



THE EFFECT OF WORK ENVIRONMENT ON TEACHER PERFORMANCE WITH WORKLOAD AS A MODERATING VARIABLE IN STATE SENIOR HIGH SCHOOL IN LHOKSUMAWE CITY

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Abstract

The many negative environmental influences are considered to have caused a decline in student achievement levels. Therefore, it is necessary to have strategies to improve student achievement. Therefore, this study will test whether there is an influence of the work environment on the performance of high school teachers with workload as a moderating variable at state high schools in Lhoksumawe City. Data collection uses quantitative methods. The results of the study indicate that the work environment has a positive effect on teacher performance and teacher workload at Lhoksumawe City High Schools. Likewise, workload also affects teacher performance, and then there is also a positive influence of the work environment on teacher performance mediated by teacher workload at Lhoksumawe City High Schools.

Key words: Work Environment, Teacher Performance, Workload, State High Schools

INTRODUCTION

One of the goals of teachers is to create quality human resources. Therefore, the work environment is considered to be one of the important things in improving teacher performance in the city of Lhoksumawe. If educators are individuals or personnel, they must have their own characteristics. As individuals, we also experience what happens in our environment. Therefore, the environment where a person (educator) works affects the way learning is carried out. According to Sutrisno, the work environment can be defined as everything related to facilities and infrastructure for work operations that are around educators when carrying out their main tasks and functions, and which can affect the implementation of their main tasks and functions (Sutrisno, 2010; Marphudok et al., 2020).

The work environment is one of the elements that is believed to influence a person's ability to carry out their main tasks and functions and complete their mandatory tasks (Imroatun & Sukirman, 2016). To achieve the expected results, the work carried out in the work environment that is considered to have this influence can be done individually or in groups in several places. Therefore, proper handling is needed to ensure that you are in a comfortable and comfortable working condition.

In addition, Sedarmayanti & Rahadian, (2018) stated that the work environment is the surrounding environment where someone does their work, the application of appropriate work methods, and the division of responsibilities that result in good teacher performance. Teacher performance is one of the many factors that affect student quality. Teacher performance, according to Barnawi and Arifin (2014), is the level of success of teachers in completing educational tasks according to their responsibilities and authorities using performance standards. This is almost the same as what Supardi (2014) said about teacher performance, which said that teacher performance is a condition that shows how well a teacher carries out his responsibilities at school and describes the actions taken by the teacher during learning activities. The quality of teacher performance greatly influences educational outcomes because teachers are the people who most often come into direct contact with students during the learning process (Srinalia, 2015; Manihuruk & Tirtayasa, 2020).

It is considered that teachers in educational institutions in the city of Lhoksumawe are not doing their jobs well. General facts in the field show that teachers tend to be monotonous in carrying out their duties. In other words, teachers only carry out learning based on what is in school and utilize what is available. They do not have goals or objectives that must be achieved optimally. In schools, student academic achievement is low due to poor teacher quality and performance. The teacher's workplace is one of the factors that influences their performance in learning. The ILO productivity report from Barnawi and Arifin (2014) states that ensuring that teachers can do their jobs in qualified conditions is the first step that must be taken to improve teacher performance. The many issues that arise related to teacher needs and performance certainly indicate many problems that must be resolved in supporting the improvement of education programs in the city of Lhoksumawe. Therefore, this study will test whether there is an influence of the work environment on teacher performance with workload as a moderating variable at Lhoksumawe City State Senior High Schools.

LITERATURE REVIEW

1. Work Environment

The work environment is all the conditions in which workers work, either directly or indirectly, which affect how they perform the company's tasks. A good and pleasant workplace can increase morale and work enthusiasm, while an unpleasant workplace can reduce morale and work enthusiasm. The work environment, according to Nitisimito (2006), is everything around a worker that can affect how they perform the tasks assigned to them. According to Lussier (In Hadari Nawawi, 2003), the work environment is a relatively consistent internal operational quality felt by its members. All elements of the work environment, including work regulations, work psychology, and work physics, can affect productivity and job satisfaction (Mangkunegara & Puspitasari, 2005; Saputra, 2022).

In general, the work environment is divided into two categories: physical work environment (Sedarmayati & Rahadian, 2018). All physical objects located

around the employee's workplace are called the physical work environment, and this can affect employees directly or indirectly. There are several physical work environments that are connected to intermediaries or common environments, also known as work environments, and affect human conditions such as temperature, humidity, and air circulation.

However, non-physical work environments are situations that occur and are related to work relationships, including relationships with superiors, fellow co-workers, and subordinates. Companies must provide a good work environment and support cooperation between employees, both at the top and bottom levels, with a friendly work environment, good communication, and good self-control. The physical work environment includes everything from the parking lot outside the company building, the location and plan of the building, to the amount of light and sound that hits the employee's desk or workspace (Munandar, 2008).

According to Schultz (in Munandar, 2008) conveying the findings of research conducted in the United States about offices designed in a manner similar to natural scenery. The office is a large space that does not have walls that divide it into separate rooms. All employees, from low to middle employees, are placed in functional work units, each separated from other units by short trees and plants, low window glass, short cabinets, and bookshelves. It is believed that this natural view office facilitates communication and workflow. Openness also helps build group bonding and cooperation and reduces psychological barriers between management and employees. Lack of privacy, lots of noise, and difficulty concentrating are the main problems in mini view offices..

2. Teacher Performance

Performance is the result achieved by a person in carrying out the tasks assigned to him/her based on expertise, experience, sincerity, and time (Ghozali, 2017). According to Dou & Anullang (2001), employee performance is defined as the real behavior displayed by each person as a work achievement produced by employees according to their role in the company. On the other hand, other experts argue that employee performance is a condition that shows the amount of work that must be done or produced by an individual or work group according to their respective job descriptions (Shofwani & Hariyadi, 2019).

According to Sobandi (2010), teacher performance is defined as a condition that shows the ability of an employee to complete tasks according to the standards set by the organization for employees according to their job descriptions. Based on the description above, the work results achieved by an employee in carrying out their work duties can be used to determine teacher performance. Teacher performance, according to the Regulation of the Minister of National Education (Permendiknas) No. 41 of 2007, is a teaching achievement resulting from activities carried out by teachers in their main duties and functions. Teacher performance is a logical consequence of their status as professionals in the field of education.

In Law Number 14 of 2005, teacher performance implicitly means carrying out main tasks, fulfilling workloads, and realizing the ability to carry out the

educational mandate on their shoulders. Performance, according to Bernadin and Russell, as quoted by Sulistiyani and Rosidah, is a record of the results of work or activities of certain employees during a certain period of time (Sulistiyani and Rosidah, 2003). According to the behavioral management approach, performance is the quantity or quality of goods or services produced or provided by someone who does the work (Nurlaila, 2010).

Performance is the result or level of success of a person as a whole in completing tasks during a certain period compared to various possibilities or criteria that have been previously agreed upon (Rivai and Basri, 2005). While Mathis and Jackson state that performance is basically what employees do or do not do, performance management includes all actions taken to improve the performance of an organization or company, including the performance of individuals and work groups within the organization (Wijaya & Suhaji, 2012).

Based on the previous definition, teacher performance can be defined as the ability demonstrated by teachers in carrying out their duties or responsibilities. If the objectives are achieved in accordance with the established standards, the performance is said to be good and satisfactory. Teacher performance can be seen and measured based on teacher competency standards. The form of behavior in question is the teacher's actions during the educational process, which includes lesson planning and implementation, lesson evaluation, and the formation of interpersonal relationships with students.

3. Workload

According to Prastiwi & Rivai (2022), workload is the number of tasks that must be completed by workers in a relatively short time. If workers are able to manage their work well and are able to adapt to the responsibilities imposed by their superiors, the workload will be borne by them. Conversely, if workers are unable to do the work and the responsibilities imposed by their superiors will be borne by them. This can happen because the level of expertise required is too high, the speed of work is too high, the time constraints are short, or the volume of work is too much.

Workload, according to Krisdianto et al. (2023), is defined as a collection of processes or activities that must be completed by an employee within a certain period of time. There are two types of workload: physical load, such as lifting and pushing, and psychological load, such as a person's level of expertise in interacting with others. Employees tend to leave the company if they consider the workload heavy and makes them tired.

The body's ability to accept work is defined as workload, according to Azizah & Widjianti (2019). Workload can include task or job demands, workplace organization, and workplace environment. According to Munandar in Afrianti et al. (2018), workload is a task given to employees to be selected at a certain time using the skills and potential of the workforce. Workload can be divided into two (two) categories, namely quantitative and qualitative workload. If a manager gives several large tasks to an employee while increasing their routine tasks, they may

experience overload. Based on the description of the experts above, workload can be defined as a number of tasks that must be completed within a certain period of time.

RESEARCH METHODS

The explanatory verification research method is used to find and limit research to be relevant and can be studied (Zikmund et al., 2000). In addition, they test the causal relationship, or cause and effect relationship, between variables using statistical calculations. Ultimately, the results of the study will show whether the hypothesis is accepted or not (Nazir, 2017). The variables used are the Influence of the Work Environment on Teacher Performance with Workload as the Moderating Variable. All data from the variables are processed using structural equation model analysis with a partial least square approach processed on SmartPLS software.

The population in this study were teachers at high schools in Lhoksumawe City, Aceh. The number of samples with the maximum likelihood estimation method was 95 respondents. Each variable in this study is measured in a Likert scale score arranged based on a 5 (five) scale or a Likert scale implemented in five options, namely: SS (Strongly Agree) has a score of 5, S (Agree) has a score of 4, N (Neutral) has a score of 3, TS (Disagree) has a score of 2, and STS (Strongly Disagree) has a score of 1. The variables studied in this study are the Work Environment on Teacher Performance with Workload as the Moderating Variable.

Table 1. Operational Definition of Variables

No	Variable	Operational Definition	Dimensi	Size	Questionnaire Code
1	Work environment (RG)	Work Environment is the physical, social and psychological life in a company that influences the performance and productivity of employees or staff.	The school environment is very supportive of each teacher to be more creative in teaching.	Interval	LK1
			Each teacher always motivates each other in developing learning media.		LK2
			The school often holds training		LK3

			activities on the use of learning media for teachers.		
			The principal and teachers often hold social service activities and mutual cooperation activities at school.		LK4
			I feel that the school pays attention and cares a lot about the prosperity of the teaching staff and staff.		LK5
			I feel that the school's current vision and mission are in accordance with the needs of teachers and students.		LK6
			As a teacher, I feel that each teacher plays an active role and is treated fairly in every activity in the school environment.		LK7

2	Teacher performance (CS)	Teacher performance is the result of work or work achievements carried out by a teacher based on the ability to manage teaching and learning activities, which include learning planning, learning implementation, learning evaluation and coaching.	As a teacher, I feel that the ability to create a good lesson plan is very important.	Interval	KG1
			I feel that the ability to implement learning has a level of difficulty.		KG2
			I feel that in teaching, the ability to establish interpersonal relationships with fellow teachers or with students is very important.		KG3
			The facilities owned by this Bank are in accordance with my expectations		KG4
			As a teacher, I routinely conduct research on learning outcomes as part of learning.		KG5
			I feel that the ability to implement enrichment is very important		KG6

			for every teacher.		
			Schools often give awards to outstanding teachers.		KG7
3	Work load (BK)	Workload is the demand for tasks given to employees that must be completed within a certain time period in a company.	I feel that the additional tasks from the school are not burdensome enough.		BK1
			I feel comfortable with the tasks given to me as a subject teacher.		BK2
			I feel that the government has appropriately provided a basic salary to each teacher.		BK3
			I feel that the additional tasks from the school are not burdensome enough.		BK4
			Each teacher gets a job that suits their abilities		BK5
			We always complete our tasks as teachers on time and in accordance with the		BK6

			school's vision and mission.		
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Types and sources of data used in this study are Primary Data and Secondary Data. The author uses various methods to collect research data, including observation techniques, documentation techniques, and questionnaires. Test the validity of the indicator model or reflective dimensions and Reliability test. To analyze quantitative data in this study will use the SEM-Partial Least Square (PLS) data analysis technique using SmartPLS 3.0 software.

Hypothesis

Based on the framework of thought that the researcher has put forward above, the hypothesis in this problem is :

- 1 The work environment has a positive effect on Teacher Performance at State Senior High Schools in Lhoksumawe City
- 2 The work environment has a positive effect on workload at State Senior High Schools in Lhoksumawe City
- 3 Workload has a positive effect on teacher performance at State Senior High Schools in Lhoksumawe City
- 4 The work environment has a positive effect on teacher performance in the mediation of workload at State Senior High Schools in Lhoksumawe City

RESULT AND DISCUSSION

1. The Influence of Work Environment on Teacher Performance

The work environment is an important factor in determining teacher performance because it directly affects how teachers complete their tasks. Ultimately, the work environment will result in improved teacher performance. The creation and establishment of a good work environment is very important for the success of achieving organizational goals, because a good work environment allows teachers to perform their tasks optimally, healthily, safely, and comfortably. Conversely, a bad work environment can reduce teacher motivation and enthusiasm, which in turn can lead to decreased teacher performance.

According to Supardi (2013) to assess teacher performance can be seen in the aspects of mastery of content knowledge, behavioral skills, and human relation skills. According to Barnawi & Mohammad Arifin (2012) teacher performance is not realized just like that, but is influenced by certain factors, namely Ability, Skills, Personality, and Motivation. In order for teacher performance assessments to be easy to implement and bring benefits, guidelines are needed in performance assessments (Supardi, 2013).

The work environment certainly needs to be considered in encouraging teaching results by teachers. Because in the end the work environment will affect teacher performance. However, as explained by Atmoseoprpto (Agustini, 2011), teacher performance is a comparison between the output produced and the input. In addition, the success of input management and the achievement of educational goals are two factors that influence teacher performance. According to Sutrisno

(2019), there are many variables that influence teacher performance. Some of them are work discipline, initiative, authority and responsibility, and effectiveness and efficiency. Therefore, it can be concluded from the statement above that the Work Environment on the Performance of State Senior High School Teachers in Lhoksumawe City.

2. The Influence of the Work Environment on Workload

The work environment in the school environment is certainly one of the important factors that supports teacher performance. Because with a good work environment, teachers will feel that their workload will be lighter. According to Robbins (2012), the work environment consists of a general environment and a specific environment. Organizations or forces outside the company can affect organizational performance. The general environment is everything outside the organization that can affect the social and technological environment of the organization. However, elements of the specific environment have a direct relationship with organizational goals. Sedarmayanti & Rahadian (2018) define the work environment as the entirety of the tools, materials, and environment where a person works, their work methods, and work arrangements, both individually and in groups.

Employees will generally experience negative impacts from too much workload, which will cause physical and mental fatigue, as well as emotional reactions such as headaches, digestive disorders, and irritability (Yo et al., 2015). On the other hand, too little workload will also cause a lack of movement, which causes boredom. Employees can be in danger if they experience boredom or too little work. According to Webster (Lysaght et al., 2012), there are various perspectives on the definition of workload. He defines workload as a) the amount of work or time expected from workers or b) the total amount of work to be done by a department or group of workers. The results of the study are in line with previous research findings which show that the work environment affects performance (Astuti & Lesamana, 2018; Irawati & Carrollina, 2017; Adityawarman, et al., 2015).

The work environment certainly needs to be considered. Because teachers must get a load that matches their load. Teachers must work on various programs and activities that support good results towards improving human resources. Therefore, the work environment will generally affect the workload of teachers in the school environment (Maridjo, 2023). So it can be concluded that the work environment affects the work environment at Lhoksumawe City State Senior High School.

3. The Influence of Workload on Teacher Performance

Article 10 of Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must have the following competencies: pedagogical competency, personality competency, social competency, and professional competency. In addition, Article 20 point a stipulates that teachers are responsible for planning and implementing the latest learning process in carrying out their

professional duties. Workload is the amount of work that must be done by a position or unit in an organization and is a calculation of work volume and time norms (Perkasa & Mulyanto, 2023). Workers will get bored if their abilities are greater than the demands of their work. Conversely, if their abilities are lower than the demands of their work, they will be more tired.

Government agencies can find out to what extent teachers can maximize their work and to what extent it affects the teacher's own performance by providing an effective workload (Wahyudin, 2020). Teachers who do not utilize their time well will have an impact on the piling workload, which requires more time than normal working hours (Jalil, 2019). Therefore, the division of tasks that are appropriate and in accordance with the teacher's abilities is very important because it can affect the performance and achievements of the organization (Simangunsong, 2023).

Therefore, teachers must be given an appropriate workload so that their performance can be maximized. Performance is real behavior shown by each teacher as a work achievement produced by employees according to their role in the organization. Performance is very important to achieve organizational goals. Performance, or work achievement, is defined as the results of work in terms of quality and quantity produced by an employee in carrying out his duties according to the responsibilities given to him (Mangkunegara, 2017). Teacher performance is then defined as the results and behavior of a person's work within a certain period of time, usually one year (Kasmir, 2016). Teacher performance is defined as how well a person can function and behave according to the tasks given to him (Miner in Kasmir, 2016). So it is concluded that workload affects teacher performance in the work environment on teacher performance at Lhoksumawe City State Senior High School.

4. The influence of work environment on teacher performance in the mediation of workload

The work environment in the educational bureaucracy greatly influences the level of teacher performance. This is because the work environment will generally describe the activities that occur around it. As stated by Kristiadi & Arifin (2019) the work environment will improve ability and motivation. If someone has the will and desire to do a job well, they have the ability to do the job well. That will definitely improve performance. Performance can be defined as what a teacher does or does not do in carrying out their main tasks. Another view from Nawawi (2006) is that the work produced by good performance will be closely related to the organization's strategic goals, customer satisfaction, and economic contribution.

Because in general there is an influence of the work environment on the performance of high school teachers (Marphudok et al., 2020). The work environment in an educational environment will be more organized if there is cooperation with various parties. Therefore, the work environment must pay attention to various aspects so that teacher performance can be maximized. The achievement of maximum teacher performance is certainly inseparable from the workload they are given. Teachers will have difficulty achieving learning target

goals if the workload they have is too large. Therefore, the environment must support the objectives of the learning system (Manik & Syafrina, 2018). Teachers should not be given excessive workloads, so that teachers feel that they have the ease of implementing all tasks as educators.

The workload on teachers generally has an important role in their learning outcomes. So teachers must have a burden that is in accordance with their status. According to Moekijat (2008), workload is the volume of work results or records of work results that can show the amount of work done by a number of employees in a particular section. The process carried out by a person in completing the tasks of a job or group of jobs is carried out under normal conditions within a certain period of time, and can affect the performance produced by the employee. Therefore, in general, as according to Ningsih (2017), there is an influence of workload on work results and achievements. From the statement above, it is concluded that there is an influence of the work environment on teacher performance in the mediation of workload in the work environment on teacher performance at Lhoksumawe City State Senior High School.

CONCLUSION

In accordance with the results of the research analysis above, this study concluded that the work environment has a positive effect on teacher performance and the study also found that the work environment also affects the workload of teachers at SMA Kota Lhoksumawe. Furthermore, it was also concluded that the workload has also affected teacher performance and so has the work environment had an influence on teacher performance mediated by the workload of teachers at SMA Kota Lhoksumawe.

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