The Novel Work Environment Model to Improve Teacher Performance: A Study at SMAN 1 Sungkai Jaya, North Lampung

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Abstract: The Novel Work Environment Model to Improve Teacher Performance: A Study at SMAN 1 Sungkai Jaya, North Lampung. Objectives: This study aims to create a good environment in order to improve teacher performance in SMA Negeri 1 Sungkai Jaya, North Lampung. In this study, a combination of two aspects of the work environment model was carried out to create a reflective and appropriate work environment model. **Methods:** This study uses qualitative methods with 50 respondents. Data collection techniques were carried out through observation, interviews, documentation, and Focus Group Discussions (FGD). **Findings:** The results showed that the social environment at SMAN 1 was good enough to produce good teacher outcomes, but improving communication caused discomfort between the teacher and school principal relations. The artistic environment at SMAN 1 shows that the teachers in carrying out the assignments given by the principal are going well, in an orderly and disciplined manner, but the quality of the learning tools is better than the difficulties in time. **Conclusions:** Model The reflective work environment has a good status on the relationship between the principal and the teacher because the teacher and the principal are not directly related.

Keywords: Reflective work environment model, school, teacher performance.

Abstrak: Model Lingkungan Kerja Baru untuk Meningkatkan Kinerja Guru: Studi pada SMAN 1 Sungkai Jaya, Lampung Utara. Tujuan: Penelitian ini bertujuan menciptakan lingkungan kerja yang baik dan kondusif dalam meningkatkan kinerja guru di SMA Negeri 1 Kecamatan Sungkai Jaya Kabupaten Lampung Utara. Pada penelitian ini, dilakukan penggabungan dua aspek lingkungan kerja (lingkungan sosial dan artistik) guna menciptakan model lingkungan kerja reflektif dan sesuai. Metode: Penelitian ini menggunakan metode kualitatif dengan responden sebanyak 50 orang. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan Focused Group Discussion (FGD). Temuan: Hasil penelitian menunjukan bahwa lingkungan sosial di SMAN 1 cukup baik sehingga menghasilkan kinerja guru yang baik, namun kurangnya komunikasi menyebabkan ketidaknyamanan antara hubungan guru dan kepala sekolah. Lingkungan artistik di SMAN 1 menunjukan bahwa para guru dalam pengerjaan tugas yang diberikan kepala sekolah berjalan baik, tertib dan disiplin namun kualitas perangkat pembelajaran kurang baik akibat terburu waktu. Kesimpulan: Model lingkungan kerja reflektif memiliki status baik pada hubungan antara kepala sekolah dengan guru karena guru dan kepala sekolah tidak berhubungan langsung.

Kata kunci: Kemandirian belajar, sikap siswa, mata pelajaran sains, SMP.

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■ **INTRODUCTION**

It has become an agreement of education management experts around the world that the school's work environment largely determines the performance of teachers in all its aspects, including the various attributes inherent in educational institutions culture that define goals, values, beliefs, and activities (Wilson, Marks Woolfson,& Durkin, 2018; Geiger& Pivovarova,2018; Kohl, Recchia, and Steffgen, 2013). The work environment at school is greatly influenced by the school climate. School climate factors such as headmaster teacher leadership, the relationship between teachers and the emphasis on school academic culture, have been shown to influence teacher performance, especially teacher self-efficacy which has an overall impact on teaching and shapes student personality (Kim, Jörg, &Klassen, 2019; Darling-Hammond, 2017; Hosford and O'Sullivan, 2016; Meristo and Eisenschmidt, 2014; Collie, Shapka, and Perry, 2012).

In recent years,there has been an increasing interest in investigating about the impact of teachers' work environment toward their performance among Indonesian's researchers. The results show that the work environment at public schools in Indonesia is generally quite good in increasing teacher performance in the school (Yhani, 2019; Gani, 2019; Hermawan, Modhakomala,& Suryadi,2018; Karwan, Hariri, &Rini, 2017). Furthermore, based on longitudinal observations, the similar condition were found at SMAN 1 Sungkai Jaya, North Lampung Regency, Lampung Province. The students are quite orderly and the school climate is well organized. However, the education awareness of SMAN 1 Sungkai Jaya students is relatively low. Schools are still considered as formalities to get a diploma. In contrast to the environment of students, based on preliminary studies, the work environment of teachers in SMA Negeri 1 Sungkai Jaya is less conducive. One of the reasons is that the local senior teachers are dominating too much in every school activity. As a result, the teachers from outside the region often feel less involved in certain activities. This is exacerbated by the presence of principals who are quite low due to the increase in tasks outside the school, given the current managerial function of the school principal. As a result, overall teacher performance in SMA Negeri 1 Sungkai Jaya is still not optimal.

Human resources are one of the most valuable assets owned by an organization including this school because human beings are the only resources that can improve other resources (Rufaidah, Zakaria,n& Rizal,2015; Arianto, 2013). In the work environment of SMAN 1 Sungkai Jaya, human resources that need to be developed include teachers and students. To develop students, the quality of teachers needs to be improved first. One way is to improve the performance of these teachers. The performance of human resources is greatly influenced by the surrounding environment. Professional teacher performance is the level of success of a teacher in carrying out their duties and responsibilities as well as the ability to achieve goals and standards that have been set (Aisya, 2013).

Teacher performance has the objective to evaluate whether the teacher assessed has been able to carry out their duties properly or not. If the standards set have been reached or exceeded by the teacher, the teacher can be considered as a role model and qualified for teaching.The assumptions of this study are reflected in hypotheses that suggest a significant influence and significant relationship of leadership, motivation, training, and work environment on performance (Munaridi, 2012).

The importance of teacher performance for teachers themselves, schools, and students causes

the performance of each teacher to be regularly evaluated. According to Bichi (2017), evaluation of teacher performance refers to the formal process used by a school to review and measure teacher performance and effectiveness in the classroom. Teacher performance can also be improved through content knowledge improvement effectively proved using teacher-based scaffolding model (Rahman, Abdurrahman, Kadaryanto, & Rusminto, 2015). How principals behave to enhance their job satisfaction through effective decision-making styles, for example, rational decision-making style and dependent decision-making style (Hariri, Monypenny, & Prideaux, 2013) as well effective leadership styles, for example, transactional leadership style and transformational leadership style (Hariri, Monypenny, & Prideaux, 2014).

Good human resources really need good management in an organization (Saputra, 2013). Hariri, Monypenny, and Prideaux (2016) assert that school leadership is seen as important for both schools and for government and private policy-makers. Robbins (2006: 86) adds that environments are institutions or outside forces that have the potential to improve organizational performance. There are several environmental models based on Holland's career theory, namely environmental models: (1) realistic; (2) intellectual property; (3) social; (4) conventional; and (5) business (Afandi, 2011: 93), and also green school-based management model as proposed by Rahman, Abdurrahman, Riswandi, and Maulina (2019). In other words, if the school becomes a work environment as well as a learning environment that is conducive for teachers, in which there is a healthy school climate, then the teacher performance will be better and students' academic achievement will increase significantly. The purpose of this study is to reveal issues about the model of academic work environment desired by teachers, so that teachers participate actively and become important elements in the

development of effective schools. The current study is one of several implemented in one of the public schools in North Lampung Regency, Lampung Province, Indonesia using qualitative methods.

■ METHOD

Based on the formulation of the problems proposed in this study. Researchers used qualitative research. Qualitative research is the research that intends to understand phenomena about what is experienced by research subjects such as behavioral perceptions, motivations, and actions, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. The qualitative research design used was phenomenology, with a series of activities focused on gathering experiences of individual participants (Creswell, 1998). The design of phenomenology aims to transform life experiences into more essential and meaningful descriptions (McMillan & Schumacher, 2001).Sampling or data sources in this study were conducted purposively and for the sample size determined by total sampling technique where the population is the entire sample in the study, collection techniques combined, data analysis is qualitative and the results of the study emphasize the meaning of generalization.

The data of this study collected through Focus Group Discussion (FGD) and described or built up the real situation using in-depth interviews of the research subjects or participants so that they can provide a clear picture of the work environment model that can improve the performance of high school teachers in Sungkai Jaya sub-district, North Lampung regency. The research subjects or informants who provide information related to the research theme are SMAN 1 Sungkai Jaya teachers. These informants are people who are expected to provide information about situations and

conditions in the social situation background or social situations consisting of three elements: place, perpetrators (actor), and activity. The social situation can be stated as an object of research that describes what is happening in it. As for the determination of informants in the study are carried out by total sampling technique. The number of informants in this study is 50 teachers in SMAN 1 Sungkai Jaya.

■ **RESULT AND DISCUSSION**

Analysis of the research findings yields main themes: procedures for managing governance and school work flow, rational self-responsibility, future career development, academic leadership, and the atmosphere of work life in school. Based on these findings we proposed the new work environment model which adapted from a development of John Holland's theory related to career development. This model focuses on the following three things:

a. Work environment with alternative methods of communication between the teacher and the school principal, fellow teachers, as well as the teacher and students.
b. Work environment that gives rise to physical and mental comfort for all teachers without exception.
c. A competitive work environment to support quality learning tools.

The work environment model that was implemented in SMA Negeri 1 Sungkai Jaya before this study was a social and artistic work environment John Holland model by Holland (1997). Both models of the work environment have cycles that explain the stages of change that occur in the work environment of teachers in schools.

The cycle of John Holland's social work environment model is shown in Figure 1. The cycle can be started from a school environment that is felt to have a lack of communication levels, both between the principal and teachers, between fellow teachers, or between teachers and students, but can also be for schools that only want to increase the quantity of communication between individuals with specific goals. The treatment that can be given to the environment
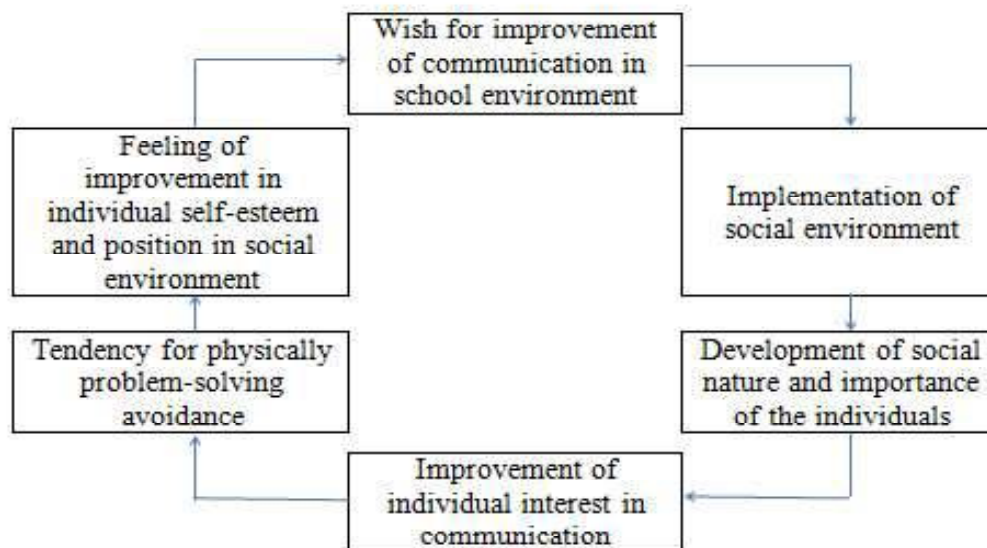

Figure 1. Cycle of the social work environment model (adapted from Holland, 1997)

includes the application of a new code of conduct or the provision of socialization in the school environment. For example, the application of rules that enables teachers work together to clean the teacher room environment every Friday cleaning agenda. These rules force each teacher to improve communication with each other so that it can be said that the social and human nature is developing better than before. The rules that are applied continuously tend to become a habit, improving the interest of teachers in communication.

related to other individuals. This causes self-control regarding emotional conditions and the ability to express themselves increases.

The Reflective Work Environment Model is a work environment model specifically created to improve teacher performance in SMAN 1 Sungkai Jaya. This environmental model cycle is shown in Figure 4. Specifically, the reflective work environment model was applied in SMAN 1 Sungkai Jaya with the aim to improve the performance of the teachers. The application of
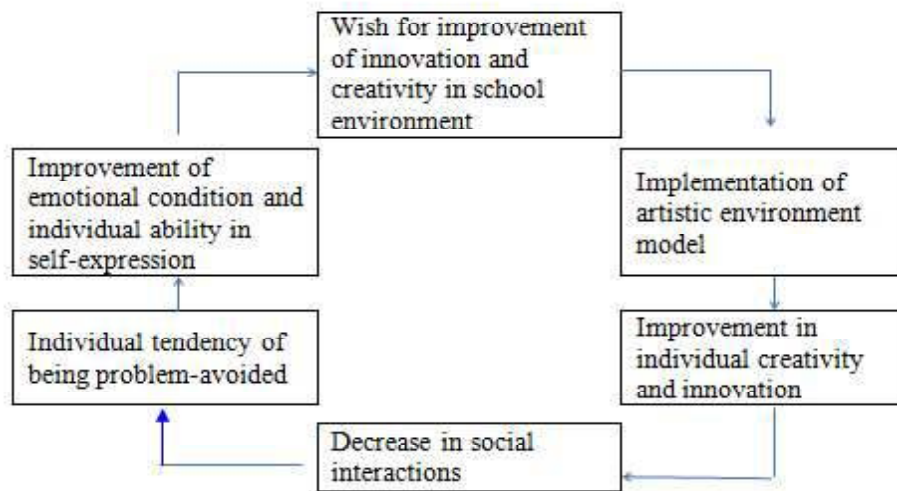

Figure 2. Cycle model of artistic work environment (adapted from Holland, 1997)

The John Holland artistic work environment model cycle is shown in Figure 2. As the cycle for the social work environment model, this cycle can also begin if an environment, such as a school, wants to improve one of its qualities, in this case innovation and creativity. Artistic work environment models can be applied with rules, outreach, or certain rules. These things can affect each individual so that creativity and innovation develop. For example, the rules regarding creative teaching materials are not only sourced from textbooks. Increased creativity and innovation tend to reduce social interaction between individuals because the focus is on each other. As a result, individuals tend to avoid problems

this model begins with the establishment of the standard operating procedure (SOP). Broadly speaking, this SOP is centered on the quality of students in the school. It is hoped that the application of SOP will gradually increase the awareness of good and correct communication between school principals, teachers, and students, with the details that have been explained in the SOP. In addition, the SOP is also expected to increase teacher awareness of the quality of work, especially in the preparation of teaching materials to students.

Based on the reflective model, the conducive work environment will improve teacher identity when perceived inherent as collegial and
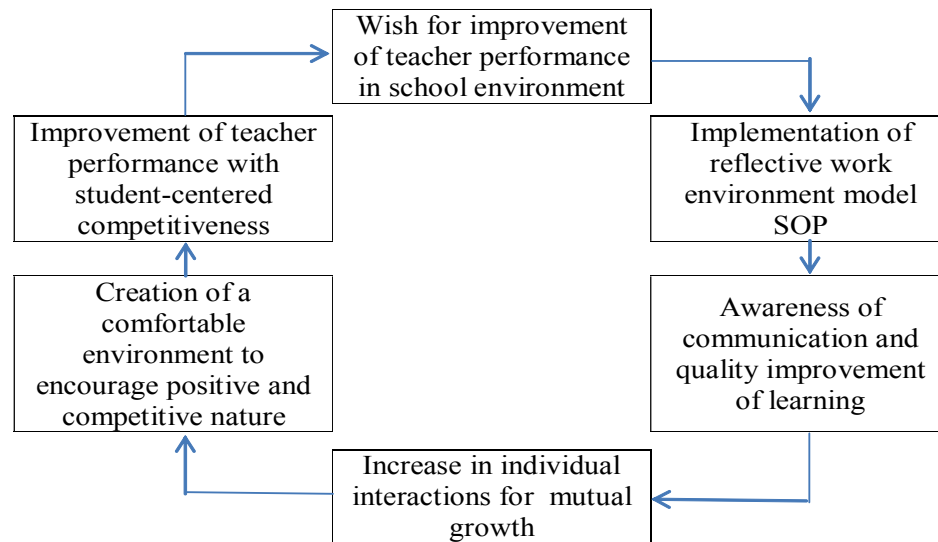
Figure 3. The new cycle model of the reflective work environment as a hypothetical model proposed

supportive community. At school environment, teachers feel aware part of a family that focuses on educational values and offers the opportunity to discuss current learning problems with colleagues. They experience a sense of togetherness and mutual emotional and practical support. Advanced colleagues play an important role in this regard, especially providing positive scaffolding, because they act as role models for their colleagues and model the professionalism practices desired by novice teachers (Van Lankveld et al, 2017). Scholars increasingly recognize that teacher identity is central to teacher professional development, so a work environment that encourages teacher identity improvement is urgently needed (Rodgers & Scott, 2008). Teachers will be increasingly concerned with identifying themselves and completing their teaching roles, emotionally attached to these roles, and informing their world views on the development of potential learners (Holland & Lachicotte, 2007). Furthermore, experts agree that when a teacher becomes emotionally attached to his role and profession, that role will

become an inseparable part of himself; it becomes an important element of organizing the lives of teachers in the professional community (Akkerman& Meijer, 2011).

■ **CONCLUSION**

The new work environment model that can improve teacher performance in SMAN 1 Sungkai Jaya is the Reflective Work Environment Model. This model is designed based on John Holland's theory of career development that is adapted to specific conditions in SMAN 1 Sungkai Jaya. The Reflective Work Environment Model was applied in SMAN 1 Sungkai Jaya with the SOP application method which designed to scaffold teacher performance especially in developing Pedagogical Content Knowledge, attitudes and professional disposition awareness. The SOP of the Reflective Work Environment Model consists of nine points addressed to school principals, deputy principals, and teachers at SMAN 1 Sungkai Jaya has the potential to be a makerspace in an effort to improve academic services to students achievement.

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