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The Influence Of Work Environment And Work Discipline On Athe Performance Of Teacher Employees At Smk Bina Sejahtera 3, Bogor City

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Abstract

Teachers are an important part of the education system, and the teacher's role was transferred through Law no. 1 of 2005, which explains that the position of teachers is professionals whose job is to optimize the quality of education in Indonesia. The purpose of this study was to determine the influence of the work environment and work discipline on the performance of teacher staff at SMK Bina Sejahtera 3, Bogor City. This research uses a quantitative approach. The technique used in taking the sample is the total sampling technique which is the entire population being sampled, namely as many as 34 people and using a questionnaire technique. The analysis test used was SmartPLS version 4.0 with the SEM analysis method. The results of the work environment variable (X1) have no effect on teacher performance (Y) with a T-count value of 0.125, the value is not significant with p-values 0.901 <0.05 which means Ho1 is accepted and Ha1 is rejected. the work discipline variable (X2) has an effect on teacher performance (Y) which is verified by T count 2.677, a significant value with p values 0.007 <0.05 which means Ha2 is accepted and Ho2 is rejected. the work environment variable (X1) has an effect on work discipline (X2) which is evidenced by a T count of 16,068, with a significant p value of 0.000 <0.05, which means Ha3 is accepted and Ho3 is rejected. the work environment variable (X1) through work discipline (X2) influences the performance of teacher employees (Y) with a T-value of 2.548, with a significant p-value of 0.011 <0.05, which means that Ha4 is accepted and Ho4 is rejected. Which means that the indirect relationship (indirect) to the work environment variable (X1) through work discipline on the performance of teacher employees is very moderate and related.

Keywords: Work Environment, Work Discipline, Teacher Staff Performance

Introduction

School institutions have human resources who are the spearhead of achieving learning objectives, namely a teacher. Teachers as a potential resource cannot simply be equated with machines whose ability to work can be ascertained. Resources are one of the valuable assets that an institution has, because human resources are one of the resources that can drive other resources.(Arianto : 2013)

According to Lumentut and Dotulong in their research stated that working conditions are conditions in which a good workplace includes the physical environment and non-physical environment that can give the impression of being pleasant, safe, peaceful and so on. Lumentut MDS, Dotulong LOH 2019) An uncomfortable work environment from various sides, both physical and non-physical, results in decreased enthusiasm for work, decreased enthusiasm for carrying out teaching and learning activities and also has an impact on teacher performance which decreases and affects teacher performance in completing assignments as a teacher, the teacher will able to carry out its activities properly to achieve an optimal result if supported by a good work environment.

According to Malay S.P. Hasibuan he explains that discipline is a person's awareness and willingness to comply with all applicable rules and norms. Awareness is the attitude of someone who voluntarily obeys all regulations and is aware of their duties and responsibilities. Hasibuan MSP (2016) Work discipline is the most important operational function of human resource management, because the better the work discipline, the higher the work achievement that can be achieved, without the application of good work discipline it will be difficult to achieve the best goals. in organization

In addition to the school environment, work discipline factors can also affect teacher performance. A teacher's performance is said to be good if the teacher has carried out the elements which include high loyalty and dedication to teaching assignments, mastery and development of subjects, discipline in teaching and other tasks, creativity in teaching. according to the teacher's performance can

be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and illustrates the existence of a creation displayed by the teacher in or during carrying out learning activities.(Kompri, 2015)

Seeing the various descriptions above about the importance of work environment situations, work discipline, in improving teacher performance at Bina Sejahtera 3 Vocational School, Bogor City, the writer is interested in conducting research. So the title put forward by the author is: "The Influence of the Work Environment and Work Discipline on the Performance of Teacher Staff at Bina Sejahtera 3 Vocational High School, Bogor City."

Methods

The research method used in this study is a quantitative research method because the data obtained is about the influence of the work environment (X1) and work discipline (X2) on teacher employee performance (Y). The type of data used in this research is quantitative data. According to Sugiyono (2018) quantitative data is a research method based on positivistic (concrete data), research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem being researched to produce a conclusion. set. (Sugiono, 2018)

Research Data Sources

1. According to Sugiyono (2018: 456) Primary data are data sources that directly provide data to data collectors. The data is collected by the researcher himself directly from the first source or place of research object. (Sugiono, 2018)
2. According to Sugiyono (2019: 193) secondary data is a source that does not directly provide data for data collection. Data can be obtained through written sources published by third parties, such as literature and journals related to research. (Sugiono, 2019)

Data collection technique

1. Questionnaire (Questionnaire)

Questionnaire is a research instrument that is generally used for research with a quantitative approach which contains statements arranged in such a way about research variables.

2. Observation

observation is a guideline that contains indicators used to make an observation. These indicators are a reference as well as limitations in making observations in a study so that the observation process is structured and directed and the resulting data is not biased.

Population

According to Sugiono (2015) Population is a general area consisting of objects/subjects with certain traits and characteristics determined and concluded by researchers. the population in this study was 34 teachers at Bina Sejahtera 3 Vocational High School

Sample

The sample is part of a number of characteristics possessed by the population used for research. The samples taken by the researchers were all 34 teachers, this sampling technique used a saturated sampling technique. Saturated sampling is a sample selection technique when all members of the population are sampled. (Sugiono, 2019)

Data Analyst Method

The method used in this research is descriptive quantitative. Quantitative descriptive research is to describe, examine, and explain something that is learned as it is, and draw conclusions from phenomena that can be observed using numbers. The analysis method uses a variant-based Structural Equation Modeling, namely Partial Least Square (PLS) as analysis tool for conducting tests with the help of the SmartPLS 4.0 program.

Exogenous and Endogenous Variables

Exogenous variables are causal variables or variables that are not influenced by other variables. Exogenous variables give effect to other variables. On a path diagram, exogenous variables are explicitly marked as variables where there is not a single arrow pointing towards them. And endogenous variables are the effects of exogenous variables, in the path diagram the endogenous variables are explicitly marked by arrowheads heading towards them.

Research Instruments

According to Purwanto (2018), research instruments are basically tools used to collect data in research. The researcher uses an instrument in the form of a questionnaire with a linear scale, the variables to be measured are translated into variable indicators, then these indicators are used as points for compiling instrument items which can be in the form of questions or statements. This measurement scale will allow the variables measured using the instrument to be expressed in numbers, so that it will be more accurate and communicative.(Sodikin, 2020)

Validity test

The validity test in question is to measure the legitimacy of each question/statement used in the research. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. The results of the validity test are said to be valid if the probability value is less than 0.05 while the probability value is greater than 0.05 indicating that the question item is invalid.

Reliability Test

The reliability test is to find out whether the resulting data is reliable or robust, the reliability test is carried out by comparing the value of Cronbach's alpha with the level of significance used. The significant level/level used can be 0.5, 0.6, up to 0.7 depending on the research needs.

SEM Test-Pls

The PLS method is an analytical technique that combines a structural approach, a factor analysis approach. The author uses Partial Least Square because this research is a variable that can be measured based on the indicators of the SEM approach, namely:

1. SEM based on covariance (CB-SEM), is a specification of a structural model which includes a series of designs on structural and measurement models.(Haryono, 2017) with analysis the researcher will confirm that the hypothesized model is in accordance with the actual empirical data.
2. SEM is based on partial least square path modeling (PLSSEM), namely sample size, shape of data distribution, scale of data measurement, and missing values. Data with a categorical measurement scale is minimal so that the model is easier to identify. (Rifai, 2013)

Classic assumption test

1. Normality Assumption

The assumption of normality is carried out to test whether in a regression model, an independent variable and a dependent variable or both have a normal or abnormal distribution. By using the criterion of a critical value (critical ratio) skewness value of ± 2.58 at a significance level of 0.10.

2. Outlers are observational

Conditions of data that have unique characteristics that look very much different from other observations and appear in the form of values in a single variable or a combination variable.

3. Assumption of Multicollinearity

An indication of the existence of multicollinearity or singularity can be known through the determinant value of the covariance matrix which is very small or close.

Outer Model Analysis (Measurement Model)

Outer Model Analysis (Measurement Model) is carried out to assess the validity and reliability of the model or in other words to ensure that the measurements used are feasible to be used as

measurements (valid and reliable). This outer model analysis specifies the relationship between latent variables and their indicators, or it can be said that the outer model defines how each indicator relates to its latent variables. The tests carried out on this outer model are as follows:

1. Convergent Validity

The Convergent Validity value is the loading factor value on the latent variable with its indicators. The expected value > 0.6 Convergent validity of the measurement model can be seen from the correlation between the indicator scores and the variable scores.

2. Discriminant Validity

Discriminant validity is obtained by looking at the value of Cross Factor Loadings. (Supriyanto, 2013) The value of the Cross Loading factor is useful for knowing whether a construct has sufficient discriminant, namely by comparing the loading value on the intended construct, it must be greater than the loading value with other constructs.

Evaluation of the Structural Model (Inner Model)

Testing the inner model or structural model is carried out to see the relationship between latent variables or variables that cannot be measured directly, the significance value and the R-square of the research model. The structural model is evaluated using the R-square for the dependent construct t test and the significance of the structural path parameter coefficients. If the R-square value is above 0.67, 0.33 and 0.19 it indicates a strong, moderate and weak. The small value of R2 means that the ability of the independent variables to provide almost all the information needed to predict the dependent variable.

The effect of the magnitude of f2 can be calculated by the following formula:

$$q^2 = \frac{Q^2_{included} - Q^2_{included}}{1 - Q^2_{included}}$$

Where: R2 include and R2 exclude are the R-Squares of the endogenous latent variable. When the predictor of the latent variable is used or excluded in the structural equation, the f2 values are 0.02, 0.15 and 0.35 the same for the definition of multiple regression variables. These values can be interpreted that the predicator latent variables have a small medium and large influence on the structural level.

Evaluation of the Measurement Model (Outer Model)

Convergent validity testing is carried out by looking at the outer loading value of each indicator on its latent variables. An outer loading value > 0.7 indicates that a variable has explained 50% or more of the variance of the indicator, an outer loading value of 0.5 to 0.6 can be considered sufficient for convergent validity requirements.

Results

X1	Outer Loading	X2	Outer Loading	Y	Outer Loading
X1.1	**0.703**	**X2.1**	**0.762**	**Y.1**	**0.742**
X1.10	0.781	X2.10	0.855	Y.10	0.873
X1.2	0.809	X2.2	0.738	Y.6	0.778
X1.3	0.719	X2.3	0.833	Y.7	0.850
X1.4	0.858	X2.4	0.754	Y.8	0.885
X1.5	0.847	X2.5	0.719	Y.9	0.869

X1.6	0.745	X2.6	0.784
X1.7	0.776	X2.7	0.754
X1.8	0.750	X2.8	0.739
X1.9	0.761	X2.9	0.755

Measurements with reflection indicators show that there is a change in an indicator in a construct if other indicators in other constructs change or are removed from the model, as seen in the outer loading table above which has removed several indicators from the SmartPLS Y application (Y2, Y3, Y4, Y5). it can be concluded that all constructs of the work environment, work discipline and teacher employee performance have valid data with a value above 0.5.

Descriminan Validity –Cross Loading

	X1	X2	Y
X1.1	0.703	0.489	0.309
X1.10	0.781	0.762	0.540
X1.2	0.809	0.710	0.312
X1.3	0.719	0.686	0.354
X1.4	0.858	0.701	0.472
X1.5	0.847	0.737	0.400
X1.6	0.745	0.695	0.220
X1.7	0.776	0.595	0.316
X1.8	0.750	0.508	0.408
X1.9	0.761	0.577	0.570
X2.1	0.750	0.762	0.445
X2.10	0.787	0.855	0.578
X2.2	0.571	0.738	0.417
X2.3	0.689	0.833	0.445
X2.4	0.648	0.754	0.502
X2.5	0.603	0.719	0.463
X2.6	0.608	0.784	0.477
X2.7	0.599	0.754	0.413

X2.8	0.586	0.739	0.456
X2.9	0.602	0.755	0.561
Y.1	0.568	0.599	0.742
Y.10	0.307	0.468	0.873
Y.6	0.481	0.563	0.778
Y.7	0.469	0.517	0.850
Y.8	0.365	0.489	0.885
Y.9	0.280	0.397	0.869

In this section, the results of the discriminant validity test will be described. An indicator is declared to meet discriminant validity if the indicator's cross-loading value on the variable is the largest compared to other variables. The cross-loading value of the variable concerned is greater than the cross-loading value of other latent variables with a value > 0.5. it can be concluded that the results of this research instrument fulfill discriminant validity.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X2	0.923	0.927	0.936	0.593
Y	0.912	0.914	0.932	0.697
x1	0.926	0.932	0.938	0.603

The table above shows the Average Variance Extracted (AVE) value of each variable. In this case, if the construct's AVE value is > 0.5 of all other constructs, the variable can be said to have good discriminant validity. (Wong KKK, 2013) Based on the table above, it is known that each indicator of the latent construct is able to explain 50% or more of the variance. (Started, 2013)

Pengujian Reabilitas Cronbach alpha (CA)

Variabel	Cronbach's alpha
Disiplin kerja	0.923
Kinerja pegawai guru	0.912
Lingkungan kerja	0.926

Based on the table above, a cronbach's alpha value of > 0.7 is considered to have good reliability. (Ghozali dan Lathan, 2015)Based on the table above, all constructs have Cronbach's alpha values > 0.7 so it is concluded that they are reliable. This means that the variables used in this study are quite accurate and consistent.

Pengujian Reabilitas Composite Reability (CR)

	Composite reliability (rho_a)	Composite reliability (rho_c)
X2	0.927	0.936
Y	0.914	0.932
x1	0.932	0.938

The composite reliability value of 0.6 – 0.7 is considered to have good reliability. Based on the table above, all constructs have a composite reliability value of more than 0.7 so it is concluded that they are reliable.

R-Square

R-Square is used to measure the predictive power of a structural model. R-Squares explains the effect of certain exogenous latent variables on endogenous latent variables whether they have a substantive effect. If the R-square value is above 0.67, 0.33 and 0.19 it indicates a strong, moderate and weak model.(Started M, 2017)

	R-square
X2 (Lingkungan kerjaa)	0.709
Y (Kinerja pegawaia guru)	0.386

The table above shows that the R-Square value for the variable X2 is 0.709 and Y is 0.386. this value is quite strong. The R square value of 0.386 means that the construct variability of teacher employee performance can be explained in this study by 0.386% For the work environment in this study it is 0.709%. While the rest is explained by other variables that are not present in this study

Patch Coefficients – Mean, STDEV, T Values, P Values

Hypothesis testing is carried out by observing the original sample estimates (O) values to determine the direction of the relationship between variables, as well as t-statistics (T) and p-values (P) to determine the significance level of the relationship. Original sample values close to +1 indicate a positive relationship, while values close to -1 indicate a negative relationship.[16] Meanwhile, the t-statistic value limit for rejecting and accepting the proposed hypothesis is ±1.96, which if the t-statistic value is in the range of -1.96 and 1.96 then the hypothesis will be rejected. The research hypothesis can be declared accepted if the P values are smaller than the significance level <0.05.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
x1 -> X2	0.842	0.851	0.052	16.068	0.000
x1 -> Y	-0.037	-0.038	0.300	0.125	0.901
X2 -> Y	0.652	0.676	0.244	2.677	0.007

The Path Coefficient value that forms the influence of the work environment (X1) on work discipline (X2). Original sample path coefficient value (0) 0.842 with t statistic = 16.068> 1.96 and p-value = 0.000 <0.05 (hypothesis accepted) Ha3.

The Path Coefficient value that forms the influence of the work environment (X1) on the performance of teacher employees (Y). Original sample path coefficient value (0) -0.037 with t statistic 0.125 > 1.96 and p value = 0.901 <0.5 (hypothesis rejected) H01.

The Path Coefficient value that forms the influence of work discipline (X2) on teacher employee performance (Y) The original sample path coefficient value (0) is 0.652 with a t statistic of 2.677 > 1.96 and p value = 0.007 <0.5 (hypothesis accepted) Ha2.

Specific Indirect Effects – Mean, STDEV, T Values, P Values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
x1 -> X2 -> Y.	0.549	0.574	0.216	2.548	0.011

The value of Specific Indirect Effects, work environment (X1) work discipline (X2) affects the performance of teacher employees (Y), with a Tcount of 2,548 Original Sample (O) 0,549 P Values of 0,011 or > 0.5. Thus it can be concluded that the work environment and work discipline have a significant effect on the performance of teacher employees. So that the hypothesis is accepted (Ha4)

The influence of the environment on the performance of teacher staff at SMK Bina Sejahtera 3, Bogor City

The findings in this study are the path coefficient -0.037, the statistic is 0.125 and the p value is 0.901, this shows that there is no significant relationship between the work environment (X1) and teacher employee performance (Y). due to the original sample path coefficient value (0) -0.037. the value of the T statistic is 0.125 the value of the T statistic is less than 1.96. While the P Values were 0.901 or <0.5. From this result stated not significant. Thus it can be concluded that the work environment has no significant effect on teacher performance, so that the ho hypothesis is accepted and the ha hypothesis is rejected.

These results are in accordance with previous research according to (Widarti, 2019) which proves that the work environment does not have a significant influence on teacher performance at Al-Bahri Vocational School. This shows that the good or bad of the existing work environment has no effect on the performance of teachers at Al-Bahri Vocational School. forming the effect of the work environment on teacher performance, the T statistic for the work environment is 1.219. The T statistic value is less than 1.96. While the P Values were 0.223 or <0.5. Thus it can be concluded that the work environment has no significant effect on teacher performance. So the hypothesis which states that the work environment has a positive and significant effect on teacher performance is rejected.

The influence of the work environment on Work Discipline

The Path Coefficient value that forms the influence of the work environment (X1) on work discipline (X2). Original sample path coefficient value (0) 0.842 . The T statistic value for the work environment is 16,068. The T statistic value is greater than 1.96. While the P Values are 0,000 or > 0.5. Then H1 is accepted. Thus it can be concluded that the work environment has a significant effect on work discipline. So the hypothesis states that the work environment has a positive and significant effect on work discipline.

These results are in accordance with previous research according to (Dewi Purnama Sari, 2018) proving that there is a positive influence of the Teacher Work Environment on the Work Discipline of Vocational High School Teachers in Pondok Aren sub-district, based on the results of the significance test and linearity of the regression equation in the equation X2 = 37.42 + 0.64X1, it turns out to be significant and linear, which means that every 1 increase in the teacher's work discipline score is affected by an increase in the score 0.64 times the teacher's work environment score at a constant point of 37.42.(Pratiwi AD, 2016) The level of the influence of the work environment on the teacher's work discipline can be shown from the correlation coefficient of 0.514. The correlation coefficient matrix in the path

analysis of the work environment on teacher job satisfaction obtains p21 = 0.51 > 0.05 meaning that p21 is significant at the correlation coefficient of 0.514 this means that hypothesis 1 is tested, meaning that the better the teacher's work environment, the better the teacher's work discipline . The coefficient of determination of 0.2641 means that 26.41% of the variance of the Teacher Work Discipline variable is explained/determined by the Work Environment variable. Thus it can be said that between the work environment and. work discipline individually or jointly can make a very significant contribution in efforts to increase teacher job satisfaction, so it is hoped that the results of this research can be used as a reference in building schools in accordance with national education goals

The Effect of Work Discipline on Teacher Performance

Based on the results of path analysis which shows the influence of work discipline (X1) directly affects the performance of teacher employees (Y) by obtaining the path coefficient value of the original sample path (O) 0.652 the T statistic value for the work environment is 2.677. The T statistic value is greater than 1.96. While the P Values are 0.007 or > 0.5. Thus it can be concluded that work discipline has a significant effect on the performance of teacher employees. So the hypothesis which states that work discipline has a positive and significant effect on the performance of teacher employees is accepted (Ha2)

These results are in accordance with previous research according to Alfenti Debyan Pratiwi which proves that the results of this study indicate that there is a positive and significant relationship between work discipline (X2) and teacher performance in learning (Y) at SMK Bhakti Karya 1 Magelang, this is evidenced by the value of rcount greater than rtable (0.760> 0.355) and a significance value of 0.000, which means less than 0.05 (0.000 <0.05). (Iskandar, 2018) The effective contribution of the work discipline variable is 16.75%. Thus it can be said that the higher the teacher's work discipline, the higher the level of teacher performance achieved. Work discipline is very important for teachers. With teacher discipline, teaching and learning activities in schools will be orderly, organized and directed. On the other hand, in schools where discipline is low, the teaching and learning activities will also take place in an orderly manner, as a result, the quality of the school's education will also be low. Teacher discipline must be instilled continuously. By carrying out regular discipline, the discipline will become a habit and become a culture. Thus, the better the work discipline of teachers, the better the performance of teachers at SMK Bhakti Karya 1 Magelang.

The influence of the work environment on teacher performance through work discipline

The results of this study indicate that the influence of the work environment (X1) on teacher employee performance (Y) can be influenced by the work discipline factor (X2) with the original sample path coefficient value (0) 0.549. the value of the T statistic is 2,548 the value of the T statistic is greater than 1.96. Meanwhile, P values of 0.011 <0.05 mean that the work environment exogenous variable (X1) on teacher employee performance variables is in a strong and significant category, so the hypothesis is accepted (Ha4). Thus it can be concluded that there is a significant influence between work environment variables (X1) on teacher employee performance (Y) through work discipline variable (X2)

These results are in accordance with previous research according to Iskandar Silvia (2018) which proves that together there is a positive and significant influence between the school environment, work discipline and principal leadership on teacher performance at SMK N 4 Padang, meaning that the better the school environment, discipline the work and leadership of the principal, the better the teacher performance of SMK N 4 Padang will be.[20] The contribution of the joint influence of school environment variables, work discipline and principal leadership on teacher performance is 83.8% and the other 16.2% is influenced by other variables not examined such as school climate, motivation, organizational culture, education, development career, supervision, work ethic, commitment, competence and others. The school environment has a major influence on teacher performance, because a good school environment, both physically and non-physically, will create a conducive teaching atmosphere and harmonious relationships for all school members so that it will improve teacher performance and improve the quality of student learning outcomes. . Work discipline also affects teacher performance, because with discipline a teacher will be disciplined in working hours, obeying and obeying rules and regulations and discipline in increasing cooperation.

Conclusion

Based on the data that has been obtained and examined in this study, the influence of the work environment and work discipline on teacher performance at Bina Sejahtera 3 Vocational High School, Bogor City, totaling 34 teachers, can be concluded as follows: 1) the work environment variable (X1) has no effect on teacher performance (Y) which is proved by a T-count value of 0.125, the value is not significant with p-values 0.901 <0.05 which means Ho1 is accepted and Ha1 is rejected. 2) the work discipline variable (X2) has an effect on teacher performance (Y) which is verified by T count 2.677, a significant value with p values 0.007 <0.05 which means Ha2 is accepted and Ho2 is rejected. 3) the work environment variable (X1) has an effect on work discipline (X2) which is tested with a T-value of 16,068, with a significant value of p-values 0.000 <0.05, which means Ha3 is accepted and Ho3 is rejected. 4) the work environment variable (X1) through work discipline (X2) influences the performance of teacher employees (Y) with a T-value of 2.548, with a significant p-value of 0.011 <0.05, which means that Ha4 is accepted and Ho4 is rejected. Which means that the indirect relationship (indirect) to the work environment variable (X1) through work discipline on the performance of teacher employees is very moderate and related.

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