether the teacher is successful in carrying out his duties can be assessed through the performance of the teacher himself. The best performance is the ultimate target of employees; therefore, having to make high-quality efforts to get their work done will benefit the organization (Winarno et al., 2021). In order to have high performance, the organization must be able to determine what kind of people fit the needs and then be trained and motivated (Badrianto et al., 2022). There are several factors that affect the performance of a teacher or employee. Factors that can affect individual performance are work discipline, self-efficacy, work environment, work stress, organizational culture, leadership style, and training (Dheviests & Riyanto, 2020).

Work environment and work discipline are factors that can affect individual performance. Positive work environments encourage employees to stay longer in a company and put in more effort since they feel like they are contributing to its success (Girdwichai & Sriviboon, 2020). Research has also shown that there is a connection between work discipline and employee performance (Mumtaz & Wulansari, 2023). Work discipline is closely related to employee performance because when employees are willing to accept and follow the rules set explicitly by the company (Ganyang, 2018). This research phenomenon is obtained from the results of the company's secondary data. Therefore, this study uses work environment variables and work discipline as factors that can affect the performance of SMK PGRI Cikampek teachers.

## II. LITERATURE REVIEW

### A) Conceptual Definition of Variables

#### a) Work Environment

According to Kasmir (2016: 192), the work environment is the condition or atmosphere that exists around the location of the workplace. If the work environment is able to create a comfortable and soothing atmosphere, this will create conducive working conditions. Conversely, discomfort and uneasiness in the work environment can result in disturbances in the work atmosphere. In this context, the environment plays a crucial role, and the success of an organization is closely related to its



ability to adapt and interact with the surrounding environment (Mulyadi, 2015). An environment that is supportive and pays attention to physical and spiritual aspects can positively contribute to individual development in that context (Wardiah, 2016).

*b) Work Discipline*

According to Purnomo (2022), the most important function of HRM is discipline; without good discipline, it will be difficult to achieve maximum goals. Work discipline is closely related to employee performance, and work discipline is when employees are willing to accept and follow the rules set explicitly by the company (Ganyang, 2018). Good discipline shows that a person is very responsible for the work given to him (Hasibuan, 2019).

*c) Teacher Performance*

According to Purnomo (2022), performance is the process of determining, measuring, and evaluating the performance of an employee in a company, which is known as performance. Employee performance can be the basis for salary increases, transfers, or employee releases. To build employees to have high performance, the organization must be able to determine what kind of people fit the needs and then be trained and motivated (Badrianto et al., 2022). Individual performance in the organization is a matter of major concern in work; it is essential to increase the success of an organization (Mulyadi, 2015).

**B) Relations between Variables**

*a) Work Environment between Teacher Performances*

The work environment is everything that can affect survival and existence because the organization carries out its activities to achieve goals and can affect individual performance (Mulyadi, 2015). Previous research on the work environment on teacher performance conducted in different research objects shows that work environment factors affect teacher performance (Fauziah, 2023; Selpiyani et al., 2021; Zulaida & Parwoto, 2023).

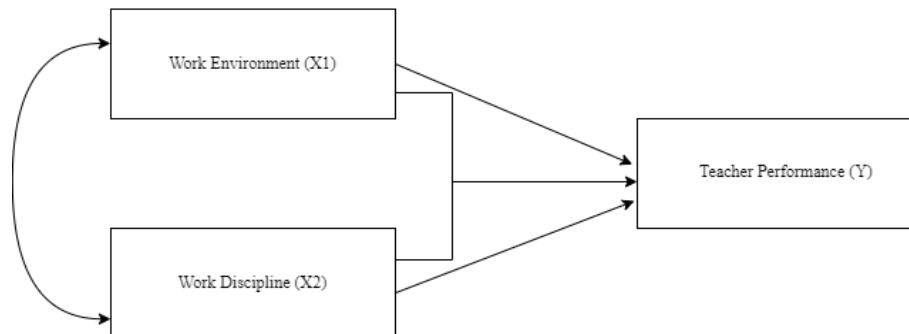
*b) Work Discipline between Teacher Performances*

Work discipline is closely related to employee performance because work discipline is a condition in which employees are willing to accept and implement rules properly stated concretely by the company (Ganyang, 2018). Based on previous research on work discipline on the performance of teachers or employees conducted on different research objects, such as educational institutions, health institutions, and industry, the results show that work discipline has a positive and significant effect on individual performance. (Zulaida & Parwoto, 2023; Raifilsa & Wahyuningtyas, 2023; Wicaksono et al., 2022).

**C) Research Model**

The framework in this study aims to show that work environment and work discipline have an effect on employee performance. It is supported by the theories of experts and the results of previous research, which are used as references in this study. The framework in this study aims to show that there is an effect of work environment and work discipline on teacher performance.

In the work environment variable (X1) in this study, a measuring instrument proposed by Enny (2019) was used with the measurements of the non-physical and physical work environments. Then, for the work discipline variable (X2) in this study, using a measuring instrument proposed by Sinambela (2016) with the dimensions of preventive discipline and corrective discipline. Then, the teacher performance variable (Y) using the measuring instrument proposed by Uno and Lamtego in Ningrum & Sobandi (2021) with the dimensions of work quality, work speed/accuracy, work initiative, workability, and communication.



**Figure 1: Research Model**

Based on the explanation presented in the definition of variables and the relationship between variables, several hypotheses that will be tested in the study can be formulated, as follows:

$H_{01}$ :  $t < 0$ , meaning that the work environment has no effect on teacher performance.

$H_{a1}$ :  $t > 0$ , means the work environment affects teacher performance.

$H_{02}$ :  $t < 0$ , means work discipline has no effect on teacher performance.

$H_{a2}$ :  $t > 0$ , means work discipline affects teacher performance.

$H_{03}$ :  $F < 0$ , means the work environment and work discipline have no effect on teacher performance.

$H_{a3}$ :  $F > 0$ , means the work environment and work discipline affect teacher performance.

### III. RESULTS AND DISCUSSION

#### A) Research Methodology

The study object is given a questionnaire as part of this quantitative investigation method. The research tool will be used to evaluate the work environment and work discipline variables that are associated with the performance of teachers. The tools used are instructor performance, work environment, and work discipline.

In this study, the population amounted to 62 people and was taken from the large number of teachers at SMK PGRI Cikampek. The sampling technique in this study was a saturated sample, so the sample was 62 teachers at SMK PGRI Cikampek.

Path analysis with SPSS version 25 is the data analysis technique employed in this study. This study uses 39 indicators (Table 1) using 5 point Likert scale measurement, where the weighted value of each question is 1 means strongly disagree, and 5 means strongly agree. 5 means strongly agree.

**Table 1: Measurement Scale**

Variables	Items		Authors
Work Environment	WE1	Air circulation in the workplace is good.	Enny (2019)
	WE2	Cleanliness in the workplace is always maintained.	
	WE3	Lighting in the workplace is adequate.	
	WE4	There is no noise in the workplace.	
	WE5	I feel safe at work in the workplace.	
	WE6	The relationship between teachers helps teachers in their work.	
	WE7	The relationship between the principal and teachers helps teachers in their work.	
	WE8	The principal always asks me about the smooth running of the work.	
	WE9	Teachers have a supportive work team.	
Work Discipline	WD1	I always wear the uniform set by the school.	Sinambela (2016)
	WD2	I always follow the rules set by the school.	
	WD3	I complete my tasks in accordance with the specified time.	
	WD4	I work according to the work plan and targets that have been set.	
	WD5	I arrive at work on time before the set working hours.	
	WD6	I feel that I am never late for work.	
	WD7	Clear law enforcement will have a deterrent effect on teachers who break the rules.	
	WD8	The school applies clear written warnings to teachers who make mistakes.	
Teacher Performance	TP1	I prepare lesson plans before teaching.	Uno & Lamtego in Ningrum & Sobandi (2021)
	TP2	I prepare lesson plans based on analyzing students' initial abilities.	
	TP3	I am very careful in explaining teaching materials to avoid explaining wrong concepts.	
	TP4	I apply the results of research on learning improvement that I have attended in seminars.	
	TP5	I actively attend learning seminars to apply them in my teaching.	
	TP6	I determine teaching materials based on student characteristics.	
	TP7	I conduct an academic ability test to see students' characteristics at the beginning of the semester.	
	TP8	I make a meeting plan from beginning to end so that the teaching material can be completed according to the academic calendar.	
	TP9	I try to stick to the meeting plan that has been prepared so that the material is actually completed in that semester.	
	TP10	I use learning media in accordance with the subject matter provided.	
	TP11	I try to make my own learning media if it is not available at school.	
	TP12	I provide group learning in class.	
	TP13	I give individual assignments in the form of homework.	
	TP14	I try to do good deeds that become role models for my students.	

TP15	I pay attention to the responses of students who have not understood the learning material to improve the next lesson plan.
TP16	I give assignments to students if a teacher is absent by coordinating with the teacher concerned in advance.
TP17	I return student work that has been graded so that students can see where their weaknesses are.
TP18	I grade student work objectively.
TP19	I provide counseling guidance for students.
TP20	I try to understand the needs of the students.
TP21	I update information that is useful for student learning programs.
TP22	I provide opportunities for students to ask questions when explaining the material.

## B) Result of Data Analysis

### a) Coefficient of Determination ( $R^2$ )

Based on Table 2 there are results on how much the independent variable contributes to the dependent variable discussed in this study. The coefficient of determination ( $R^2$ ) test obtained a value of 0.640 or 64%. This shows that the percentage of work environment and work discipline has a value of 64%, or it can be said that the contribution of the independent variable gets a value of 64% while 36% is influenced by other variables not explained in this study. The following is Table 2. regarding the coefficient of determination.

**Table 2: The Results of the Coefficient of Determination ( $R^2$ )**

Model	R	R Square
1	.800 <sup>a</sup>	.640

### b) Hypothesis Testing

Table 3 can be interpreted as the work environment and work discipline: obtained the calculated F value of 52.528 > F table 3.15, then  $H_{03}$  is rejected and  $H_{a3}$  is accepted. It can be concluded that the work environment and work discipline affect teacher performance.

**Table 3: Simultaneous Significance Test (F Test)**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3688.410	2	1844.205	52.528	.000 <sup>b</sup>
	Residual	2071.424	59	35.109		
	Total	5759.834	61			

Table 4 can be interpreted that the work environment obtained a t value of 2.645 > t table 1.67155, then  $H_{01}$  is rejected, and  $H_{a1}$  is accepted. It can be concluded that the work environment affects teacher performance. Work discipline: obtained t value of 8.465 > t table 1.67155, then  $H_{02}$  is rejected and  $H_{a2}$  is accepted, and it can be concluded that work discipline affects teacher performance.

**Table 4: Partial Significance Test (T-test)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	17.289	5.528		3.127
	Lingkungan kerja	.363	.137	.219	2.645
	Disiplin kerja	1.809	.214	.701	8.465

### c) Path Analysis

The value of the perceived work environment is 0.219, and this means that there is an impact of the perceived work environment of 21.9% on teacher performance. On the other hand, work discipline is worth 0.701. This means that work discipline contributes 70.1% to teacher performance. Simultaneously, the work atmosphere and regulation have a 64% impact on teacher performance, as indicated by their combined impact of 0.640. The coefficient of determination of the residual variable is 0.360, indicating that other factors not analyzed have an influence of 36% on the teacher performance variable.

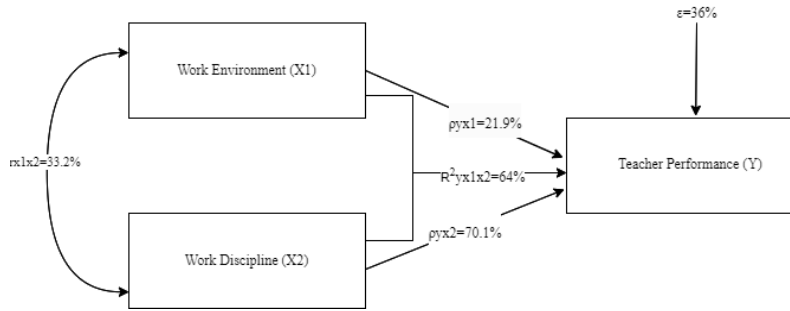


Figure 3: Path Analysis Diagram

The structural equation of the path analysis diagram above is as follows:

$$\begin{aligned}
 Y &= \rho_{yx1}X1 + \rho_{yx2}X2 + \rho_y\epsilon \\
 Y &= 0.219 + 0.701 + 0.360 \\
 R^2_{yx1x2} &= 0.640 \\
 \rho_y\epsilon &= 1 - R^2_{yx1x2} \\
 &= 1 - 0.640 \\
 &= 0.360 = 36\%
 \end{aligned}$$

Table 5. shows that the effect of work environment on teacher performance of SMK PGRI Cikampek has a percentage of 20.3%, and the effect of work discipline on teacher performance of SMK PGRI Cikampek has a percentage of 64.4%. It can be concluded that work discipline has a greater influence on teacher performance than the work environment.

Table 5: Path Analysis Result

Variable	Coef. Beta	Direct Influence	Indirect Influence		Total
			Work Environment	Work Discipline	
Work Environment	0.219	5%	-	15.3%	20.3%
Work Discipline	0.701	46.6%	15.3%	-	64.4%

#### IV. CONCLUSION

The achievement of SMK PGRI Cikampek instructors is significantly impacted by the work environment and work regulations. The performance of SMK PGRI teachers is significantly impacted by both the work atmosphere and work regulation at the same time. There is a direct relationship and indirect relationship between the work environment and work discipline on teacher performance. There is an effect of work environment and work discipline on teacher performance by 64% and 36% is influenced by other variables that can affect teacher performance that are not examined in this study.

#### Interest Conflicts

The author declares that there is no conflict of interest concerning the publishing of this paper.

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