

THE EFFECT OF TRAINING, MOTIVATION, AND WORK ENVIRONMENT ON TEACHER PERFORMANCE AT SMA NEGERI 12 PEKANBARU

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Abstract: The purpose of this study is to test and analyze the effect of training, motivation, and work environment on the performance of teachers of SMA Negeri 12 Pekanbaru. The population in this study was a teacher at SMA Negeri 12 Pekanbaru. The sample used in this study was 40 people using the technique of determining the number of samples in this study using the Roscoe theory formula. Roscoe's theory says that if the study will conduct an analysis with multivariate (collation or double regression), then the number of sample members is at least 10 times the number of variables studied (Sugiyono, 2010: 130). So, because this study consists of 4 variables, then the number of samples is $4 \times 10 = 40$ Respondents. The results of the study obtained that training, motivation, and work environment had a significant and positive effect on the performance of teachers of SMA Negeri 12 Pekanbaru.

Keywords: Training, Motivation, Work Environment, Performance

1. Introduction

Education is an important factor that plays a role in education and the progress of the nation. The progress of the nation's children can make the quality of education good and inseparable from the quality of human resources. One of the things that determines the quality of human resources itself is education. Quality education is indispensable to form a civilized nation in accordance with the philosophy of life of a nation. Through education, humans can gain meaningful experiences for themselves, society, or nation-building.

One of the government's efforts to advance a nation is to make improvements to improve the quality or quality of education as a whole. Not only the government, but the entire nation is obliged to participate in efforts to educate the nation's life. Through education, a person can get to know and develop all aspects of the form of potential and talents that exist in him in order to support life for the future. One of the factors that can affect the success of the quality of education is teachers. Teachers have an important role in education, even other adequate educational resources are often less meaningful if they are not accompanied by adequate quality or quality of teachers. In other words, teachers are the spearhead in efforts to improve the quality of services and educational outcomes. As one of the influential components of education in realizing the goals of national education, teachers have great duties and responsibilities that must be carried out. The duties and responsibilities of the teacher are formally stated in the Law of the Republic of Indonesia Number 14 of 2005 Chapter 1 Article 1 Paragraph 1 concerning Teachers and Lecturers, namely, "Teachers are professional

education with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the path of formal education, basic education, and secondary education".

The progress and success of the company in running its business is inseparable from the HR factor (human resources). HR within the company can serve as an asset of the company. Coaching employees must be prioritized, so that the skills of employees can be maintained and improved. Employees with superior performance are important in a company. Employees are said to have superior performance, if the employee's work results exceed the targets set by the company. Such superior performance will have an impact on the reputation and progress of the company. However, many factors can affect performance issues.

There are several studies related to performance, including: The influence of competence, compensation and work environment on performance with motivation as intervening (empirical study on employees of the University of Muhammadiyah Magelang), the effect of incentives on teacher performance in State Senior High Schools (SMAN) with motivation as an intervening variable, the influence of training and work motivation on the performance of PDAM Surabaya employees, the influence of motivation, training and incentives for the performance of PT. The magic steel eagle, the influence of training and motivation for achievement on employee performance with competence as an intervening variable (empirical study on employees of regional drinking water companies in Lebak district).

Therefore, researchers felt the need to examine whether there was an influence of training, motivation, and the environment on teacher performance at SMA Negeri 12 Pekanbaru. Meanwhile, the purpose of this study is to test and analyze the influence of training, motivation, and the environment on teacher performance at SMA Negeri 12 Pekanbaru.

2. Literature Review

Training

According to Rivai (2014:164), that training is the process of systematically changing the behavior of employees to achieve organizational goals. Training relates to the skills and ability of employees to carry out current work. Training has a current orientation and helps employees to achieve certain skills and abilities in order to be successful in carrying out their work. According to Saks and Haccoun (2010: 6), it is stated that: "Training is one of the most important ways that performance can be improved. Training refers to the acquisition of knowledge, skills, and abilities to improve performance in one's current job. Training usually consists of a short-term focus on acquiring skills to perform one's job.". Employee training is a systematic process of increasing knowledge and abilities of certain skills, changing behavior and contributing to help achieve organizational goals with a sense of responsibility. With training, it will be able to cause changes in work habits, changes in attitudes, behavior, skills, and knowledge of employees. The training must be carried out continuously in order to adapt to the development of science today. Training is a reciprocal process that is helpful and those who are trained must be active for the success of the training in order for the company's goals to be achieved. Indicators - training indicators according to Saks and Haccoun (2010) are:

1. Orientation training
2. Training on knowledge of job
3. Training on job skill
4. Training on problem solving.
5. The training meet with the desired.

Motivation

Motivation is a set of attitudes and values that influence the individual to achieve a specific thing according to the individual's goals. These attitudes and values are an invisible that provides the power to encourage individuals to behave in achieving goals (Rivai, 2014: 607). The definition of motivation according to Robbins and Judge (2015:131) is a process that explains the strength, direction and perseverance of a person in an effort to achieve his goals. Meanwhile, according to Greenberg and Baron, (2000) motivation is a series of processes that awaken, direct, and maintain human behavior towards the achievement of goals. According to Stenberg and Williams (2011), expressing the motivation of achievement "Need for achievement refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and associated with a range of actions. They include intense, prolonged, and repeated efforts to accomplish something difficult". This means that motivation for achievement refers to an individual's desire to achieve significantly, mastery of skills, control, or high standards. The term was first used by Henry Murray and is associated with a variety of actions, including earnestness, long-term, and repeated attempts to achieve something difficult. According to McClelland (in Robbins and Judge 2015:131), that motivation to excel is the drive to excel, to achievements that relate to a set of standards, and to strive to succeed. The motivation to excel is an effort made by individuals to maintain the highest possible personal abilities, to overcome challenges, and to aim to succeed in competition in a measure of excellence. A measure of excellence can be in the form of one's own previous achievements or it can also be the achievements of others. Based on McClelland's theory of achievement motivation (Robbin and Judge 2015: 131) explains the development of achievement motivation indicators, namely:

1. goal-oriented,
2. loves challenging work,
3. be responsible,
4. dare to take risks,
5. creative and innovative.

Work Environment

The work environment is one of the important factors that need to be considered by a manager in maintaining his human resources, namely by providing and striving for a comfortable, safe and conducive work environment because that is where an employee spends his work time every day, then with a comfortable, safe and conducive work environment will increase high morale. Definition of the work environment according to Alex Nitisemito (1996: 183), something that exists around the worker and that can affect himself in carrying out the tasks charged. According to Edy Sutrisno (2009: 118), about the definition of the work environment is: The entire work facilities and infrastructure that exist around employees who are doing work that can affect the implementation of work including the place of work, facilities, cleanliness, lighting, tranquility, including the working relationship between the people in the place. So that the passion of the employees will increase. Sedamayanti (2011: 25) states that a non-physical work environment is all circumstances that occur related to work relations, both relationships with superiors and relationships with subordinates of fellow colleagues, or relationships with subordinates. There are 5 indicators of the non-physical work environment that can affect employee behavior, namely:

- a. Working structure
- b. Work responsibilities
- c. Attention and support of the leader.
- d. Cooperation between groups
- e. Smooth communication

Performance

Performance comes from the notion of performance. There are also those who provide an understanding of performance as a result of work or work achievements. However, actually performance has a broader meaning, not only the results of work, but including how the work process takes place. (Wibowo, 2014:7). According to Gomes (2003:142) defining performance is the record of production results on a specific function of work or activity over a certain period of time. Gomes' opinion explains that performance is a result of work that is in accordance with the functions carried out by each employee or work units within a certain period of time. According to Mathis and Jackson (2006: 78) states that performance is basically what employees do or do not do. The performance of employees is what affects how much they contribute to the organization which among other things includes: quantity of output, quality of output, term of output, presence at work. According to Mangkunegara (2005: 67) performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Indicators for measuring individual employee performance there are five indicators according to Mathis and Jackson (2006: 378) namely:

1. Quantity, measured by the employee's perception of the number of activities assigned along with the results.
2. Quality can be measured from the employee's perception of the quality of the work produced and the perfection of the task to the skills and abilities of employees. The result of the work done is close to perfect or meets the expected goals of the work.
3. Punctuality, measured by the employee's perception of an activity that is completed from the beginning of time until it becomes an output. Can complete at a predetermined time and maximize the time available for other activities.
4. Effectiveness, maximum utilization of existing resources and time in the organization to increase profits and reduce losses.
5. Attendance, the level of employee attendance in the company can determine employee performance.

Analytical Model

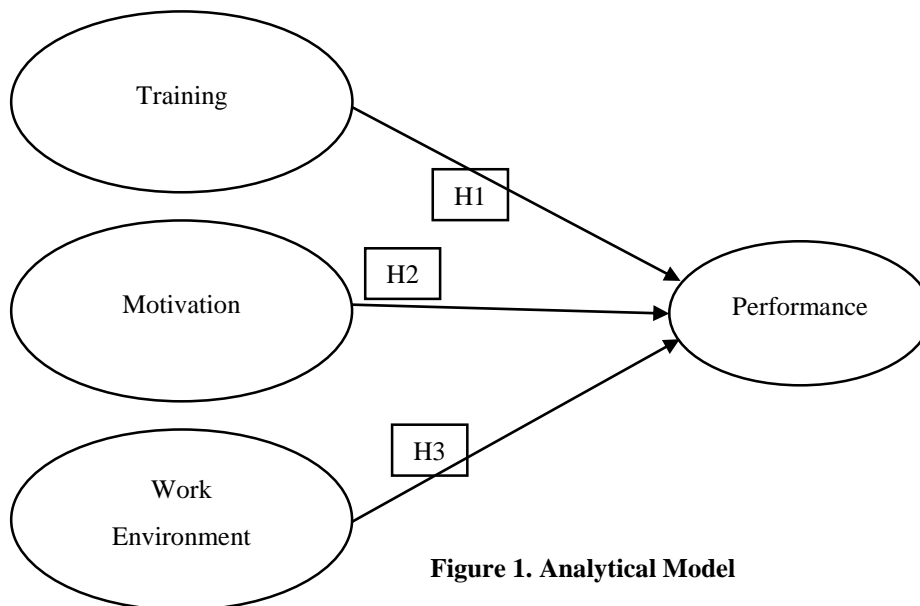


Figure 1. Analytical Model

Hypothesis

Based on the analysis model, the research hypothesis can be put forward as follows:
 H₁= Training affects teacher performance at SMA Negeri 12 Pekanbaru.

H₂= Motivation affects the performance of teachers at SMA Negeri 12 Pekanbaru.

H₃= The work environment affects the performance of teacher at SMA Negeri 12 Pekanbaru

3. Method

In this study, the population was teachers at SMA Negeri 12 Pekanbaru. The sample used in this study was 40 people using the technique of determining the number of samples in this study using the Roscoe theory formula. Roscoe's theory says that if the study will conduct an analysis with multivariate (collation or double regression), then the number of sample members is at least 10 times the number of variables studied (Sugiyono, 2010: 130). So, because this study consists of 4 variables, then the number of samples is $4 \times 10 = 40$ Respondents.

4. Result and Discussion

Before the hypothesis test is carried out, a validity and reliability test are first carried out. Validity test results for the variables of training, motivation, working environment and performance can be presented in table 1, table 2, table 3, and table 4 as follows:

Table 1. Training Variable Validity Test Correlations

		x1.1	x1.2	x1.3	x1.4	x1.5	x1.total
x1.1	Pearson Correlation	1	.732**	.696**	.941**	.594**	.908**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	40	40	40	40	40	40
x1.2	Pearson Correlation	.732**	1	.675**	.725**	.650**	.863**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	40	40	40	40	40	40
x1.3	Pearson Correlation	.696**	.675**	1	.683**	.842**	.888**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	40	40	40	40	40	40
x1.4	Pearson Correlation	.941**	.725**	.683**	1	.551**	.893**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	40	40	40	40	40	40
x1.5	Pearson Correlation	.594**	.650**	.842**	.551**	1	.828**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	40	40	40	40	40	40
x1.total	Pearson Correlation	.908**	.863**	.888**	.893**	.828**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2. Motivation Variable Validity Test Correlations

		x2.1	x2.2	x2.3	x2.4	x2.5	x2.total
x2.1	Pearson Correlation	1	.685**	.547**	.944**	.455**	.893**
	Sig. (2-tailed)		.000	.000	.000	.003	.000
	N	40	40	40	40	40	40
x2.2	Pearson Correlation	.685**	1	.847**	.698**	.343*	.874**
	Sig. (2-tailed)	.000		.000	.000	.030	.000
	N	40	40	40	40	40	40
x2.3	Pearson Correlation	.547**	.847**	1	.594**	.305	.796**
	Sig. (2-tailed)	.000	.000		.000	.056	.000
	N	40	40	40	40	40	40
x2.4	Pearson Correlation	.944**	.698**	.594**	1	.496**	.915**

	Sig. (2-tailed)	.000	.000	.000		.001	.000
	N	40	40	40	40	40	40
x2.5	Pearson Correlation	.455**	.343*	.305	.496**	1	.623**
	Sig. (2-tailed)	.003	.030	.056	.001		.000
	N	40	40	40	40	40	40
x2.total	Pearson Correlation	.893**	.874**	.796**	.915**	.623**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3. Work Environment Variable Validity Test Correlations

		x3.1	x3.2	x3.3	x3.4	x3.5	x3.total
x3.1	Pearson Correlation	1	.818**	.694**	.959**	.591**	.918**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	40	40	40	40	40	40
x3.2	Pearson Correlation	.818**	1	.707**	.779**	.700**	.904**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	40	40	40	40	40	40
x3.3	Pearson Correlation	.694**	.707**	1	.703**	.852**	.883**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	40	40	40	40	40	40
x3.4	Pearson Correlation	.959**	.779**	.703**	1	.594**	.911**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	40	40	40	40	40	40
x3.5	Pearson Correlation	.591**	.700**	.852**	.594**	1	.833**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	40	40	40	40	40	40
x3.total	Pearson Correlation	.918**	.904**	.883**	.911**	.833**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Performance Variable Validity Test Correlations

		y1	y2	y3	y4	y5	y.total
y1	Pearson Correlation	1	.449**	.926**	.404**	.350*	.796**
	Sig. (2-tailed)		.004	.000	.010	.027	.000
	N	40	40	40	40	40	40
y2	Pearson Correlation	.449**	1	.457**	.920**	.264	.769**
	Sig. (2-tailed)	.004		.003	.000	.099	.000
	N	40	40	40	40	40	40
y3	Pearson Correlation	.926**	.457**	1	.411**	.461**	.839**
	Sig. (2-tailed)	.000	.003		.008	.003	.000
	N	40	40	40	40	40	40
y4	Pearson Correlation	.404**	.920**	.411**	1	.287	.754**
	Sig. (2-tailed)	.010	.000	.008		.072	.000
	N	40	40	40	40	40	40
y5	Pearson Correlation	.350*	.264	.461**	.287	1	.681**
	Sig. (2-tailed)	.027	.099	.003	.072		.000
	N	40	40	40	40	40	40
y.total	Pearson Correlation	.796**	.769**	.839**	.754**	.681**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on table 1, table 2, table 3, table 4 it can be known that the significance value of the total of each variable (training, motivation, work environment and performance) has a value significance smaller than 0.05. Thus, it can be said that the research variable is valid.

Furthermore, the reliability test results for the variables of training, motivation, working environment and performance can be presented in table 5, table 6, table 7, and table 8 as follows:

Table 5. Training Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.924	5

Table 6. Motivation Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.881	5

Table 7. Work Environment Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	5

Table 8. Performance Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.805	5

Based on table 5, table 6, table 7, table 8 it can be known that the Cronbach alpha value of each variable (training, motivation, work environment and performance) has a value which is greater than 0.6. Thus, it can be said that the research variable is reliable.

To test the hypothesis of the study can be carried out by looking at the significant table 9 which is presented as follows:

**Table 9. Hypothesis Test Results
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.	
	B	Std. Error	Beta			
(Constant)	4.637	1.573		2.947	.006	
1	x1.total	.300	.074	.410	4.073	.000
	x2.total	.330	.071	.464	4.624	.000
	x3.total	.143	.068	.206	2.114	.042

a. Dependent Variable: y. total

Based on table 9 it can be known that:

1. Training has a significant effect on the performance of teachers at SMA Negeri 12 Pekanbaru. This can be seen from the calculated t value of 4.073 with a significance of 0.000 which is smaller than 0.05. Thus, the first hypothesis is acceptable to its truth.
2. Motivation has a significant effect on teacher performance at SMA Negeri 12 Pekanbaru. This can be seen from the calculated t value of 4.624 with a significance of 0.000 which is smaller than 0.05. Thus, the second hypothesis is acceptable to its truth.
3. Work environment has a significant effect on the performance of teachers at SMA Negeri 12 Pekanbaru. This can be seen from the calculated t value of 2.114 with a significance of 0.042 which is smaller than 0.05. Thus, the third hypothesis is acceptable to its truth.

5. Conclusions

Based on the results of research that has been carried out, it can be seen that training, motivation, and the environment of work have a significant effect on teacher performance at SMA Negeri 12 Pekanbaru. The suggestion that can be put forward is to always improve training, motivation, work environment at SMA Negeri 12 Pekanbaru because this study has a positive influence on the improvement of teacher performance at SMA 12 Pekanbaru. Improving training can be done by holding workshops in the internal environment, sending teachers to attend training, seminars in the external environment, and so on. Increasing motivation can be done by bringing in parties who can provide motivation (seminars), giving rewards when teachers score achievements, and so on. Improving the work environment can be done by creating a school environment that reflects the academic atmosphere, a clean environment both physically (buildings, facilities, infrastructure) and non-physical (human resources that support each other's performance of teachers)

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