The Influence of the Work Environment on Teacher Performance in State Vocational Schools throughout Payakumbuh City

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A R T I C L E   I N F O

A B S T R A C T

This research aims to obtain information about teacher performance and the work environment as well as the relationship between the work environment and teacher performance. The hypothesis proposed in this research is "there is a significant relationship between the work environment and teacher performance in State Vocational High Schools (SMKN) throughout Payakumbuh City." The population of this study consisted of 361 teachers, and a sample of 84 teachers was taken using the Stratified Random Sampling technique. Data was collected through a questionnaire that had been tested for validity and reliability. Data analysis uses the Product Moment correlation technique with the help of SPSS version 29.0 in 2024. The research results show that: (a) Teacher performance is quite good (79.94% of the ideal score), (b) the work environment is quite conducive (76,9% of the ideal score), and (c) there is a significant relationship between the work environment and teacher performance in State Vocational High Schools (SMKN) throughout Payakumbuh City.

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1. INTRODUCTION

Education plays a crucial role in building society, as stated in Law No. 20 of 2003 concerning the National Education System, which addresses the fair distribution of educational opportunities, the improvement of education quality, and the efficiency of educational administration. All of these are necessary to meet the growing needs in local, national, and global life. Renovating the education system in a planned, targeted, and sustainable manner is one of the steps currently being taken to address these needs.

To realize the function of education, schools as educational institutions have an important role in producing highly competent human resources (HR). Schools are required to make a positive contribution to the development and enhancement of human resources. Therefore, to produce quality human resources, it is necessary to have teachers and educational staff who master various types and levels of expertise according to the needs of various development sectors, including education development at all levels.

In the field of education, teachers are considered the most important and decisive component of the entire education system and must receive central attention. The figure of a teacher will always be a strategic focus when discussing education because teachers are connected to all components within the education system.

Teachers are expected to carry out the tasks and responsibilities entrusted to them to the best of their abilities, thus creating high teacher performance, achieving student success in schools, and fulfilling school objectives. According to Ruky (2002), in Ermita & Anisah (2013), "Performance is the record of outcomes obtained from certain job functions or activities over a certain period."

Wahdjosumidjo (2002) defines performance as the measurable contribution, both qualitative and quantitative, to the achievement of group goals within a work unit.

According to Supardi (as cited in Widagdo et al., 2020), performance is an activity carried out by an individual in executing and completing their tasks and responsibilities in accordance with the established expectations and objectives. Simply put, performance can be understood as a person's work demonstration, shown through their appearance, actions, and achievements, which is the accumulation of the competencies they possess.

Meanwhile, Masrum (2021) states that performance is everything that is achieved, the accomplishments displayed, and work capability. The presence of workers with high performance will provide favorable conditions for their workplace, whereas if workers demonstrate low performance, the workplace will also be affected.

From the expert opinions above, it can be concluded that performance is the work process undertaken to achieve the desired goals. When linked to teachers, teacher performance refers to the work process of teachers in managing the learning process that is their responsibility to achieve educational goals.

The success of a teacher is reflected in the results of their work in performing the tasks assigned to them. This means that a teacher cannot successfully carry out their duties without having good performance. Muhlisin (2009) stated that "Teacher performance is very important to be taken into account because teaching is a professional duty, meaning that these tasks can only be carried out with specific competencies obtained through educational programs" (Ermita & Anisah, 2013).

A teacher's performance in completing their duties is significant because it reflects whether the teacher has good performance in a particular job. Teachers are an influential component of education, and they are the main actors in the learning process. If a teacher does not have good performance, the teaching and learning process will be disrupted since a teacher is an educator who imparts values and serves as a guide to students throughout the teaching and learning process (Yunus et al., 2021).

Teacher performance is essentially the performance carried out by teachers in fulfilling their duties as educators. The quality of a teacher's performance greatly determines the quality of education. This is because teachers are the ones who most frequently interact directly with students during the education or learning process in educational institutions (Selvia et al., 2021).

According to Pianda (2018), teacher performance assessment consists of several components that serve as tools for evaluating teacher performance. According to the Department of Education and Culture, teacher evaluation tools are divided into three components: 1) Assessment in lesson planning; 2) Assessment in lesson implementation; and 3) Assessment of interpersonal relationships and communication.

Furthermore, according to Widya (2019:19), teacher performance indicators include: 1) The ability of teachers to create lesson plans; 2) Mastery of the material to be delivered during the teaching and learning activities; 3) Mastery and selection of approaches, methods, and strategies; 4) Assignment of meaningful tasks to students; 5) Classroom management skills; and 6) Evaluation capabilities in each lesson.

Based on the above expert opinions, the author chose several indicators of teacher performance in this study: 1) Lesson planning, 2) Lesson implementation, and 3) Evaluation implementation.

Bunghart and Trull, as cited in Sagala (2006), stated that Planning is the beginning of all rational processes and contains an optimism based on the belief that various problems can be solved in the context of learning. Learning planning is defined as the process of organizing teaching materials, using learning media, and utilizing learning approaches or methods within an allocated time frame that will be implemented in the upcoming semester to achieve predetermined goals.

In Mulyasa (2007), a teacher's tasks in preparing lesson plans are divided into three: 1) Preparing a learning program, which provides direction for other programs. Programs prepared by teachers include the annual program (Prota) and semester program (Prosem); 2) Creating a syllabus/ATP (in the Merdeka Curriculum, the term syllabus is replaced with Learning Objective Flow or ATP), which serves as a guide for teachers and students in achieving the learning objectives (CP) at the end of each phase; and 3) Creating lesson plans or teaching modules. According to the Ministry of National Education Regulation No. 41 of 2007, lesson plan components include: a) Subject identity; b) Competency standards; c) Basic competencies; d) Learning objectives; e) Competency achievement indicators; f) Teaching materials; g) Learning methods; h) Learning steps; i) Tools/materials/learning resources; and j) Assessment.

Teacher competence in conducting learning activities is highly crucial, as teaching represents the core of educational implementation, characterized by classroom management, media use, learning resources, methods, and strategies. This is outlined in the Minister of Education and Culture Regulation Number 22 of 2016 concerning the Standard Process of Primary and Secondary Education, Chapter IV

on the implementation of learning. The implementation of learning is the application of the lesson plan (RPP), which includes several activities: 1) preliminary activities, 2) core activities, and 3) closing activities.

The evaluation of learning outcomes is a technique aimed at determining the achievement of learning objectives and the management of the teaching process. Teachers are required to have skills in determining evaluation approaches and types, preparing evaluation tools, processing, and using evaluation results. Without evaluation, it is impossible to know how far students have succeeded. Thus, the general purpose of evaluation in education is to measure the level of success of a program. According to Sri (2021), the steps in learning evaluation are: 1) Evaluation planning, 2) Evaluation implementation, 3) Data processing, 4) Reporting of evaluation results, and 5) Implementation of remedial and enrichment programs.

Barnawi & Arifin (2014) stated that teacher performance is influenced by two main factors: internal and external factors. Internal factors originate within the teacher, such as interest, ability, skills, responsibility, personality, perceptions, work experience, length of employment, motivation to become a teacher, educational background, and family background. On the other hand, external factors that affect teacher performance include salary, work environment, facilities, and leadership.

To produce good teacher performance, special attention must be paid to all factors influencing performance, including the work environment. In the workplace, the work environment is one of the key factors influencing performance. According to Nitisemito (2009), the work environment includes everything surrounding the teachers that can influence them in carrying out their duties. The work environment creates a bond between the individuals involved in it.

According to Nitisemito (2009), the work environment is everything surrounding employees that can influence them in carrying out the tasks assigned to them. As stated by Mulyasa. Enco (2013), the work environment can create a binding working relationship between the people within it. The work environment in an organization is significant for the individuals working within it, as the environment will affect their job satisfaction. (Rifa Elfita, Zulhaini, 2019).

A conducive work environment is crucial because it boosts enthusiasm, productivity, and enhances teacher performance. Barnawi & Arifin (2014b) pointed out that the work environment can be seen as a situational factor that influences teacher performance, both directly and indirectly. Similarly, Moenir (2007:119) explains that the primary functions of a work environment are to: expedite the work process, save time, increase productivity, create a sense of comfort, and foster satisfaction among those involved.

The work environment is of great importance to teachers as it influences their performance. A positive work environment serves as the foundation for a school's success, providing the encouragement needed for teachers to achieve better results. Therefore, schools must create a conducive work environment to ensure educational goals are achieved as expected.

According to Sedarmayanti, as cited in Suswanto (2009), there are two types of work environments: 1) Physical work environment and 2) Non-physical work environment. The physical work environment refers to all physical conditions surrounding the workplace that can affect employees, either directly or indirectly. Components of the physical work environment include lighting, air temperature, noise, movement space, and security. According to Rasto (2015), components of the physical work environment include lighting, color, ventilation, noise, cleanliness, and decoration. Rahmawati, P. et al., (2014) added that elements of the physical work environment include lighting, air circulation, color, cleanliness, and security. Nitisemito (2010) also stated that elements of the physical work environment include color, cleanliness, air circulation, lighting, and security.

Sedarmayanti (2011) defines the non-physical work environment as conditions related to work relationships, whether between subordinates and superiors, or among colleagues. Indicators of the non-physical work environment include: 1) Teacher-principal relationships, and 2) Teacher-colleague relationships.

Based on expert opinions, the indicators of the work environment are: 1) Physical work environment, including lighting, color design, air quality, noise, and security, and 2) Non-physical work environment, including relationships between subordinates and superiors, and relationships among colleagues.

To support this research, previous studies such as (Djafar et al (2021) titled "The Influence of the Work Environment on Teacher Performance at MTs Madani Pao-Pao" provide relevant data. The study aimed to determine the work environment and teacher performance at MTs Madani Pao-Pao and to examine the influence of the work environment on teacher performance. The categorization of teacher performance revealed that 9% of respondents rated teacher performance at MTs Madani Pao-Pao as low, while 66% rated it as moderate, and 25% rated it as high. Additionally, the study found that 58% of respondents categorized the work environment as moderate, 25% as low, and 17% as high. The results

indicated a significant influence of the work environment on teacher performance at MTs Madani Pao-Pao, with a t-value of 26.146 compared to a t-table value of 1.812 at a 5% significance level.

From the previous study, it is evident that the work environment plays a significant role in enhancing teacher performance, as a good work environment can improve teacher performance and help achieve educational goals. Kasmir (2016) supports this by stating that a comfortable and calm work environment can improve work results because it allows people to work without disturbances. Conversely, an uncomfortable or unsettling work environment can disrupt the work atmosphere.

Based on observations at schools, it was found that teacher performance is still low, possibly due to an unfavorable work environment. The observed issues include: 1) Teachers not fully preparing lesson plans, evidenced by some not using teaching modules. 2) Teachers not using varied teaching methods, making the learning process boring. 3) Some teachers only conduct evaluations during exams, which results in students being unprepared for upcoming lessons. 4) Some teachers have not been able to provide follow-up actions, such as enrichment and remedial programs for students who have not met competency standards, hindering learning goals. 5) Poor lighting in some classrooms, making it difficult for students to read the lessons on the board. 6) Dull and uninspiring color designs in teachers' rooms, making the atmosphere seem gloomy. 7) Poor air temperature in some classrooms, making it difficult for teachers to create a creative and interactive learning environment. 8) Noise disturbances from nearby welding workshops affecting classroom teaching. 9) Insecurity due to the teacher's room being accessible to anyone, including students and street vendors. 10) Lack of harmony among teachers, leading to the formation of cliques and gossip, resulting in a tense working atmosphere. 11) Unharmonious relationships between teachers and superiors, leading to a tense working environment. 12) Teachers perceiving superiors as non-transparent or unfair in decision-making related to assessments and rewards. 13) Senior teachers not being professional in carrying out superior's tasks and adapting to new school policies, affecting the effectiveness of the work environment.

These issues highlight the need to improve the work environment to support teacher performance. Therefore, the researcher is interested in studying "The Influence of the Work Environment on Teacher Performance in State Vocational Schools in Payakumbuh City."

The objectives of this research are: 1) To obtain information about teacher performance in State Vocational Schools in Payakumbuh City, 2) To gather information about the work environment in State Vocational Schools in Payakumbuh City, and 3) To determine whether there is an influence of the work environment on teacher performance in State Vocational Schools in Payakumbuh City.

2. METHOD, DATA, ANALYSIS

This research employs a quantitative method. Quantitative research involves collecting, processing, analyzing, and presenting data objectively and systematically. The quantitative research method is used to obtain results that explain phenomena or problems by collecting numerical data that is analyzed through statistical methods. This aligns with the objective of this research, which is to determine whether there is an effect of the work environment on teacher performance at vocational schools in Payakumbuh City. Given the research objective, quantitative research is deemed appropriate for explaining the relationship between variable X (Work Environment) and variable Y (Teacher Performance).

The research population consists of all teachers at vocational schools in Payakumbuh City, totaling 361 individuals. The sample size is 84 people, selected using Stratified Random Sampling technique. The types of data used in this study are primary data, with the source being teachers. Data were collected using a questionnaire and analyzed using correlation techniques with the help of SPSS Version 29.0 for Windows.

3. RESULT AND DISCUSSION

Result

Description of Teacher Performance Data at Vocational Schools in Payakumbuh City

The data for the teacher performance variable were collected by distributing a questionnaire containing 40 items to 84 teachers who participated in this study. The teacher performance variable obtained a score of 200 for the highest score and 125 for the lowest score. Using SPSS 29.0 for Windows, the mean score was 159.88, the median was 159, the mode was 171, and the standard deviation was 20.817.
Based on the data analysis, the results are as follows:

Table 1. Teacher Performance Indicator Achievement Levels

No	Aspect Studied	Average Score	idx TCR	Category
1	Lesson Planning	4,154	83,08	Good
2	Implementing Lessons	4,037	80,74	Good
3	Evaluating Lessons	3,800	76	Fairly Good
	TOTAL	11,991	239,82	Fairly Good
	AVERAGE	3,997	79,94%	

The highest average score is found in the indicator of Lesson Planning at 4.154 with a percentage of 83.08%, while the lowest average score is found in the Evaluating Lessons indicator at 3.800 with a percentage of 76%. Overall, the average teacher performance score at vocational schools in Payakumbuh City is 3.997 with a percentage of 79.94%, indicating that teacher performance is quite good.

Description of Work Environment Data at Vocational Schools in Payakumbuh City

Data for the work environment variable were collected by distributing a questionnaire containing 30 items to 84 teachers participating in this study. The scores for the work environment variable ranged from 146 for the highest score to 89 for the lowest score. The ideal maximum score is 150 and the ideal minimum score is 30. Based on the data processed using SPSS 29.0 for Windows, the average score is 115.04, the median is 116.5, the mode is 117, and the standard deviation is 14.299.

Table 2. Work Environment Indicator Achievement Levels

No	Aspect Studied	Average Score	idx TCR	Category
1	Physical Work Environment	3,807	76,14%	somewhat conducive
2	Non-Physical Work Environment	3,886	78%	somewhat conducive
	TOTAL	7,693	155	somewhat conducive
	AVERAGE	3,846	76,9%	

The highest average score is found in the Non-Physical Work Environment indicator at 3.886 with a percentage of 78%, while the lowest average score is in the Physical Work Environment indicator at 3.807 with a percentage of 76.14%. Overall, the average score for the Work Environment at vocational schools in Payakumbuh City is 3.846 with a percentage of 77.07%, indicating that the work environment is somewhat conducive.

Linearity Test

The linearity test for variables in this study used ANOVA. The results of the linearity test are shown in the following image:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
AGRESIFITAS * RELIGIUSITAS	Between Groups	(Combined)	22087.710	35	631.077	2.182	.006
		Linearity	13647.698	1	13647.698	47.190	<,001
		Deviation from Linearity	8440.012	34	248.236	.858	.677
	Within Groups		13882.100	48	289.210		
	Total		35969.810	83			

Figure 1. Linearity Test

Based on the classical assumption test for linearity, the probability for Deviation from Linearity Sig. 0.677 > 0.05 indicates a linear relationship between the independent variable and the dependent variable. This shows that the data for variable X and variable Y are linear.

Simple Linear Regression Test

To test or predict the effect of one variable on another, a simple linear regression test is used. The following table shows ANOVA results using SPSS 29.0 for Windows.

Table 3. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13647.698	1	13647.698	50.135	<,001b
	Residual	22322.112	82	272.221		
	Total	35969.810	83			

Based on the ANOVA table, there is a significant effect (real) of the work environment variable (x) on the teacher performance variable (y). The F-value is 50.135 with a significance level or probability of 0.001 < 0.05, indicating that the regression model can be used to predict the school climate variable. It can be concluded that there is a significant effect of the work environment variable (x) on the teacher performance variable (y).

Table 4. Results of Simple Linear Regression Test

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	57.221	14.680		3.898	<,001
	Religiusitas	.897	.127	.616	7.081	<,001

The regression coefficient value is 0.897. The regression equation obtained is Y = a + bX = 57.221 + 0.897X, indicating that the constant of 57.221 represents the value of the teacher performance variable (Y) when the work environment variable (X) is constant.

Hypothesis Test

To assess the impact of variable X on variable Y, the coefficient of determination (R^2) is tested. The coefficient of determination (R^2) result indicates how much leadership ability explains the school climate. The following table shows the determination value (R^2):

Table 5. Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616a	.379	.372	16.499

a. Predictors: (Constant), Lingkungan Kerja

b. Dependent Variable: Kinerja Guru

Based on the table, rhitung = 0.616 while rtabel = 0.212 (N=84) at a 5% significance level. Additionally, the percentage of influence of the independent variable (work environment) on the dependent variable (teacher performance), or the coefficient of determination (R²), is 0.379 or 37.9%. This means the impact of the work environment on teacher performance is 37.9%, while the remaining 62.1% is influenced by other variables.

Discussion
Teacher Performance

The analysis reveals that the teacher performance at vocational schools in Payakumbuh City falls into the "fairly good" category with a percentage of 79.94%. The analysis covered three indicators: lesson planning, implementing lessons, and evaluating lessons.

The research findings indicate that teacher performance is categorized as fairly good. This reflects that while the performance of teachers is satisfactory, there is room for improvement. From the performance data analysis, each indicator of teacher performance averaged 4, with a maximum score of 5, suggesting that further improvements are needed in each indicator.

The indicator with the highest average score is lesson planning, with a score of 4.154 and a percentage of 83.08%. This indicates that teachers are performing well in planning lessons, but there are still areas that need enhancement. The indicator includes sub-indicators such as preparing lesson plans, syllabus/ATP, and RPP/Teaching Modules. Observations reveal that some teachers are not fully optimizing their lesson planning. This is related to the sub-indicators, suggesting that lesson planning needs further refinement.

The next highest scoring indicator is implementing lessons, with a score of 4.037 and a percentage of 80.74%. The execution of lessons is crucial as it is central to the educational process. As noted in the background of this writing, there is a phenomenon where some teachers use repetitive teaching methods, leading to monotonous lessons and student disengagement.

The indicator with the lowest average score is evaluating lessons. The average score for this indicator is 4 with a percentage of 76%. This shows that while teachers' performance in evaluating lessons is generally good, there are still areas for improvement. Observations suggest that some teachers do not provide follow-up activities such as enrichment and remedial work for students who have not reached the competency standards, resulting in less effective learning outcomes.

Steps that teachers can take in evaluating lessons include:
1) Planning evaluations
2) Conducting summative evaluations
3) Processing data
4) Reporting evaluation results
5) Implementing improvement and enrichment programs

The research data show that the item with the lowest score is item number 37, with a percentage of 67.38%. The statement "I return students' graded work to show where their weaknesses lie" indicates that not all teachers are returning students' work. It is recommended that teachers improve this practice by returning all student assignments so that students can identify their weaknesses.

According to Kunandar (2013), the procedures for conducting assessments are as follows:
1) Teachers conduct assessments using procedures consistent with the assessment plan developed at the beginning of the learning activities.
2) Teachers ensure that tests and exams are free from cheating.
3) Teachers check and return students' work and provide educational feedback and comments.
4) Teachers follow up on the results, providing remedial and enrichment learning for students who do not meet the minimum competency criteria.
5) Teachers administer retests for students undergoing remedial or enrichment learning to make decisions based on the students' learning outcomes.

Based on the expert opinion above, teachers should return students' work with the aim of helping students understand their performance, including their strengths and weaknesses in understanding the material. This feedback assists students in correcting mistakes and improving their skills in the future

Work Environment

The analysis of the work environment at vocational schools in Payakumbuh City falls into the "fairly conducive" category, with a percentage of 76.9%. This analysis was conducted based on two indicators: physical work environment and non-physical work environment.

The work environment refers to factors surrounding individuals that significantly impact their work. In an educational institution, the work environment is crucial for the progress and success of

teachers in carrying out their duties. The work environment is a component that can be controlled depending on specific conditions.

The research results show that the school work environment is fairly conducive; however, it is expected that school members, especially leaders and teachers, will continue to improve the work environment. The average score for each work environment indicator in this study was 3.846 out of a maximum score of 5, indicating that the work environment still needs improvement through addressing each indicator.

The indicator with the highest average score is the non-physical work environment, with a score of 3.886 and a percentage of 77.72%. This indicator includes sub-indicators such as the relationship between teachers and their peers, and the relationship between teachers and supervisors. Observations reveal that some teachers still neglect aspects forming the non-physical work environment indicator. For example, some teachers experience interpersonal conflicts with their peers, which disrupts cooperation and collaboration among teachers.

The next indicator is the physical work environment, which received an average score of 3.807 and a percentage of 76.14%. Sub-indicators for the physical work environment include lighting, color schemes, air regulation, noise, and safety. The findings indicate that certain aspects of the physical work environment remain less conducive.

The data analysis shows that the lowest scoring item is item number 19, with a percentage of 62.38%, and the statement "The school has warning devices for accidents." This means that not all schools have provided warning devices for accidents.

A sense of safety is crucial for teachers in performing their duties, as safety at the workplace fosters a calm working environment. Such calm is necessary for teachers to optimize learning outcomes. Without guaranteed safety, anxiety and worry may arise, negatively impacting performance (Barnawi & Arifin, 2014b).

With warning devices in place, teachers feel safer, knowing there is a system to detect and alert them in case of unforeseen events.

4. CONCLUSION

The results of the analysis in this study conclude that: There is a positive and significant influence provided by the Work Environment on Teacher Performance in State Vocational Schools throughout Payakumbuh City. The results of the regression coefficient test show that there is a regression equation Y = 57,221 + 0,897X, meaning that the influence of variable This means that an increase or change in the work environment will be followed by an increase in teacher performance. This is followed by results regarding the work environment in State Vocational Schools throughout Payakumbuh City being in the quite conducive category, namely with an achievement level of 76,9% and teacher performance at State Vocational Schools throughout Payakumbuh City being in the quite good category, namely with an achievement level of 79,94%.

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