

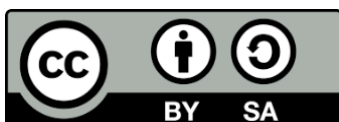
The Influence of Competence and Physical Work Environment on Teacher Performance

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Abstract

This study aims to determine the effect of Competence and Physical Work Environment on Employee Performance at SMK Makarya 1 Jakarta. The sample in this study used a quantitative approach with 40 teachers at SMK Makarya 1 Jakarta as respondents. Data were collected through questionnaires and analyzed using SPSS version 27. Instrument tests (validity and reliability), classical assumption tests (normality, multicollinearity, and heteroscedasticity), and hypothesis tests (partial and simultaneous) were conducted to determine the influence of independent variables on the dependent variable. The results of the analysis showed that all research instruments were declared valid and reliable. The resulting regression model was $Y = -2.148 + 0.692 X_1 + 0.287 X_2$. Partially, competence (X_1) had a positive and significant effect on teacher performance with a t-count of 7.592 ($p < 0.05$) and a significance of 0.000. Likewise, the physical work environment (X_2) had a positive and significant effect with a t-count of 3.424 ($p < 0.05$) and a significance of 0.001. Simultaneously, competence and the physical work environment together had a significant effect on teacher performance, indicated by an F-count of 54.542 with a significance of 0.000 ($p < 0.05$). The two independent variables contributed 74.7% to explaining the variation in teacher performance (R Square = 0.747), while the remaining 25.3% was explained by other factors outside the research model.

Keywords: Competence, Physical Work Environment, Teacher Performance



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INTRODUCTION

In the current era of globalization, rapid advancements in technology and information have intensified competition across various sectors, including education. For any organization, an effective Human Resource Management (HRM) system is crucial for success and sustained competitiveness. Strategic HRM is essential for optimizing human potential through key functions such as continuous development, training, performance evaluation, and maintaining a conducive work environment.

Teacher performance is a critical indicator of an educational institution's success. It can be defined as the measurable outcome achieved by an individual in completing their tasks in line with organizational goals. High performance allows an organization to achieve long-term objectives and adapt to market changes. However, based on an internal review of SMK Makarya 1 South Jakarta, teacher performance has shown a significant decline over a three-year period. The average total performance score decreased from 87.30 in 2022 to 74.00 in 2024, falling well below the ideal target. This downward trend highlights a serious challenge in maintaining and improving the quality, efficiency, and discipline of the teaching staff.

This decline in performance is hypothesized to be influenced by two key factors: competence and the physical work environment. Although the majority of teachers at SMK Makarya 1 South Jakarta have a high level of formal education (72.5% hold a Bachelor's degree and 27.5% a Master's degree), their high educational background does not fully guarantee optimal work ability. Observations indicate that some teachers struggle to adapt to new learning technologies, manage classrooms effectively, and implement curriculum changes, suggesting a gap between formal education and actual competency.

Furthermore, the physical work environment presents several challenges. Data from an initial survey revealed that a significant number of respondents perceive the working conditions as suboptimal, with 65% rating the lighting as inadequate, 60% noting poor air circulation, and 55% describing the workspace as cramped. While other aspects like cleanliness, noise levels, and security are rated well, these deficiencies in key environmental factors may affect teacher comfort and, consequently, their performance.

Based on the issues of declining performance and the identified problems related to both competence and the physical work environment, this study aims to investigate the effect of competence and the physical work environment on teacher performance at SMK Makarya 1 South Jakarta. This research will provide valuable insights to the school's management to implement appropriate measures for enhancing employee productivity and educational quality.

Based on the background described above, the research questions for this study are as follows:

1. How does competence significantly affect teacher performance at SMK Makarya 1 South Jakarta?
2. How does the physical work environment significantly affect teacher performance at SMK Makarya 1 South Jakarta?
3. How do competence and the physical work environment simultaneously affect teacher performance at SMK Makarya 1 South Jakarta?

LITERATURE REVIEW

According to Wibowo (2020), "competence is the ability to perform or carry out a job or task based on the skills and knowledge, supported by the work attitude required by that job." Competence also demonstrates the knowledge and skill characteristics possessed or needed by each individual, which enable them to perform their duties and responsibilities effectively and elevate professional quality standards in their work. This increase in competence is highly necessary within an organization or company, as it can help improve teachers' skills and also lead to the acquisition of high-achieving and flexible teachers who can help the organization or company achieve future goals. A similar opinion is stated by Astrinatria & Sarmawa (2023),

who explain that “the physical work environment is everything that exists around the job that can affect a person in carrying out the assigned duties.” Therefore, the physical work environment must be managed well because it plays a strategic role in creating a work atmosphere that supports the productivity and well-being of teachers. According to Pusparani (2021), “performance is defined as the work result achieved by a person in carrying out the tasks assigned to them, based on their aptitude, experience, diligence, and time. Employee performance is one of the main indicators that reflects the effectiveness and efficiency of an organization.” Therefore, it is important for organizations to conduct regular performance evaluations, provide constructive feedback, and offer necessary training and development.

Signaling Theory

Signaling theory was first introduced by Spence (1973), which explains that individuals or organizations can send certain signals to reduce information asymmetry between the sender and the receiver. In the context of this study, competence and the physical work environment can be viewed as signals that influence employee performance. The competence possessed by teachers serves as a positive signal to the school that the individual has adequate knowledge, skills, and professional attitudes to carry out tasks effectively. The higher the competence demonstrated, the stronger the signal received by the organization regarding the quality of its human resources. Conversely, a conducive physical work environment acts as a signal from the organization to teachers that the institution cares about their comfort, health, and well-being. Positive signals in the form of adequate facilities increase motivation, satisfaction, and loyalty, which in turn enhance performance. Therefore, teacher performance can be seen as a response to the interaction of two signals: individual signals (competence) and organizational signals (physical work environment). A harmonious interaction between these signals will lead to optimal performance, while negative signals may decrease employee motivation and work quality.

RESEARCH METHODS

This study employed a quantitative method with descriptive and associative approaches and was conducted at SMK Makarya 1 South Jakarta. The population in this research consisted of 40 teachers, all of whom were included as respondents using a total sampling technique. Data were collected through questionnaires designed with a Likert scale and supported by documentation. Instrument testing involved validity and reliability tests to ensure the quality of the data. The analytical procedure began with classical assumption tests, including normality, multicollinearity, and heteroscedasticity. Subsequently, multiple linear regression analysis was carried out with the aid of SPSS version 27 to examine the partial and simultaneous effects of competence (X1) and the physical work environment (X2) on teacher performance (Y).

RESULT AND DISCUSSION

To summarize the research findings, multiple linear regression analysis was conducted. The results indicate that both competence (X1) and the physical work environment (X2) have a positive and significant influence on teacher performance (Y) at SMK Makarya 1 South Jakarta, both simultaneously and partially.

Descriptive Statistical Analysis

The table above shows that the number of observations in this study consists of 40 respondents from SMK Makarya 1 South Jakarta.

1. Competence has a minimum score of 24 and a maximum of 50, with a mean of 41.33 and a standard deviation of 5.37. This shows that teacher competence is relatively high, with moderate variation among respondents.

2. Physical Work Environment ranges from 28 to 50, with a mean of 42.15 and a standard deviation of 5.70. These results indicate that the physical work environment is perceived as generally supportive, though differences among respondents still exist.
3. Teacher Performance also ranges from 28 to 50, with a mean of 42.15 and a standard deviation of 5.70. This suggests that teacher performance is relatively high and shows a similar level of variation as the physical work environment.

Table 1. Descriptive Statistics Table

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Competence	40	24.00	50.00	41.3250	5.36555
Physical Work Environment	40	28.00	50.00	42.1500	5.70447
Performance	40	28.00	50.00	42.1500	5.70447
Valid N (listwise)	40				

Normality Test

Based on the results of the Kolmogorov-Smirnov normality test shown in the table, the significance value (Asymp. Sig 2-tailed) is 0.200. Since this value is greater than 0.05, it can be concluded that the residuals are normally distributed. Therefore, the normality assumption is fulfilled, and the data are appropriate to be used for multiple linear regression analysis.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.31090690
Most Extreme Differences	Absolute	.087
	Positive	.052
	Negative	-.087
Test Statistic		.087
Asymp. Sig. (2-tailed) ^c		.200 ^d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table, the multiple linear regression equation obtained is:

$$Y = -4.439 + 0.262X_1 + 0.831X_2 + e$$

The interpretation of the regression equation is as follows:

1. $a = -4.439$ indicates that if Competence (X_1) and Physical Work Environment (X_2) do not change or are equal to zero, Teacher Performance (Y) is predicted to be -4.439 units. This value represents

the constant or the baseline level of performance without the influence of the two independent variables.

2. $b_1 = 0.262$ shows that Competence (X_1) has a positive effect on Performance (Y). This means that if competence increases by one unit, teacher performance will increase by 0.262 units, assuming that the Physical Work Environment remains unchanged.
3. $b_2 = 0.831$ shows that the Physical Work Environment (X_2) also has a positive effect on Performance (Y). This means that if the physical work environment increases by one unit, teacher performance will increase by 0.831 units, assuming that Competence remains unchanged.

Table 3. Multiple Linear Regression Results

source: data processed by researchers using SPSS version 27

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.439	4.408		1.007	.320
	Competence	.262	.158	.208	1.650	.107
	Physical Work Environment	.831	.149	.702	5.576	.000

a. Dependent Variable: Performance

Overall, competence (X_1) has a positive and significant effect on teacher performance, while the physical work environment (X_2) also shows a positive and significant effect. This model indicates that both individual capability (competence) and organizational support (physical work environment) play important roles in improving teacher performance at SMK Makarya 1 South Jakarta.

T-test

Based on Table, the results of the partial statistical test (t-test) show that the Competence variable (X_1) has a calculated t-value of 6.925 with a significance value of 0.000. Since the significance value is smaller than 0.05, it can be concluded that H_0 is rejected and H_1 is accepted. This means that competence has a significant influence on employee performance. Furthermore, the regression coefficient ($B = 0.940$) indicates a positive relationship, meaning that the higher the competence of the employees, the higher their performance.

Table 2. The T-test for the Effect of Competence on Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.540	5.658		.449	.656
	Kompetensi	.940	.136	.747	6.925	.000

a. Dependent Variable: Kinerja

Based on Table, the regression coefficient of the Physical Work Environment variable (X_2) is 1.020 with a significance value (Sig.) of 0.000, which is smaller than 0.05. This means that the Physical Work Environment variable has a positive and significant effect on Performance (Y). In other words, the better the physical work environment, the higher the performance will be. The calculated t-value of 10.456, which is greater than the critical t-table value, further confirms the significance of this variable. Therefore, it can be concluded that hypothesis H2 is accepted, namely that there is a significant effect of the Physical Work Environment on Performance.

Table 3. The T-test for the Effect of Physical Work Environment on Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.597	4.149		-.385	.702
	Lingkungan Kerja Fisik	1.020	.098	.861	10.456	.000

a. Dependent Variable: Kinerja

F test

Based on Table, the calculated F-value is 58.508 with a significance level of 0.000, which is smaller than 0.05. This indicates that the regression model consisting of the variables Physical Work Environment and Competence simultaneously has a significant effect on Performance. Since the calculated F-value is greater than the F-table value (3.168), the regression model can be declared significant. Therefore, hypothesis H3 is accepted, which states that there is a simultaneous significant influence between the Physical Work Environment and Competence variables on Teacher Performance.

Table 4. Simultaneous Test Results (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1352.078	2	676.039	58.508	.000 ^b
	Residual	427.522	37	11.555		
	Total	1779.600	39			

a. Dependent Variable: Performance

b. Predictors: (Constant), Physical Work Environment, Competence

Based on Table, the Adjusted R Square value obtained is 0.747. This means that the variables Competence (X_1) and Physical Work Environment (X_2) together can explain 74.7% of the variation in the Performance variable (Y). The remaining 25.3% (100% – 74.7%) is explained by other factors outside this research model, such as motivation, leadership, work culture, or other external factors not examined in this study. The R value of 0.872 also indicates a very strong correlation between variables X_1 and X_2 on Y simultaneously.

Table 5. Coefficient of Determination Test (R²)

source: data processed by researchers using SPSS version 27

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.760	.747	3.39921

a. Predictors: (Constant), Physical Work Environment, Competence

b. Dependent Variable: Performance

CONCLUSIONS

Based on the simple linear regression analysis, the equation obtained is $Y = 2.540 + 0.940X_1$. The positive regression coefficient indicates that competence has a positive effect on performance. The t-test results show that the calculated t-value (6.925) is greater than the

critical t-table value (2.0040), with a significance value of $0.000 < 0.05$; therefore, H_0 is rejected. The Adjusted R^2 value of 0.546 indicates that competence explains 54.6% of the variation in performance. Furthermore, the Pearson correlation coefficient of 0.747 shows a strong and positive relationship, meaning that the higher the teacher's competence, the better their performance.

Based on the simple linear regression analysis, the equation obtained is $Y = -1.597 + 1.020X_2$. The positive regression coefficient indicates that the physical work environment has a positive effect on performance. The t-test results show that the calculated t-value (10.456) is greater than the critical t-table value (2.0040), with a significance value of $0.000 < 0.05$; therefore, H_0 is rejected. The Adjusted R^2 value of 0.735 means that the physical work environment explains 73.5% of the variation in performance. Furthermore, the Pearson correlation coefficient of 0.861 indicates a very strong and positive relationship, meaning that the better the physical work environment, the higher the teacher's performance.

The multiple linear regression analysis produced the equation $Y = -4.439 + 0.262X_1 + 0.831X_2$. The t-test results show that, partially, competence does not have a significant effect (sig. $0.107 > 0.05$), while the physical work environment has a significant effect (sig. $0.000 < 0.05$). The F-test results show that the calculated F-value (58.508) with a significance value of $0.000 < 0.05$ indicates that the two variables simultaneously have a significant effect on performance. The Adjusted R^2 value of 0.747 means that the two variables explain 74.7% of the variation in performance. These findings emphasize that the physical work environment has a more dominant contribution compared to competence in improving teacher performance at SMK Makarya 1 South Jakarta.

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