

The Effect of Work Environment and Learning Management on Teacher Performance Mediated by Teaching Activities

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ABSTRACT

Keywords:

*Work environment;
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teaching activities.*

This study attempts to see how much the work environment, learning management, and teaching activities influence teacher performance in SMK Telkom Malang. Using a descriptive correlational research design method, in which the goal of the study is to characterize the existing variables before looking for relationships between them. The total respondent of this research was 75 teachers and academic support personnel, it is clear that the work environment and learning management have a significant impact on teacher performance. The efficiency of teaching activities, on the other hand, mediates the work environment and learning management and has a major impact on teacher performance

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INTRODUCTION

The 1945 Constitution, which was later explained in Law states that the vision of National Education is to create a national education system towards empowering Indonesian citizens for quality and productive individuals in the future which is rapidly changing. Teacher performance will be a critical factor in achieving educational goals in schools. The teachers' performance will also reflect the state of the school, whether it appears to be more active or not (Warsah, 2018). The ability of each teacher to carry out their tasks and obligations will be determined by this teacher's performance. It can also reveal a work pattern that can help to improve the quality of school education. The government continues to work to improve teacher effectiveness in a variety of ways. According to the Regulation of the Minister of National Education, teacher

performance is defined as a teaching achievement resulting from the activities of teachers in their main tasks and functions in real terms, as a logical consequence of a professional in the field of education. Burhanuddin *et al.* (2016), states that teacher performance is a description of the quality of work owned by teachers and is manifested in the mastery and application of teacher competencies. From the above definition, it can be concluded that teacher performance is essentially a description of the mastery and application of one's competence in an effort to actualize the duties and roles of a teacher. Mangkunegara's (2007) opinion related to performance is derived from the words "job performance" or "actual performance", where the quality and quantity of work produced by a person in carrying out tasks in accordance with his responsibilities. The performance of a teacher who is declared to have passed the certification test, specifically related to teaching and learning activities is related to the quality of education. On the other hand, the quality of learning is a parameter of the quality of education as a result of student learning (Yusrizal *et al.*, 2011). One of the teacher's performances is reflected in student learning achievement. A supportive learning situation is a requirement for teachers in managing the learning process. With these conditions, students' creativity can develop (Yusuf, 2014).

According to Saefullah (2012), management is given the meaning as a process of leading and leadership, as an activity to manage an organization. Everything that is done or activities that occur both physically and non-physically is defined as an activity. Another opinion was conveyed by (Sriyono, 2008) who argues that activity is all activities carried out both physically and spiritually. From these references, it can be concluded that activity is a personal activity that can be carried out physically or spiritually or can be in the form of physical or non-physical activities. SMK Telkom Malang is a private school that was founded in 1992 and is now a fairly large school with 75 teachers and 1,543 students. The skill program of SMK Telkom Malang until now only focuses on two programs, namely Software Engineering (RPL) and Computer and Network Engineering (TKJ). Based on research that has been done by (Budiman, 2013) it is concluded that teachers who have competence, if able to choose the right methods and media in learning will be able to present a lesson in a solid blend. Tahir *et al.* (2016) has conducted research with the aim of improving teacher learning performance through the Continuous Performance Improvement (PKB) program where this research has implications for increasing motivation, professional commitment, and teacher learning performance in the classroom. Based on the results of previous studies that are relevant to this research conducted by Eko (2006) stated that the physical work environment has a significant effect on job satisfaction, the non-physical work environment has a significant effect on job satisfaction, the physical work environment has a significant effect on performance, the non-physical work environment has a significant effect on job satisfaction. performance and satisfaction have a significant effect on employee performance. Therefore, this research aims to investigate the influence between work environment and learning management on teacher performance mediated by learning activities.

LITERATURE REVIEW

The working environment, according to Sedarmayanti (2011) includes all tools and materials used, the surrounding environment in which a person works, his or her work practices, and work arrangements, both individually and in groups. Hidayat & Taufik (2012) states that the work environment is the state of the teacher's workplace both physically and not physically that can affect employees at work. According to Sedarmayanti (2007), indicators of the work environment include physical workspace (work equipment and work atmosphere) and non-physical workspace (superior relationship, a co-worker relationship, and subordinate relationship). Research by Arianto (2013) results indicates that the physical work environment and non-physical work environment have a significant influence on employee performance.

Management defines the processes and activities of implementing business to lead and show the direction of carrying out the tasks of an organization in realizing the goals that have been set. Husnaini (2006) said that teaching and learning activities are a series of activities where there are a teacher and student activities based on two-way communication that takes place educatively in achieving certain targets. It can be concluded that learning management is a managing activity consisting of a process of planning, organizing, implementing, and evaluating programs related to the learning process to achieve the target. In teaching and learning activities, the work environment must be considered to maintain teacher comfort where the aim is to improve teacher performance. Comfortable environmental conditions are also needed in learning, so as to optimize teaching activities in schools. Based on previous research conducted by Pratiwi & Ismaniati (2017) there was a significant influence between classroom management on student learning outcomes. Arikunto (2013) also stated that implementing the learning management function supports the effectiveness of the teaching and learning process going quite well.

In addition to the work environment, mastery of learning management itself is also needed in order to achieve targets and achieve school learning objectives effectively and efficiently. According to Djamarabahri (1997) in teaching and learning activities there are several learning components that are interrelated with one another consisting of teachers, students, learning materials, learning methods, learning media, and learning evaluation. Ratnawati *et al.* (2018) show that learning management has a positive and significant effect on teacher performance in realizing student learning achievement. Pasaribu *et al.* (2020) confirms that teaching activities have a significant effect to help teacher performance. Based on Melianah's *et al.* (2020) research (2020) there is a significant effect of the work environment and teacher work motivation together on teacher performance. According to Ratnawati's *et al.* (2018) which examines the effect of learning management on teacher performance in realizing student learning achievement, it is concluded that student learning achievement can be realized properly, namely by implementing optimal teacher performance and learning management that is carried out effectively and efficiently. Each teacher has a different level of satisfaction and schools must be able to balance so that every teacher in the school can achieve satisfaction either individually or in groups. When the teacher achieves job satisfaction, the teacher will carry out his duties and responsibilities with enthusiasm so that this will also have an impact on improving his performance. Therefore, the hypothesis is found as follows:

- H1: The work environment affects learning activities
 H2: The work environment affects teacher performance
 H3: Learning management affects learning activities
 H4: Learning management affects teacher performance
 H5: Learning activities affect teacher performance
 H6: The work environment affects teacher performance mediated by learning activities
 H7: Learning management affects teacher performance mediated by learning activities.

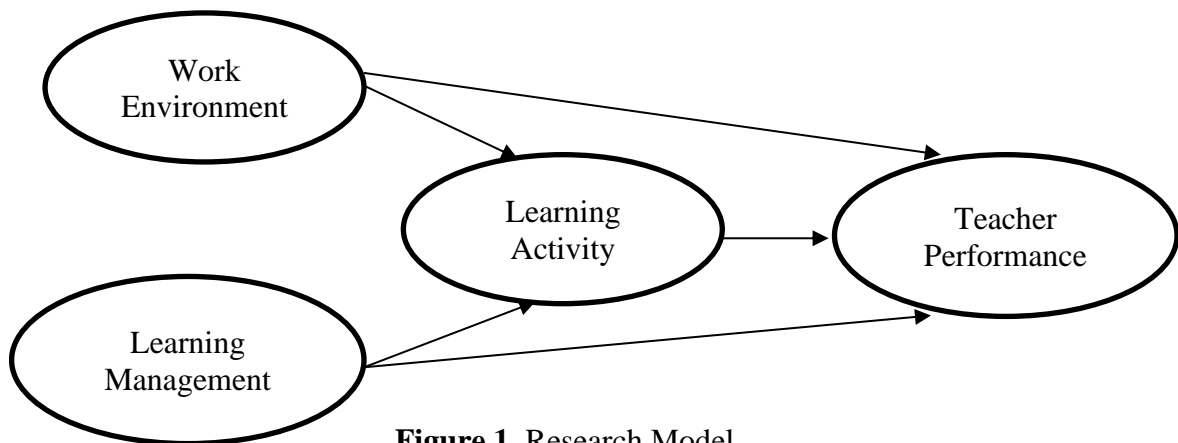


Figure 1. Research Model

RESEARCH METHOD

This research uses correlational descriptive research. Descriptive research is research that aims to describe a phenomenon based on data. While correlational research is research that aims to detect the extent to which variations in a factor are related to variations in other factors based on their correlation coefficient (Husnaini, 2006). The population in this study were all teachers of SMK Telkom Malang, amounting to 75 people. This study uses the Total Sampling technique, namely, the sampling is carried out as a whole population (Sugiyono, 2011). Data measurement using a questionnaire that is divided into two sections. The first section consists of the respondent demographic and the second section measures the research variables such as work environment, learning management, teaching activities, and teacher performance. Five-point Likert scale was used for this research, ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument testing in this study used validity and reliability tests in which the results of the questionnaires distributed were valid and reliable. The analytical technique used in this research is a structural equation model (Structural Equation Modeling-SEM) based on Partial Least Square (PLS). Three steps of analysis data (outer model evaluation, inner model evaluation, and hypotheses test) were taken.

RESULT AND DISCUSSION

The respondent's profile consists of gender, age, and education which can be seen in Table 1 below:

Table 1. Respondent's Profile

No	Content	Frequency	Percentage
Gender	Male	43	57.33%
	Female	32	42.66%
Age	21 – 30	30	40.00%
	31 – 40	23	30.66%
	41 -50	18	24.00%
	>50	4	5.33%
Education	High School / Diploma	3	0.04%
	Bachelor	59	78.66%
	Master	13	17.33%

The results of convergent validity are seen in the outer loading value of each indicator, if the outer loading value is > 0.5 then the indicator is declared convergent valid. Convergent Validity test results are presented in the following table:

Table 2. Result of Convergent Validity

Variable	Indicator	Outer Loading	Information
Work Environment	X1.1	0.728	Valid
	X1.2	0.700	Valid
	X1.3	0.769	Valid
	X1.4	0.728	Valid
	X1.5	0.738	Valid
	X1.6	0.727	Valid
	X1.7	0.830	Valid
	X1.8	0.742	Valid
	X1.9	0.720	Valid
	X1.10	0.764	Valid
	X1.11	0.704	Valid
	X1.12	0.705	Valid
	X1.13	0.709	Valid
	X1.14	0.764	Valid
	X1.15	0.733	Valid
	X1.16	0.714	Valid
Learning Management	X2.1	0.733	Valid
	X2.2	0.758	Valid
	X2.3	0.707	Valid
	X2.4	0.711	Valid
	X2.5	0.737	Valid
	X2.6	0.772	Valid
	X2.7	0.731	Valid
	X2.8	0.796	Valid
	X2.9	0.705	Valid
	X2.10	0.714	Valid
Teacher Performance	Y1	0.785	Valid
	Y2	0.706	Valid
	Y3	0.749	Valid
	Y4	0.801	Valid
	Y5	0.748	Valid
	Y6	0.736	Valid
	Y7	0.707	Valid
	Y8	0.725	Valid

Variable	Indicator	Outer Loading	Information
Learning Activity	Y9	0.741	Valid
	Y10	0.735	Valid
	Y11	0.719	Valid
	Y12	0.741	Valid
	Z1	0.723	Valid
	Z2	0.701	Valid
	Z3	0.716	Valid
	Z4	0.722	Valid
	Z5	0.788	Valid
	Z6	0.734	Valid
	Z7	0.756	Valid
	Z8	0.716	Valid
Z9	0.707	Valid	
Z10	0.710	Valid	
Z11	0.711	Valid	
Z12	0.790	Valid	

The results of discriminant validity seen in the AVE value must be greater than 0.5, and the value of the square root of the variance extracted (AVE) in each variable must be greater than the correlation value of the other variables so that the data can be said to be valid discriminant. The results of discriminant validity testing in the study are presented in the following table:

Table 3. Result of Discriminant Validity

Variable	AVE	$\sqrt{\text{AVE}}$	Information
Work Environment (X1)	0.535	0.732	Valid
Learning Management (X2)	0.550	0.742	Valid
Teacher Performance (Y)	0.543	0.737	Valid

The results of composite reliability are declared reliable if each variable has a composite reliability value > 0.7 . The results of the composite reliability test are presented in the following table:

Table 4. Result of Composite Reliability

Variable	Composite Reliability	Information
Work Environment (X1)	0.932	Reliable
Learning Management (X2)	0.936	Reliable
Learning Activity (Z)	0.950	Reliable
Teacher Performance (Y)	0.913	Reliable

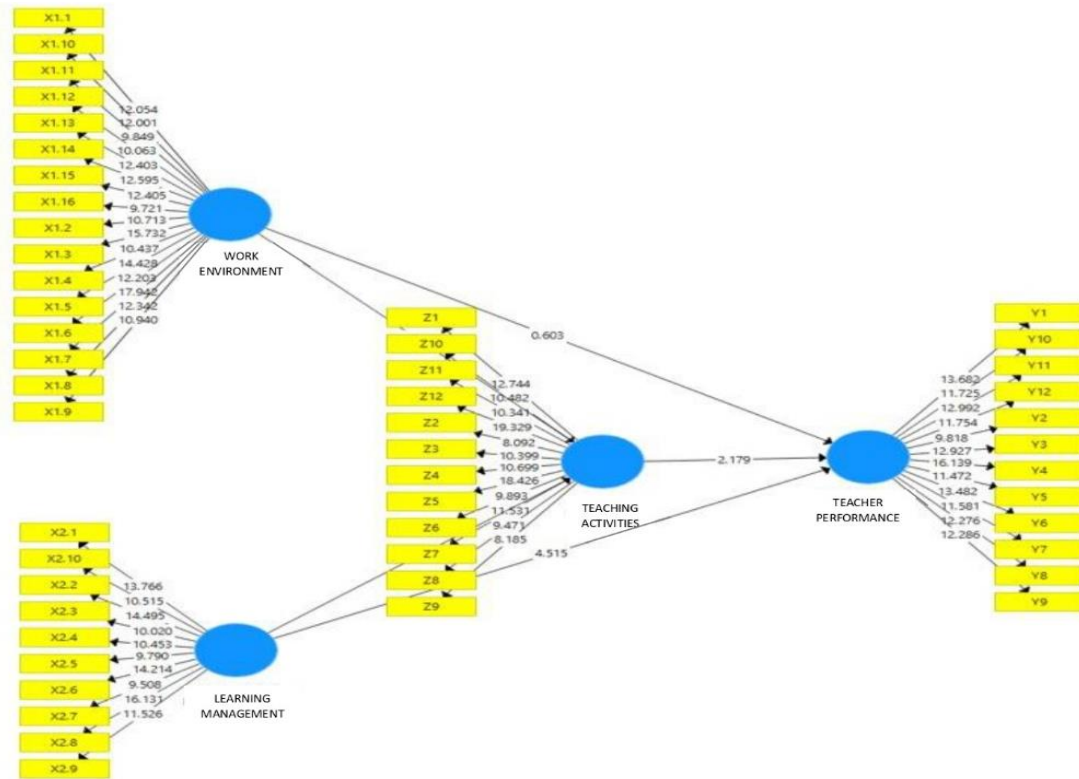


Figure 2. Hypotheses Result

Table 5. Hypotheses Testing Result

Variable	Original Sample (O)	T-Statistics	P-Values	Information
Learning Activity → Teacher Performance	0.323	2.179	0.015	Significant
Work Environment → Learning Activity	0.608	5.046	0.000	Significant
Work Environment → Teacher Performance	0.113	2.603	0.027	Significant
Learning Management → Learning Activity	0.261	2.481	0.007	Significant
Learning Management → Teacher Performance	0.561	4.515	0.000	Significant
Work Environment → Learning Activity → Teacher Performance	0.196	1.844	0.033	Significant
Learning Management → Learning Activity → Teacher Performance	0.084	1.693	0.005	Significant

The first hypothesis examines the direct effect of the work environment on teaching activities and based on the research results obtained t-statistics of 5.046 > t-table 1.665 and p-values 0.000 < 0.05, it can be said that there is a significant and positive influence on the work environment on teaching activities, therefore for H1 in this study is accepted. The results of this study strengthen the findings of previous research conducted by Arianto (2013) which states that the work environment has a positive and significant effect on teacher performance. Creating a safe and comfortable work environment is important so that it will have an impact on teaching activities because one form of safe and comfortable teaching activities is the existence of adequate facilities to support the learning process and guarantee security during the learning process. The second hypothesis examines the direct effect of the work environment on teacher

performance, and based on the research results obtained t-statistics of $2.603 > t\text{-table } 1.665$ and p-values $0.027 < 0.05$, it can be said that there is a significant and positive influence on the work environment on teacher performance, therefore H2 in this study is accepted. The third hypothesis examines the direct effect of learning management on teaching activities, and based on the results of the study obtained t-statistics of $2.481 > t\text{-table of } 1.665$ and p-values of $0.007 < 0.05$, so it can be said that there is a significant and positive influence on learning management on teaching activities, so H3 in this study is accepted. The results of this study strengthen the findings of previous research conducted by Budiman (2013), Pratiwi & Ismanati (2017) and Arikunto (2013) which states that teachers who have competence, if they are able to choose the right methods and media and indeed have their own characteristics, will be able to present effective learning. The fourth hypothesis examines the direct effect of learning management on teacher performance, and based on the research results obtained with t-statistics of $4.515 > t\text{-table of } 1.665$ and p-values of $0.000 < 0.05$, it can be said that there is a significant and positive influence on learning management on teacher performance, furthermore H4 in this study is accepted. The results of this study strengthen the findings of previous research conducted by Tahir *et al.* (2016) and Ratnawati *et al.* (2018) which shows that learning planning management has a positive effect on teacher performance.

The fifth hypothesis examines the direct effect of teaching activities on teacher performance and based on the results of the study obtained t-statistics of $2.179 > t\text{-table } 1.665$ and p-values of $0.015 < 0.05$, so it can be said that there is a significant and positive influence on teaching activities on teacher performance. The results of this study strengthen the findings of previous research conducted by Pasaribu *et al.* (2020). The sixth hypothesis examines the indirect effect of the work environment on teacher performance through teaching activities and based on the results of the study obtained t-statistics of $1.884 > t\text{-table of } 1.665$ and p-values of $0.033 < 0.05$, so it can be said that there is a significant and positive influence on the environment. Work on teacher performance through teaching activities, therefore for H6 in this study is accepted. The results of this study strengthen the findings of previous research conducted by Melianah *et al.* (2020) that there is a significant effect of the work environment and teacher work motivation together on teacher performance. The seventh hypothesis examines the indirect effect of learning management on teacher performance through teaching activities and based on the results of the research, t-statistics are $1.693 > t\text{-table } 1.667$ and p-values are $0.005 < 0.05$, so it can be said that there is a significant and positive effect on learning management and teacher performance through teaching activities, therefore H7 in this study, is accepted. The results of this study strengthen the findings of previous research that has been carried out by Ratnawati *et al.* (2018) which examines the influence of learning management on teacher performance in realizing student learning achievement, concluding that student learning achievement can be realized properly, namely by implementing optimal teacher performance and implementing learning management effectively and efficiently.

CONCLUSION

The relationship between work environment and learning management on teacher performance, as mediated by learning activities, is investigated in this study, which focuses on teachers and staff in SMK Telkom Malang. Through this study, the confirmation and explanation of this case strengthen some previous studies about the importance of having good learning activities, learning management, and work environment and its relation to teacher performance. The finding of this research indicated that all of the hypotheses were accepted and significant effect. There is a positive and significant influence on the work environment on teacher performance through teaching activities, meaning that the better the existing work environment, the better the teacher's performance will lead to better teaching activities. There is a positive and significant influence on learning management on teacher performance through teaching activities, meaning that the better the existing learning management, the better the teacher's performance will lead to better teaching activities.

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