

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

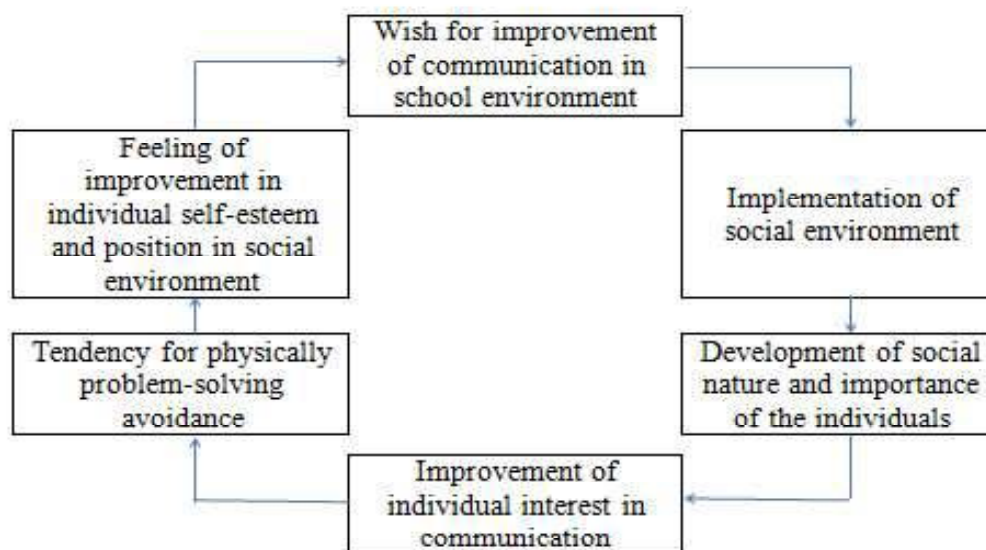


Figure 1. Cycle of the social work environment model (adapted from Holland, 1997)

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

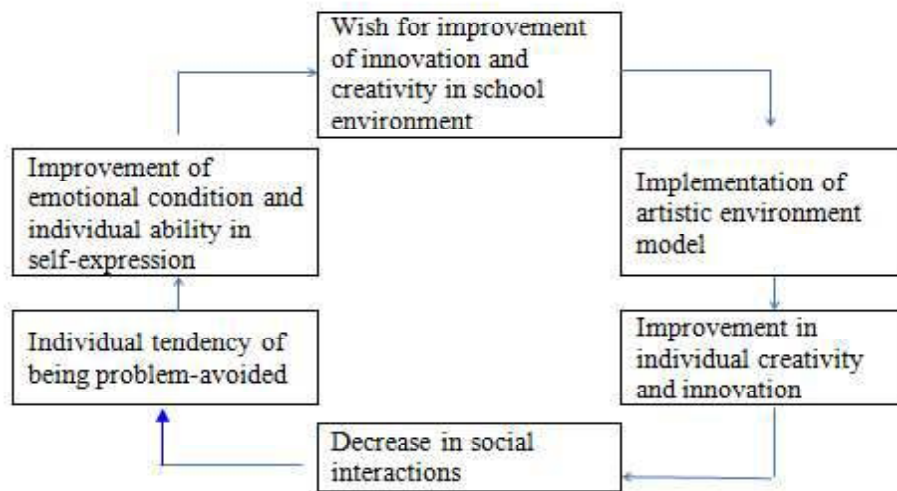


Figure 2. Cycle model of artistic work environment (adapted from Holland, 1997)

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

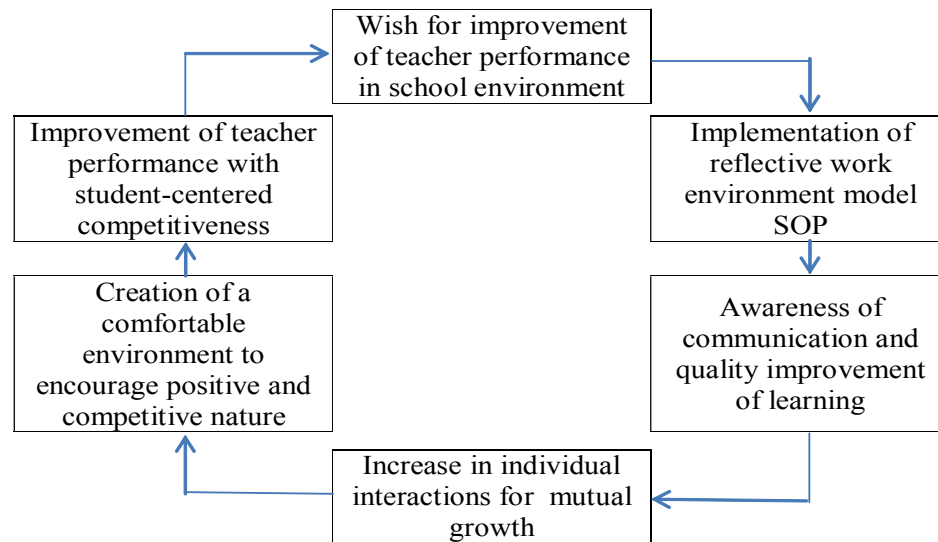


Figure 3. The new cycle model of the reflective work environment as a hypothetical model proposed

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.

■ ACKNOWLEDGEMENT

This study was funded by Thesis Magister Research Grant 2019 from DRPM Ministry of Research, Technology, and Higher Education, the Republic of Indonesia. We would like to thank our supervisor Prof. Dr. Bujang Rahman for commenting on earlier drafts.

■ REFERENCES

- Afandi, M. (2011). Tipe Kepribadian dan Model Lingkungan dalam Perspektif Bimbingan Karier John Holland. *Sosial Budaya*, 8(1), 86-96.
- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualising teacher identity. *Teaching and Teacher Education*, 27(2), 308–319. doi:10.1016/j.tate.2010.08.013
- Aisyah, N. (2013). Kinerja Guru Profesional. Institut Agama Islam Negeri Syekh Nurjati Cirebon. Diakses tanggal 14 September 2019 dari https://www.academia.edu/9354758/Makalah_Kinerja_Guru_Profesional
- Arianto, D. A. N. (2013). Pengaruh kedisiplinan, lingkungan kerja dan budaya kerja terhadap kinerja tenaga pengajar. *Jurnal Economia*, 9(2), 191-200.
- Bichi, A. A. (2017). Evaluation of Teacher Performance in Schools: Implication for Sustainable Development Goals, *Northwest Journal of Educational Studies* 2(1), 103-113.
- Collie, R. J., J. D. Shapka, and N. E. Perry. (2012). “School Climate and Social–Emotional Learning: Predicting Teacher Stress, job Satisfaction, and Teaching Efficacy.” *Journal of Educational Psychology* 104: 1189–1204. doi:10.1037/a0029356.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousands Oaks, CA: Sage.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European Journal of Teacher Education*, 40(3), 291-309.
- Gani, H. (2019). Upaya Meningkatkan Budaya Kerja Tenaga Pendidikan Dan Tenaga Pendidikan Melalui Penerapan Reward And Punishment Di SMP Negeri 8 Gorontalo. *Ideas: Jurnal Pendidikan, Sosial dan Budaya*, 6(2), 221-236.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604-625.
- Hariri, H., Monypenny, R., & Prideaux, M. (2013). Principalship in an Indonesian School Context: Can Principal Decision-Making Styles Significantly Predict Teacher Job Satisfaction? *School Leadership & Management*, 33 (5), 529. doi: 10.1080/13632434.2013.857216.
- Hariri, H., Monypenny, R., & Prideaux, M. (2014). Leadership Styles and Decision-Making Styles in An Indonesian School Context. *School Leadership & Management*, 34(3), 284-298. doi: 10.1080/13632434.2013.849678.
- Hariri, H., Monypenny, R., & Prideaux, M. (2016). Teacher-Perceived Principal Leadership Styles, Decision-Making Styles And Job Satisfaction: How Congruent Are Data from Indonesia with the Anglophile and Western Literature? *School Leadership & Management*, 36(1), 41-62. doi: 10.1080/13632434.2016.1160210.
- Hermawan, D., Modhakomala, M., & Suryadi, S. (2018). Pengaruh Supervisi Dan Manfaat Ilmu: *Jurnal Pendidikan*, 1(03), 129-138.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments*. Psychological Assessment Resources.

- Holland, D., & Lachicotte Jr, W. (2007). *Vygotsky, Mead, and the new sociocultural studies of identity*. In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp.101–135). Cambridge: Cambridge University Press.
- Hosford, S., and S. O’Sullivan. (2016). “A Climate for Self-Efficacy: The Relationship Between School Climate and Teacher Efficacy for Inclusion.” *International Journal of Inclusive Education* 20: 604–621. doi:10.1080/13603116.2015.1102339
- Karwan, D. H., Hariri, H., & Rini, R. (2017). Membangun Budaya Guru Pembelajar Melalui Kepemimpinan Visioner. *Jurnal Pendidikan Progresif*, 7(2), 77-87.
- Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review*, 31:163–195. doi:10.1007/s10648-018-9458-2
- Kohl, D., S. Recchia, and G. Steffgen. (2013). “Measuring School Climate: an Overview of Measurement Scales.” *Educational Research* 55: 411–426. doi:10.1080/00131881.2013.844944.
- McMillan, J. H. & Schumacher, S. (2001). *Research in education: Evidence-based inquiry. A Conceptual Introduction*. New York: Pearson.
- Meristo, M., and E. Eisenschmidt. (2014). “Novice Teachers’ Perceptions of School Climate and Self-Efficacy.” *International Journal of Educational Research* 67: 1–10. doi:10.1016/j.ijer.2014.04.003
- Munparidi, M. (2012). Pengaruh Kepemimpinan, Motivasi, Pelatihan, dan Lingkungan Kerja Terhadap Kinerja Karyawan pada Perusahaan Daerah Air Minum Tirta Musi Kota Palembang. *Orasi Bisnis*, 7(1).
- Rahman, B., Abdurrahman, A., Kadaryanto, B., & Rusminto, N. E. (2015). Teacher-Based Scaffolding as a Teacher Professional Development Program in Indonesia. *Australian Journal of Teacher Education*, 40(11), n11. doi: 10.14221/ajte.2015v40n11.4.
- Rahman, B., Abdurrahman, Riswandi, & Maulina, H. (2019, February). Green School Based Management Model as a Powerful Alternative Solution to Overcome Global Climate Change: A Need Assessment Survey Analysis of Teacher in Lampung, Indonesia. In *Journal of Physics: Conference Series* (Vol. 1155, No. 1, p. 012086). IOP Publishing. doi:10.1088/1742-6596/1155/1/012086.
- Robbins, S. P., & Judge, T. A. (2006). *Perilaku Organisasi*. Edisikesepuluh. Jakarta: PT IndeksKelompokGramedia.
- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 732-755). New York: Routledge/Taylor & Francis Group.
- Rufaidah, E., Zakaria, W. A., & Rizal, Y. (2015). Optimalisasi Komite Sekolah dalam Pengembangan Koperasi Sekolah di Bandar Lampung. *Jurnal Pendidikan Progresif*, 5(2), 158-168.
- Sabardini, 2006, Peningkatan Kinerja Melalui Perilaku Kerja Berdasarkan Kecerdasan Emosional, *Telaah Bisnis*, 7(1).
- Saputra, I. D. G. A., & Sudharma, I. N. (2013). Pengaruh Promosi Jabatan, Pelatihan dan Lingkungan Kerja terhadap Kepuasan Kerja Karyawan. *E-Jurnal Manajemen*, 6(2), 1030-1054.
- Sumintono, B., Hariri, H., Nugroho, P. J., Izzati,

- U. A., & Sriyanto, J. (2019). The Role of Districts in Supporting School Leaders' Instructional Leadership: A View and Experience from a Developing Country. *Journal of Educational Administration*, 57(5), 591-600. doi: 10.1108/JEA-09-2019-227.
- Van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G., & Beishuizen, J. (2017). Developing a teacher identity in the university context: A systematic review of the literature. *Higher Education Research & Development*, 36(2), 325-342.
- Wilson, C., Marks Woolfson, L., & Durkin, K. (2018). School environment and mastery experience as predictors of teachers' self-efficacy beliefs towards inclusive teaching. *International Journal of Inclusive Education*, 1-17.
- Yhani, P. C. C. (2019). Manajemen Sekolah Berbasis Nilai-Nilai Kearifan Lokal Tri Hita Karana Terhadap Kinerja Guru. *Purwadita: Jurnal Agama dan Budaya*, 1(2), 14-21.

