



The Influence of Professional Competence and Working Environment to The Teachers Performance of The Economic Teachers in Senior High School At Pemalang Regency Through Their Working Motivation

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Article Info

Article History:
Received 17 July 2017
Accepted 15 September 2017
Published 30 November 2017

Keywords:
Economic Teacher Performance, Professional Competence, Work Environment, and Work Motivation

Abstract

This study aims to analyze the influence of professional competence on the performance of economic teachers, professional competence on the performance of economic teachers through work motivation, work environment on teacher economic performance, work environment on teacher economic performance through work motivation, and work motivation on teacher economic performance. Analytical techniques used descriptive analysis and path analysis. The results showed that there is a positive and significant influence of professional competence on teacher economic performance of 17.8%. Professional competence on teacher economy performance through work motivation is 28%. Working environment on teacher economics performance amounted to 41.2%. Work environment on teacher economy performance through work motivation of 77.7%. Motivation of work on teacher economic performance equal to 48,2%. The conclusion of this study is the teacher performance is getting better when the professional competence of a teacher is better, the total value is greater than the direct influence of professional competence to the economic teachers performance, the better working environment makes the better teacher economic performance, the total value is greater than the direct influence of the work environment to the economic teacher performance, and the more economic teachers have a high work motivation, the better their performance.

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p-ISSN 2301-7341
e-ISSN 2502-4485

INTRODUCTION

Teacher performance is a success that will be achieved by a teacher in carrying out duties and responsibilities as a teacher in order to achieve the expected goals. A person's performance can be improved if there is a suitability between the job and his or her skills, as well as the placement of teachers in the field of duty. Professional teachers are not only required to master the field of science, teaching materials, learning methods, motivate learners, have high skills and broad insight into the world of education, but must have a deep understanding of the nature of human beings, and society. This essence will base the mindset and work culture of the teacher, as well as his loyalty to the educational profession (Mulyasa, 2013). Result of research of Ningrum (2016) proves that professional competence influence to teacher performance. Similarly Sunarto (2016) proves that professional competence has a positive effect on teacher performance.

Work environment is a very determining factor of one's performance. A supportive work environment will affect teacher performance at an institution. A conducive working environment will affect the continuity of the learning process undertaken by the teacher. Work environment is everything that is around employees who can influence himself in carrying out the tasks given (Nitisemito, 2002). Rahardjo's research results (2014) prove that the work environment affect the performance of teachers. Likewise Afandi (2013) proves that the work environment affects the performance of teachers.

Motivation of work is a condition or energy that moves the targeted or targeted employees to achieve organizational goals (Mangkunegara, 2014). Teachers must have a mentally prepared attitude psychophysically that is mentally, physically, situation and purpose. This means that teachers in working mentally prepared, physically healthy, understand the situation and conditions and strive to achieve the target work. Conversely teachers with mental attitude that is not ready

psychophysically hence the motivation of work is low so it will decrease their performance. Zameer (2014) proves that motivation affects employee performance. Suwuh (2015) also proves that motivation has a significant effect on employee performance.

Based on data from education department at Pematang regency average value of UKG in 2015 for high school economics teachers is 73.10. There are still 17 teachers or 42.5% of teachers who score below the minimum achievement criteria. From these data shows still less maximal competence of professionals owned by economic teacher in Pematang regency. There are still economic teachers who make learning programs just to fulfill the tasks and often imitate the other teachers even just change the identity only. There are still teachers who have not done the analysis of values and analysis of the problem well, they give the task / repetition of the existing problems dibuku, they do not make their own problems so that the evaluation results are less than optimal. From the above facts explain that the economic teacher performance is less than the maximum. In addition, the low creativity of teachers in the implementation of learning through various learning strategies that should be used. This reflects a lack of teacher motivation to improve its performance. With this low motivation also have an impact on the performance of the teacher becomes not optimal.

The symptoms that arise in the fellow teachers who make teachers less comfortable in performing their duties such as the existence of teachers who do not scold only because different principles or views even there are teachers who create groups between them so as to create a less conducive cooperation atmosphere, less support that hampers the learning process. From some of these aspects if one is not met can hamper the learning process that will result in declining teacher performance. Without good work motivation and, the creation of a conducive working

environment, of course, the performance of teachers was not maximal.

Based on the background of the above problem then the problem formulation in this study is whether the professional competence has a positive and significant impact on the high school teacher's education department at Pemalang regency, whether the professional competence has a positive and significant impact on the high school economy teachers in Pemalang regency through work motivation, whether the work environment has a positive and significant effect on the high school economy teacher performance in Pemalang regency, whether the work environment has a positive and significant effect on the high school economy teacher performance in Pemalang regency through work motivation, and whether the work motivation has a positive and significant effect on the high school economic performance in Pemalang regency.

Based on the formulation of the above problem, the purpose of this study is to analyze the influence of professional competence on the performance of high school economics teachers in Pemalang regency, the influence of professional competence on the performance of high school economics teachers in Pemalang regency through work motivation, the influence of work environment on the performance of high school economics teacher Pemalang regency, the influence of work environment on the performance of high school economy teacher in Pemalang regency through work motivation, and the influence of work motivation on high school economy teacher performance in Pemalang regency.

METHODS

Teacher Performance

According to Barnawi (2014) the performance of teachers is the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authority based on performance standards that have been applied for a certain period within

the framework of achieving educational goals. Supardi (2014) states that teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties and describes the existence of an act displayed teacher in or during the learning activities. Based on the above opinion can be concluded that the performance of teachers is a real achievement or success achieved by teachers in carrying out their duties and obligations during the learning activities to achieve educational goals.

Barnawi (2014) states that: Factors that affect teacher performance include: 1) internal factors of teacher performance are factors that come from within the teacher that can affect its performance, for example: ability, skill, personality, perception, motivation to be teacher, field experience, and family background; 2) external factors of teacher performance are factors that come from outside the teacher that can affect its performance, for example: salary, facilities and infrastructure, physical work environment, and leadership. In the process of learning Yamin (2010):

16) develop teacher performance into empat dimensions are: 1) preparation of lesson plans; 2) implementation of teaching and learning interaction; 3) assessment of learning achievement side; 4) implementation of follow-up result of student achievement appraisal. The research indicators used to measure teacher performance are:

1) Creating a lesson plan; 2) Carry out quality

Professional Competence

Permadi (2013) states that professional competence is the ability of mastery of learning materials widely and deeply which enables to guide learners to meet the competency standards set out in national education standards. Similarly, Khoiri (2010) states that Professional ompetence is a broad and deep mastery of learning materials, which includes the mastery of curriculum materials in school subjects and scientific substances that

overshadow the material, as well as the mastery of the structure and methodology of its science. From some opinions above it can be concluded that professional competence is the basic ability that must be possessed by teachers in their duties as educators through the mastery of learning materials widely and in depth or mastery of skills and theoretical skills and practices in the learning process.

Work Environment

Nitisemito (2001) states that the work environment is everything that exists around the workers that can influence him in carrying out the tasks that are embedded. According Mangkunegara (2005) states work environment is all aspects of physical work, psychological work and work regulations that can affect job satisfaction and achievement of productivity. According Sedarmayanti (2009) states that the work environment as a whole tool tools and materials encountered, the surrounding environment in which a person works, methods of work, as well as arrangement of work either as individuals or as a group. Based on some opinions above it can be concluded that the work environment is a condition or circumstances surrounding workers that can affect workers in carrying out their work so as to create a working relationship that binds with workers and the environment.

Factors that can influence the formation of work environment according to Nitisemito (2002) as follows: 1) non-physical factors is a factor associated with social interaction between both colleagues and employees of different types of work and the existence of various services available; 2) physical factors are factors related to the physical condition of the working environment which includes the condition of the room, temperature, lighting, air exchange and job security, and employee relations. While Sedarmayanti (2001) states that the factors that affect the work environment are as follows: 1) lighting / light; 2) air temperature; 3) noise; 4) job security; 5) employee relations.

Work Motivation

Sitohang (2007) stated that the motivation comes from the word *motivation*, which means that inner power boost, while the *motivation* means to encourage it to behave or attempted. Motivation relates to: the direction of the behavior, the power of the response (effort) to act, the endurance behavior in a certain period of time, the motivation is closely related to the behavior and achievement. According Mangkunegara (2014) states that the motivation of work is a code or energy that moves employees who are directed or aimed at achieving the goals of the organization. Hasibuan (2016) states that motivation is the provision of the motive that creates the excitement of one's work, so that they will cooperate, work effectively and integrate with all efforts to achieve satisfaction. Based on the above definition it can be concluded that the motivation of work is the impetus that emerged from a person to perform an action or effort in an attempt to achieve a certain satisfaction and purpose.

According Sihotang (2007) states that: Factors that affect the motivation of work that is; 1) Individual factors such as people's needs, goals, attitudes, and abilities; 2) organizational factors such as wage / wage payments, occupational health safety, foremen (supervision), and functional supervisors.

This study uses a quantitative approach to the design of *ex post facto*. *Ex post facto research*. Technical analysis is used in this research using descriptive analysis and path analysis (*path analysis*). The population in this study is all high school economy teachers in Pemalang regency which amounted to 40 Orang teachers. The samples used in this study using the technique of *sampling* that the saturation sampling *nonprobability* or *census*. *Nonprobability sampling* is a sampling technique that does not give opportunity / equal opportunity for each element or member of the population to be selected into the sample (Sugiyono, 2015). The sample in this study is taken from the entire population of all senior high school economics

teachers in Pematang regency which amounted to 40 teachers. Data collection techniques in this study using: documentation and questionnaire.

RESULTS AND DISCUSSION

Path Analysis (Path Analysis)

To measure whether or not the influence of mediation or intervening is used to bind the

path coefficients. Path coefficient is calculated by two persamaan namely regression equation model 1 and

2. Here are the output of SPSS on the influence of professional competence and work environment on teacher economic performance through work motivation as intervening variable.

Regression Model 1

Tabel 1. Rekap Hasil Uji Regresi dengan Variabel Dependen Motivasi Kerja

<u>Varia</u> <u>bel</u>	<u>Std</u> <u>Err</u> <u>or</u>	<u>Koefisi</u> <u>en</u> <u>Regres</u> <u>i</u>	<u>t-</u> <u>Hitun</u> <u>g</u>	<u>Sign</u>
<u>Komp</u> <u>etensi</u> <u>Profes</u> <u>ional</u> <u>Lingk</u> <u>ungan</u> <u>Kerja</u>	,088	,211	2,316	,026
R			= ,860	
R Square			= ,740	
Adjusted R Square			= ,726	

(Source: primary data processed 2017)

Regresi Model 2**Table 2.** Test Results Dependent Variable Regression with Work Motivation

<u>Variabel</u>	<u>Std Error</u>	<u>Koefisien Regresi</u>	<u>t-hitung</u>	<u>Sign</u>
<u>Kompetensi Profesional</u>	,050	,178	3,086	,004
<u>Lingkungan Kerja</u>	,096	,412	4,511	,000
<u>Motivasi Kerja</u>	,087	,482	4,942	,000
R			= ,954	
R Square			= ,911	
Adjusted R Square			= ,903	

(Source: primary data processed 2017)

Based on value e1 dan e2 can be hovered by the formula $e = \sqrt{1 - R^2}$, for value R2 can be seen in tables 1 and tables 2, than the value

$$e1 = \sqrt{1 - 0,7402} = 0,673 \text{ while } e2 = \sqrt{1 - 0,9112} = 0,412$$

Based on the above table can be compiled regression equation as follows:

$$Y1 = 0,211X1 + 0,757X2 + 0,673 \quad (1)$$

$$Y2 = 0,178X1 + 0,412X2 + 0,482X3 + 0,412 \quad (2)$$

competence and work environment on the performance of economic teachers through work motivation as follows:

1. Professional Competence (X1) indirect effect on the performance of the economics teacher (Y2) through work motivation (Y1).

- Professional Competency direct effect on the economic performance of teachers (p1) with a value of $0,1782=0,03168$
- Professional competence variable indirect effect on the economics teacher performance through motivation to work, which can be determined by multiplying the path coefficient of professional

competence (p2) and motivation (p5), ie $0,211 \times 0,482 = 0,1017$

- The total effect of the path coefficient ie by summing the direct influence of professional competence and the indirect effect, then $p1 + (p2 \times p5) = 0,031684 + (0,211 \times 0,482) = 0,1334$

2. Influence at Work (X2) ternerja Master of Economics (Y2) through work motivation (X3)

- Lingkungan work directly affects the economic performance of teachers (p3) with a value of $0,4122=0,170$.
- Work environment variables indirect effect on ekonoi teacher performance through motivation to work, can be determined by multiplying the working

environment path coefficients (p4) with working motivation (p5), which is $0,757 \times 0,482 = 0,365$

- c. The total effect of the path coefficient ie by summing the direct influence of the working environment and the indirect effect, then $p_3 + (p_4 \times p_5) = 0.170 + (0.757 \times 0.482) = 0.535$

Based on the explanation intervening work motivation variable influence on the professional competence and working environment on the dependent variable economics teacher performance resulting full path analysis model as follows:

Sobel Test

1. Sobel test calculation on professional competency variable

$$Sab = \sqrt{(0,482)^2 (0,088)^2 + (0,211)^2 (0,087)^2 + (0,088)^2 (0,087)^2}$$

$$= 0,047$$

Calculate the t value of the intervening influence statistic

$$\frac{(0,211 \times 0,482)}{0,047} = 2,170$$

2. Sobel test calculation on work environment variable

$$Sab = \sqrt{(0,482)^2 (0,108)^2 + (0,757)^2 (0,087)^2 + (0,108)^2 (0,087)^2}$$

$$= 0,084$$

Menghitung nilai t statistik pengaruh intervening:

$$t = \frac{(0,757 \times 0,482)}{0,084} = 4,345$$

Based on the explanation intervening work motivation variable influence on the professional competence and working

environment on the dependent variable economics teacher performance resulting full path analysis model as follows:

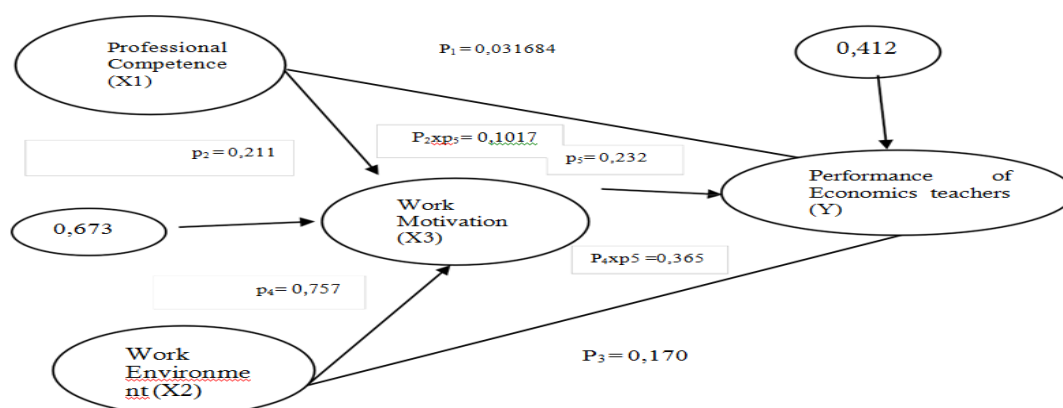


Figure 1. Full Model Path Analysis
(Source: primary data processed 2017)

Influence of professional competence on teacher economic performance

The result of analysis stated that professional competence variable have positive and significant effect to teacher economic performance, accepted. This explains that the better the teacher in improving professional competence then the teacher economic performance will be better. The results above are consistent with the results of research according to Sunarto (2016) with the results of his research that professional competence has a positive effect on teacher performance. Ningrum (2016) also states that professional competence has a significant effect on teacher performance. While Rahardjo (2014) with the results of his research is the competence has a significant effect on teacher performance through motivation. Similarly, research Arifin (2014) that competence has a positive and significant impact on teacher performance. Thus it can be concluded that professional competence has a positive influence on increasing the professional competence of teachers will also affect the improvement on the economic teacher's performance.

The Influence of Professional Competence on the Performance of Economic Teachers through Work Motivation

Based on the results of path analysis (*path analysis*) and Sobel test (*Sobel test*) showed that professional competence variable positive

and significant impact indirectly on teacher performance economy through job motivation, accepted. This indicates that a teacher with a good professional competence is not enough to improve the economic teacher performance maximally, but the need for a high motivation of work motivation. With a high motivation to work motivation will affect the professional competence to be better so that the impact on teacher economic performance to be more leverage. The results of this study concurred with research conducted by Rahardjo (2014) who showed competence has no effect on teacher performance without motivation. Thus it can be concluded the better the professional competence of teachers then this impact on the increasing motivation of teachers who are expected to increase the performance of economic teachers as Pemalang district.

Influence of Work Environment on Economic Teacher Performance

The result of the analysis stated that the work environment variable has positive and significant effect on the economic teacher performance, accepted. This explains that the better the teacher's work environment the better the teacher's economic performance. The results of this study in accordance with Afandi (2013) with the result that there is a significant effect of work environment with teacher performance. Similarly with research Iskandar (2012) that obtained the result that there is influence of

work environment on teacher performance. Rahardjo (2014) agreed that the work environment had a significant effect on teacher performance. Sidanti (2015) with the results of his research that the work environment has a positive and significant effect on the performance of civil servants. Thus it can be concluded that a conducive working environment can affect the performance of economic teachers work better and more leverage.

The Effect of Work Environment on Economic Teacher Performance through Work Motivation

Based on the results of path analysis (phatanalysis) and Sobel test (Sobel test) showed that the work environment positive and significant impact indirectly on teacher performance economy through job motivation, accepted. This indicates that a teacher with a good working environment is not enough to improve the economic teacher's performance maximally, but the need for a high motivational motivation. With a high motivation to work motivation will affect the work environment for the better so that the impact on teacher economic performance to be more leverage. The results of the above analysis in accordance with research Rahardjo (2014) that the work environment has a positive and significant impact on teacher performance through motivation. Then can prove that work environment have positive and significant effect to work motivation at teacher of economy in Pematang regency. Thus it can be concluded the better the working environment of teachers then this impact on the increasing motivation of teachers who are expected to increase the performance of high school economics teacher Pematang district.

Effect of Work Motivation on Economic Teacher Performance

The result of the analysis stated that the variable of work motivation have positive and significant effect to the economic teacher

performance, accepted. This explains that the more teachers have high work motivation so the teacher economic performance will be better. Overall work motivation variable indicates that the motivation of teacher economy work as Pematang district in good category. This indicates the work motivation of economics teacher is as expected. The results of this study in line with research Iskandar (2012) that motivation affect the performance of teachers. Suwuh (2015) states that motivation has a positive and significant influence on employee performance. Similarly, Abdulsalam (2012) states that motivation has a significant effect on teaching performance. So can prove that work motivation have positive and significant effect to teacher performance.

CONCLUSION

There is a positive and significant influence of professional competence directly on the economic teacher's performance. This means that the better the professional competence then the teacher economic performance will be better too. The existence of positive and significant influence of professional competence on teacher economic performance through work motivation. This means that the total value is greater than the direct influence of professional competence to the economic teacher's performance. There is a positive and significant influence of the working environment directly on the economic teacher's performance. This means that the better the working environment, the teacher economic performance will be better. The existence of a positive and significant influence of work environment on teacher economic performance through work motivation. This means that the total value is greater than the direct influence of the work environment to the economic teacher's performance. There is a positive and significant influence of work motivation on teacher economic performance. This means that the more teachers have a high work motivation so

the teacher economic performance will be better.

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