

Relationship of the work environment and work motivation to performance at Community Learning Activity Center (PKBM)

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Abstract:

Background: PKBM is a non-governmental organization (NGO) engaged in education. This PKBM is still under the supervision and guidance of the National Education Office. This PKBM can be in the form of hamlet, village, or sub-district level. This research is intended to find out the relationship between work environment and work motivation to the performance of teachers in the Community Learning Activity Center (PKBM) in the Bantargebang sub-district which has the status of Non-formal educational institutions.

Materials and Methods: The total PKBM in the Bantargebang subdistrict is 4 institutions with 54 teachers, this research is quantitative with a correlational method that aims to analyze the strength or closeness of the relationships between variables studied, namely the relationship of the work environment and work motivation with teacher performance.

Results:The work environment and work motivation are positively and significantly related to teacher performance

Conclusion:the results of the study stated that to achieve teacher's maximum performance, needs to be supported by a good or conducive work environment and high teacher work motivation.

Keywords:Work Environment, Work Motivation, Teacher Performance, Community Learning Activity Center (PKBM)

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I. Introduction

Education has a very important role in changing human behavior through character formation, knowledge, personal, and moral so that human beings create quality. Quality human behavior in the context of education is the quality of output that is able to meet the expectations of society and be able to face challenges in change. Therefore, educational institutions are required to produce qualified graduates who are able to adapt to the global environment, able to cope with changes, or are able to think, behave, and behave in accordance with the demands of the times. All of this will certainly be realized through the intervention of educators and educational personnel who are reliable. Because teachers and educational professionals are one of the main requirements to be considered in education development. (Risaldin,2017)According to Ki Hajar Dewantara in family magazine (2011) education determines all-natural forces that exist in these children, so that they as humans and as members of society can achieve the highest happiness and security.

According to Mudyahardjo, Redja,(2008) the notion of education can be divided into three, namely narrowly, broadly and alternatively. The broad definition of education is to define education as life. Education is all learning experiences that take place in the environment and throughout life (long life education).

In typical modes of formal schooling, adults and children interact within clear boundaries of the roles in which the teacher teaches and students learn. An alternative format is studio where not only adults teach children, but children teach adults, as several generations work together on topics of common concern to their communities. (James J. Gallagher; Kathleen Hogan,2000)

Work environment

States that the work environment is one of the factors that influence the development process of employee performance which is divided into physical and non-physical work environments. (Setyo,2017)The work environment can create a binding working relationship between people who are in their environment. Therefore, it should endeavor so that the work environment must be good and conducive because a good work environment will make the teacher feel comfortable and eager to carry out each task (Moekijat, 2003: 136).

According to Banner in Anoraga,(2006: 56) one of the factors that are highly desired by workers to increase their work productivity is a good work environment. A good work environment or environment will bring a good influence on all parties, both for workers, leaders, and the results of their work.

According to Bjorn Hober (2017) organizational support and a suitable work environment has been the focus of investigation in many contexts, and various positive consequences have been uttered; among others, researchers have mentioned a positive relationship with employee affective commitment, job satisfaction and positive moods, interest in work, and performance in additional work standards and activities.

According to Timpe in Mujiati (2007: 21) that a pleasant work environment is the key driver of teachers to produce peak performance, but to create peak performance that is having high skills and motivation, the work environment must be conducive. A work environment that guarantees a sense of security, security, and comfort that results in job satisfaction and job satisfaction will increase work motivation and the continuation will improve teacher performance.

Previous research on the work environment has been carried out that examines the influence of the environment and work motivation on the performance of economic Katyawan at the Center for Community Learning Activities in the Bantargebang district. There is a positive and significant influence between the work environment with a performance of 21.8%, while for work motivation is 39.7%. It can be interpreted that the work environment and work motivation significantly influence the performance of economic teachers in the Bantargebang District.

In addition to a conducive and comfortable work environment, motivation at work is another factor that is closely related to teacher performance. Motivation is one of the factors that can improve the quality of learning because teachers will teach seriously if they have high motivation. With motivation will grow the urge to do something about the achievement of goals.

There is still a work environment in schools that are less conducive, both in terms of physical and non-physical aspects. In the physical aspect shown by the school environment that is less safe and comfortable as a place for the ongoing educational process and learning activities. In the non-physical aspect, there is still a lack of harmony between the teacher and the school principal. This condition causes the enthusiasm or morale of the teacher to below so that it has the potential to decrease the quality of teacher performance.

work motivation

Integrative typology of motivation consists of five sources: intrinsic process, instrumental, external self-concept, internal self-concept, and goal internalization. This typology is operationalized with subscales to measure five sources of motivation (Barbuto & Scholl, 1998).

according to Setyo Riyanto and Lukertina (2017) Motivation comes from the Latin word *move* which means push or move. Motivation (motivation) is addressed only to human resource management in general and subordinates in Indonesia.

Motivation is a condition that moves employees to achieve work goals, while mental attitude is a mental condition that drives a person to try to achieve maximum work potential. This is as stated by David C. Mc. Cleland (1997)

Motivation functions according to Tabrani Ruyan are:

1. Encourage the emergence of behavior or deeds, without motivation, will not arise deeds.
2. Directing student activities.

According to Jacques Igalens; Patrice Roussel (2014) factors that during the motivational process, encourage individuals to produce efforts to perform better.

According to the author of the book Gary P Latham (2006) "1 The same applies to equity theory. "While most people believe that a sense of fairness is important in influencing work motivation, we still don't know much about how it is defined or its actual impact on performance".

Motivation is given as an effort to maintain one's work spirit so that work can be carried out optimally. Motivation is intended as an effort to encourage and stimulate a person's behavior to carry out activities or tasks with a sense of awareness. Motivating actions will be more successful if the goals are clear and by the needs of the motivated person. The teachers will work earnestly if they have high motivation. If the teacher has positive motivation then he will show interest, have attention, and want to participate in a task or activity. The success of the teacher in carrying out the task because of the encouragement or motivation as evidence that what the teacher does is by the responsibilities in carrying out performance.

Teacher performance

According to Sardiman (2006: 205) performance can be interpreted as a person's success in carrying out a job that is obtained from his actions. For this reason, performance is concerned with what is produced by a person from his performance behavior. Someone who has a high performance is called a productive person, for example, a teacher before the teaching and learning process first makes a learning framework and vice versa people who do not reach the standards are said to be unproductive or have low performance, for example in the teaching and learning process the teacher does not master the conditions in class.

According to Setyo Riyanto (2019) employee performance is a function of the interaction between ability and motivation, if inadequate, performance will be negatively affected. In addition to motivation, intelligence and skills must also be considered.

According to Jeff Jones, Mazda Jenkin, Sue Lord (2006) Experience shows that it is the teacher's performance, personal and professional skills, expectations, and relationships in the classroom that are key.

factors in influencing student behavior, attitudes, and progress. When teachers have the wisdom and resilience to adopt reflective and objective views of their practice, they also have important materials to improve their classroom practice

Factors affecting performance include internal and external factors. Internal factors related to the characteristics of a person which includes attitudes, personality traits, physical traits, desires or motivation, age, gender, education, work experience, cultural background, and other personal variables. External factors are factors that affect the performance of employees who come from the environment, including organizational policies, leadership, actions of colleagues, types of training and supervision, wage systems, and social environment.

II. Material and Methods

This research was conducted at the Community Learning Activity Center (PKBM) in Bantargebang. The school that was the object of the research consisted of 4 schools. This type of research is quantitative research with a correlational method that aims to analyze the level of strength or closeness of the relationships between variables studied, namely the relationship of the work environment and work motivation with teacher performance.

The study population was all teachers of the Center for Community Learning Activities (PKBM)

The active district of Konawe is carrying out tasks in the even semester of the 2019/2020 school year, with a total of 54 people.

Sampling in this study using a simple random sampling technique, with a total sample of 25 people. Research data collection using a questionnaire technique. Test requirements analysis is done through two types of tests, namely the normality test and the linearity test. The data obtained were analyzed descriptively and inferentially using the SPSS program version 21.0.

III. Result

Explicitly stated that the factors that influence the success of the learning process in the classroom are teacher competency, learning methods used, curriculum, facilities, and infrastructure, as well as the learning environment both the social and cultural environment (psycho) social and cultural (Depdikbud, 1994). It can be interpreted here that the social environment of learning in the classroom and in schools (offices of teachers and administrative staff) has a direct or indirect influence on the teaching and learning process.

Table I Working Environment. Variable, Dimension, and Indicator

Variable	Dimension	Indicator
Work environment	Work atmosphere	Consists of a comfortable, clean, conducive environment, etc.
	Relationship with Colleagues	Consists of communication, mutual assistance, etc.

Table II Work motivation. Variable, Dimension, and Indicator

Variable	Dimension	Indicator
Work motivation	Factor Intrinsic	Consisting of responsibility, advancement, <i>the work itself, achievement, recognition</i>
	Factor Extrinsic	Consists of company policy and <i>administration, working condition, wages and salaries, interpersonal relations.</i>

Table III Teacher Performance. Variable, Dimension, and Indicator

Variable	Dimension	Questionnaire Statement
Teacher Performance	Quantity	<input type="checkbox"/> <input type="checkbox"/> Karyawan able to solve all work that becomes the main task. <input type="checkbox"/> <input type="checkbox"/> Karyawan able to complete the work additional ones given to him

	Quality	<input type="checkbox"/> Employees are careful when working for minimize errors in work results. <input type="checkbox"/> Karyawan able to work by work standards are predetermined.
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Descriptive analysis results show that the work motivation of teachers in the Community Learning Activity Center (PKBM) in the Bantargebang sub-district is included in the good (high) category. Thing

This is based on the answers of 25 respondents to 20 statement items developed from 5 dimensions forming work motivation variables, namely physiological needs, safety needs, social needs, appreciation needs, and self-actualization needs with an average percentage of variables of 78.42% or an average level of 3.92.

Descriptive analysis results show that in general the work environment at the Center for Community Learning Activities (PKBM) in the Bantargebang sub-district is included in both categories. This is based on the responses or answers given by 25 respondents to all dimensions and indicators of the work environment with an average percentage score of 79.45% or an average value of levels of 3.97.

Based on the results of descriptive analysis, shows that the performance of teachers in the Center for Community Learning Activities (PKBM) in the Bantargebang sub-district is included in both categories.

This is based on the answers of 25 respondents to 32 items with an average percentage of variables of 82.88% or an average value of 4.14.

IV. Discussion

Relationship of the Work Environment to Teacher Performance

Correlation analysis results show that the work environment is positively and significantly correlated with teacher performance at the Community Learning Activity Center (PKBM) in the Bantargebang sub-district. This can be seen from the Pearson Product Moment correlation coefficient (r_{xy}) of 0.502 and the significance or probability value of 0,000.

Based on the results of the analysis, it was concluded that the relationship between the work environment with teacher performance is positive and significant. Conclusion This implies that the work environment has a positive direction and significantly in improving teacher performance in the Community Learning Activity Center (PKBM) in the Bantargebang district.

According to Barry, Render and Jay Heizer. (2001) the work environment is the physical environment in which employees work that affects their performance, safety, and quality of worklife.

A conducive work environment provides a sense of security and allows employees to work optimally. The work environment can affect employees' emotions, if the employee likes the work environment where he works, then the employee will feel comfortable in his workplace to carry out activities so that working time is used effectively and optimally employee performance is also high. The work environment includes work relationships formed between fellow employees and work relations between subordinates and superiors as well as the physical environment where employees work.

Iskandar (2012: 154) argues that the work environment is circumstances around the workplace both physically and non-physically give the impression of fun, comforting, reassuring, and comfortable work, and so on. A good work environment for teachers can occur if the teacher gets adequate facilities and infrastructure, comfort, workplace settings, order that occurs when the teacher carries out his tasks as a teacher at school. In addition there is also freedom of opinion, relations with coworkers, transparency so that the teacher can develop himself to be better. If the work environment can support a teacher to do a better job, then the teacher will do the activity teaching and learning (KBM) optimally so that teacher performance will increase because supported by a conducive work environment.

Work environment factors are very supportive for individuals to achieve work performance. Work environment factors referred to include:

- (1) health
- (2) security guarantee
- (3) service
- (4) communication patterns
- (5) work facilities.

Even though, if the work environment factors are not supportive, then for employees who have a level of intelligence of mind with a good level of emotional intelligence, in fact he can still excel at work. Working environment conditions are good and have an important role to provide satisfaction especially increasing a pleasant work atmosphere and resulting in habits good work for employees (Sulistiyani and Rosidah in Iskandar and Juhana, 2014).

The results of previous studies by Wakhid (2014) indicate that the environment and motivation work positive and significant effect on employee performance on Kotabaru Regency Regional Secretariat, both partially and simultaneously; and the variable that has a dominant influence on employee performance is the environment work.

Based on the discussion above, it can be stated that the work environment has a positive relationship with teacher performance. That is, a work environment good and conducive, both physical and non-physical will have a positive impact on teacher performance improvement in schools.

The Relationship between Work Motivation and Teacher Performance

The results of the correlation analysis show that work motivation has a relationship positive with the performance of teachers at the Bantargebang District Community Learning Activity Center (PKBM). This can be seen from the Pearson Product Moment correlation coefficient (r_{xy}) of 0.659

The significance test results using the SPSS program version 21.0 obtained the probability of the correlation analysis output is 0,000. This figure shows that the probability value (p) is smaller than the alpha value (α) = 0,000 < 0.05. Based on the test results, the relationship between work motivation and performance teacher is significant. This can be interpreted that work motivation has a direction that is positive and tangible in improving teacher performance at the Bantargebang District Community Learning Activity Center (PKBM).

McClelland, D. C., et al. (2013) suggests that achievement motivation, not an innate potential, so it is likely that potential is developed through exercises. The higher the teacher's achievement motivation, the higher the performance. And vice versa, the lower the motivation teacher performance causes decreasing performance.

The performance of a teacher is influenced by internal and external factors. One of the Internal factors that influence teacher performance is motivation. Motivation is the willingness (willingness) to do something (Bafadal, 2006: 70). Be motivated teacher work is the willingness of the teacher to do his work. a teacher who has a high enough work motivation will show good performance because they are driven from themselves to do the work.

Unche, Fiberesima, and Christiana (2011) in the study entitled "Relationship Between Motivational Factors and Teachers' Performance on the Job in Ogba / Egbema / Ndoni Local Government Area, of Rivers State" Which researching about the relationship between motivational factors and teacher performance on the job, found that there is a significant relationship between motivation factors and teacher performance and relationships which is signed between teacher experience and their work performance.

According to previous research, individuals who have high motivation or strong of course all obstacles and obstacles will be attacked to achieve a desired goal. Generating teacher motivation is very important because work motivation has a relative contribution to teacher performance of 51.2%. The proof of the above hypothesis is supported by research conducted by Agustin, eri (2015)

Based on the discussion above, it is stated that work motivation is related to the positive and significant performance of teachers in the Bantargebang District Community Learning Activity Center (PKBM). Increased teacher work motivation can be realized through the fulfillment of needs, especially those directly related to the main task of the teacher. Fulfillment of teacher needs can be a driving factor for the realization of its performance.

Relationship of Work Environment and Work Motivation with Teacher Performance

The results of the multiple correlation analysis show that the work environment and motivation work has a positive relationship with the performance of teachers in the Bantargebang District Community Learning Activity Center (PKBM). This is seen from the multiple correlation coefficient ($R_{x_1x_2y}$) amounted to 0.688. The significance test results using the SPSS program version 21.0 were obtained a probability value of 0,000. This figure shows that the probability value (p) smaller than alpha (α) = 0,000 < 0.05. Based on test results, then the relationship between the work environment and work motivation with teacher performance is significant.

This can be interpreted that the work environment and work motivation together have a positive and tangible direction in improving teacher performance at the Bantargebang District Community Learning Activity Center (PKBM).

Theoretically, the findings of this study are consistent with the theory put forward by Whitmore (Uno, 2007: 86) that teacher performance is one of the factors to be a benchmark of school success. The teacher's performance in question is the result of work teachers who are reflected in how to plan, implement and evaluate or assess teaching and learning processes whose intensity is based on a work ethic, as well as a teacher's professional discipline in the learning process. According to Hasibuan (in Barnawi & Arifin, 2012) performance appraisal is an evaluation of behavior, work performance, and potential for development that has been carried out.

Flippo (Hartatik, 2014: 160) states that work motivation is a expertise in directing employees and organizations to want to work successfully, so that the desires of the employees and the goals of the organization are simultaneously achieved. Importance Motivation is recognized that motivation is related to performance and is related to worker satisfaction. An effort made by the leaders is motivate workers to get job satisfaction or improve its performance.

According to Stoltz (2003), the Adversity quotient refers to the ability possessed by everyone in overcoming problems. Stoltz (2003) also believes that adversity quotient can predict performance. This means that the level of the AQ level of a teacher will affect the teacher's performance. The higher the level of adversity quotient, the better the performance, and conversely the lower the level of adversity quotient, the worse the performance shown. Empirically, the results of this study are supported by research by Utami (2014) who examines the influence of the environment and work motivation on teacher performance economics/accounting in the Semarang Regency. The results of the study show that there is a positive and significant influence between work environment and performance by 21.8%, while for work motivation by 39.7%. The findings of this study can be interpreted that the work environment and work motivation are influential significant effect on teacher performance. Based on the above discussion, it can be stated that to achieve teacher's maximum performance, needs to be supported by a good work environment or conducive and high teacher work motivation. Teacher performance can be realized through the teacher's ability to plan to learn, carry out learning, evaluating learning processes and results, and utilizing evaluation results for the importance of improving learning.

V. Conclusion

1. it can be argued that the work environment has a positive relationship with teacher performance. That is, a work environment good and conducive, both physical and non-physical will have a positive impact on teacher performance improvement in schools.
2. stated that work motivation is related to positive and significant performance of teachers in the Bantargebang District Community Learning Activity Center (PKBM). Increased teacher work motivation can be realized through the fulfillment of needs, especially those directly related to the main task of the teacher. Fulfillment of teacher needs can be a driving factor for the realization of its performance.
3. it can be argued that to achieve teacher's maximum performance, needs to be supported by a good work environment or conducive and high teacher work motivation. Teacher performance can be realized through a teacher's ability to plan to learn, carry out learning, evaluating learning processes and results, and utilizing evaluation results for the importance of improving learning.

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