

THE INFLUENCE OF THE WORK ENVIRONMENT, COMPENSATION, AND MOTIVATION ON TEACHER PERFORMANCE AT STRADA KAMPUNG SAWAH ELEMENTARY AND MIDDLE SCHOOL BEKASI

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ABSTRACT

Education has a role in creating quality and competent human resources to meet the demands of development in the digitalization 4.0 era. The role of the teacher as an educator is to support the creation of a quality and competent generation. Responsibilities are given properly by the rights received by the teacher. Several factors can affect teacher performance, including work environment, compensation, and motivation. From the point of view of human resource management, these three factors are important in improving performance.

This study aimed to determine the effect of the work environment, compensation, and motivation on teacher performance at Strada Kampung Sawah Elementary and Middle School. The method used is quantitative analysis, which is qualitativeized using the SPSS version 26 analysis tool. The results of the simple correlation test show that the r -count in the work environment is 0.474, compensation is 0.457, motivation is 0.371, and all three are more significant than the r -table of 0.3494. These results indicate that the three variables have a relationship or correlation with performance variables. Multiple linear regression tests obtained the equation $Y = 25.132 + 0.217 X_1 + 0.159 X_2 + 0.285 X_3$.

Based on the results of the t -test hypothesis, partially the work environment affects teacher performance with t -count 3.030 > t -table 2.045, compensation affects teacher performance with t -count 2.180 > t -table 2.045, and motivation influences teacher performance with t -count 3.040 > t -table 2.045. Meanwhile, based on the results of the simultaneous f -test hypothesis, work environment, compensation, and motivation affect teacher performance with an f -count of 9.253 > f -table 2.94.

A well-managed physical and non-physical work environment is hoped to be maintained and improved so teachers can feel safe and comfortable while working. Compensation provided financially and non-financially by expectations and the ability to adapt to current economic changes will increase motivation and enthusiasm for work. Forms of intrinsic and extrinsic motivation that have been well developed are expected to be maintained and improved to improve the work results and work attitudes of Strada Kampung Sawah Elementary and Middle School teachers.

Keywords: work environment, compensation, motivation, performance.

1.1 BACKGROUND OF THE PROBLEM

Education has a role in creating quality and competent human resources to meet development demands. In organizations or educational institutions, the role of teachers is expected to be to

perform as well as possible and perform well to achieve the goals of the organization or educational institution. In carrying out their work, teachers need to have academic qualifications, competence, and educator certification, be physically and spiritually healthy, and have the ability to realize national education goals. One effort that can be made to implement national education goals is improvements made by education management by increasing teacher performance. This is to answer the challenges in education today, namely to produce human resources that can compete in the era of Industrial Revolution 4.0 and to prepare for the transition to the era of Society 5.0, which focuses on the context of humans as the main component.

Performance is the result or level of a person's overall success during a specific period in carrying out tasks compared to various possibilities, such as standard work results, targets or objectives, or specific criteria that have been determined previously and have been mutually agreed upon (Rivai, 2005: 14). Teacher performance is an essential element in education, apart from that it is also a determinant of the high and low quality of education. Teacher performance determines the success of an effective and efficient learning process so that educational goals can be achieved and realized from good student learning outcomes. Good student learning outcomes can produce quality graduates. Factors that can influence teacher performance include internal and external factors. Internal factors relate to a person's characteristics, which include attitudes, personality traits, physical characteristics, desires or motivations, age, gender, education, work experience, cultural background, and other personal variables. External factors influencing teacher performance come from the environment, including organizational policies, leadership, co-workers' actions, type of training and supervision, wage system, and social environment.

Perkumpulan Strada is a Catholic institution under the auspices of the Archdiocese of Jakarta (KAJ), which operates in the field of education and has been established since May 24, 1924. Consists of 74 schools spread across the Bekasi, Jakarta, and Tangerang areas. One of the Perkumpulan Strada's targets is "To create competent, high-performing and prosperous educators/educational personnel." Qualified and high-performing teaching and educational staff are needed to achieve these targets. This research focuses on the performance of teachers at Strada Kampung Sawah Elementary and Middle School, which is part of the Perkumpulan Strada in Pondok Melati District, Bekasi City. According to Wursanto in Dharmawan (2011: 59), the work environment is divided into two types, namely work environment conditions, which involve physical aspects, and work environment conditions, which involve psychological aspects." In observing the work environment where the researcher works, this environmental factor could be more physically and non-physically conducive. The physical work environment affecting teacher performance includes structural conditions and building areas that are less supportive and limit teacher movement in working and communicating with colleagues. The layout structure and building area do not meet the standards of Minister of Education and Culture Regulation number 24 of 2007 concerning Facilities and Infrastructure Standards for Primary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTS), and Senior High Schools/ Madrasah Aliyah (SMA/MA). Cleanliness in the school environment is the responsibility of all school residents and is supported by adequate and professional cleaning staff. The lack of janitors impacts the level of cleanliness and health of school residents. Poor equipment layout, cleanliness of facilities and infrastructure, and less-than-optimal waste management will affect teacher performance. Another factor that exists in the physical work environment is security at school. The knowledge and implementation related to K3 that is applied is still limited to general knowledge.

Edison, Anwar, and Komariyah (2016, p.154) define compensation as teachers receiving for the services they contribute to their work. The work compensation received by Strada Kampung Sawah elementary and middle school teachers, is divided into financial compensation and non-financial compensation. Financial compensation received is in the form of salary/wages and allowances. The salary and allowances received by Strada Kampung Sawah elementary and middle school teachers are adjusted to factors such as length of service, class, and position. In agreement with Malthis (2006:419), non-financial compensation is also called allowances, namely indirect rewards given to teachers as members of an organization, such as insurance, health insurance, payment for time away from work, and pensions. Non-financial compensation influencing teacher performance includes

economic protection against danger, time of benefit incentives, and teachers service programs. Economic protection against danger is divided into 3, namely: old age and pension benefits for future prosperity, health and employment insurance facilities, vehicle credit facilities, and educational equipment to support work. The respect given to teaching is still relatively low compared to other professions. To date, efforts to reward teachers, especially in the form of compensation by the government, include the teacher certification program mandated in Law Number 14 of 2005 concerning Teachers and Lecturers.

A person's work motivation is potential, where a person is not necessarily willing to mobilize all their potential to achieve optimal results, so there is still a need for encouragement so that a teacher is willing to work according to the organization's wishes (Cahyono, 2012). Work motivation is a psychological element for a teacher in order to succeed in teaching. Work motivation is essential to an educational institution because teachers will work seriously if they have high motivation. The motivational needs of Strada Kampung Sawah Elementary and Middle School still need to be optimized. This is caused by several things, such as a lack of training (workshops) held by the school to improve teachers' work quality. Apart from that, the low motivation for teachers to work is also caused by the absence of severe rewards and punishments for teachers.

Based on the background of this problem, the researcher wants to examine this problem in research entitled: "THE INFLUENCE OF THE WORK ENVIRONMENT, COMPENSATION, AND MOTIVATION ON TEACHER PERFORMANCE AT STRADA KAMPUNG SAWAH ELEMENTARY AND MIDDLE SCHOOL BEKASI."

1.2 Formulation of the problem

Based on the background that has been described, the author makes several problem formulations as follows:

- a. Is the work environment influenced by teacher performance?
- b. Is compensation influenced by teacher performance?
- c. Is motivation influenced by teacher performance?
- d. Is there an influence of work environment, compensation, and motivation together on teacher performance?

1.3 Research purposes

Based on the problem formulation, this research aims to:

- a. To analyze whether the work environment influences Strada Kampung Sawah Elementary and Middle School teacher performance.
- b. To analyze whether compensation influences teacher performance at Strada Kampung Sawah Elementary and Middle School.
- c. To analyze whether motivation influences teacher performance at Strada Kampung Sawah Elementary and Middle School.
- d. To analyze whether there is an influence of work environment, compensation, and motivation on teacher performance at Strada Kampung Sawah Elementary and Middle School.

1.4 Benefits of research

The expected benefits from the results of this research are:

- a. For writers
This research is useful for developing knowledge and increasing insight to improve teacher performance based on work environment, compensation, and motivation.
- b. For companies
This research is expected to provide companies useful information to improve teacher performance.
- c. For readers
It is hoped that this research will serve as input and reference material for readers and as a reference for future researchers.

1.5 Scope of problem

Researchers limited the problem to this research, which was only conducted at Strada Kampung Sawah Elementary and Middle School.

1.6 Systematics of Thesis Writing

This writing systematic consists of 5 (five) CHAPTERS consisting of:

CHAPTER I: INTRODUCTION in this CHAPTER, the author provides an explanation of the background of the problem, limitations of the problem, formulation of the problem, aims and benefits of research, and systematic writing.

CHAPTER II: THEORETICAL BASIS in this CHAPTER, the author explains the meaning of work environment, compensation, motivation, prior research, theoretical framework, and research hypotheses.

CHAPTER III: RESEARCH METHODOLOGY in this CHAPTER, the author explains research variables, operational definitions, research instruments, and time and place of research.

CHAPTER IV: RESULTS AND DISCUSSION in this CHAPTER, the author provides

Explain the research object, a general description of the company, a general description of respondents, data analysis, and a discussion.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS in this CHAPTER, the author outlines the conclusions from the results of data analysis as well as suggestions for obtaining good results.

2. THEORETICAL BASIS

2.1 Work Environment

2.1.1 Understanding Work Environment

According to Sedarmayanti (2018:49), the work environment is the totality of tools and materials encountered, the surrounding environment where a person works, their work methods, and their work arrangements individually and as a group.

From experts' opinions, it can be concluded that the work environment is everything around the employee while working, both physical and non-physical, which can influence the employee while working. A good and clean work environment, sufficient light, and free from noise and distractions will provide enthusiasm for employees to do their work well. However, a nasty, dark, and damp work environment will cause fatigue quickly and reduce enthusiasm and productivity at work.

2.1.2 Indicators of Work Environment

The following are indicators of work environment:

1. Space required
2. Lighting
3. Cleanliness
4. Security
5. Work atmosphere.

2.2 Compensation

2.2.1 Understanding Compensation

According to Enny (2019:37), compensation can be defined as a form of reciprocal service provided to employees as a form of appreciation for their contribution and work to the organization. This compensation can be direct or indirect financial, and the award can also be indirect.

From experts' opinions, work compensation is a form of reciprocity or appreciation the company gives employees for the services provided in financial and non-financial forms. The term compensation is closely related to financial rewards given to someone based on an employment relationship. The compensation will increase a person's work motivation and the image of the institution or organization, attracting job seekers and making it easier to manage existing administration and legal aspects. Compensation in education is a form of obligation of an educational institution that is given to teaching staff and educational staff in recognition of the services and achievements or performance results that have been provided.

2.2.2 Compensation Indicators

The indicators of compensation are as follows:

1. Salary

2. Bonuses
3. Time of benefit incentives
4. Economical protection against hazards
5. Employee service program

2.3 Motivation

2.3.1 Understanding the motivation

According to Maruli (2020:58), work motivation is everything that arises from a person's desires by generating passion and desires from within a person that can influence, direct, and maintain behavior to achieve goals or desires by the scope of work. From experts' opinions, work motivation is a condition or situation that moves employees in a directed or focused manner, which can create enthusiasm or encouragement to work to achieve organizational or company goals. In educational institutions, work motivation for teachers can be interpreted as a form of encouragement for a teacher that arises from within oneself to carry out and carry out several activities or work in the field of education so that educational goals can be achieved effectively and efficiently.

2.3.2 Motivation Indicators

The motivation indicators are as follows:

- 1 Physical needs
- 2 The need for security and safety
- 3 Social needs
- 4 The need for appreciation
- 5 The need for self-realization

2.4 Teacher performance

2.4.1 Understanding Teacher Performance

According to Mangkunegara (2017:67), performance results from work in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him. From experts' opinions, performance results from work or work achievements achieved by a person or group in developing their duties and work from an organization or company based on responsibility, experience, and punctuality.

2.4.2 Teacher performance indicators

Teacher performance indicators that can be seen are as follows:

1. Pedagogical Competence
2. Professional Competence
3. Social Competence
4. Personality Competence
5. Managerial Competence

2.5 Research Hypothesis

1. It is suspected that the work environment influences teacher performance.
2. It is suspected that compensation influences teacher performance.
3. It is suspected that motivation influences teacher performance.
4. It is suspected that the work environment, compensation, and motivation influence teacher performance.

3. RESEARCH METHODOLOGY

3.1 Research Variables and Operational Definitions

3.1.1 Research variable

- a. Dependent Variable (dependent)

The dependent Variable is a variable that is influenced or results from an independent variable's existence. The dependent Variable contained in this research is teacher performance (Y). Teacher performance is the result a teacher achieves in carrying out the tasks assigned to him by showing concrete evidence.

b. Independent variable (free)

An independent variable is a variable that influences or is the cause of changes or the emergence of a dependent (dependent) variable. The independent variables in this research are work environment (X1), compensation (X2), and motivation (X3).

3.2 Method of collecting data

3.2.1 Library Research

Data collection techniques are carried out through reading materials, including literature, books, magazines, and various other reading materials that are relevant and related to the researcher's title that the author has compiled.

3.2.2 Field Research

Field Research is further research carried out in more depth by directly observing the research object. The field survey consists of: Observation, Interview, Questionnaire.

3.3 Data Analysis Methods

3.3.1 Qualitative Analysis

To find out how much influence Work Environment, compensation, and motivation have on teacher performance, the author uses several theoretical approaches, including: Validity test, Reliability Test.

3.3.2 Classic assumption test

1. Multicollinearity Test
2. Autocorrelation Test.
3. Heteroscedasticity tes.
4. Normality test

3.3.3 Multiple Linear Analysis

Multiple regression analysis is an analysis to see the extent of the influence of Work Environment, compensation, and motivation on teacher performance. Multiple regression analysis uses the equation formula, namely:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Note:

- Y = teacher performance
 a = constant
 b₁ = regression coefficient of variable X₁
 X₁ = work environment
 b₂ = regression coefficient of variable X₂
 X₂ = compensation
 b₃ = regression coefficient of variable X₃
 X₃ = motivation

3.3.4 Goodness Of Fit Test

- A. Determination Coefficient Test (R^2)
- B. Hypothesis Test T-test
- C. Hypothesis Test F-test

RESULTS AND DISCUSSION

4.1 Description General Respondent

Description General Respondent Based on Age

On the number of respondents, 32 person were included in the study, distinguishing between age and respondents. The respondents based on age, age <19 – 24 year = 0 % (0 person), age 25 – 34 years = 56% (18 person), age 35– 49 years =19% (6 person), ages 50–58 year = 25% (8 person).

Description General Respondent Based on Working Period

Based on the number of respondents 32 person were sampled in study This, done distinction to the duration of the respondent's working time. The respondents based on forever work: 1 – 10 years = 56% (18 person), 11 – 20 years = 12,5 % (4 person), 21– 30 years =12,5% (4 person), whereas above 30 years = 19% (6 person).

Description General Respondent Based on Education Level

Based on the number of respondents of 32 person who were sampled in this research, the level of education can be described as follows: The respondents with undergraduate education levels 94% (30 person), respondents with postgraduate education levels 6% (2 person)

4.2 Analysis Data and Discussion

Test Validity, Tests Were used to determine significance or no significance, and the results showed a coefficient correlation with Pearson. The importance of each item question was limited to the total score construct. The r table value is taken using the formula $df = n - 2$, namely, $df = 32 - 2 = 30$, with a significance of 0.05, so the r table is 0.3494.

Test Reliability, To test the reliability of this sample, the Cronbach Alpha statistical test was used. A construct or variable is said to be reliable if it provides a Cronbach Alpha value ≥ 0.60 (Ghozali, 2005:45). Based on this opinion, so can is known that something instrument stated reliable If mark Alpha = 0.60, whereas something instrument stated No reliable If mark Alpha < 0.60. All variable own coefficient alpha inabove 0.60 so it can be said that all measurement concepts are each variable from each questionnaire is reliable.

4.3 Test Assumption Classic

4.3.1 Test Normality

Test normality is carried out to determine whether data can be distributed normally or not. Normalcy distribution: Data must be fulfilled if you want to analyze statistics (this is analysis regression simple or multiple). Base deciding test normality: If the significant value (sig.) is greater than 0.05, then the data research is usually distributed, and if the considerable value (sig.) is smaller than 0.05, then the data study is not distributed normally. Significant limp. Sig (2-tailed) of 0.200 is greater than 0.05 ($0.200 > 0.05$), then it is by the basic decision making in the kolmogorov-smirnov normality test, can concluded that data is usually distributed.

4.3.2 Test Multicollinearity

A multicollinearity test is used to test whether the independent variables contained in the regression model have a perfect or near-perfect linear relationship (high correlation coefficient or even 1). A good regression model should not have a perfect or near-perfect correlation between the independent variables. The method in this research is to look at the tolerance value and the VIF value to find a regression model that is free from multicollinearity; that is, it has a VIF (Variance Inflation Factor) value of less than ten and a tolerance number of more than 0.1. The tolerance value of the three independent variables is less than 1, namely 0.887 for work environment (X1), 0.899 for compensation (X2), and 0.978 for motivation (X3). For a VIF value of less than 10, it is 1.127 for work environment (X1), 1.112 for compensation (X2), and 1.023 for motivation (X3). It can be concluded that the regression variables are accessible from multicollinearity.

4.3.3 Test Heteroscedasticity

The heteroscedasticity test aims to test whether, in the regression model, there is an inequality of variance from the residuals of one observation to another. The test used in this research is to look at the pattern of dots on the regression graph. Heteroscedasticity testing shows that the data points spread above and below or around the number 0. Apart from that, the points do not form a pattern. So, heteroscedasticity does not occur.

4.3.4 Test Autocorrelation

The autocorrelation test is carried out to determine whether there is an influence between the dependent variable and each independent variable. In the research, the autocorrelation test was carried out using the Durbin-Watson test. This test produces a DW value of 2.060. Based on Durbin Watson with a significance of 0.05, $n = 32$ and $k = 3$ (n is the amount of data and k is the number of independent variables), the values obtained are $dl = 1.2437$, and $du = 1.6505$. Based on the data above, it can be concluded that there is no autocorrelation because $1.6505 (DU) < 2.060 (DW) <$

2.3495 (4-DU).

4.4 Analysis Regression Linear Multiple

Table 4.1 Results Analysis Regression Linear Multiple

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,132	7,577		3,317	0,003
	Work Environment Total	0,217	0,072	0,431	3,030	0,005
	Compensation Total	0,159	0,073	0,308	2,180	0,038
	Motivation Total	0,285	0,094	0,412	3,040	0,005

Source: SPSS 26 test results

Based on Table 4.1, there is mark coefficient regression, with the results on table coefficients in column unstandardized in column B, in sub. This column contains a constant value, with a constant value of 25,132, while the regression coefficient value for work environment (X1) = 0.217, compensation (X2) = 0.159, and motivation: 0.285. The regression equation model is as follows following:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 25.132 + 0.217 X_1 + 0.159 X_2 + 0.285 X_3$$

- Where :
- Y = teacher performance
 - a = constant value
 - X1 = work environment
 - X2 = compensation
 - X3 = motivation

Explanation equality on that is :

1. Constant = 25.132 states that if there is a constant of 0 in the work environment, compensation, and motivation variables, then teacher performance will increase by 25.132
2. The work environment coefficient is 0.217, so it can be interpreted that if there is an increase of 1 score for teacher performance, there will be an increase of 0.217.
3. The compensation coefficient is 0.159, so it can be interpreted that if there is an increase of 1 score for compensation, teacher performance will increase by 0.159.
4. The motivation coefficient is 0.285, which means that if there is an increase of 1 score for motivation, teacher performance will increase by 0.285.

4.5 Test Goodness of Fit

4.5.1 Coefficient Determination (R²)

To find out how big the ability of the independent variable is, explain the dependent variable.

Table 4.2 Results Coefficient Determination

Model Summary ^b			
Model	R	R Square	Adjusted R Square
1	.706 ^a	0,498	0,444

Source: SPSS 26 test results

In this test, a multiple linear regression test is used, and there are three independent (free) variables, so the coefficient of determination is taken from R Square. The correlation/relationship value (R) is 0.706. From this output, a coefficient of determination (Adjusted R square) of 0.498 is obtained, meaning that the independent variable's influence on the dependent variable is 49.8%. Other variables influence the remaining 50.2%.

4.5.2 Test t

Test t is used to know if variables are independent, partially or individually, have a natural effect on the variable, or are not dependent.

Table 4.3 t test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,132	7,577		3,317	0.003
	Total_Work_Environment	0.217	0.072	0.431	3,030	0.005
	Total_Compensation	0.159	0.073	0.308	2,180	0.038
	Total_Motivation	0.285	0.094	0.412	3,040	0.005

Source: SPSS 26 test results

Based on the table above, we can see the following explanation:

1. The influence of the work environment (X1) on teacher performance (Y)

The partial test results for the work environment variable obtained a t count of 3.030. The t distribution table is searched for the value $\alpha = 5\%$ with the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 with degrees of freedom (df) = $n - k$ or $32 - 3 = 29$, n is the number of respondents and k is the number of independent variables. The value 0.025: 29 can be seen in the distribution of t table values, so the t table value is 2.04523. Because the calculated t value of 3.030 is more significant than > t table 2.04523 with a significant value of $0.005 < 0.05$, it can be concluded that H_0 is rejected and H_1 is accepted, which means that it partially states "There is an influence between the work environment on teacher performance."

2. The effect of compensation (X2) on teacher performance (Y)

The partial test results for the compensation variable obtained a t count of 2.180. The t distribution table is searched for the value $\alpha = 5\%$. The value 0.025: 29 can be seen in the distribution of t table values, so the t table value is 2.04523. Because the calculated t value of 2.180 is more significant than > t table 2.04523 with a significance of $0.038 < 0.05$, it can be concluded that H_0 is rejected and H_2 is accepted, which means that partially it states "There is a significant influence between compensation on teacher performance."

3. The influence of motivation (X3) on teacher performance (Y)

The partial test results for the motivation variable obtained a t count of 3.040. The t distribution table is searched for the value $\alpha = 5\%$ with the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 with degrees of freedom (df) = $n - k$ or $32 - 3 = 29$, n is the number of respondents and k is the number of independent variables. The value 0.025: 29 can be seen in the distribution of t table values, so the t table value is 2.04523. Because the calculated t value of 3.040 is more significant than > t table 2.04523 with a significance of $0.005 < 0.05$, it can be concluded that H_0 is rejected and H_3 is accepted, which means that it partially states "There is an influence between motivation on teacher performance."

4.5.3 Test F

Test F is used to know if the variable is independent in a way that significantly affects the dependent variable, and what is the hypothesis of whether the variable is independent to dependent, accepted,

or rejected? The Mark significance used is 0.05.

Table 4.4 T test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	316,629	3	105,543	9,253	.000 ^b
	Residual	319,371	28	11,406		
	Total	636,000	31			
a. Dependent Variable: teacher performance total						
b. Predictors: (Constant), work environment total, compensation, motivation						

Source: SPSS 26 test results

1. Based on the F test results

Based on tests carried out using SPSS version 26. Because the calculated f-value is $9.253 > f\text{-table } 2.94$, the basis for decision-making in the f-test can be concluded that the hypothesis is accepted, or, in other words, the work environment, compensation, and motivation simultaneously influence performance. Together, the work environment, compensation, and motivation have a significant effect on teacher performance.

2. Based on significant value

The significant value of 0.000 is smaller than 0.05 ($0.000 < 0.05$), thereby concluding that the hypothesis is accepted, Which means work environment(X1), compensation (X2), and motivation (X3) in a way simultaneous (together) influence on teacher performance (Y).

4.6 Discussion

The research carried out had the aim of determining the influence of the work environment, compensation, and motivation on teacher performance at Strada Kampung Sawah Elementary and Middle School, obtaining the following results:

4.6.1 The influence of the work environment on teacher performance.

From the tests carried out using SPSS version 26 on work environment variables, the results obtained are t calculated $> t$ table based on the calculated t value of 3.030, which is greater than $> t$ table 2.04523, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that partially stated: "there is a significant influence between the work environment on teacher performance." The results of this research align with Badriyah and Ani Muttaqiyathun's (2015) results, which state that work environment variables have a significant partial and simultaneous influence on performance. The data collected succeeded in proving the hypothesis and the relationship between variables. This research proves that a good work environment can improve teacher performance.

4.6.2 The influence of compensation on teacher performance

From the tests carried out using SPSS version 26 on the compensation variable, the results obtained were t calculated $> t$ table based on the calculated t value of 2.180, which was more significant than $> t$ table 2.04523, so it could be concluded that H_0 was rejected and H_1 was accepted, which means that it partially stated: "There is a significant influence between compensation on teacher performance." This is in line with research from Septian Oni Nurazis (2018), which states that there is a positive influence of compensation on teacher performance with a significant value (p) = 0.010 < 0.05 . In Septiani Oni Nurazis' research at PT Kurnia Jaya Mardi Mulyo Gunungkidul, employees stated that the amount of compensation significantly improved employee performance. Providing compensation to teachers is an effort to increase teacher motivation and enthusiasm for work. Increasing a teacher's motivation and enthusiasm will influence performance.

4.6.3 The influence of motivation on teacher performance

From the tests carried out using SPSS version 26 on the motivation variable, the results obtained were t calculated $> t$ table based on the calculated t value of 3.040, which was more significant than $> t$ table 2.04523, so it could be concluded that H_0 was rejected and H_1 was accepted, which means that it partially stated: "There is a significant influence between motivation and teacher

performance." The results of this research align with research from Vinia Machlidya Tri (2020), which states that motivation, work environment, and leadership simultaneously influence performance. The results of the research prove that based on the results of the ANOVA test, it is known that there is a simultaneous and significant influence between motivation, work environment, and leadership on the performance of employees of PT Dunkin Donuts Lestari, Gatot Subroto Medan Branch. According to Maruli (2020:58), work motivation is everything that arises from a person's desires by generating passion and desires from within a person that can influence, direct, and maintain behavior to achieve goals or desires by the scope of work. This research proves that motivation has a positive and significant effect on the performance of Strada Kampung Sawah Elementary and Middle School teachers.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

This conclusion was made based on the results of the analysis in the previous chapter, which are as follows:

1. The influence of the work environment on teacher performance
Partially, the work environment positively and significantly affects teacher performance. This is shown by the calculated t value of 3.030, greater than the t table of 2.04523 and a significant value of 0.005. Schools' physical and non-physical work environment supports teachers in their professional duties. The required space for movement, lighting, cleanliness, security, and a built working atmosphere show positive results and can improve teacher performance.
2. The effect of compensation on teacher performance
Partially, compensation has a positive and significant effect on teacher performance. This is shown by the calculated t value of 2.180, which is more significant than the t table of 2.04523, and the significant value of 0.038, which is smaller than 0.05. The compensation given in the form of financial and non-financial influences teacher performance. Providing compensation, in general, can improve performance. By providing compensation that is adjusted to current needs and economic changes, it is likely to influence performance directly and indirectly.
3. The influence of motivation on teacher performance
Partially, motivation has a positive and significant effect on teacher performance. This is shown by the calculated t value of 3.040, greater than the t table of 2.04523 and a significant value of 0.005.
4. The influence of the work environment, compensation, and motivation together on teacher performance
Simultaneously, in ANOVA testing, work environment, compensation, and motivation positively and significantly influence teacher performance. This is shown by the f-count value of 9.253, which is more significant than the f-table value of 2.94 with a significance value of 0.000.

SUGGESTION

Based on the results of the analysis and discussion, researchers will provide the following suggestions:

1. Schools must pay attention and provide policies that meet existing work environment standards to increase teacher motivation and morale. Schools can provide a comfortable workplace so that teachers can feel comfortable working.
2. as a unit of the foundation that oversees it, the school can provide constructive input toward increasing teacher compensation.
3. Schools must pay attention and provide policies that meet teacher needs. If teachers' needs can be met and provide a sense of satisfaction, teacher morale and performance will increase. Schools also need to pay attention to the character characteristics of each teacher, both from the millennial, Y, and Z generations and pay attention to the teacher's needs.

4. It is hoped that future research will be able to add other variables outside the work environment, compensation, and motivation, which also influence teacher performance. The selection of variables is expected to be based on concerns and findings in the field.

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