



## *Teacher Performance at SMPN 1 Rebang Tangkas: The Effects of Work Environment and HR Competencies*

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### Article Info

#### Article history:

Received: Aug 15<sup>th</sup>, 2024

Accepted: Oct 4<sup>th</sup>, 2024

Published: Oct 10<sup>th</sup>, 2024

#### Keywords:

HR Competencies; Teacher Performance; Work Environment

### Abstract

Many organizations experience changes in an increasingly competitive environment, where employee dissatisfaction can occur more frequently. If dissatisfaction arises, the stability and success of the organization will be hindered. The phenomenon occurring at SMPN 1 Rebang Tangkas, Way Kanan Regency, regarding the work environment, cannot yet be considered conducive. Although a harmonious relationship among teachers has been established from a non-physical aspect, this is not supported by a physical work environment that is damaged and not functioning well. Based on this, the purpose of this research is to determine: 1) The effect of the work environment on employee performance; 2) The effect of human resource competencies on employee performance; and 3) The combined effect of the work environment and human resource competencies on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency. This study uses a descriptive quantitative research method with simple and multiple regression analysis. The sampling technique used in this study is total sampling, resulting in a sample of 22 respondents. Based on the data analysis results, it was found that: 1) There is an effect of the work environment (X1) on employee performance (Y) at SMPN 1 Rebang Tangkas, Way Kanan Regency; 2) There is an effect of competencies on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency; and 3) There is a combined effect of the work environment and competencies on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency.

**To cite this article:** Handayani, F., & Andayani, S. (2024). Teacher Performance at SMPN 1 Rebang Tangkas: The Effects of Work Environment and HR Competencies. *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*, 4(02), 78-85. <https://doi.org/10.24967/esp.v4i02.3436>

## INTRODUCTION

The role of Human Resources (HR) in educational organizations such as schools, is the basic capital in determining whether or not the goals of the organization have been achieved, the progress or decline of an organization is greatly determined by the performance of its members as the primary resource within the organization (Irfan, 2020).

Many organizations are experiencing changes in an increasingly

competitive environment, where employee dissatisfaction may be more prevalent. If dissatisfaction occurs, the stability and success of the organization will be hampered. The running of organizational activities is influenced by several factors, including environmental factors and infrastructure that support the operation of an organization. The two factors are interconnected and also affect the performance of employees in the organization. By creating a good work

environment in the company, it will be able to support a good working atmosphere as well where this will lead to high work motivation and can arouse the enthusiasm of employees to achieve good performance.

According to Sitompul et al. (2023), a person's performance achievement can be influenced by many factors, including internal factors and external factors. Internal factors related to a person's character include attitudes, personality traits, physical traits, motivation, age, gender, education, work experience, cultural background, and other personal variables (Sahir et al., 2020). External factors are factors that affect employee performance that come from the environment, including organizational policies, leadership, actions of colleagues, types of training and supervision, wage systems and the social environment (Fazira & Mirani, 2019; Rahma et al., 2024).

Achieving a comfortable, safe and pleasant work environment is one way for educational institutions or organizations to be able to improve the performance of their employees. According to Mangkunegara, performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Almaududi et al., 2021). Employees or teachers in educational institutions can improve their performance to the maximum with the support of an appropriate work environment (Fitriani et al., 2019; Muhammad & Hamdani, 2021).

According to Anoraga in Ardianti et al. (2018), one of the factors that workers really want to increase their work productivity is a good work environment. A good work environment or atmosphere will have a good influence on all parties, both on workers, leaders or on the results of their work. The work environment is an internal and external condition that can

affect morale so that work can be expected to be completed faster and better (Yunianto & Waruwu, 2017).

Sedarmayanti argues that broadly speaking, the type of work environment is divided into two, namely, the physical work environment and the non-physical work environment (Pangarso & Ramadhyanti, 2015). All physical conditions surrounding the workplace that can affect employee performance, either directly or indirectly, are considered part of the physical work environment. Meanwhile, all conditions related to relationships in the workplace, such as relationships with superiors, colleagues, and subordinates, fall under the category of the non-physical work environment.

Indicators of measuring the work environment according to Sedarmayanti state that in outline, namely 1) Infrastructure; 2) Lighting; 3) Air temperature; 4) Noise; 5) Use of color; 6) The necessary space for movement; 7) Job security; and 8) Relationships between employees. (Firjatullah et al., 2024). The indicators of the work environment must always be considered by the organization and cannot be separated. Sometimes organizations only prioritize a few of these work environment indicators, but it would be better if all of them could be optimally applied. This way, employee performance can be maximized.

The work environment can create a binding working relationship between people in the environment. Therefore, it should be endeavored that the work environment must be good and conducive because a good work environment will make teachers feel comfortable and eager to carry out each of their tasks (Supriyanto & Mukzam, 2018). By creating a good working environment in the company, it will be able to support a good working atmosphere as well, which will lead to high work motivation and can arouse the

enthusiasm of employees to achieve good performance.

A work environment that guarantees a sense of security, peace, and comfort results in job satisfaction, and job satisfaction will increase work motivation and subsequently improve teacher performance. A comfortable work environment and high motivation, performance can be achieved optimally as desired, especially in lessons. Teachers who are passionate about teaching can be seen in their perseverance when carrying out tasks, tenacity, and high interest in solving problems, full of creativity and so on (Dian & Prayoga, 2019). This will have an impact on the end result that can create good performance.

The implementation of the educational process must be able to meet the necessary infrastructure components required during the learning process. Therefore, fulfilling infrastructure needs is crucial, as the lack of it can disrupt the educational process and potentially lead to failure. A proper workplace, adequate facilities and tools, along with a pleasant working atmosphere, will naturally make employees feel comfortable and happy in performing their duties. By providing a conducive work environment, it allows teachers to work optimally, thus supporting the creation of good, productive, and beneficial performance for the school itself. On the other hand, an inadequate work environment can make employees feel disturbed in carrying out their work, resulting in decreased performance.

The phenomenon occurring at SMPN 1 Rebang Tangkas in Way Kanan Regency indicates that the work environment cannot yet be considered conducive. Although there are harmonious relationships among employees in terms of the non-physical work environment, this is not supported by the physical work environment or infrastructure. Many pieces of equipment, such as computers,

air ventilation, desks and chairs, as well as the library, are damaged, not functioning properly, or in poor condition.

The existing conditions create obstacles in the teaching and learning process (Wijaya & Selamat, 2024), leading to suboptimal performance by teachers and staff. Additionally, at SMPN 1 Rebang Tangkas in Way Kanan Regency, some teachers have not yet utilized the available facilities and infrastructure effectively. There are still teachers who rely on the lecture method without using existing technological resources to support the educational process. Furthermore, some teachers do not adequately motivate students to explore more information about a subject, which could foster student creativity in developing knowledge. In reality, to improve teacher performance, teachers need to be motivated and capable of managing the learning process by opening windows of knowledge for students, enabling them to be more creative in developing their learning methods.

In addition to work environment factors, employee performance can also be influenced by human resource (HR) competency. Maintaining skills or competencies is crucial because the competencies possessed by employees and teachers are one of the key determinants of a school's success. A school's success in educating its students is inseparable from the resources it has, particularly its teachers, but it can also be determined by the competence and performance of the teachers in each school.

Competency is a crucial attribute that every employee must possess, as it serves as a foundational measure of how well an individual can assess their ability to perform tasks. Etymologically, competency is defined as the behavioral dimension of expertise or excellence, where a leader or staff member has good skills, knowledge, and behavior (Ayyu

Purnama et al., 2023). Employee competency is closely related to their performance, as the abilities, knowledge, and skills they possess will influence their work performance and the achievement of optimal results. Performance is demonstrated by an individual's ability to gather data, assess processes into useful information, and make accurate decisions, which are then applied to take the necessary actions to complete tasks effectively (Habsyi, 2020).

A competent employee will successfully carry out their duties, as evidenced by the achievements or accomplishments they attain, which in turn brings a sense of personal satisfaction. This occurs because the individual feels capable of fulfilling their tasks and responsibilities. As a teacher, the competencies they possess must encompass several areas, including individual abilities, the capacity to accept responsibility, the ability to allocate resources, interpersonal skills, and the ability to gather and analyze data from various sources (Sari, 2018).

The phenomenon still observed at SMPN 1 Rebang Tangkas, Way Kanan Regency, is that some teachers do not yet possess adequate competencies. For example, some teachers are not disciplined in creating lesson plans for each session, show little interest in seeking additional references related to the subject matter, fail to conduct effective and efficient learning processes, and do not carry out assessments as required.

Based on the issues above, the objectives of this study are to determine: 1) the influence of the work environment on employee performance; 2) the influence of human resource competency on employee performance; and 3) the simultaneous influence of the work

environment and human resource competency on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency.

## RESEARCH METHODS

This study uses a quantitative descriptive research method with simple and multiple regression analysis. The population in this study consists of all teachers at SMPN 1 Rebang Tangkas, Way Kanan Regency, totaling 24 individuals. The sampling technique used in this research is total sampling, resulting in a sample size of 22 respondents, which includes all teachers in the population without involving the researcher and the school principal.

The variables involved in this research are independent variables and dependent variables. The independent variables (X) consist of Work Environment (X1) and Human Resource Competence (X2), while the dependent variable (Y) is teacher performance. The data collection techniques used are questionnaires and documentation.

The analysis tools used in this research are validity test, reliability test, normality test, t-test, F-test, multiple linear regression test and determination coefficient test.

## RESULTS AND DISCUSSION

After the data passed the prerequisite tests, the next step was to conduct a hypothesis test. The following are the results of the hypothesis test:

### ***Work Environment (X1) on Performance (Y)***

Based on data analysis using SPSS, the following output was obtained:

**Table 1.** Results of the t-test on the Work Environment (X1) on performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	12.799	3.670		3.487	.002
Work Environment	.679	.091	.857	7.422	.000

a. Dependent Variable: Performance

Based on Table 1 above, the obtained significance value is 0.000, which is less than the significance level ( $\alpha$ ) of 0.05. Therefore, it can be concluded that there is an influence of the Work Environment variable (X1) on the Performance variable (Y)

This research aligns with the findings of studies by Heruwanto et al., (2018) and Ningsih, (2022) , which state that, partially, there is an influence of the work environment on employee performance. A good work environment will facilitate employees in carrying out their tasks because they will feel supported by their physical work

environment and will feel comfortable working in their non-physical environment (Tyas & Sunuharyo, 2018). Additionally, a positive work environment provides comfort and support for employees, enabling them to perform their tasks more efficiently. Conversely, unsupportive conditions can lead to stress and decreased performance, which in turn negatively affects productivity and the success of the company.

### **Competence (X2) on Performance (Y)**

Based on data analysis using SPSS, the following output was obtained:

**Table 2.** Results of the t-test on the Competence (X2) on performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	22.501	5.355		4.202	.000
Competence	.439	.134	.590	3.271	.004

a. Dependent Variable: Performance

Based on Table 2 above, a significance value of 0.004 is obtained, which is smaller than the significance level ( $\alpha$ ) of 0.05. Thus, it can be concluded that there is an influence of the HR Competencies variable (X2) on the Performance variable (Y).

These results are in line with the studies conducted by Apridani et al. (2021) and Prayogi et al. (2019), which state that the competency variable has an impact on teacher performance. Competencies can provide employees with opportunities to expand their work skills (Tumanggor & Girsang, 2021). By having good competencies, teachers can enhance the skills necessary to carry out their tasks more efficiently. Additionally,

teachers with extensive competencies often have greater opportunities to take on new responsibilities due to their ability to perform various tasks and understand work processes comprehensively. In the context of teamwork, competent teachers can contribute more effectively, share ideas, and solve problems together, which strengthens the synergy within the team. Finally, possessing good competencies boosts teachers' confidence, encouraging them to take initiative and innovate, which in turn increases job satisfaction.



**Work Environment (X1) and Competence (X2) on Performance (Y)**

After observing that the variables of work environment and competence partially

affect teacher performance, the next step is to examine the simultaneous influence of both on teacher performance. Based on the analysis results using SPSS, the following output was obtained.

**Table 3.** F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	100.477	2	50.239	26.168	.000 <sup>b</sup>
Residual	36.477	19	1.920		
Total	136.955	21			

Based on Table 3 above, it is obtained that the significance value is 0.000, which is smaller than the significance level ( $\alpha$ ) of 0.05 ( $0.000 < 0.05$ ). Therefore, the Work Environment (X1) and Competence (X2) together

(simultaneously) have an effect on Performance (Y).

**Determination Coefficient Test**

Based on the research results, the coefficient of determination is obtained as follows:

**Table 4.** Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 <sup>a</sup>	.734	.706	1.386

a. Predictors: (Constant), Discipline, Work Environment

Based on Table 4 above, it was found that the results of the Determination Coefficient test were 73.4%. It can be concluded that the magnitude of the influence of the Work Environment and HR Competence on Teacher Performance is 73.4% and the remaining 26.6% is caused by other factors not examined in this study.

**Multiple Linear Regression Test**

Based on the research results, the multiple regression calculation data obtained for Work Environment (X1) and HR Competence (X2) on Performance (Y) are as follows:

**Table 5.** Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.787	3.972		3.219	.005
Work Environment	.678	.129	.855	5.241	.000
HR Competencies	.001	.121	.002	0.009	.993

a. Dependent Variable: Performance

Based on the table 6 above, the Regression Model can be made:

$$Y = 12.787 + 0.678X_1 + 0.001X_2 + et$$

This result provides two important pieces of information regarding the influence of two variables, namely the Work Environment (X1) and Competence (X2) on teacher performance. First, for

every one-point increase in the Work Environment variable (X1), teacher performance will increase by 0.678 points. This indicates that a better discipline significantly contributes to performance improvement. Second, if the competence (X2) increases by one point, teacher performance will increase by 0.001 points.

## CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and discussion, the conclusions are as follows: 1) There is an effect of the Work Environment (X1) on teacher performance (Y) at SMPN 1 Rebang Tangkas, Way Kanan Regency; 2) There is an effect of Competence on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency; 3) There is a simultaneous effect of the Work Environment and Competence on employee performance at SMPN 1 Rebang Tangkas, Way Kanan Regency; and 4) The results of the coefficient of determination test show that 73.4% is explained by these factors, while the remaining 26.6% is influenced by other factors outside the study.

Based on the results of the above study, the following recommendations can be formulated: 1) A good relationship between management and employees is necessary to create a conducive work environment; 2) Improving employee competence can assist employees in completing their tasks; and 3) Management should provide attention and supervision to employees to increase employee attendance at work so that the desired performance can be achieved.

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