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# THE INFLUENCE OF WORK ENVIRONMENT AND DISCIPLINE TO THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHER IN THE CITY OF DEPOK

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**Abstract :**

This research aims to determine the influence of work environment and discipline to the performance of public elementary school teacher in the city of Depok. Data is collected using survey and correlation method to 116 teacher as respondents, and afterward the data is analysed using path analysis. The result of the research are: (1) Work environment provides direct positive influence the teacher's performance; (2) Discipline gives direct positive influence the teacher's performance, and (3) Work environment directly influence the teacher's discipline. Therefore, it can be concluded that there are positive relationships between work environment and discipline to the performance of public elementary school teacher in the city of Depok. Teacher's performance will improve if supported by appropriate work environment and discipline attitude. Moreover, discipline is influenced by work environment. The more appropriate the work environment is, the higher level of discipline a teacher has.

Keywords: work environment, discipline, teacher's performance

## INTRODUCTION

According to Jason A Colquitt, Jeffery A. Lepine, Michael J. Wesson (2009), "Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment". The performance itself always been given attention from the management due to its connection with organizational productivity (A.Dale Timpe, 2000). Moreover, (A.Dale Timpe, 2000) argues that performance is determined by the effectivity of balance between individual worker and his/ her close environment.

Based on those arguments, a teacher's performance is closely related with his/her teaching ability, such as ability to perform, obey the school regulation, discipline, increasing personal capacity, and ability to maintain good relationship with headmaster as his/her superior. A conducive environment also supports teacher's performance improvement because the comfort feeling it created helps teacher to focus only on task at hand.

The government through the Ministry of Education and Culture seeks to improve the quality of national education by implementing changes on education system related to teacher's performance. One of the efforts is by issuing law and regulation regarding education. Law number 14 year 2005 regarding Teacher and Lecturer article 1 states "Teachers are professional educators with main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, primary and secondary education". Another one is Government Regulation number 19 year 2005 regarding National Standard for Education. In this sense, teacher considered as the most important element on education implementation and holds strategic position in shaping the country's potential human resources. Therefore, there is a need to improve the professionality of teacher to support the quality of national education.

In the education system in the Municipality of Depok there are several matters that comes into concern, which are the lack of adequate education supporting facilities, procurement of education tools to match the student's needs, quality of teacher, proximity between schools and teacher and student's houses, and limited number of teacher in the municipality. These issues lead to low quality of education in public elementary school in the municipality of Depok. And thus, makes parents choose to enroll their children into private school such as Integrated Islamic Elementary School, etc. The excellence of Integrated Islamic elementary School itself for moslem parents is its compliance with The Ministry of Education and Culture standards, such as content standards, competency standards, management standards, finance standards, infrastructure standards, also educator standards. Moreover, its education environment is considered suitable for children to learn both formal education and religion education at once. This explains why the number of Integrated Islamic Elementary School rose from 426 in 1993 to 2,418 units in 2020.

Looking at the steady development of private schools in Depok, public schools should improve their qualities in order to add more option for parents in selecting the best and affordable learning place for their children. Therefore, having observed the issues in education system this research aims to determine the influence of work environment and discipline to the performance of public elementary school teacher in the city of Depok.

## THEORETICAL FRAMEWORK

### *PERFORMANCE*

Performance is a result obtained by organization, whether it is profit oriented or non profit oriented, that accomplished in a certain period of time (Fahmi, 2010). The measure of performance itself according to Byars and Rue (2003) are "quality of work,

quantity of work, job knowledge, initiative, planning, cost control, relationship with peers, relationship with supervisor, relationship with public, relationship with client department, managing and developing sub ordinates, equal employment opportunity (EEO) responsibilities." Therefore, a teacher's performance can be described as achieved results, either quality or quantity, based on his/her capabilities, experience, and seriousness within time constraint (Yudistiro, 2015).

"Colquitt, LePine and Wesson (2009) said that, "job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment".

Ginnett and Curphy (2002) : Performance, on the other hand, concerns those behaviors directed towards the organization's mission or goals or the products and services resulting from those behaviors. At work or school we can choose to perform a wide variety of behaviors, but performance would only include those behaviors related to the production of goods or services or obtaining good grades.

Performance indicators according to Byars dan Rue (2003): "quality of work, quantity of work, job knowledge, initiative, planning, cost control, relationship with peers, relationship with supervisor, relationship with public, relationship with client department, managing and developing sub ordinates, equal employment opportunity (EEO) responsibilities."

Job performance needs a life support system like an astronaut drifting in space without the protection and support of a space suit, job performance will not thrive without a support system. The organization's structure, culture, and job design and supervisory practices also can facilitate or hinder job performance (Kreitner and Kinicki, 2010).

## *WORK ENVIRONMENT*

Environment is one of the factors that could influence organizational structure. Environment can be distinguished into external environment and internal environment (Daft, 2010). External environment is institution outside an organization such as regulations, customer, and supplier that could influence the company's performance (Robbins, 2011). While internal environment is employee's behavior, company's management and cooperation culture (Daft, 2010). Therefore, both external and internal environment must be created as supportive as possible in order to achieve the company's goal.

Appropriate workplace, both physical and non physical, that provides comfort, pleasure, safety, and serene feeling can be called work environment. Wirawan (2019) explains that the synergy between external environment and internal environment of an organization with worker's innate nature influence the worker's behavior such as work ethic, work discipline, work motivation, leadership and job satisfaction.

According Byars and Rue (2003), Some of the more common potential performance obstacles include a lack of or conflicting demands on the employee's time, inadequate work facilities and equipment, restrictive policies that affect the job, lack of cooporation from others, type of supervision, temperature, lighting, noise, machine or equipment pacing, shifts, and even luck.

A more iclusive version of the causes of performances embraces three factors: ability, motivation, and situational factors. The ability factor reflects the worker's talents and skills, including characteristics such as inteligence, interpersonal skills, and job knowledge. Motivation can be affected by a number of external factors (such as rewards and punishments), but is ultimately an internal decision: it up to the worker to determine how much effort to exert on any given task. Situasional factors (or system factors) include a wide array of organizational characteristics that can positively or negatively influence performance. System factors include quality of material, quality of supervisor, and the other factors (poor coordination of work activities among workers, inadequate information or instructions needed to perform a job, low quality materials, lack of

necessary equipment, inability to obtain raw materials, parts, or supplies, inadequate financial resources, poor supervision, uncooperative coworkers and/or poor relations among people, inadequate training, insufficient time to produce the quantity or quality of work required, a poor work environment, equipment breakdown)(Gomez, 2010).

A work environment fun might be the key force for the employees you to make good performance.


## DISCIPLINE

Discipline according to Schermerhorn (2010) is actions that influence behavior through reprimand. It is a condition that shows values of obedience, compliance, loyalty, peace, regularity, and order that support organization to achieve its goals (Hikmat, 2009). Therefore, discipline is important to run and efficient organization (Muliins, 2005). Moreover, accordint to Snell dan Bohlander (2010) discipline is implemented as a way for worker to comply with performance standard.
"someone status selfcontrol as orderliness sign order and accuration in doing cooperation from a group of unit work in an organization."(Hikmat, 2009).

In the field of public service, teacher as civil servant is morally bound to teacher ethic code in Government Regulation number 53 Year 2010 regarding Discipline for Civil Servant as follow: "The discipline of civil servants is much as they to obey duty and avoid prohibition as the determined in legislation and/or regulations official who if they do not peremptory or infringed sentenced to discipline." This is to ensure the implementation of Indonesia Constitution 1945 that all citizen entitled to proper education.

The psychological result of collegial approach for the employee is self discipline. Feeling responsible, employees discipline themselves for performance on the team in the same way the members of football team discipline themselves to training standards and the rules of the game (Newstrom and Davis, 1999).
Regarding Mondy (1993), "effective disciplinary action cab thus encourage the individual to improve his or her performance, ultimately resulting in gain for that individual."

When the performance of an employee is not adequate the causes of poor performanced need to be carefully analyzed. If the cause is a lack of motivation and effort, a performance improvement plan with specific measureble goals and objective should be developed. If the employee refuses to accept or follow the plan, disciplinary actions can be taken.


## RESEARCH METHOD

This research is conducted in 2 sub-district in Depok Municipality, which are Beji Sub-District and Pancoran Mas Sub-District. It attempts to determine whether work environment and discipline, individually or together, related with teacher's performance or not. Although the sampling only use 2 sub-districts, it is projected to represent all school's characteristic in Depok Municipality.

This research is using survey method by correlation approach. The power of relationship of the three variables (work environment, discipline, and teacher performance) is pictured in the form of Correlation Coefficient as follow:
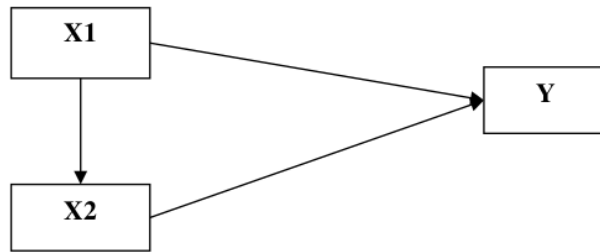
Picture 1. Constellation of Relationship among Research Variables

Notations:

$X_1$: Work Environment Lingkungan Kerja

$X_2$: Discipline Disiplin

Y : Performance Kinerja

Table 1. Research Population

| No. | SCHOOL | NUMBER OF TEACHER |
|-----|--------|-------------------|
| 1. | Elementary School in Beji Subdistrict | 321 |
| 2. | Elementary School in Pancoran Mas Subdistrict | 496 |
| | **Total** | **817** |

Source: West Java Provincial Education Agency

Arikunto (2006) states that for population number less than 100, it is better to use all of the population as sample so the research become population research. However, for big population the sampling number could be vary from 10%-15% or 20-25% or even more (Arikunto, 2016). Moreover, for descriptive research it is recommended to use 10-20% of the accessible population (Donald Ary, 2007).

Firstly, this research take 20% of the whole population. The total number of population from 2 sub-districts is 163 teachers. From the number, the writer then randomly select 116 teachers. (Using Cluster Random Sampling)

Table 2 Research Sample Data

| No. | Subdistrict | Total Public Elementary School | Total Teacher |
|-----|-------------|-------------------------------|---------------|
| 1. | Beji | 22 | 46 |
| 2. | Pancoran Mas | 35 | 70 |
| | **Jumlah** | **57** | **116** |

Data obtained from this research are work environment, discipline, and teacher performace using questionnaire. Instrument used for assessing questionnaire is Likert scale. The instrument is first tested before the research started to look at its validity and reliability. Statements that are invalid are discarded and excluded from this research. Data

analysis of this research is using Path Analysis. It is a technic to analyse causal relationship of multiple regression if independent variable affects dependent variable, whether directly or indirectly (Robert D. Retherford, 1993). Analysis requirement testing is test of regression estimates of error normality test with Lilliefors (Sudjana, 2005). Several statistical test that must be conform by path analysis are (1) Normality test; (2) Significancy test and Linnear Regression.

Before using regression equation to obtain conclusion on hypothesis testing, regression model is tested for its significance and linearity using F testing on table ANAVA. Criteria for significance and regression of linearity model testing is as follow:

Regression significant : $F_{count} \geq F_{table}$ on regression line

Linear regression : $F_{count} < F_{table}$ on deviation from linearity

## RESULT AND DISCUSSION

Data obtained from survey describes mean, minimum, maximum, deviation standard, median, and modus of the data. Variable Y (performance) is endogenous last data(?), variable $X_1$ (work environment) as exsogenous variable, and variable $X_2$ (discipline) as mediator endogenous variable(?).

Testing for normality requirements is conducted using Lilliefors test. Recapitulation of normality testing is on the table as follow:

Table 3. Result of Regression Error Estimation Testing

| Regression Error Estimation | N | Lcount | $L_{table}$ | | Notation |
|---|---|---|---|---|---|
| | | | α= 0,05 | α =0,01 | |
| Y over atas $X_1$ | 116 | 0,054 | 0,0823 | 0,096 | Normal |
| Y over atas $X_2$ | 116 | 0,063 | 0,0823 | 0,096 | Normal |
| $X_2$ over atas $X_1$ | 116 | 0,057 | 0,0823 | 0,096 | Normal |

Based on table 2, it can be seen that all pair of data which are performance over work environment, performance over discipline, and discipline over work environment comes from normally distributed sample. Therefore, the next step is to perform correlation analysis by reviewing the level and relationship significance between exogenous variable and endogenous variable.

**Significance Test and Equation Linnearity of Performance over Work Environment**

Table 4. Anava for Significance and Linnear Regression

$$\hat{Y} = 91,401 + 0,289 X_1$$

| Source of Varians Sumber Varians | dk | JK | RJK | $F_{count}$ | $F_{tabel}$ | |
|---|---|---|---|---|---|---|
| | | | | | α = 0,05 | α = 0,01 |
| Total | 116 | 3596 | | | | |
| Regression Regresi a | 1 | 2042093,80 | | | | |
| Regression Regresi b/a | 1 | 1367,06 | 1367,06 | 25,70 | 3,92 | 6,86 |
| Residu | 114 | 6064,14 | 53,19 | | | |

| | dk | JK | RJK | F count | F table α=0,05 | α=0,01 |
|---|---|---|---|---|---|---|
| Deviation from linearity | 42 | 2468,07 | 58,764 | 1,177 | 1,55 | 1,86 |
| Error Galat | 72 | 3596,07 | 49,945 | | | |

Notations:
** : Regression highly significant  (25,70 > 6,89 pada $\alpha = 0{,}01$)
ns : Linear Regression  (1,177 < 1,55 pada $\alpha = 0{,}05$)
dk : Degree of Freedom
JK : The sum of squares
RJK : Average of the sum of squares

For the Regression equation $\widehat{Y} = 91{,}401 + 0{,}289$ , from the table we could see that Fcount is 25.70. It is bigger than Ftable$_{(0,01;1:114)}$ which is 6,86 on $\alpha = 0.01$. Therefore, the regression equation is highly significant. For linear test Fcount is 1.177, bigger than Ftable $_{(0,05;42:72)}$ which is 1,55 on $\alpha = 0{,}05$. Because Fcount < Ftable, distribution of point that is estimated forming linear line is acceptable.

Result of Significance Test and Linnearity of Regression Equation of Performace over Discipline is as follow:

Table 5. ANAVA for Significance Test and Linnearity of Regression Equation $\widehat{Y} = 50{,}691 + 0{,}585\ X_2$

| Sourve Variance | Dk | JK | RJK | F count | F table | |
|---|---|---|---|---|---|---|
| | | | | | α = 0,05 | α = 0,01 |
| Total | 116 | 2049525 | | | | |
| Regression a Regresi a | 1 | 2042093,80 | | | | |
| Regression b/a Regresi b/a | 1 | 1277,39 | 1277,39 | 23,66 | 3,92 | 6,86 |
| Residu | 114 | 6153,81 | 53,98 | | | |
| Deviation from Linearity | 21 | 1004,93 | 47,85 | 0,864 | 1,67 | 2,06 |
| Error Galat | 93 | 5148,88 | 55,36 | | | |

Notations:
** : Regression highly significant (23,66 > 6,86 pada $\alpha = 0{,}01$)
ns : Linear regression  (0,864 < 1,67 pada $\alpha = 0{,}05$)
dk : Degree of freedom
JK : The sum of squares

RJK   : Average of the sum of squares

Regression equation $\hat{Y} = 50{,}691 + 0{,}585\ X_2$, for significance test obtained Fcount 23,66 is bigger than Ftable $_{(0,01;1:114)}$ 6,86 on $\alpha$ 0,01. Therefore, the regression is highly significant. For linear test Fcount is 0.864, smaller than Ftable $_{(0,05;21:93)}$ which is 1,67 on $\alpha = 0{,}05$. Because Fcount < Ftable, distribution of point that is estimated forming linear line is acceptable.

**Result of Significance Test and Linnearity of Regression Equation of Discipline over Work Enviroment is as follow:**

Table 6 ANAVA for Significance Test and Linnearity of Regression Equation $X_2 = 116{,}243 + 0{,}168\ X_1$

| Variance Source | Dk | JK | RJK | F$_{count}$ | F$_{table}$ | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | | $\alpha = 0{,}05$ | $\alpha = 0{,}01$ |
| Total | 116 | 2087 | | | | |
| Regression a<br>Regresi a<br>Regression b/a | 1 | 2281446,76 | | | | |
| Regresi b/a | 1 | 462,36 | 462,36 | 16,09 | 3,92 | 6,86 |
| Residu | 114 | 3274,88 | 28,73 | | | |
| Deviation from Linearity | 42 | 1187,92 | 28,28 | 0,976 | 1,55 | 1,86 |
| Error<br>Galat | 72 | 2086,97 | 28,99 | | | |

Notations:

**     : Regression highly significant (16,09 > 6,86 pada $\alpha = 0{,}01$)

ns     : Linnear regression (0,858 < 1,55 pada $\alpha = 0{,}05$)

dk     : Degree of freedom

JK     : The sum of squares

RJK    : Average of the sum of squares

Regression equation $X_2 = 116{,}243 + 0{,}168\ X_1$, for significance test obtained F$_{count}$ 16.09 is bigger than F$_{table\ (0,01;1:114)}$ 6,86 on $\alpha = 0{,}01$. Therefore, the regression equation is highly significant. For linear test F$_{count}$ 0.976 is smaller than F$_{table\ (0,05:42:72)}$ which is 1,55 on $\alpha = 0{,}05$. Because F$_{count}$ < F$_{table}$, therefore distribution of point that is estimated forming linear line is acceptable.

Table 7. Matrix of Simple Correlation Coefficient among Variable

| Matrix Matrik | Correlation Coefficient Koefisien Korelasi | | |
|---|---|---|---|
| | $X_1$ | $X_2$ | Y |
| $X_1$ | 1.000 | 0.352 | 0.429 |
| $X_2$ | 0.352 | 1.000 | 0.415 |
| Y | 0.429 | 0.415 | 1.000 |

The table shows that correlation between Work Environment with Discipline is 0.352, correlation between Work Environment with Performace is 0.429, whilst correlation between Discipline and Performance is 0.415.

**Hypothesis 1. Work Environment Provides Direct Positive Influence to Performance.**

$H_0 : \beta_{y1} \leq 0$

$H_1 : \beta_{y1} > 0$

$H_0$ rejected, if $t_{count} > t_{table}$

From the path analysis for direct influence of work environment to performance, the path coefficient is 0.323 and coefficient $t_{count}$ is 3.745. Coefficient $t_{table}$ for $\alpha = 0.01$ is 2,62. Because coefficient $t_{count}$ is bigger than $t_{table}$, reject $H_0$ and accept $H_1$. That means the statement of work environment do directly influencing performance is acceptable.

The result of the first hypothesis analysis provides insight that work environment provides direct positive influence to performance. By that, it can be stated that performance is influenced positively by work environment. Therefore, appropriate work environment will improve work satisfaction.

Table 8. Path Coefficient Influence $X_1$ to Y

| Direct Influence | Path Coefficient | $T_{count}$ | $T_{table}$ | |
|---|---|---|---|---|
| | | | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_1$ to Y | 0,323 | 3,745** | 1,98 | 2,62 |

** Path coefficient highly significant (3,745 > 2,62 on $\alpha = 0,01$)

**Hypothesis 2. Discipline Gives Direct Positive Influence to Performance.**

$H_0 : \beta_{y2} \leq 0$

$H_1 : \beta_{y2} > 0$

$H_0$ is rejected if $t_{count} > t_{table}$.

From the path analysis for direct influence of discipline to performance, path coefficient is 0.301 and coefficient $t_{count}$ is 3.490. Coefficient $t_{table}$ for $\alpha = 0.01$ is 2.62. Because coefficient $t_{count}$ is bigger than coefficient $t_{table}$, reject $H_0$ and accept $H_1$. That means the statement of discipline do diretly influencing performance is acceptable.

The result of the second hypothesis analysis provides insight that discipline gives direct positive influence to performance. By that, it can be stated that

performance is influenced positively by discipline. Therefore, improving discipline will improve performance.

Table 9. Path Coefficient $X_2$ to Y

| Direct Influence | Path Coefficient | $t_{count}$ | $t_{table}$ | |
| --- | --- | --- | --- | --- |
| | | | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_2$ to terhadap Y | 0,301 | 3,490 ** | 1,98 | 2,62 |

** Path coefficient is highly significant (3,490 > 2,62 on $\alpha = 0,01$)

**Hypothesis 3. Work Environment Provides Direct Positive Influence to Discipline**

$H_0 : \beta_{21} \leq 0$

$H_1 : \beta_{21} > 0$

$H_0$ is rejected if tcount > ttable.

From the path analysis for direct influence of work environment to discipline, path coefficient is 0.352 and coefficient tcount is 4.012. Coefficient ttable for $\alpha = 0.01$ is 2.62. Because coefficient tcount is bigger than coefficient ttable, reject $H_0$ and accept $H_1$. That means the statement of work environment do diretly influencing discipline is acceptable.

The result of the third hypothesis analysis provides insight that work environment gives direct positive influence to discipline. By that, it can be stated that discipline is influenced positively by work environment. Therefore, improving work environment will improve discipline.

Table 10. Path Coefficient Influence $X_1$ to $X_2$

| Direct Influence | Path Coefficient | $T_{count}$ | $T_{table}$ | |
| --- | --- | --- | --- | --- |
| | | | $\alpha = 0,05$ | $\alpha = 0,01$ |
| $X_1$ to terhadap $X_2$ | 0,352 | 4,012 ** | 1,98 | 2,62 |

** Path coefficient is highly significant (4,012 > 2.62 on $\alpha = 0.01$)

Summary of hypothesis testing can be seen on the model as follow:

Table 10. Summary of Hypothesis Testing

| Hypothesis | Statistic Hypothesis | Statistic Test | | Decision | Conclusion |
| --- | --- | --- | --- | --- | --- |
| | | $T_{count}$ | $T_{table}$ $\alpha = 0,01$ | | |
| Work environment provides direct positive influence to performance | $H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$ | 3,46** | 2,62 | $H_0$ rejected | Direct positive influence |

| Discipline gives direct positive influence to performance | $H_0 : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$ | $3{,}490^{**}$ | $2{,}62$ | $H_0$ rejected | Direct positive influence |
|---|---|---|---|---|---|
| Work environment provides direct positive influence to discipline | $H_0 : \beta_{21} \leq 0$ $H_1 : \beta_{21} > 0$ | $4{,}012^{**}$ | $2{,}62$ | $H_0$ rejected | Direct positive influence |

The summary of path analysis model that is used on this research is provided on Picture 2.
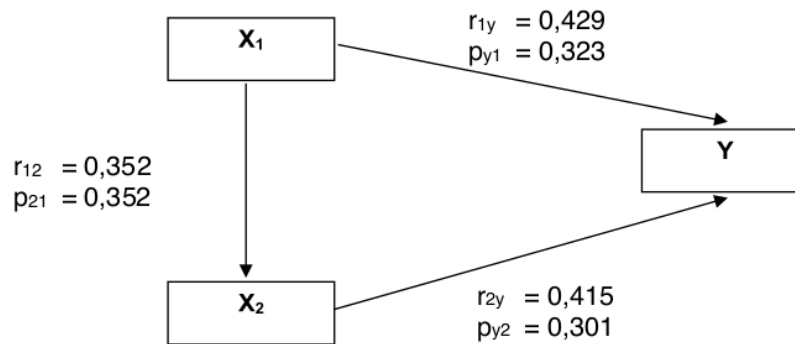


Picture 2. Empirical Model between variables

## SUMMARY AND CONCLUSION

In conclusion, there is positive influence of work environment to performance of public elementary school teacher in the city of Depok. Teacher's performance will improve if supported by appropriate work environment. Moreover, discipline also gives direct positive influence to teacher's performance. The higher the level of discipline contributes to the improvement of teacher's performance. In addition, discipline is influenced by work environment. The more appropriate the work environment is, the higher level of discipline a teacher has.

Based on empirical findings in this research, there are several suggestions arise to create a condusive work environment and thus improve teacher's performance which are:

1. Headmaster should create a safe and comfortable work environment. It is desirable if there is a room provided for teacher to work and to interact among colleagues. Appropriate work tools, and also build a close relationship with teacher which helps to increase lecturer capacity.
2. Headmaster should implement clear working rules and also impose positive discipline to improve teacher's performance.
3. Both headmaster and teacher should increase their knowledge, capacity, and competency in technology and management by participating in trainings, seminars, and reading books as source of knowledge. They are also responsible to increase their performance after receiving capacity building trainings.

4. Headmaster should manage bigger opportunities for all teacher to expand their knowledge, capacity, and competency equally.
5. Lastly, the writer suggests that further research can be conducted to explore more on performance using other influential factors.

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