



The Effect of Teachers, Work Environment, and Work Satisfaction on the Performance of IPS Teachers of the Demak Regency

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Abstract

The purpose of this study is to find out whether there is a positive influence on teacher competence, work environment and job satisfaction on the performance of social studies teachers in the simultaneous learning process at Demak State Middle School. This type of research is descriptive quantitative research because it uses multiple linear regression analysis. Based on its classification, this study included a correlation study. Based on its nature, this research is basic research. According to the time, this type of research is a cross sectional survey. The population in this study were all Social Sciences teachers in Demak District Middle School, which numbered 118 Social Studies teachers. This study uses the proportionate stratified random sampling technique. Based on the results of the calculation, it was obtained that the R Square amounted to 0.521 or 52.1%, which meant that teacher competencies had an influence with a category of 52.1% on the performance of junior high school teachers. Based on the results of the calculation, it was obtained that the R Square amounted to 0.722 or 72.2%, which meant that the work environment had an influence with a category of 72.2% on the performance of junior high school teachers. Based on the results of the calculation obtained by the results of R Square of 0.722 or 79.0%, which means that job satisfaction has an influence with a category of 79.0% on the performance of junior high school teachers. Based on the calculation results obtained by the results of R Square of 0.865 or 86.5% which means that teacher competency, work environment and job satisfaction have an influence with a category of 86.5% on the performance of junior high school teachers, while the remaining 13.5% is influenced by other factors. The results of this study are expected to be useful, as a guide for principals in managing learning in the educational institutions they lead.

Keywords: Teacher Competence; Work Environment; Performance

Introduction

Education is the foundation in building the life of a nation. The condition of the nation in the future is determined by the paradigm of thinking that the society formed through a directed educational process will lead this nation towards a better civilization development. Conversely, the education process that is not directed, will only consume time, effort, and funds without any results.

Education must have clear objectives and its realization needs to be supported by human resources, facilities and infrastructure, and a conducive environment that is managed through a systematic and systemic process. The educational process refers to the interaction between educators and students. Educators have a central role and responsibility in determining the success of the education process. (Janawi, 2012: 12) argues that competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher in carrying out professional duties. Social science is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture (Trianto, 2010: 171). Social studies subjects are arranged in a systematic, comprehensive, and integrated manner in the learning process towards maturity and success in life in society, so that students are directed to be democratic and responsible Indonesian citizens, as well as peaceful citizens (Depdiknas, 2006). Therefore an effort is needed for the teacher's ability so that the content (content) of social studies learning can be conveyed to students well, so that students will gain a broader and deeper understanding of the field of science. Besides that, the teacher should be able to correlate the various components of the Social Sciences compiler into a whole unit which is part of the scope of social studies learning so that it can run well and harmoniously if applied in the learning process to students. Based on the results of the Social Sciences Teacher Competency Test from the Department of Education and Culture of Demak Regency in 2017 there are unsatisfactory results on pedagogical competencies and professionalism competencies. Following is the table of 2017 IPS Teacher Competency Test in Demak Regency:

Table 1. UKG scores for Social Sciences Teachers in Demak Regency in 2017

No	UKG results	Amount and Percentage	
1	Pass the Passing Grade	25	21,18%
2	Not Passing the Passing Grade	93	78,82%
Total		118	100%

Based on Table .1 it can be seen that the Social Studies Teacher Competency Test in Demak Regency is far from expectations with a percentage of 78.82% which did not pass the passing grade with a score of 70 in 2017, namely 93 Social Studies Teachers from 118 total Social Studies Teachers in Demak Regency. The criteria for evaluating the Teacher Competency Test (UKG) come from the pedagogical competency test and professional competency test. It can be concluded that pedagogic competence and professional competence of Social Sciences Teachers in Demak Regency are still low. According to research conducted by Zuhriyah (2015: 125) teacher performance is influenced by several factors including teacher competence, teacher work motivation, work environment and leadership of the principal.

In the opinion of Gibson (in Supardi, 2013: 118), teacher performance factors are influenced by three groups of variables, including; 1) Individual variables, including: ability and skills in understanding curriculum, background (family, education, social level, experience), demographics (age, ethnicity, gender); 2) Organizational variables, including: resources, leadership (in this case the provision of supervision services), rewards, structure, job design; 3) Psychological variables, including: perception, attitude, personality, learning, motivation, job satisfaction and work climate.

The teacher's attitude in work can be used as a benchmark for whether the teacher feels satisfied or not so that teacher job satisfaction will be able to bring progress to the school. The teacher will feel satisfied if there is no difference between what is expected and the perception of reality. If it is found to be the same or greater than expected, people will be satisfied or more satisfied. On the contrary, the further the reality felt by the Teacher to below the minimum standard, the greater the dissatisfaction of a Teacher with the work he did. Job satisfaction is a pleasant or unpleasant emotional state with which the teacher views their work. Each teacher will strive with the ability that is owned in order to achieve the desired job satisfaction.

Based on the above background, the research on the influence of teacher competence, work environment, job satisfaction on teacher performance becomes important and rational to do research with the title "Effect of Teacher Competence, Work Environment, and Job Satisfaction on Social Sciences Teacher Performance at Demak District Middle School" .

Method

This type of research is descriptive quantitative research because it uses multiple linear regression analysis. Sugiyono (2016: 12) states that quantitative research is a research approach that many are required to use numbers, starting from the collection of data, interpretation of the data, and appearance of the results. The population in this study were all Social Sciences teachers of Demak State Middle School which numbered 118 social studies teachers. This study used a proportionate stratified random sampling technique of 54 people. Data collection in this study using questionnaire and documentation methods.

Results And Discussion

1. The Effect of Teacher Competence on Social Sciences Teacher Performance in the Learning Process in Demak District Middle School

Table 2. Regression Coefficient of Relationship between Teacher Competence and Teacher Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.814	6.120		10.426	.000
	Teacher Competence	.441	.059	.722	7.515	.000

Based on the calculation of simple regression analysis seen in the table, it produces a regression direction b of 0.441 and a constant of 63.814. Thus the form of the relationship between the two variables can be described by the regression equation $Y = 63,814 + 0,441 X1$.

Table 3. X1 Correlation Coefficient to Y

		Performance	Teacher Competence
Pearson Correlation	Performance	1.000	.722
	Teacher Competence	.722	1.000
Sig. (1-tailed)	Performance	.	.000
	Teacher Competence	.000	.
N	Performance	54	54
	Teacher Competence	54	54

From the table above, the results are $r = 0.722$ with a significant level of $p = 0,000 < \alpha = 0.05$. This means that there is a significant correlation between X1 and Y. By looking at the benchmarks or criteria set by Akdon, the calculated r value is 0.285 which indicates the level of the medium category. This shows that there is a moderate correlation between teacher competence and the performance of junior high school teachers.

Table 4. Correlation Significance Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.814	6.120		10.426	.000
	Teacher Competence	.441	.059	.722	7.515	.000

Based on the calculation, obtained t count of 7.515 while t table at significance 0.05 with $dk (54) = 52$ obtained at 1.676. It turns out that t count (7,515) > t table (1,676), it can be concluded that there is a positive effect of teacher competence on the performance of social studies teachers in the learning process in Demak District Public Middle School.

Table 5. Determination coefficient test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 ^a	.521	.511	3.02604

Based on the results of the calculation, it was obtained that the R Square amounted to 0.521 or 52.1%, which meant that teacher competencies had an influence with a category of 52.1% on the performance of junior high school teachers.

2. *The Influence of Work Environment on IPS Teacher Performance in the Learning Process in Demak District Middle School*

Tabel 6. Regression Coefficient Relationship of Work Environment with Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.776	7.916		2.246	.029
Work environment	.852	.073	.850	11.622	.000

Based on the calculation of simple regression analysis seen in the table, it produces a regression direction b of 0.852 and a constant of 17.776. Thus the form of the relationship between the two variables can be described by the regression equation $Y = 17,776 + 0,852 X_2$.

Table 7. X1 Correlation Coefficient against Y

		Performance	Work environment
Pearson Correlation	Performance	1.000	.850
	Work environment	.850	1.000
Sig. (1-tailed)	Performance	.	.000
	Work environment	.000	.
N	Performance	54	54
	Work environment	54	54

Table 8. Test of correlation significance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.776	7.916		2.246	.029
	Work environment	.852	.073	.850	11.622	.000

From the table above, the results are $r = 0.850$ with a significant level of $p = 0,000 < \alpha = 0.05$. This means that there is a significant correlation between X1 and Y. By looking at the benchmarks or criteria set by Akdon, the calculated value is 0.285 which indicates the level of the medium category. This shows that there is a moderate correlation between the work environment and the performance of junior high school teachers.

Based on the calculation, obtained tcount of 11,622 while t table at significance of 0.05 with dk $(54) = 52$ obtained at 1,676. It turns out that tcount $(11,622) > t$ table $(1,676)$, it can be concluded that there is a positive influence on the work environment on the performance of social studies teachers in the learning process in Demak District Public Middle School.

Table 9. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 ^a	.722	.717	2.30426

Based on the results of the calculation, it was obtained that the R Square amounted to 0.722 or 72.2%, which meant that the work environment had an influence with a category of 72.2% on the performance of junior high school teachers.

3. *The Effect of Job Satisfaction on the Performance of Social Sciences Teachers in the Learning Process in Demak District Public Middle School*

Table 10. Regression Coefficient Relationship between Job Satisfaction and Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.776	7.916		2.246	.029
Work environment	.852	.073	.850	11.622	.000

Based on the calculation of simple regression analysis seen in the table above, it produces a regression direction b of 1.009 and a constant of 1.696. Thus the form of the relationship between the two variables can be illustrated by the regression equation $Y = 1,696 + 1,009 X_2$.

Table 11. X1 Correlation Coefficient against Y

		Performance	Job satisfaction
Pearson Correlation	Performance	1.000	.889
	Job satisfaction	.889	1.000
Sig. (1-tailed)	Performance	.	.000
	Job satisfaction	.000	.
N	Performance	54	54
	Job satisfaction	54	54

From the table above the results of $r = 0.889$ with a significant level of $p = 0,000 < \alpha = 0.05$. This means that there is a significant correlation between X1 and Y. By looking at the benchmarks or criteria set by Akdon, the calculated value is 0.285 which indicates the level of the medium category. This shows that there is a moderate correlation between job satisfaction and the performance of junior high school teachers.

Table 12. Correlation Significance Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.776	7.916		2.246	.029
Lingkungan Kerja	.852	.073	.850	11.622	.000

Based on the calculation, obtained tcount of 14,001 while t table at significance 0,05 with dk (54) = 52 obtained at 1,676. It turns out that tcount (14,001) > ttable (1,676), it can be concluded that there is a positive effect of job satisfaction on the performance of social studies teachers in the learning process in Demak District Public Middle School.

Table 13. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.865	.857	1.63655

Based on the results of the calculation obtained by the results of R Square of 0.722 or 79.0% which means that job satisfaction has an influence with a category of 79.0% on the performance of junior high school teachers.

4. *Effect of teacher competence, work environment and job satisfaction on the performance of junior high school teachers in Demak district*

Table 14. Double Correlation Coefficient Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.790	.786	2.00118

From the table the results of R = 0.865 are obtained. This means that there is a positive double correlation between variables X1, X2 and X3 simultaneously (together) against Y. by looking at the

benchmarks or criteria set by Akdon, which shows a strong level of category. This shows that there is a strong correlation between teacher competency, work environment and job satisfaction with the performance of junior high school teachers.

Table 15. Double Correlation Significance Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	859.344	3	286.448	106.952	.000 ^b
	Residual	133.915	50	2.678		
	Total	993.259	53			

Based on the above calculation, the F-count price is 6.333 while the F-table is at the 95% confidence level with $(53-3) = 50$, then the F-table price is 4.020. After knowing the F-count price and F-table it turns out that F count $(106.9) > F_{table} (4,020)$.

Table 16. Determination Coefficient Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.865	.857	1.63655

Based on the calculation results obtained by the results of R Square of 0.865 or 86.5% which means that teacher competency, work environment and job satisfaction have an influence with a category of 86.5% on the performance of junior high school teachers, while the remaining 13.5% is influenced by other factors.

Table 17. Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	856	6.626		.129	.898
	Teacher Competence	.133	.043	.218	3.107	.003
	Work environment	.266	.096	.265	2.777	.008
	Job satisfaction	.616	.102	.542	6.056	.000

The results of b1 regression calculation are 0.133, b2 is 0.266 and 3 is 0.616 while the constant or a is 0.856. Then it can be described the form of the relationship between the two variables by the regression equation $\hat{Y} = 0.856 + 0.133X_1 + 0.266X_2 + 0.616X_3$.

Conclusion And Suggestion

1. Effect of Teacher Competence, Work Environment, Job Satisfaction on Teacher Performance

Competence will be realized in the form of mastery of knowledge, skills and professional attitudes in explaining the function as a teacher. A pleasant work environment for teachers through improving harmonious relationships with superiors and subordinates, and supported by adequate facilities and infrastructure in the workplace will have a positive impact on the teacher, so performance increases. Teachers who get job satisfaction will carry out work well. Job satisfaction is a driving factor in increasing teacher performance which in turn will contribute to improving performance. When competency, work environment, job satisfaction go up together, it will affect the teacher's performance and vice versa. Based on the description above, teacher competency can be predicted, a good work environment can improve teacher performance satisfaction, and vice versa if the teacher's competency level and work environment Poor performance can result in poor teacher performance.

2. Effect of Teacher Competence on Teacher Performance

Competencies that must be mastered by the teacher are pedagogic competence, professional competence and social competence. The four competencies greatly influence teacher performance. Competence is closely related to performance, both individual performance and organizational performance. Competence is the main capital for individuals to carry out their work. . Individual competence is based on understanding the knowledge, skills, expertise and behaviors needed to do work. Through these competencies, individuals can carry out their work properly so that they achieve the goals they want to achieve.

Teacher competency is the basic competency of a teacher who has special expertise through the field of teacher training in carrying out tasks and obligations for both teachers and educators with a sense of responsibility and feasibility. As educators, teachers must master four competencies to improve their quality namely pedagogical, professional, social and personality. Mastery of these competencies will help teachers to carry out work professionally. Based on the description above it can be assumed that teacher competence influences teacher performance.

3. Effect of the Work Environment on Teacher Performance

Comfortable environmental conditions can encourage good work habits for teachers. Comfort and feasibility of the work environment is able to foster a positive mental and soul so as to encourage better performance. The first thing that must be attempted to improve teacher performance is ensuring that the teacher can carry out his duties in a condition that meets the requirements. Thus, the teacher can carry out his duties without experiencing tensions, or in other words the government must provide a good work environment for the teacher. The work environment can create a binding working relationship between the people in it. The work environment in an organization has an important meaning for individuals who work in it, because the environment will affect individual satisfaction in working. To create a conducive work environment, at least two things are needed, the teacher itself and the good relationship between the teacher and parents and the surrounding community. The work environment is divided into two physical and non-physical environments. Physical environment is all physical conditions around work that can influence teachers both directly and indirectly. The work environment is more focused on the physical condition of the workplace because with no interference in the working environment, the teacher will be able to work well. Thus, it can be concluded that the physical environment is everything that is around the teacher that can be seen and felt and then gives both negative and positive effectiveness to the results of

work. The availability of facilities and services is also able to encourage teachers to contribute maximally and develop creatively and innovatively. Based on the description above it can be assumed that the work environment has an effect on teacher performance.

4. *Effect of Job Satisfaction on Teacher Performance*

Job satisfaction is basically an individual thing, each individual will have a different level of satisfaction with the value system that applies to him. Teachers as human beings who have human nature also have physical and spiritual needs in carrying out their work. Increasing job satisfaction for teachers is very important, because it involves the problem of the results of teacher performance. Job satisfaction is also important for teacher self-actualization. Teachers who do not get job satisfaction will not reach psychological maturity which in turn will become frustrated. Usually teachers who are less satisfied will cause low performance, often absent and carry out activities that have nothing to do with the work that needs to be done. Conversely, the existence of job satisfaction will encourage improvement and self-development of teachers to achieve better results. Teacher job satisfaction can involve promotion, work groups, compensation, supervision and working conditions. Based on the description above, it can be assumed that job satisfaction has an effect on performance.

Conclusion

1. *Effect of Teacher Competence on IPS Teacher Performance in the Learning Process in Demak District Middle School*

Based on the results of the calculation, it was obtained that the R Square amounted to 0.521 or 52.1%, which meant that teacher competencies had an influence with a category of 52.1% on the performance of junior high school teachers.

2. *The Influence of Work Environment on IPS Teacher Performance in the Learning Process in Demak District Middle School*

Based on the results of the calculation, it was obtained that the R Square amounted to 0.722 or 72.2%, which meant that the work environment had an influence with a category of 72.2% on the performance of junior high school teachers.

3. *The Effect of Job Satisfaction on the Performance of Social Sciences Teachers in the Learning Process in Demak District Public Middle School*

Based on the results of the calculation obtained by the results of R Square of 0.722 or 79.0%, which means that job satisfaction has an influence with a category of 79.0% on the performance of junior high school teachers.

4. *Effect of teacher competence, work environment and job satisfaction on the performance of junior high school teachers in Demak district*

Based on the results of the calculation, the results of R Square are 0.865 or 86.5%, which means that teacher competency, work environment and job satisfaction influence 86.5% of the performance of junior high school teachers, while the remaining 13.5% is influenced by other factors.

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