Factors Influencing Teacher Performance and Work Motivation in a Middle School Environment in Central Jakarta

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Abstract: In this study using a quantitative approach with a population and a sample of 80 samples, the object studied in this study was a public junior high school teacher in central Jakarta, the analytical tool used was PLS Version 3.0 and the results obtained were, Style Leadership has a Significant Influence on teacher performance, the School Environment has a Significant Influence on teacher performance, Motivation has a Significant Influence on teacher performance.

Keywords: Leadership Style, School Environment, Motivation, Teacher Performance

INTRODUCTION

It's nothing new that the success of an agency or organization, let alone a school, is heavily influenced by leadership style. A leader is like a captain on a large ship. If the captain has instinct and a sharp level of sensitivity, no matter how big the ocean waves are, he will be able to pass them well. The meaning is that leadership policy is a decision to determine the direction of school goals, while leadership style is a form or manifestation of one's character how to influence others. If this method is wise, prudent and adaptive and innovative, policies will undoubtedly be achieved quickly. However, if the way or style of the leader is the other way around, there will certainly be many obstacles and obstacles. Every leader, be it in an agency, company or even a leader in an educational institution, has more value because educational institutions are places where cadres of national and state leaders are born. . Another leadership theory is that leaders have various ways or styles of leading their organizations. Another dominant factor that influences the strength of work motivation and performance is the environment in which the teacher teaches.

The environment is a magnet with a high enough power of influence. how many good people because they are in a bad environment, gradually the level of their good values will be contaminated with this badness. Likewise with people who were not good because they were in a good environment, then gradually that person will become good. So strong is the influence of the environment, the researchers include the school environment into the

independent variable so that it has implications for the emergence of separate motivation for teachers so that performance will increase due to comfort at work. This is in line with Sukmadinata's theory, the school environment includes: the physical environment and the social environment of the school. The social environment, including the classroom environment, functions to help students interact with different environments (physical, social and cultural). The process of human growth and development in interaction with the environment can occur naturally, which can result in growth and development being slow and deviating from educational goals. It takes a lot of effort to set up and manage the environment in such a way that optimal opportunities for achieving goals are achieved. And we do it on time and with as little effort and resources as possible. Therefore, the quality of human resources is expected to improve from time to time. This will only be realized if each educational environment is able to carry out its duties properly.

The physical school environment, such as infrastructure, is something that really influences the performance and work motivation of teachers. Such as a friendly and humanist environment, a culture of awarding awards at flag ceremonies, education and development of professional development, recruitment and training. The non-physical school environment has a significant impact on teacher performance, especially since special Central Jakarta Middle School is located in the middle of the capital city. Therefore, teachers are the spearhead of educational institutions. experiencing problems and obstacles. Obstacles to achieving educational targets generally are the factor of the ratio of teachers who are not balanced with the number of students in the capital, the lack of concentration of students in working on exam questions and the factor of the role of parents of students in supporting the learning process of their sons and daughters is less than optimal. There are several reasons so that researchers in their research objects are more concerned with leadership styles and the school environment and mediation of work motivation in diagnosing teacher performance.

The first reason, the importance of the school environment can be seen from the phenomenon of current conditions, namely conditions when the world economy is weakening which is globalizing the impact of the wars in Russia and Ukraine, the rise of criminal acts both adults and teenagers. This phenomenon is heavily influenced by environmental factors. So strong is the sphere of influence that a person of good character and gentleness will turn violent and violent when put into a harsh and violent environment. We all know that schools are the birthplaces of future leaders and academics. So that's what underlies the school environment to be an independent variable that has a strong influence on work motivation and whether or not teacher performance increases.

Second, leadership style is used as a research variable because schools as institutions will definitely experience change, no matter how good the leadership style is, let alone vice versa, there must be such a thing as change. These changes are not only to refresh the organizational system as well as to answer the needs of the times. The presence of information technology is the main external force that changes the elements of the school organization. This is consistent with Bryson's theory: School transfer is strongly influenced by leadership in the organization. Leadership in the 21st century requires individuals to be able to implement planned change, have their own vision and mission, be strong in achieving common goals, and motivate their peers at school. In today's technological era, a leader is expected to have a strategic vision to deal with all kinds of changes. Able to think further ahead to determine a better direction.

Based on the above, the formulation of the problem in this article is as follows:
1. Does Leadership Style affect teacher performance?
2. Does the school environment affect teacher performance?
3. Does motivation affect teacher performance?

LITERATURE REVIEW
Teacher Performance(X_1)

Teacher performance is an achievement of the tasks assigned to him. The workload they carry sometimes reaches the expectations of the leadership, they are called good performance, while those who carry out the tasks they carry do not match the expectations of this leader, they are in the category of poor performance. Between the two of them, there is a moderate performance. He is neither good nor bad, it can be said that his performance is moderate. Many of the leaders' hopes or targets for teachers in the context of educating the life of the nation. Starting from the top level leaders to leaders at the school level (principal). This is natural because teachers are the spearhead in the government's efforts to educate the nation's life and make the younger generation as quality shoots of the nation who have love for the motherland and nationality. all state institutions. This kind of condition should not exist for students in schools at various levels. Both elementary school level to college level. Teachers must have strong motivation so that students remain in their existence as a young generation to replace old milestones in due time. In addition to motivation, teachers must also improve their abilities and skills in implementing an innovative and innovative learning plan. In carrying out any task, there are bound to be obstacles and challenges.

The obstacle or obstacle of a teacher is when dealing with students who are lazy and have bad habits. This student phenomenon needs to be designed so that these students become diligent and not lazy. In order to improve their performance in the current conditions, the teacher must invite the parents of students to continue to play a role even though their children are diligent, let alone lazy and have bad customs. The efforts of the teacher and the role of the parents are in line with Article 6 paragraph (2) of Law Number 20 of 2003 concerning the National Education System as far as the phrase that parents of students also play a role in educating the nation's life. In the law there is an inseparable synergy between teachers and parents of students. The success of a teacher in carrying out his duties is a reflection of the teacher's achievements, and this is reflected in the teacher's performance in carrying out his professional duties. Based on Law article 2 no 14 of 2005.

Leadership Style (X_2)

According to (Paralisa et al., 2022) Leaders are people who influence, convince, invite and motivate others either directly or indirectly, so that people who are influenced follow the wishes of a leader. The ability to inspire others is a key element of leadership. A leader must have personal charm or be a role model to inspire others. Persuasion is another important part of being a leader. Then according to (Shafig et al 2018), when a leader inspires others, looks for extraordinary visions, respects the opinions of others, focuses on the needs of employees, is passionate about what they do, and has the social and emotional intelligence to do the right thing . If they do, they are considered transformational leaders. In the journal Yachya (2016) Leadership is an interaction between one or more group members. In another, more recent definition, Leadership is a relationship between leaders and followers in which they influence each other and expect real change and outcomes that reflect their common goals.

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School Environment (X_2)

According to (Donley 2021), the environment is the space we create where people gather to do, work and achieve results in an organizational setting. The work environment is very important for job satisfaction. The work environment has many characteristics that can affect both physical and mental existence. (Akinwale and George, 2020), the environment is described as the physical and emotional aspects of the work environment that increase engagement, productivity and satisfaction. A conducive environment plays an important role in stimulating work. And according to (Lam, et.al 2020), the environment includes the physical work environment as well as psychological aspects regarding how employee welfare is regulated. A healthy work environment makes employees feel happy while working, providing motivation to work towards achieving organizational goals. In a journal (Saldarriaga & Moreno, 2022)

The environment refers to the academic, socio-cultural, affective and physical conditions that intervene in educational institutions. In the same way, they define it as a space where teaching emerges from human relations and cultural constructions. Some of the opinions above are reinforced by (Cobanoglu & Sevim, 2019) A school must provide children with a safe, clean, healthy and protective environment, respect children's rights and treat all children equally. together with their parents, staff, teachers and administrators, aims to protect the rights of children, improve the learning environment provided to them and educate them by making all kinds of contributions to the quality of effective learning. DeRoche's theory (1985) which divides the school environment has a significant effect both internally and externally.

Motivasi (X_3)

Motivasi berasal dari istilah dasar Motivasi dan kata latin *motive* yang berarti dorongan, kesempatan atau alasan seseorang untuk melakukan sesuatu. McGregor mengatakan guru harus diawasi dengan ketat, diberi tugas yang jelas dan terperinci, diberi penghargaan untuk keberhasilan dan dihukum karena kesalahan. Teori ini menegaskan bahwa pegawai seringkali malas, lebih suka ditugaskan, terkontrol dalam bekerja, tidak mau bertanggung jawab, hanya berorientasi pada materi. Motivasi sebagai dorongan batin yang sudah ada dalam diri individu atau tercermin dalam diri individu saat mempelajari hal-hal baru. Berpikir bahwa siswa harus dimotivasi untuk memicu dan mempertahankan minat mereka, "Motivasi akademik menimbulkan pertanyaan tentang mengapa orang berperilaku dengan cara tertentu. Teori lainnya adalah pengklasifikasian individu untuk didorong secara politik, sosial, atau akademis, berdasarkan motivasi di balik tindakannya Teori tersebut diperkuat oleh (Roshandel et al., 2018) motivasi sebagai teori konstruksi digunakan untuk menjelaskan suatu proses yang memulai, memandu, dan mempertahankan berorientasi pada tujuan perawatan dengan mengarahkan dan memberi energi pada perilaku untuk mencapai tujuan tertentu hasil(Karadağ, 2017 dan Arulmoly & Branavan, 2017).

Related Previous Research

The previous research in question is to take the source of papers from previous researchers to get the differences and similarities and then compare them with the research object to what extent research gaps arise and problem solving. The following is a table of previous research that is relevant to the factors that influence teacher performance.

RESEARCH METHODS

The type of research used in this research is comparative research with a quantitative approach. The goal is to obtain clear information about improving teacher performance before and after the implementation of the principal's leadership style. The population is the entire research subject. The population is 80 people. Of the 80 people, they were divided into 35 teaching staff including school principals, 13 education staff and 32 teaching staff. Because the population is small and easily accessible, the entire population is taken as the total sample. The technique used by the author to obtain data is literature study and questionnaires. Measurement of symptoms contained in this study, including the following:

a. For nominal symptoms, the data measurement tool is using nominal measurements, meaning that the researcher counts the number of subjects from each category of symptoms.

b. For continuum symptoms, the data measurement tool is to use the Smart PLS calculation.
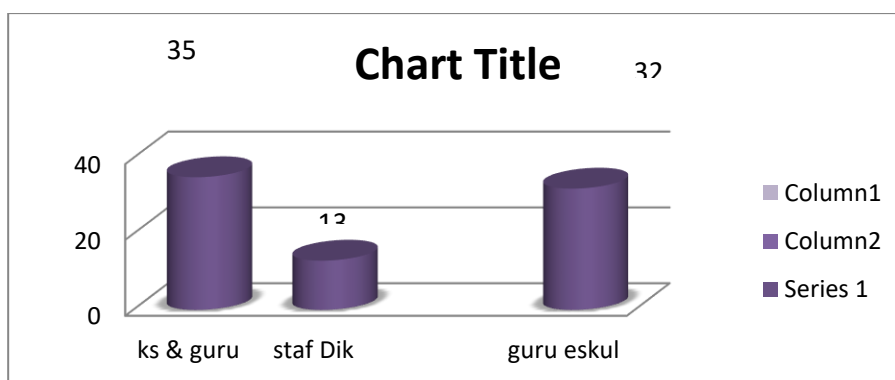

Figure 1.

QUESTIONNAIRE RESULTS TABULATION DATA

The data from the results of the questionnaire distributed to school principals and teachers as well as 32 Eskul trainers regarding respondents' responses to the principal's leadership style, school environment and work motivation how much influence it has on teacher performance. The calculation tool used is Sem Pls. The following is a table of questionnaire data that has been compared with tabulations.

Outer Model Test Results

The outer model is an assessment of the reliability and validity of the research variables. There are three criteria for evaluating the external model: convergence validity, discriminatory validity, and multiple reliability. The results of the outer model show the results of testing the reliability and validity of each variable.
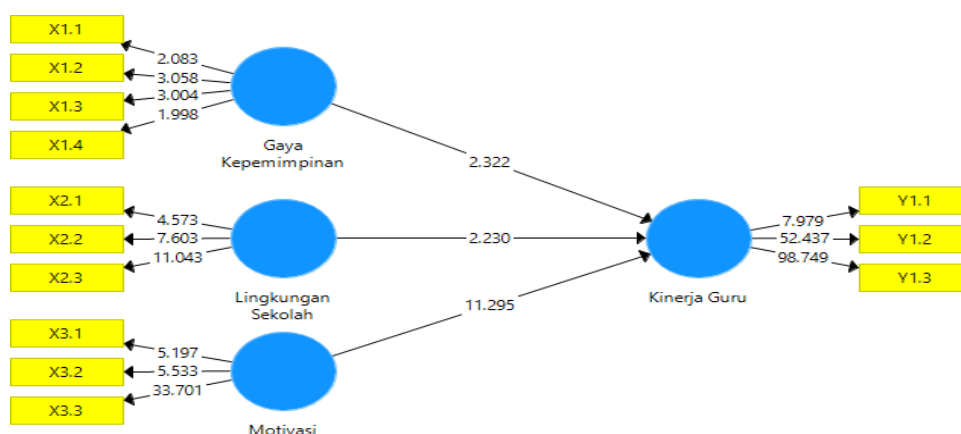

Figure 2. Reliability and Validity

Outer Model Result Image

The results of the Smart PLS outer model test show that of the three independent variables that greatly influence performance are work motivation while the school environment and leadership style only have an effect. This means that work motivation is maintained while the leadership style and school environment are improved as shown in the following block graphs;
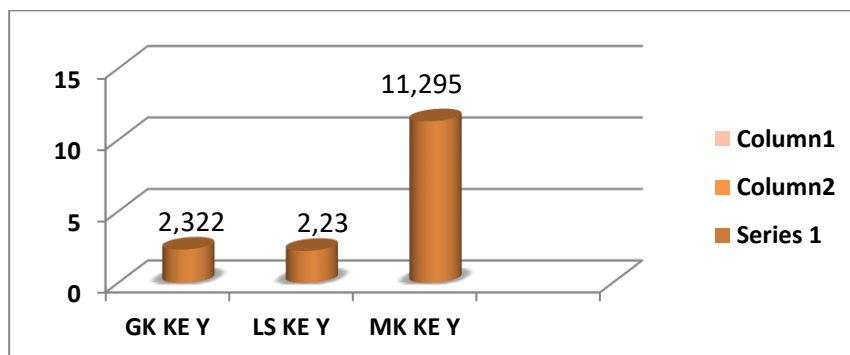

Figure 3. Outer Model Result Image

Convergent Validity Results

Convergent Validity is seen from item reliability (validity indicator) which is indicated by the loading factor value. The loading factor is a numerical value that proves the relationship between the item scores and the index score as measured by the components. A loading factor value greater than 0.7 is declared valid.

Outer Loading Analysis Results Table (Convergent Validity)

Table 1. Convergent Validity

Variabel	Original Sample (O)	P Values	Information
	0,848	0,038	Valid
$X_1.2 \rightarrow$ Leadership Style	0,896	0,002	Valid
$X_1.3 \rightarrow$ Leadership Style	0,853	0,003	Valid
$X_1.4 \rightarrow$ Leadership Style	0,628	0,046	Tidak Valid
$X_2.1 \rightarrow$ Scool Invironment	0,749	0,000	Valid
$X_2.2 \rightarrow$ Scool Invironment	0,891	0,000	Valid
$X_2.3 \rightarrow$ Scool Invironment	0,891	0,000	Valid
$X_3.1 \rightarrow$ Motivation	0,655	0,000	Tidak Valid
$X_3.2 \rightarrow$ Motivation	0,686	0,000	Tidak Valid
$X_3.3 \rightarrow$ Motivation	0,910	0,000	Valid
$Y_1.1 \rightarrow$ Teacher Performance	0,720	0,000	Valid
$Y_1.2 \rightarrow$ Teacher Performance	0,926	0,000	Valid
$Y_1.3 \rightarrow$ Teacher Performance	0,952	0,000	Valid

Source: Data Processed by Researchers 2022 Through Smart PLS 3.0.

Results Of Ave Analysis of Latent Variables

Table 2. Results of Latent Variable AVE Analysis

Variabel	Original Sample (O)	P Values	Keterangan
Leadership Style (X1)	0,661	0,000	Valid
Scool Invironment (X2)	0,717	0,000	Valid
Motivation (X3)	0,576	0,000	Valid
Teacher Performance (Y1)	0,761	0,000	Valid

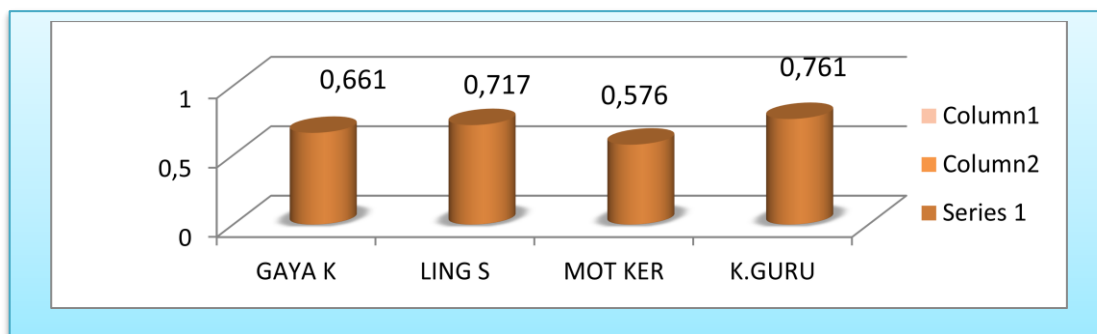Source: Data Processed by Researchers 2022 Through Smart PLS 3.0.

Figure 4. Results Of Ave Analysis

Results Cronbach's Alpha

Table 3. of Cronbach's Alpha Analysis Results

Variabel	Original Sample (O)	P Values	Keterangan
Leadership Style (X1)	0,859	0,000	Reliabel
Scool Invironment (X2)	0,807	0,000	Reliabel
Motivation (X3)	0,702	0,000	Reliabel
Teacher Performance (Y1)	0,836	0,000	Reliabel

Source: Data Processed by Researchers 2022 Through Smart PLS 3.0
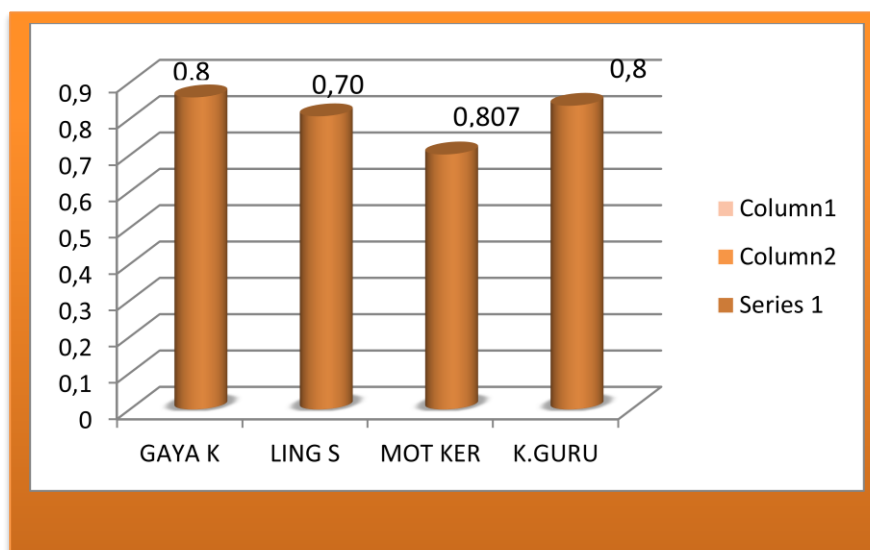
Structural Model Analysis / Inner Model

Researchers run internal or structural model tests to see the relationship between variables, significance, and the coefficient of determination of the research model. After knowing the important relationship between variables. From this it can be derived the research subject's hypothesis with respect to the effect of teacher performance as a parameter on Leadership Style, School Environment, and Motivation. Hypothesis testing was carried out using the bootstrap resampling method. Significance can be determined through the p-Value generated using the Smart PLS.3.0 software, which is 0.05 < p-value.

Immediate Influence Results

Table 4. Path Coefficient Analysis Results

Variabel	Original Sample	T Statistics	P Values	Keterangan
Leadership Style→Teacher Performance (H₁)	-0,225	2,322	**0,021**	**Berpengaruh**
Scool Invironment → Teacher Performance (H₂)	-0,178	2,230	**0,026**	**Berpengaruh**
Motivation → Teacher Performance (H₃)	0,948	11,295	**0,000**	**Sangat Berpengaruh**

Source: Data Processed by Researchers 2022 Through Smart PLS 3.0

Tabel 5. Hasil Analisis Adjusted R-Square

Variabel	R-Square Adjusted	R-Squre	Keterangan
Teacher Performance	0,601	**0,616**	**Sedang**

Source: Data Processed by Researchers 2022 Through Smart PLS 3.0
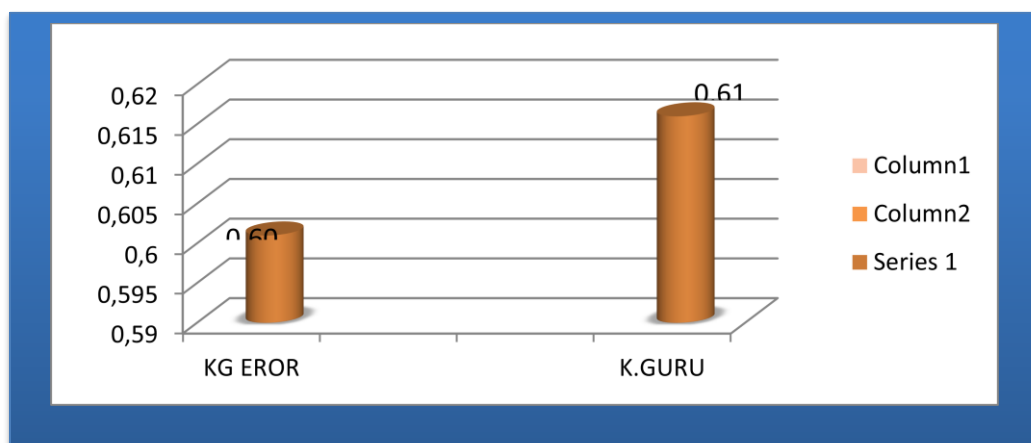
Discussion

The results of the statistical test in general from the direct effect show that Leadership Style (X1) only has an effect on teacher performance (Y) as well as the school environment has an ordinary effect while the motivation of the statistical test results is very influential, meaning it can be maintained. Leadership style and school environment should be improved. because the statistical test for each indicator is distributed through a questionnaire the value of the statistical test results shows that there are around 3 invalid validity variations, but there are 10 indicators that are declared valid. because a loading factor value greater than 0.7 is stated to be valid. This validity is a form of strong correlation between public assumptions and the Smart PLS test and is supported by previous researchers that the performance of a teacher well or not depends a lot on the presence or absence of work motivation. The leadership style as a leader must be able to behave and style like a father to the teachers on one hand then on the other hand must be firm and always help the teachers' difficulties both morally and materially (Paralisa et al., 2022).

The school environment is a place, whether physical or non-physical, where learning consists of a group of people who have a common goal and have a very strong influence on work motivation. Strong work motivation is parallel with strong performance. Good teacher performance is having high motivation and loyalty to the school so that school goals and national goals can be realized immediately, namely educating the nation's life so that they can sit on an equal footing with nations that have advanced first. The school environment, in other terms, is the educational environment, which is a place to educate a group of people

either at school, in the community or at home so that they have superior human resources and are ready to work and have a career for the people of the nation and state (Dewantoro, 1958

The results of the Smart PLS statistical test show that the School Environment (X2) has a Significant Influence on Teacher Performance (Y). The significant influence in the research results above shows that the school environment has major implications for a change in both character and innovativeness of a teacher in implementing learning programs. This is in line with the theory of Bp. Anton riyono S.Pd. that a good school environment is the dream of all teachers. The school environment related to infrastructure and infrastructure can indeed have a significant influence on work motivation. However, there are also external influences that are no less significant, including; 1) Culture (Culture In this dimension, an environment with social conditions that are strongly attached to it will become a culture. Meanwhile, there is a culture that is healthy, unhealthy and unhealthy. The following are examples of unhealthy environmental cultures such as (1) Over-acting control from related NGOs the teacher's behavior pattern towards students who are negligent in their duties or carry out habits that are juvenile in nature. Control is a natural thing and even much needed to lead to a clean and authoritative school. However, if it is excessive, it will have a negative impact on the teachers as well as on the students. a) For teachers, the indicator is that the teacher seems stiff in carrying out the learning process if there are violations committed by students. The teacher's not being free in doing lesson plans will have an impact on the target of completing the subject matter being hampered. b) Meanwhile for students the indicator is students / students feel that someone is protecting them. So that the act of delinquency feels safe. This will make the teacher's motivation decrease by itself if there is no firm solution and still pay attention to Human Rights (HAM) in solving these cases. (2) Conditions Based on research conducted by several researchers on online games, especially Gadget applications, the positive and negative impacts are more negative. If students listen with focus on directions and exposure to subject matter from the teacher for 1 (one) hour, some of them are restless, tired, and some are even sleepy. But if students look at it with a focus on playing online games, they can spend hours without feeling it. As a result, many students are more focused on playing online games than focusing on subject matter. This phenomenon is not only in the capital city, it has even penetrated schools in rural areas. The solution that is quite appropriate is the existence of government regulations that pay more attention to the future of the nation's generation than online game applications which clearly have quite an impact on teacher work motivation. Teacher work motivation also greatly impacts teacher performance.

The influence of motivation (X3) on teacher performance (Y) is very large after leadership style and school environment. To achieve organizational effectiveness, 1) loyal teacher members remain in the organization, 2) teachers who have high competence and 3) teachers who are creative and innovative. Mahendra (2014) from the results of research conducted that work motivation has an impact on performance (Sobirin, 2016).

CONCLUSION AND SUGGESTION
Conclusion

Based on the data analysis and discussion that has been described, the following conclusions can be drawn: Leadership style has a positive and significant effect on teacher performance. The results of this finding mean that the better the leadership style in providing direction or policies will improve teacher performance. Teacher motivation has a positive and significant effect on teacher performance. The results of this finding mean that the better the teacher's motivation, the better the teacher's performance. The physical work environment has a positive and significant effect on teacher performance. The results of this finding mean that the better the physical work environment, the better the teacher's performance.

Suggestion

Teacher performance needs a motivation such as giving rewards and punishments must be included when carrying out the flag ceremony so that it is more sacred. In addition, capacity building is also needed by developing abilities and skills through various training, seminars or workshops, both organized by internal and external schools school. Teacher performance will increase if it is fully supported by a leadership style that always provides examples and supports the implementation of learning for teachers both morally and spiritually and ideally the school principal carries out a multi-style role and adaptation leadership style. This style will make the principal close to the teachers and close to the expected success of the plan.

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