Research Article

The Influence of Work Environment, Discipline and Morale on Teacher Performance at SMKN in Hulu Sungai Selatan Regency, Indonesia

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ABSTRACT

Human resources, facilities, and teacher performance are needed to improve education quality. Teacher performance is necessary because it is closely related to their classroom activities. It could be improved by growing discipline, developing good working morale, and creating a conducive environment. Therefore, this study aims to determine and analyze the influence of work environment, discipline, and morale on the performance of SMK teachers in the Hulu Sungai Selatan Regency. It used a sample of 99 SMK teachers in the Hulu Sungai Selatan Regency. Data were collected through questionnaires and analyzed using path analysis and multiple regression. The results showed a moderate influence of work environment, discipline, and morale on teacher performance. This indicates that work environment, discipline, and morale affect teacher performance. In addition, these results could be used to improve teacher performance in other schools.

Keywords: work environment, work discipline, work morale, teacher performance

Introduction

Human resources are essential in improving education quality by developing national education to adapt to the competitive globalization era. Quality human resources are achieved through improved national education.

There is a demand for human resources and facilities that improve education quality. This is because education plays an important role in ensuring success in all areas of life.

Educational institutions could realize better quality education in schools by improving various supporting aspects. One of the supporting aspects is human resources, which is the main capital in education development. Reliable human resources compete and survive in the current globalization era. However, improving the quality of human resources is not easy because it requires science and technology, and mentality. Therefore, teachers need to develop their potential to realize quality education useful at the national level.

Ardana, Mujiati & Sriathi (2012: 3) stated that human resources are valuable assets in an organization or company, influencing performance.

Teachers perform better in a good working environment that improves their work morale. Their performance would decline when the working environment is unclean, uncomfortable, and without fun. However, the performance is improved physically and by increasing the teachers' morale.

Physical and non-physical work environments could reduce the quality of work due to several factors.

These include the disharmonious relationship between teachers, peers, and leadership, inadequate work, and a career path inconsistent with their development. Furthermore, a physically and non-physically less convenient work environment lowers morale, passion for teaching and learning, and teacher performance. A good environment positively impacts the Individual. Since the working environment affects performance, people should have all the necessary needs to minimize labor differences and achieve high performance (Pratiwi, 2015).

Zesbendri & Ariyanti (2009) stated that discipline affects employees' performance. According to Ardana Mujiati & Sriathi (2012: 134), work discipline represents respect, appreciation, obedience, and adherence to regulations to avoid sanctions.

Pratiwi (2015) described work discipline as teachers' obedience and willingness to adhere to school rules and regulations. This is in line with Sanjaya (2015), which stated that work discipline is an attitude needed by every teacher.

Morale supports the implementation of tasks because teachers perform better when excited about their work. Regarding work, morale is reflected in carrying out an activity consciously, quickly, properly, and without coercion (Azwar, 2018:2).

Morale is a reaction to emotional and mental states towards a job, affecting people's work's quantity and quality (Purwanto in Syaputra, 2017:2). According to Hasibuan (Amin, 2015), work morale is a desire and earnestness to perform better with discipline to achieve good results.

Teachers' performance results from their schoolwork in achieving educational goals. According to Pratiwi (2015), performance is people's success in carrying out tasks to increase the quality and quantity of their results continuously.

Priansa (2018) stated that teacher performance embodies their ability in real work. This supports the Ministry of Education (2008:21), which states that teachers' performance is their ability to plan teaching programs, implement learning activities and evaluate the outcomes.

Methodology

This study used descriptive analysis to test the hypotheses on the subjects and employed quantitative methods to explore the influence between variables (Musfiqon, 2012). Data were processed quantitatively by calculating the structure theory to build the study model and hypotheses (Hartono in Aslamiah, 2016).

The selection criteria were based on the desire to examine the Work Environment, Work Discipline, Morale, and Performance of SMK teachers in the Hulu Sungai Selatan Regency. The subjects were also selected based on how they are influenced by study variables, including work environment (X1), work discipline (X2), work morale (Z), and teacher performance (Y). The sample comprised 99 SMK teachers in Hulu Sungai Selatan Regency. Data were obtained using questionnaires and analyzed using SPSS version 23.0.

Result and Discussion
Characteristics of Respondents

The respondents comprised 35.4% males and 64.6% females. Based on age, 47.5% of the respondents were between 21-30 years old, 34.3% between 31-40 years old, and 18.2% between 41-50 years old. Regarding work experience, 41.4% of the respondents had a working tenure of <5 years, 27.3% between 5-10 years, and 31.3% >10 years. Moreover, 41.4% of the respondents were PNS, while 58.6% were Non-PNS. Regarding certification, 29.3% of the respondents were already certified, while 70.7% were not. On education level, 88.9% and 11.1% of the respondents had S1 and S2 education levels, respectively.

Variable Description

The study questionnaire consisted of several statements containing four variables. The data were categorized into high, medium, and low groups. Regarding the variable X1, the assessment of the work environment by 71 teachers assess is in the medium category. The physical and non-physical work environments showed an average of 4.14 and 4.05, respectively. Therefore, most teachers had the highest and lowest physical and non-physical work environments.

The variable X2 showed that the assessment of work discipline by 66 teachers is in the

medium. Work discipline through punctuality, effective office equipment utilization, responsibility, and office rules adherence averaged at 4.46, 4.32, 4.31, and 4.23, respectively. Therefore, most teachers had the highest and lowest work discipline on punctuality and office rules adherence, respectively.

The variable Z showed that the assessment of work morale by 66 teachers is in the medium category. Absenteeism, anxiety, and turnover had an average of 4.21, 4.11, and 4.34, respectively. Therefore, most teachers had the highest and lowest morale on turnover and anxiety, respectively.

The variable Y showed that the assessment of performance by 82 teachers is in the medium category. Teachers' performance on planning, effective learning activities, and assessment averaged 3.5, 3.3, and 3, respectively. Therefore, most teachers had the highest and lowest performance through planning and assessment and rated moderate in all variables.

Testing Requirements Analysis
Normality Test

The test was conducted to examine the normality of data distribution using the Kolmogorov-Smirnov test (Sugiyono, 2013). The data is normally distributed when the significant value is greater than 0.05. Conversely, a significant value less than 0.05 means the data is not normally distributed.

Table 1. Normality Tests

One-Sample Kolmogorov-Smirnov Test

		Work Environment	Work Discipline	Work Morale	Teacher Performance
N		99	99	99	99
Normal Parameters	Mean	45.0606	73.5051	33.6465	43.5859
	Std. Deviation	5.34869	6.23252	3.50310	7.55525
Most Extreme Differences	Absolute	.071	.061	.095	.125
	Positive	.060	.060	.065	.119
	Negative	-.071	-.061	-.095	-.125
Kolmogorov-Smirnov Z		.709	.608	.944	1.239
Asymp. Sig. (2-tailed)		.697	.853	.335	.093

a. Test distribution is Normal.

The normality test with the Normal P-P Plot shows that the probability numbers are around a linear or straight line. Therefore, all the performance variables have random data with normal distribution, suggesting further statistical tests.
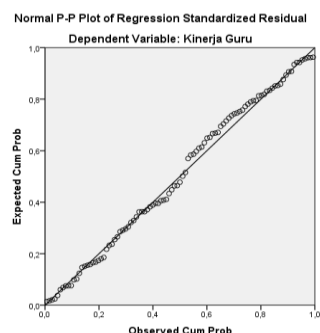

Figure 1. Sample Distribution

The results showed output data as 0.093 > 0.05, meaning Ho was rejected, and the data were normally distributed.

Homogeneity Test

The study variable is homogeneous when it has a significant value greater than 0.05. Conversely, a significant value less than 0.05 means that the variable is not homogeneous.

Table 2. Homogeneity Test

Test of Homogeneity of Variances

Teacher Performance

Levene Statistic	df1	df2	Sig.
1.844	3	93	.145

Source: Data processed from research results, 2020

Table 2 shows a sig value > 0.05, meaning it is rejected and homogeneous data.

Classic Assumption Test

The linearity results for (Y)'s influence on (X1) were as follows:

Table 3. Linearity Test for the (Y) influence on (X1)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Work Environment	Between Groups	(Combined)	1430.599	20	71.530	1,340	,180
		Linearity	1,823	1	1.823	,034	,854
		Deviation from Linearity	1428.777	19	75.199	1,409	,148
	Within Groups		4163.421	78	53,377		
	Total		5594.020	98			

The data linearity was 0.148 and greater than 0.05. Therefore, the variables had a linear, addictive, and casual relationship.

The linearity results for the (Y)'s influence on (X2) are as follows:

Table 4. Linearity Test for the (Y) influence on (X2)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Work Discipline	Between Groups	(Combined)	1779.956	24	74.165	1.439	.119
		Linearity	414.872	1	414.872	8.049	.006
		Deviation from Linearity	1365.084	23	59.351	1.152	.316
	Within Groups		3814,064	74	51.541		
	Total		5594,020	98			

The data linearity was 0.316 and greater than 0.05, showing that the variables had a linear, addictive, and casual relationship.

The linearity results for the (Y)'s influence on (Z) are as follows:

Table 5. Linearity Test for the (Y) influence on (Z)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Work Morale	Between Groups	(Combined)	1115.163	15	74.344	1.378	.178
		Linearity	22.230	1	22,230	.412	.523
		Deviation from Linearity	1092.934	14	78.067	1,447	.151
	Within Groups		4478.857	83	53.962		
	Total		5594.020	98			

The data linearity was 0.151 and greater than 0.05, showing that both variables had a linear, addictive, and casual relationship.

Table 6. Multicollinearity Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	20.066	10.982		1,827	,071		
	Work Environment	.013	.146	.009	.086	.932	.916	1.091
	Work Discipline	,340	,126	.281	2.697	.008	.899	1.113
	Work Morale	-.061	.234	-.028	-.262	.794	.828	1.208

The SPSS 23.0 results showed that the work environment, discipline, and morale lacked multicollinearity.
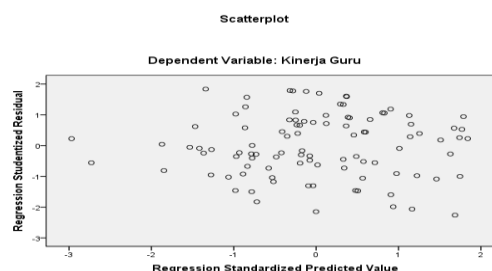

Figure 2. Standard Residual Regression

The heteroscedasticity test using SPSS 23.0 showed that the points distribution met the requirements. Therefore, there was no heteroscedasticity, fulfilling a good and ideal regression model.

Correlation Analysis

The correlation analysis between variables showed a relationship between X1 and Y, X2 and Y, Z and Y, X1 and Z, X2 and Z of 0.430, 0.272, 0.268, 0.288, and 0.317, respectively. Therefore, the variables had a strong, positive, and significant relationship.

Path Analysis

The variable's causal relationship was shown through the regression, with X1, X2, and Z significantly influencing Y. The Model Summary table showed the R Square value of 0.375, meaning that X2 and Z influenced Y by 37.5%. The remaining 62.5% was affected by other variables outside the study. The e1 is calculated by $\sqrt{}$ (1-0.375) hence e2 = 0.790.
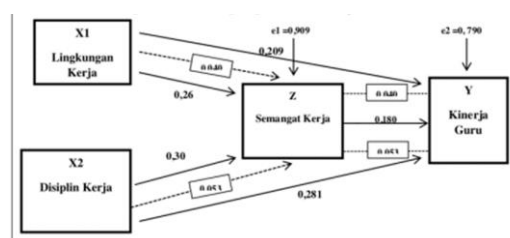
Source: SPSS Output 23, 2020

Figure 3. Analysis of the Influence between Work Environment (X1), Work Discipline (X2), Morale at Work (Z), and Teacher Performance (Y)

The Influence of Work Environment on Teacher Performance

The correlation of 0.430 and the significance level of 0.032 <0.05 means that H_o is rejected. This indicates that the work environment significantly and positively influences teacher performance. The influence value of

0.209 shows that it contributes to teacher performance.

Rivai (2006:168) stated that the work environment represents the workplace, facilities, aids, cleanliness, lighting, and tranquility.

The teachers' performance shows their ability and success in conducting learning tasks (Supardi, 2014). Performance is affected by individual abilities and skills, family background, social level, experience, age, ethnicity, and gender. Organizational factors affecting performance include resources, leadership, rewards, structure, and job design. Psychological factors include perceptions, attitudes, personality, learning, and motivation (Gibson, 2005).

Hanafi & Zulkifli (2018) stated that the work environment (X1) simultaneously and partially influences performance.

Wahyudi (2018) stated that the work environment positively influences performance with a 0.262 coefficient value adjusted for a 0.442 R Square value. Therefore, emotional intelligence, competence, and work environment contribute to performance by 44.2%, and external variables influence the remaining 55.8%.

Prihanto (2017) showed that the work environment affects teacher performance. Social environments such as cooperation, harmony, and individual relationships, directly impact emotional state and performance.

The Influence of Work Discipline on Teacher Performance

The correlation of 0.272 and the significance level of 0.008 <0.05 means that H_o is rejected. This implies a significant and positive influence of work discipline on teacher performance. Therefore, better work discipline improves teacher performance. The influence of work discipline on teacher performance of 0.281 shows that it contributes to teacher performance.

Simamora (2015) stated that discipline includes correcting or punishing subordinates for violating rules. It reflects the teacher's self-control and regular implementation, showing the seriousness of the work team.

Mulyadi (2015) stated that discipline shows a teacher's respect or mental attitude towards rules. Schools implement teachers' rules, including work discipline.

Pasya (2016) found that work discipline significantly influenced teachers' performance in State Senior High School 7 South Tangerang. The teacher's discipline shows a positive organizational culture and should be maintained as a good example for students.

Wiratama & Desak (2013) stated that work discipline significantly influences performance. This supports Sitorus & Ahmad (2014) that work discipline positively influences employee performance.

Mariani & Sariyathi (2017) showed that work discipline positively and significantly influences employee performance at Warung Mina Peguyangan in Denpasar. Similarly, Turangan et al. (2016) found that work discipline affects employee performance.

The Influence of Work Morale on Teacher Performance

The correlation magnitude of 0.268, with a significance level of 0.041 <0.05, means that H_o is rejected. This indicates that work morale significantly and positively influences teacher performance. The results indicate the necessity of morale in teachers in carrying out activities to obtain good results. Therefore, teachers with high morale perform better and vice versa. The influence of work morale on teacher performance of 0.180 shows that it contributes to teacher performance.

Bintoro & Daryanto (2017) stated that work morale reflects a high work spirit. In line with this, Laksarini (2018) stated that the good work morale of non-medical employees impacts good performance. Good work morale promotes employees' performance and productivity.

Work morale shows an individual's desire and sincerity to achieve a predetermined goal (Danim, 2004: 48).

Aziz & Aprina (2017) stated that work morale significantly influences employee performance. High work morale makes employees work actively, faster, and better, increasing performance. In contrast, low work morale decreases performance (Pradnyana, Gusti & Ni, 2016).

The Influence of Work Environment on Work Morale

The correlation magnitude of 0.288 and a significance level of 0.005 <0.05 means that H_o

is rejected. This indicates a positive and significant influence of the work environment on work morale. The analysis shows that a good work environment is a driving force for teachers to conduct their duties optimally, increasing performance. The influence of the work environment on the morale of 0.260 shows that it contributes to work morale.

Sedarmayanti (2011: 2) stated that the work environment represents the tools and materials, environment, methods, and arrangements for individuals and groups. Work morale shows the behavior and condition of the Individual or group workforce, fostering pleasure to work diligently to achieve company goals (Syukria, 2004: 30).

Pasaribu (2017) found a relationship between work environment and employee morale. Better work environment conditions increase employee morale.

Chandra & Setiawan (2018) found that the work environment, especially lighting, influenced the employee's morale at PT Diantri. According to Safrina & Vina (2019), the work environment positively and significantly influenced teachers' morale at State Vocational High School 1 UKUI.

The Influence of Work Discipline on Work Morale

The correlation magnitude of 0.317 and a significance level of 0.002 <0.05 means that H_o is rejected. This indicates a positive and significant influence of work discipline on work morale. The analysis shows that good work discipline promotes teachers to carry out their duties optimally, increasing performance. The influence of work discipline on work morale of 0.300 shows that it contributes to work morale.

Indarti & Hendriani (2019) discovered that the employee's discipline at the Riau Province Regional Secretariat influenced their work morale. High discipline increases morale reflected by employee performance. Work attitude or behavior such as obedience, orderliness, consistency, understanding the rules and norms, and effectively conducting assigned tasks shows that discipline creates values to achieve goals.

Wahyuni (2016) confirmed that work discipline partially and positively influenced the work morale of UD Perdana Lumajang employees. The calculation obtained a 0.03 significance level less than 0.05 and t-count (3.210) > t-table (2.026), showing the hypothesis acceptance.

Yusti, Kameela & Azliyanti (2020) showed that work discipline, environment, and motivation partially and positively influenced employee morale. Effective work discipline, environment, and motivation increase the employee's morale.

The Influence of Work Environment on Teacher Performance through Work Morale

An analysis of the influence of the work environment on teacher performance through work morale showed direct and indirect influences of 0.209 and 0.040, respectively. The direct influence is greater than the indirect influence. The work environment significantly and indirectly influences teacher performance through morale.

This is seen from the total magnitude of direct and indirect correlations of 0.249, a significance of 0.000 <0.05, and correlation results > 0.05. Therefore, H_o is rejected, implying that the work environment positively influences teacher performance through morale.

Mangkunegara (2012: 9) stated that performance results from employees' work quality and quantity in performing their duties. According to Necdet & Halil (2012), the lack of employee performance is because overworking limits their time to support or encourage coworkers.

Fitria, Utari & Hartati (2019) found a relationship between a good work environment, morale, competence, and teacher's performance in Bojonegoro Technology Vocational High School. The work environment, morale, and competence positively and significantly influenced the teacher's performance.

The Influence of Work Discipline on Teacher Performance through Work Morale

The analysis results showed direct and indirect influences of work discipline on teachers' performance through work morale, with significant levels of 0.281 and 0.053, respectively. The direct influence is greater than the indirect influence. Therefore, work discipline significantly and indirectly influences teacher performance through work morale.

This is seen from the total magnitude of the direct and indirect correlation of 0.334 significant at 0.000 <0.05, and the correlation result > 0.05. Therefore, H_o is rejected, indicating work discipline's positive and significant influence on performance through work morale.

Iriani (2010) stated that employee discipline facilitates effective current and future activities. Work discipline helps the employees avoid actions unsuitable for the company. Subsequently, Karen et al. (2011) asserted that performance shows the employee's achievement in an organization, increasing productivity. According to Jacqueline et al. (2011), performance shows work results based on mutual standards, targets, or criteria over a certain period.

Kasmir (2018) found that teachers' performance is affected by the work environment, organizational culture, leadership, motivation, discipline, salary, and job satisfaction. According to Taslim (2021), work discipline and morale positively and significantly influence performance. Additionally, work discipline and morale simultaneously affected the employee's performance in the South Sulawesi Province Social Office.

Conclusion and Recommendation

The results classified work environment, discipline, morale, and teacher's performance as moderate. Specifically, 71.71% of teachers had a moderate work environment, 66,67% had moderate discipline, 66.67% had moderate morale, and 82.83% had a moderate performance.

The work environment directly influenced the teachers' performance at State Vocational High School in Hulu Sungai Selatan Regency, indicated by the X1 sig value of 0.032 <0.05. The work discipline directly influenced the teachers' performance, indicated by the X2 sig value of 0.008 <0.05.

Work morale directly influenced the teachers' performance, showing the Z sig value of 0.041 < 0.05. The work environment affected the morale with the X1 sig value of 0.005 <0.05. Additionally, work discipline directly influenced morale, indicated by the X2 sig value of 0.002 < 0.05.

The work environment indirectly affected performance through the teachers' morale, showing the direct and indirect influence values of 0.260 and 0.0468, respectively. The indirect influence was less than the direct effect, meaning that X1 indirectly influenced Y through Z.

Work discipline, directly and indirectly, influenced performance through morale. The direct and indirect influence values were 0.300 and 0.0843, respectively. The indirect influence was less than the direct effect, meaning that X2 indirectly influenced Y through Z.

Acknowledgment

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