

The Effect of Environmental Work and Motivation to the Performance of Teacher Elementary School in South Jakarta Southern Beach

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Abstract

The purpose of this research is to comprehensively understand the influence of job environment and achievement on the job performance of teachers in public state primary school districts Pancoran South Jakarta. The research methodology was survey method with path analysis applied in testing hypothesis the number 149 teachers as a sample was selected by using Slovin formula. Based on the results of data analysis in this research it is concluded: (1) there is positive direct effect of job environment to job performance; (2) there is a positive direct effect of achievement motivation to job performance; (3) there is a positive direct effect of job environment to achievement motivation. The job performance can be improved through improvement of job environment and achievement motivation.

Keywords: Job Performance, Job Environment, Achievement Motivation

1. Introduction

The education office is an institution where all the centralized programs are constantly followed by school programs even though the current era has entered the regional autonomy system. School institutions are given the freedom to carry out their duties and functions as an institution to develop human resources, however, all school institutions can not necessarily break away from the policies made by the local Education Office.

On the other hand, the challenges faced by the Head of Dept. of Education of Jakarta, which must be prosecuted to put a person according to his ability, but the education office difficulties in meeting those needs even though it will help the teacher in improving performance.

The declining performance of teachers demonstrates how low the interest of teachers in the intellectual life of the nation, they are given what they need such as getting maximum wages, adequate facilities and services in schools is still not enough for them to do the best for the school, especially for the Indonesian nation.

Therefore, the government should pay more attention and the need to evaluate all existing programs to find out what needs to be addressed or to consider other factors that may have a very strong contribution to low teacher performance.

Work environment and motivation is a very important variable to be considered because it is very supportive in

improving the performance of teachers especially the teachers of DKI Jakarta. Wage issues are always in the spotlight but when compared to Jakarta teachers wages with other regions then Jakarta is still far more prosperous compared to other regions, therefore, it should be noted that other factors can improve the performance of teachers concerned. "Therefore, researchers want to examine scientifically whether the work environment and achievement motivation affect the performance.

1.1 Performance

A different view is expressed by Armstrong (2006: 7) which states that: "Performance is often defined simply in the output terms-the achievement of quantified objectives. But performance is often defined only in the output terminology of achieving measurable outcome objectives. Further Armstrong (2006: 7) explains that "Performance is about upholding the values of the organization - 'living the values' ... This is an aspect of behavior but it focuses on what people do to realize core values such as concern for quality, concern for people, concern for equal opportunity and operating ethically. Performance is about upholding organizational values or 'turning values' on. This is an aspect of behavior but focuses on what individuals do to realize core values such as attention to quality, attention to the individual, and attention to ethically equivalent opportunities. Steve.M. Jex, & Thomas W. Britt (2008: 97) state their accuracy of John P. Campbell's definition of performance in terms of

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performance representing employee behaviors at work that has contributed to the achievement of organizational goals

Darryl D. Enos (2007: 4) "performance is the definition and progressive achievement of tangible, specific, measurable, worthwhile, and personally meaningful goals. Performance is the definition and progressive achievement of real, specific, measurable, valuable, and personally meaningful goals. According to Greene (2011), The first guiding principle of performance management is to define performance in a manner that fits the organization's context an objective. The definition of performance must also enable the actual results to what is required. And performance must be defined and managed by the teacher, as well as by other parties at interest. Performance management is a major component of the psychological contract, entered into by the employer and the teacher. If the employer defines performance using criteria that are unacceptable to employees, or if the employer sets the standards that are viewed as unreasonable by the teacher, there will be conflict.

The first principle of performance management is to define performance in a manner appropriate to the organization's context and objectives. A performance definition should also enable an organization to measure results and compare actual results with what is needed. Performance must be defined and managed in a manner that is considered fair and appropriate by the teacher, as well as by other interested parties. Management performance is a major component of psychological contracts created by employers and teachers. If a leader defines performance using criteria that the teacher cannot accept, or if the leader sets the standards that the teacher deems unreasonable, there will be conflict. This means that there is a need for uniformity of perception between the leader and the teacher. Catherine (2009: 341) says that "job performance is typically conceptualized as actions and behaviors that are under the control of an individual that contribute to organizational goals

Sharma (2008: 2), "job performance was defined in terms of rising in the level of input as a result of better work methods and improved technology." Performance is defined as the term of service level increase with the same or reduced level of input as a result of better working methods and technological improvements. A similar opinion is defined by Jex (2002) who says that: "Job performance is behavior, so job performance is rarely measured directly. More typically, what is measured, is some external assessment of job performance. According to Murphy (1989a), performance can be assessed in eight different ways: (1) paper / pencil tests; (2) job skills tests; (3) on-site hands-on testing; (4) off-site hands-on testing; (5) high-fidelity simulations; (6) symbolic simulations; (7) task ratings, and (8) global ratings. By far, the two most common methods of performance assessment are on the employees'

performance ratings on the tasks, and ratings of overall performance on the job.

The different opinion put forward by Laitinen (2002: 66) that, "job performance is the ability of an object to produce results in a dimension determined a priori, in relation to a target". Performance is the ability of an object to produce results in a predetermined dimension in relation to a target. Based on the conceptual above it can be synthesized that the performance of teachers is the success achieved by a person in carrying out his duties and functions, with indicators that include 1) professional knowledge, 2) learning planning 3) learning delivery, 4) learning assessment 5) learning environment 6) professionalism 7) student learning progress.

1.2 Work Environment

According to Sudermayanti (1996: 23), the working environment consists of lighting or light, the air temperature in the workplace, comfort, humidity, air circulation, noise, odor, decoration color, music, and security. No less important in the establishment of a good working environment is the music that is able to make people work without feeling tired, because basically humans like and enjoy beautiful art.

The temperature or temperature at work affects greatly depending on the adaptability of the individual. Sometimes it can adjust and sometimes cannot adjust to a certain temperature. For teachers/personnel whose adjustment is low, the inconsistency of indoor temperature will be very disturbing and makes it impossible to work. This condition causes the work to be neglected and the goal can not be achieved. Air condition is less profitable in the sense of dirty air makes humans difficult to breathe. Humans need fresh air and cool. This condition can be obtained by proper ventilation arrangement, in order to keep the air circulation well or by arranging the usual plants to produce enough O₂.

Light or illumination has a profound effect on morale. Workspace with illuminated lighting will cause the teacher is not enthusiastic to carry out his work, most likely the error occurs due to the vision is less clear. In contrast to the space in which the lighting is sufficient, the teacher will stand to work because there is no disruption to his sight. Light can come from nature like electricity, petromax, and others. According to Nitisemito in the study of Dwi Agung Nugroho Arianto (2013, Vol.9, No.2) states that the environment is anything that is outside the object of discussion so that it can be said that the institutional environment is everything that is outside the institution and influential. Thus the so-called work environment is everything that is around the Employee and that can affect him in carrying out the tasks charged.

The work environment where the teacher carries out the activities should provide comfort, fun, excitement, safety, employee health, in order to perform the tasks not just the workplace, but more broadly because it involves all aspects that affect efficiency, effectiveness,

productivity in the effort to achieve good performance. Working efficiently is working with the least amount of movement, effort, time and fatigue possible. It means working to achieve the cheapest goals. Working effectively means working toward a goal in a short time. While productivity is the ratio between inputs used to produce goods and services compared with the output put.

Sertain (American Psychologist) quoted by Purwanto (2010: 41) says that the environment encompasses all of these conditions in certain ways affecting one's behavior, growth, and development or life processes except genes. According to Hamalik (2001), the environment includes all things that are meaningful and meaningful for the individual. The learning environment is crucial to the teacher's task at the pre-learning stage in developing the lesson unit. This factor should get a good consideration because it determines the success of teachers in teaching tasks. Purnwanto (2010:) that Work environment is a place and dynamic elements that exist around someone working. This is in accordance with Sertain opinion which divides the environment into three parts which include: 1) the external or physical environment is everything that exists in this world that is not human, 2) the internal environment is everything which has fallen within us that can affect physical growth, and 3) the social environment is all other people or humans that affect us.

Based on the above conceptual descriptions, it can be synthesized that the work environment is a condition at work including physical and non-physical environmental factors. With indicators: (1) relationships between teachers, (2) work environment noise, (3) work regulations, (4) lighting, (5) air circulation (adequate ventilation, fan installation, humidifier installation).

1.3 Achievement motivation

Ratey, as quoted by Raymond J Wlodkowski (2008), explains that "motivation is a process that determines how much energy and attention the brain and body are assigned to be given a stimulus. Colquit (2009: 206) suggests that "motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort and determines its direction, intensity, and persistence". This illustrates the importance of motivation for a person in the regulation of the energy forces that come from within and outside a person. Attempts are connected with beginning work and determinants of direction, intensity, and continuity that show motivation.

According to Robert J. Krajewski (2012) "motivation is either an internal or external force that helps satisfy needs or reach goals; motivation is the internal and external forces that help satisfy the need to achieve the goal. This means that motivation involves not only the inner impulse of the human being but also the external impulse that will change one's behavior to satisfy his or her needs in achieving the goal. A similar definition was

put forward by John A. Wagner III, John R. Hollenbeck (2010) "motivation refers to the energy a person is willing to devote to a task"; motivation refers to the energy of a person who wants to dedicate to a task. A highly motivated person will start working immediately and leave work for someone who is unmotivated. When engaged in a job, a highly motivated person works faster, takes less rest, and is not easily messed up than an unmotivated person. A highly motivated person will continue with the way he learns new things to improve future performance and help their colleagues when the workload in the group begins to unbalance.

According to Robbins and Judge (2009: 202) "Motivation as the processes that account for an individual's identity, direction, and persistence of effort toward attaining a goal. While general motivation is concerned with the effort toward any goal, we will narrow the focus to organizational goals in order to reflect our singular interest in work-related behavior. Namely motivation as a process that explains the individual's intensity, direction, and persistence of effort toward achieving goals. While general motivation is concerned with efforts toward any goal, we will narrow the focus to the goals of the organization in order to reflect our single interests in work-related behavior.

According to Steer and Poter (1991: 6), various definitions of existing motivations have similarities that characterize motivation in a person that is moving behavior, direct behavior and maintain behavior. The third is a function of motivation: 1) Movement of behavior, which means to generate power in a person who can lead him to act in a certain way, 2) Direct behavior, meaning someone has something goal orientation or encouragement. In other words every behavior is always directed at a particular object or object, 3) Maintain behavior. Motivation in a person is influenced by the strength within himself and the surrounding environment that provides feedback to reinforce the intensity and direction of individual drives and strengths or vice versa.

According to Nashar (2004: 15-22), motive is anything that encourages a person to act to do something, while motivation is the whole process of the movement, including situations that encourage someone to act to do something, while motivation is the whole process of the movement including the situation encourage, encouragement that arises in the individual, the behavior generated by the situation and the purpose of the action. Nashar further explained the grouping of motifs according to the experts of psychology based on their origin that is: 1) Biogenetic motif is a motive derived from the needs of individual organisms for the sake of biological life. For example, hunger, thirst, the need for activities, breathing, sexuality and so forth, 2) Sociogenetic motive is the motif that is studied by the individual and comes from the cultural environment where it is located and growing. This motive is influenced by the social interaction of individuals with their environment. For example, the desire to hear western music, the desire to play tennis

and others, 3) The genetic motif is the motive derived from the interaction between man and God as in worship. For example the desire to realize the norms of religion.

Based on the above theoretical descriptions, it can be synthesized that the achievement motivation is the motivation that comes from within the self and from outside the self that can stimulate the achievement, which is characterized by achievement/success achieved, with indicators: 1) help develop the motivation of positive achievement, 2) show passion and earnestness in teaching, 3) to work hard, 4) hope to succeed, 5) have responsibility, 6) desire to get high score.

2. Methods

This research was conducted on the elementary school teacher in Pancoran District, South Jakarta for 3 (three) months. The method used in this research surveys by using the causal technique. The population is a teacher of Public Elementary School in Kecamatan Pancoran, South Jakarta, amounting to 237 teachers with a total sample of 149 teachers. The data collected in the study were collected through questionnaires in the form of rating scale with a score range of 1 to 5. After conducted descriptive analysis continued with test requirement analysis in the form of normality test, linearity test data and regression significance, hypothesis test by using path analysis technique (path analysis).

3. Results and Discussion

The results of this research indicate that the work environment has a direct positive effect on performance. The magnitude of this effect is shown by the correlation coefficient of 0.605 and the path coefficient of 0.506. This indicates that the work environment can improve teacher performance. The working environment of elementary school teachers is everything that is around the teacher both in the form of physical environment and psychological environment that can affect the teacher's self in carrying out his duties.

The work environment is important because leaders or principals need to understand the nature of the work environment where activities are directed towards the objectives and should be able to change the work environment if it is considered important in creating a more appropriate atmosphere for work performance. The work environment also has an opportunity to influence the most important factors such as efficiency, productivity, motivation and work performance. Work environment conditions will be good or appropriate if the teacher can run activities optimally, healthy, safe and comfortable. The suitability of the work environment can be seen as a result for a long time. Furthermore, unhealthy environments may demand a teacher and more time and do not support the design of an efficient work system.

Work environment greatly affects the performance of teachers, because with a suitable environment and fun and fit with the culture of individuals will be able to give encouragement to a teacher to work more excited, so that the work environment is fun the teacher can perform better. A conducive teacher work environment will result in a teacher's performance improvement. So on that basis, it is suspected that there is a significant influence of teacher work environment on teacher performance improvement. This means the better the teacher work environment the better the performance of a teacher. Likewise, on the contrary, the more static the teacher work environment the lower the performance of a teacher.

3.1 The Influence of Achievement Motivation on Performance

The results of this research indicate that achievement motivation gives a direct positive effect on performance. The magnitude of the effect is shown by the correlation coefficient of 0.464 and the coefficient of 0.293 paths. The results of this study are in line with the opinion of Jason Colquitt, Lepine and Wesson (2009) that: "motivation has a strong positive effect on job performance. People who experience higher levels of motivation tend to have higher performance tasks. Motivation has a strong positive effect on work performance. People who have a high level of motivation tend to have more performance as well.

Weiner, as quoted by Jason A. Colquitt, and Jeffery A. Lepine, and Michael W. Jesson (2009), suggested that "when individuals attribute their success to internal rather than external factors, they have higher expectations for future success, greater desire for achievement, and set higher performance goals "; when one connects their success to internal factors rather than external factors, they have higher expectations for future success, have greater desire for achievement, and set higher performance goals.

The influence of work environment on achievement motivation

The results of this research indicate that the work environment gives a direct positive influence on achievement motivation. The magnitude of the effect is shown by the correlation coefficient of 0.338 and the path coefficient of 0.338. The work environment is everything that is around the teacher/employee who influences himself in carrying out his main duty. A comfortable, clean, tidy working environment brings a pleasant atmosphere in doing its job. Encouragement and passion will be higher if teachers are in a conducive working environment.

Conducive work environment encourages teachers to work better, effectively, efficiently in order to produce something of quality that will lead to job satisfaction. The

work environment is improved when supported by a comfortable working environment for that need to be considered work environment that can support the implementation of teacher work.

Because in general in living his profession someone has the same expectation that wants to excel and want to get a chance to be able to develop herself to produce job satisfaction. The need for achievement is the driving force that motivates one's spirit to develop creativity and direct all the capabilities and energy it has in order to achieve optimal performance. Individuals with high achievement motivation tend to have a character: willing to take personal responsibility for finding solutions, objective, objectives that can be achieved by taking risks, wanting immediate performance limits, high strength and hard work, focus on achieving results.

Conclusion

Based on the results of research that has been put forward the conclusions of this study are: (1) work environment has a direct positive effect on teacher performance. That is, the more conducive the working environment of teachers will be the higher the performance of elementary school teachers in the District Pancoran South Jakarta. (2) Achievement motivation has a direct positive effect on performance. That is, the increase in achievement motivation resulted in improving the performance of elementary school teachers in Pancoran district of South Jakarta. 3) Work environment has a direct positive effect on achievement motivation. Meaning, improvement of work environment resulted in the improvement of achievement motivation of elementary school teachers in Pancoran Subdistrict, South Jakarta. based on the explanation of the conclusion above, then we recommend to the Head of School related to work environment in order to improve the performance are: 1) the principal must always improve the facilities and infrastructure, 2) the principal must be creative in solving school problems, 3) the headmaster should be able to communicate to the relevant Office every school special school facilities problem. Second advice for teachers. is expected to increase achievement motivation in order to improve performance is 1) sincerity of teacher in carrying out duties and responsibilities, 2) always be polite to fellow and leadership, 3) always working professionally and able to innovate

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