

The Influence of Work Environment and Work Stress on Teacher Performance with Work Motivation as an Intervening Variable in Junior High School 6 Banda Aceh

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ABSTRACT

Teacher performance is a measure of the success of teachers in carrying out their duties. Teacher performance can be influenced by variables such as work environment, work stress and work motivation to increase or decrease the value of the measure. This research was conducted at Junior High School 6 Banda Aceh school teachers. The purpose of this study was to examine the effect of work environment, work stress on teacher performance through work motivation as an intervening variable. The sample in this study amounted to 47 people. Data were collected using a questionnaire. This study uses path analysis techniques for hypothesis testing. The results of the study found that the work environment has a positive and direct influence in increasing work motivation and teacher performance. Work stress has a positive and direct influence in increasing work motivation and teacher performance. Work motivation has no influence in improving teacher performance. The work environment has no indirect effect on teacher performance through work motivation. Job stress has no indirect effect on teacher performance through work motivation. For future researchers, it is recommended to use other motivation indicators or other variables to examine their influence on teacher performance.

Keywords: *Work Environment, Work Stress, Work Motivation, Teacher Performance*

INTRODUCTION

Education is an important element that humans need in living this life. Education is a conscious effort by someone to make the atmosphere and learning process directly to the participants with the aim of unlocking one's potential and skills (Law number 20 of 2003). Therefore, many people continue to pursue higher education to unlock their potential and become experts in their fields of interest. Education is the center of human attention and makes it a stepping stone and strategy to become a complete human being (Yusuf, Munir, 2018). Educated people have clear goals in life for their success. The struggles they take during their lives produce tangible results.

Education has a role in determining the quality of a person. Their efforts to become quality human resources are carried out through quality education as well. The purpose of education is to provide and develop people's knowledge so that they can live in the world normally (Abdillah and Rahmat Hidayat, 2019). To gain knowledge takes a long time and must be in accordance with one's skills and desires (Ibid, 20). So a person goes through education to get the knowledge of interest to reach his full potential and become a productive society.

A human being gets education through schooling. Schools are official institutions built by the government for people to open

and hone one's potential and skills. An important element in school is the presence of educators/teachers and students. The knowledge given at school to students is their guide when they become future generations (Rukiyati., 2019). Schools provide knowledge in accordance with the achievement competency standards for students that have been regulated by the government. Students who have succeeded then continue their education to a higher level. Teachers make students' success in gaining knowledge a reality. The knowledge that the teacher has learned is developed and taught back to students to obtain the perfection of knowledge. Therefore, the quality of education is seen from the process carried out and the end result of the activities of studying at school (Marwan (et.al), 2021).

Teacher performance as the main element in schools plays an important role so that the teaching and learning process continues. To achieve school goals, namely educating the nation and shaping morals, teachers must have competence, academic qualifications, be physically and mentally healthy to produce maximum results. A quality teaching and learning process will reflect that the teacher's performance is good and vice versa. A teacher is required to have good knowledge about his subject. To add additional stimulation to knowledge, teachers can encourage their students to seek additional knowledge through books or the internet (Abdillah and Rahmat Hidayat, 2019). This interaction process provides added value to the teacher's performance as a motivator. A teacher who has good performance in performing his duties is called a professional teacher (Setiawan, Arif and Mashyud, 2021). However, teacher performance can be influenced by several factors.

The work environment is everything that surrounds people who work to carry out their duties. The teacher's environment is the school and all its contents such as students, classes, and other teachers. In addition, other important factors such as

resources, school facilities, social and economic conditions are aspects of the teacher's environment that help in carrying out their duties. School facilities that help teachers' performance such as projectors can help teachers to display more lesson-related materials. A clean school environment provides a sense of comfort and healthy mindset to teachers and students so that teacher performance becomes effective without interference. So, a conducive and good work environment motivates workers to continue working efficiently and effectively (Pawirosumarto, Suharno (et.al), 2017). A teacher who has a favorable nature in his environment is needed so that the teaching and learning process runs effectively (Ananda, Rusydi, 2018). The nature of teachers who are friendly to other teachers builds cooperation and helps create an effective work atmosphere and improve their performance. If the school environment makes the teacher feel uncomfortable, then the teacher can experience the stress pressure given by the environment.

Stress is a person's emotional and mental level pressure caused by excessive or inappropriate situations and conditions. Stress at work can reduce a person's health so that it affects that person's performance (Widhiastuti, Hardani, 2020). So a teacher who is experiencing stress can be affected by mental health and performance. Work stress that can affect teachers such as large workloads, adaptation to the environment, changing policies. In addition, work stress also causes forgetfulness due to chaotic thoughts and irritability. Stress in work for teachers is also easy to occur because of the many work demands that teachers must complete. Excessive work stress affects the results of teacher work and reduces school productivity (Nafs, Tazkiatun, 2020). It's good if someone experiences stress at work, can tell their problems to the closest person or psychologist and seek entertainment relaxation due to workload saturation.

Motivation is the attraction or encouragement of individuals to do a job in

order to achieve their goals. Motivation has 2 types that influence a person to do their job. Intrinsic motivation that comes from within the person and extrinsic motivation that comes from external encouragement. The high responsibility of teachers as educators requires teachers to have work motivation so that their work is carried out properly. It is very important for teachers to have high motivation because it affects the quality of the lessons delivered. However, teachers' motivation can decrease if they are overworked, have an uncomfortable work environment, or have poor relationships with coworkers. So, a teacher's motivation greatly affects their interest and enthusiasm in doing their job. The importance of this makes teacher competence that must be maintained and improved to be even better. The teacher competency test is used to assess the skills and abilities of teachers in carrying out their duties. Banda Aceh's average Teacher Competency Test (UKG) score was 233rd in the whole of Indonesia. While according to the province of Aceh, Banda Aceh is ranked 1st.

Table 1. Average teacher performance score of junior high school 6 Banda Aceh.

years	Average Teacher Performance
2019	52,19
2020	51,71
2021	52,78

Source: Academic Teaching Of Junior High School 6 Banda Aceh

Junior High School 6 Banda Aceh is located in the middle of a neighborhood of other schools and the main road for motorcyclists and cars. In the morning, many students and other drivers drive at high speeds. This adds to teachers' concerns about driving comfortably due to possible accidents. Junior High School 6's well-maintained and clean school environment makes teachers comfortable in performing their duties. However, the lack of interaction between teachers due to personal situations and conditions that are only focused on the selected group makes the teacher relationship less good (Mukhtar

(et.al).2020). However, in the school program, these differences are ignored because of the same goal, namely the success of the school program. In addition, the many work demands that require the use of technology cause work stress to occur. The reason is that there are still some teachers who are not skilled in operating technology, so it becomes their own anxiety. Training in the operation of applications or technology has been carried out but it is not very effective because teachers who feel the burden of work that makes it difficult for them to operate technology to the fullest. Then the large number of documents that must be done in very large quantities is an additional work stress for teachers.

Teacher motivation is very important to be able to carry out their work well. A clean school environment causes Junior High School 6 Banda Aceh teachers to be excited and more focused on teaching optimally. Teachers' moods caused by problems at home or school such as unfavorable classroom conditions generally discourage teachers from teaching, causing them to assign students to take notes only. In addition, teaching methods that require a projector become difficult to implement due to the need to prepare materials using a laptop, which discourages teachers who are not proficient in using one. The incident caused the performance of teachers at Junior High School 6 to be not maximized. Based on the background of the problem, the researcher is interested in conducting research on teachers at Junior High School 6 Banda Aceh with the title "The Effect of Work Environment and Work Stress on Teacher Performance with Work Motivation as an Intervening variable".

MATERIALS & METHODS

Coefficient of determination

This test is used to measure how far the relationship between the independent variable and the dependent variable is. The coefficient of determination is between 0 and 1. If the measured value is close to 1, the relationship between variables is getting

stronger. This study uses R square in assessing the coefficient of determination.

Path Analysis

Path analysis is an analytical technique used to evaluate the cause-and-effect relationship between two or more variables that can affect directly or indirectly (Rutherford (in Hamid, Marwan (et.al.)). Path analysis aims to determine the accuracy of the selected model by comparing data between the theoretical correlation matrix and the empirical correlation matrix (Hamid, Marwan (et.al.) 2019). Path analysis looks at the relationship between the independent variable and the dependent variable to test the causal effect of a theory rather than to create the causal theory (Ibid. p. 12).

RESULT

Determination Coefficient Test Results

Path Analysis Results

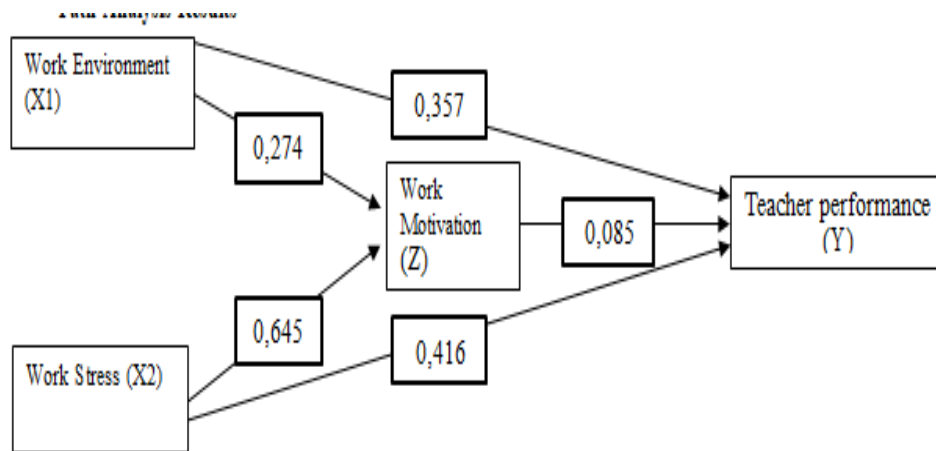


Figure 1.1 Path Analysis

Hypothesis and data analysis:

1. The direct effect of X1 on Y with a significant value of $0.007 < 0.05$. So that H_a is accepted and the work environment has a positive effect on teacher performance.
2. The direct effect of X2 on Y with a significant value of $0.014 < 0.05$. So that H_a is accepted and work stress has a positive effect on teacher performance.
3. The direct effect of X1 on Z with a significant value of $0.009 < 0.05$. So that

Table 2. Test Results of the Coefficient of Determination

Numbers	Variables	R Square	Adjusted R Square
1	Work Motivation	0,621	0,604
2	Work Environment	0,502	0,467

From the table above, it explains that the R square value on the work motivation variable is 0.621, which means that the effect of the independent variable on the dependent variable is 62.1%. So that the work motivation variable is also influenced by other variables that are not in this study. Then the R square value on the teacher performance variable is 0.502, which means that the effect of the independent variable on the dependent variable is 50.2%. So that the teacher performance variable is also influenced by other variables that are not in this study.

4. The direct effect of X2 on Z with a significant value of $0.000 < 0.05$. So that H_a is accepted and work stress has a positive effect on work motivation.
5. The direct effect of Z on Y with a significant value of $0.629 < 0.05$. So that H_o is accepted and work motivation does not have a positive effect on teacher performance.

6. The indirect effect of variable X1 on Y through Z is calculated by the formula $\beta (X1>Z) \times \beta (Z>Y)$. $(0,274) \times (0,085) = 0,023$. If the indirect β value $>$ direct β , then H_a is accepted. Otherwise, H_0 is accepted. So, because $0.023 < 0.357$, H_0 is accepted and the work environment variable does not have a positive effect on performance through work motivation as an intervening variable.
7. The indirect effect of variable X2 on Y through Z is calculated by the formula $\beta (X2>Z) \times \beta (Z>Y)$. $(0,645) \times (0,085) = 0,055$. If the indirect β value $>$ direct β , then H_a is accepted. Otherwise, H_0 is accepted. So, because $0.055 < 0.416$, H_0 is accepted and the work stress variable does not have a positive effect on performance through work motivation as an intervening variable.

DISCUSSION

The effect of work environment on teacher performance

Based on the results of the study, the work environment has a positive effect on teacher performance. This is evidenced by the significant value of $0.007 < 0.05$ so that H_a is accepted and H_0 is rejected. Everyone has a desire to get an environment that suits them. Person-Environment Fit theory according to Van Viannen (2018) suggests that everyone has a latent need to find and get an environment that suits them. A teacher needs a supportive environment, Rasmuji and Putranti (2017) also found the same thing in their research which stated that the work environment also affects performance. In the study, good communication reflects a safe and comfortable work environment situation. Good communication and respect maintain a very close teacher relationship. However, according to research by Anwar et.al (2022) communication at work has a low relationship and effect on teacher performance. JUNIOR HIGH SCHOOL 6 Banda Aceh has comfortable lighting and rooms so that teachers feel excited at work. The existence of school facilities that help

the learning process provides a good learning method. Pentury and Paul (2023) argue that the existence of facilities, environmental atmosphere and relationships between people provide good teacher work results. If the above needs are met, a good level of performance will be created. The results of Siagian's research (2020) add that the state of the surrounding work environment that has a positive effect on performance will have an impact on improving the quality of education personnel. Even so, a good work environment still has an influence on performance. The results of this study are not in accordance with research by Ingsih et.al (2021) in his research which says the work environment has absolutely no effect on performance. So, the conclusion is that the work environment such as good teacher relations, a supportive room, and the existence of learning facilities have a positive influence on teacher performance. However, if the teacher's work environment does not match the support for their performance, then the work environment can reduce teacher performance.

The effect of job stress on teacher performance

Based on the results of the study, work stress has a positive effect on teacher performance. This is evidenced by the significant value of $0.014 < 0.05$ so that H_a is accepted and H_0 is rejected. Job stress can result in a decrease in one's performance. People who experience stress will usually try to distract their attention to other jobs. According to the theory of stress and coping by Lazarus and Folkman (Biggs, 2017) a person who assesses stimulus stimuli from their environment can produce a dangerous assessment so that coping occurs which helps the person's mind to calm down. This is very beneficial for people who can control their stress levels because their performance is not interrupted due to excessive stress. The results showed that job stress has a positive influence on performance which has a positive effect on

teacher performance. This research is supported by the opinion of Ratri and Wahjudono (2021) who say that work stress which affects the results of teacher performance can decrease or increase according to the level of difficulty of their work. The results of this study are not in accordance with research by Riyadi (2019) which shows that high and influential levels of job stress can reduce one's performance. So the conclusion is that a high level of job stress and negative characteristics can result in a decrease in one's performance. However, this work stress can be overcome if a person has the ability to calmly assess their environment. Therefore, positive job stress can help teachers to maintain their performance levels well. Likewise, a person's high work stress will cause a decrease in the teacher's performance.

The effect of work environment on work motivation

Based on the results of the study, the work environment has a positive effect on work motivation. This is evidenced by the significant value of $0.009 < 0.05$ so that H_a is accepted and H_o is rejected. In attachment theory, according to Bowlby (Granqvist et.al, 2020) humans have a system for seeking shelter that makes them feel safe and comfortable. This causes the desire to obtain comfort to provide good work motivation. The results of this study are in line with research by Shuck (2018) which says the creation of a good work environment will provide good motivation in their work. School for teachers is a place to do their work. It is very important in the school environment to create a good environment and relationship between teachers. Research by Setiyani (2019) shows a positive influence of the work environment on work motivation. The results of this study are not in accordance with research by Sabil et.al (2021) which shows no positive effect of the environment on motivation caused by environmental conditions that do not create strong feelings for work. The comfort, security and health

benefits provided provide high enthusiasm for teachers in carrying out their duties. In addition, the motivational assistance from other teacher colleagues gives them enthusiasm at work. So, the conclusion is that if the work environment and good relationships have an influence on increasing the motivation of good teachers. If the work environment does not provide an encouraging atmosphere for teachers, the motivation to work will decrease.

The effect of work stress on work motivation

Based on the results of research work stress has a positive effect on work motivation. This is evidenced by the significant value of $0.000 < 0.05$ so that H_a is accepted and H_o is rejected. According to Bekiros (2022) social support theory is the provision of support that continuously provides motivation to the recipient which can reduce stress levels. The results of research according to Sulaiman (2021) work stress has the effect of decreasing teacher motivation due to the effects of stress by circumstances and situations in the COVID pandemic. Research according to Semaksiani (2019) found that work stress has a negative effect on motivation. High teacher work stress can be reduced by providing support by those around them. In addition, workload and tasks that are on time provide comfort for teachers to work more enthusiastically which has an influence on their motivation. Other teachers also provide assistance for teachers who have difficulty in performing their duties. So the conclusion is that work stress can be managed well if it continues to receive support from those around it and appropriate tasks so that motivation to work will be maintained properly. If job stress cannot be managed well, it will cause a decrease in teacher morale.

The effect of work motivation on teacher performance

Based on the results of the study, work motivation does not have a positive effect on teacher performance. This is evidenced

by the significant value of $0.629 < 0.05$ so that H_0 is accepted and H_a is rejected. Desire theory according to Mariqueo-Russell (2023) is a person's desire to get welfare in his life. If someone gets the welfare that is suitable for him, then his motivation will also decrease. The results of the study are in accordance with research conducted by Tamam and Sopiah (2022) showing that work motivation has no effect on performance. Research by Julianry et.al (2017) also found that work motivation has a negative effect on performance. The research results are not in accordance with research by Basuki et.al (2017) which shows work motivation has an influence on performance. This is because motivational activities are used to encourage the person's desire for their desires and work better. Nevertheless, JUNIOR HIGH SCHOOL 6 Banda Aceh teachers have high motivation in working because of the desire to achieve such as awards, good relationships that are maintained, and attention from the principal who gives enthusiasm for duty. In conclusion, if someone already has the welfare they want, then work motivation does not have a strong influence on performance because of the achievements that have been obtained.

The effect of work environment on teacher performance through work motivation

Based on the results of the research results, because $0.023 < 0.357$, the indirect value is smaller than the direct value, the work environment variable has no effect on performance through work motivation as an intervening variable. This is because Junior High School 6 Banda Aceh teachers have found a suitable environment for them. Good relationships between teachers, a comfortable environment and sufficient facilities provide a good level of performance. According to Narasuci (2018) creating a good and conducive work environment must also be followed by work motivation that encourages getting awards, positions and good relationships. Sadewo

(2021) adds that a good work environment can provide work motivation so that it also creates performance. Then research according to Lestari (2020) the work environment has an influence on performance through work motivation. Therefore, to improve performance can be done through a good work environment so that work motivation also increases and will provide a high level of performance. However, if a good work environment has been created but motivation has no effect it is because teachers have obtained the relationships, comfort and security they want. The different results mean that the direct effect has a greater effect than the indirect effect. So the conclusion is that the work environment still provides good performance results directly due to the relationships and comfort that have been obtained and maintained. If the work environment has no effect on improving teacher performance then providing work motivation to teachers can help improve teacher performance.

The effect of job stress on teacher performance through work motivation

Based on the results of the research results, because $0.055 < 0.416$, the indirect value is smaller than the direct value, the work stress variable does not have a positive effect on performance through work motivation as an intervening variable. This is because Junior High School 6 Banda Aceh teachers can maintain their work stress levels well. Motivation does not have an influence because the achievements and desires that Junior High School 6 teachers have are sufficient which gives them comfort at work. Nanda and Sugiarto (2020) in their research found that job stress has an indirect negative effect on employee performance through motivation as an intervening variable. Although the results are negative, the provision of benefits that help morale is a benchmark for stable stress levels. Julianry et.al (2017) said that the results of motivation do not fully have an influence on performance because motivation functions

only to encourage someone to work well. Li and Leung (2021) state that reducing work stress can be done by keeping yourself calm and appropriate work involvement. So, the conclusion is that the positive influence of job stress still provides good teacher performance directly despite decreased motivation because teachers can keep themselves calm on duty and accept a fair division of tasks. If job stress has a decreasing effect on performance, it can be helped by providing work motivation to teachers so that their performance levels increase.

CONCLUSION

This research was conducted on Junior High School 6 Banda Aceh teachers regarding the effect of work environment and work stress on teacher performance with work motivation as an intervening variable. The conclusions of the research obtained are: The work environment has a positive influence on teacher performance. This is because the Junior High School 6 Banda Aceh teacher environment has been well created. Relationships between teachers are maintained, the comfort of the room and good lighting have a good performance effect. Job stress has a positive influence on teacher performance. This is because teachers can keep themselves calm and be positive in carrying out their duties so as to improve their performance. The work environment has a positive influence on work motivation. This is because the work environment supports teacher motivation to work well. Work stress has a positive influence on work motivation. This is because teachers' work stress can be maintained properly due to the help of continuous support from other teacher colleagues so that their motivation on duty remains high. Work motivation does not have a positive effect on teacher performance. This is because Junior High School 6 Banda Aceh teachers already have a sense of security and comfort on duty. So that motivation does not have a significant effect. However, Junior High School 6

Banda Aceh teachers still maintain their work motivation so that their performance remains stable. The work environment has no positive effect on teacher performance through work motivation and work stress has no positive effect on teacher performance through work motivation. This is because the performance of Junior High School 6 Banda Aceh teachers has been maintained due to work environment and work stress variables so that the motivation variable does not have a significant effect. Even so, Junior High School 6 Banda Aceh teachers remain motivated to maintain relationships that have been well established, keep themselves calm on duty, and a fair division of tasks so that teacher performance remains high.

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