

The Influence of Communication and Work Environment on the Performance of Junior Highschool State 13 Bogor Teachers

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Communication, Work Environment, Teacher Performance.

ABSTRACT

This study aims to explain the effect of communication on teacher performance, work environment on teacher performance, and communication and work environment on teacher performance at Junior Highschool State 13 Bogor. Quantitative descriptive methods were used in this study. The population is teachers of Junior Highschool State 13 Bofor with a sample of 100 teachers taken using a simple random sampling technique. Research instruments using questionnaires. Data analysis uses multiple linear regression tests by performing t tests, F tests, and coefficient of determination (R Square) analysis. The results showed that communication has an influence on teacher performance, the work environment has an influence on teacher performance, and communication and work environment have an influence on teacher performance at Junior Highschool State 13 BOGOR.

INTRODUCTION

Communication in educational institutions must be understood comprehensively, fundamentally, and systematically to achieve goals (Anwar, 2020). Communication can be achieved if several parties involved apply respect (mutual respect and respect), empathy (trying to understand and understand others), audible (using effective channels), clarity (clear and understandable), and humble (Nofrion, 2016; Prijosaksono & Mardianto, 2003). Based on this, communication in an educational environment involving educators must be able to encourage in a positive direction because communication carried out within the scope of education can greatly impact educational institutions' success (Maryamah, 2017).

Communication in educational institutions involves a group of people who have certain positions and their respective activities that must be carried out. Communication built by the principal or madrasah head as a leader can influence teacher performance because it can determine the

understanding and achievement of the message or information conveyed (Efriyanti et al., 2021; Eriyanti et al., 2021; Sumali & Pratama, 2019; Yusuf, 2018). The same results also show that the communication of madrasah heads to teachers and education staff has a real role and is one of the determining factors for achieving improved performance performance (Amin, 2022; Djazilan & Darmawan, 2022; Dwiana Mustawan, 2019; Murniasih et al., 2016; Nilasari et al., 2020; Nugroho, 2020; Oktarina et al., 2020; Rahawarin & Arikunto, 2015; Yuneti et al., 2019). The same thing is also shown that vertical and horizontal communication can influence teacher performance (Pakpahan et al., 2019). Through effective communication patterns, it will improve teacher professionalism competence (Mukhlisin, 2017), which in turn can affect teacher performance (Lestiawati, 2019). However, some studies show the opposite result that communication does not affect performance positively and significantly (Sari, 2019)

Good communication and not affect their performance during work. This fact shows that each teacher can spread their own judgment regarding communication between the head of the madrasah to the teacher and with fellow teachers. The assessment cannot be separated from the work environment experienced and felt by everyone (Ramadan et al., 2023). However, it will not be separated from the three communication patterns usually applied in education in the form of informative, persuasive, and instructive (Kulju et al., 2018).

Furthermore, communication can be captured, felt and assessed in the work environment. The work environment becomes a person's workplace which can affect the way they do their work (Dewi & Frianto, 2013; Suwondo & Sutanto, 2015; Yasa, 2014), as well as affecting the quality of their performance (Wicaksana et al., 2017), both physically such as lighting, air temperature, cleanliness, work safety, space, workload, work structure, and attention of leaders, as well as non-physical such as organizational/institutional tasks, policies, and goals to be achieved by the organization (Caksana, 2019; Nitisemito, 2006; Norianggono et al., 2014; Suwondo & Sutanto, 2015). When both environments run well, it can improve performance (Norianggono et al., 2014).

The work environment is a driving and supporting factor for teachers to carry out all their work activities, which can improve performance (Nuryasin et al., 2016). A conducive work environment can make teachers better at carrying out the work duties assigned to them. Conversely, if it is not conducive, it can affect behavior in its work, inhibiting the development and improvement of its performance.

The work environment in education is all things around teachers that can influence in doing all the tasks given to them (Arianto, 2013). The head of the madrasah who can create a good work environment, can encourage teachers to carry out the assigned tasks as well as possible. Conversely, the more considering, judging and feeling that the work environment is not supportive or good, the more encouraging and making it bad. This situation shows that the work environment affects performance (Dewi & Frianto, 2013; Hartawati & Sahur, 2020; Kusumastuti et al., 2019; Manullang, 2016; Nuryasin et al., 2016; Sedarmayanti & Rahadian, 2018; Suwondo & Sutanto, 2015; Weol, 2015). The same results in the educational environment show that the work environment affects teacher performance in schools (Darmawan, 2015; Ningsih, 2019; Pujianto et al., 2020). The study results show that individuals who work in certain work environments, including teachers in educational environments, can be influenced by their judgments and attitudes towards the work environment to shape and create performance in

themselves. Some performance indicators include creativity, cooperation, leadership, personality, responsibility, discipline, honesty, loyalty, and work results (Hasibuan, 2006).

The work environment on teacher performance is at least influenced by the teacher and his relationship with the surrounding environment (Kurniawan, 2017). In addition, the madrasah environment can form comfort and health for human resources so that educational activities can run well (Prasica Devi & Wiyasa, 2021). Thus, it requires the expertise of the head of the madrasah as the holder of control in creating a supportive work environment and forming a unity of principles, vision, and mission in developing his educational institution (Farikhah, 2015). However, some studies explain that the work environment does not influence performance (Arianto, 2013; Candana et al., 2020). The results of this study do not mean that teacher performance is solely able to be influenced by the work environment, but the teacher's self-awareness of the rules that have been set, so that the work environment does not affect performance. The results of other studies also show that the work environment in educational institutions does not influence teacher performance (D. Handayani, 2019).

This explanation shows that performance can be achieved through individual acceptance of organizational values and goals, self-commitment to be serious in carrying out the institution's duties, and the desire to keep themselves in the institution (Prihantoro, 2015). These three things are not easy to implement as material for measuring commitment that leads to teacher performance, especially at Junior Highschool State 13 BOGOR. The difficulties experienced certainly have the potential for less effective communication and create a less conducive work environment. Effective communication and a conducive work environment are needed for educational institutions to create improved teacher performance to realize the vision, mission, and goals of Junior Highschool State 13 BOGOR

Based on this explanation, it shows that not many studies still reveal the relationship between communication and the work environment in influencing teacher performance in madrasahs. So, a research study is needed to reveal communication and work environment to improve teacher performance in madrasahs. Therefore, this research is very important for madrasahs to improve the effectiveness of leadership communication with teachers and fellow teachers and to create a conducive madrasah environment to improve teacher performance.

Based on this explanation, this study conducted further analysis to reveal whether communication and work environment at Junior Highschool State 13 BOGOR affect teacher performance. Based on this presentation, this study aims to explain the influence of communication on teacher performance, the influence of the work environment on teacher performance, and the influence of communication and work environment on teacher performance at Junior Highschool State 13 BOGOR. Through this research, it can provide benefits for madrasah to create effective communication, create a conducive work environment, and efforts to improve teacher performance. So that this research can be a consideration for the madrasah in this case is the head of the madrasah in implementing effective communication to all teachers and between teachers, as well as creating a conducive work environment to create teacher performance that is becoming increasingly improved.

METHODS

The method in this study uses a type of quantitative descriptive research with a research design of cause and effect relationships (causality) between communication variables, work environment and teacher performance of Junior Highschool State 13 BOGOR Population of the study was 207 Junior Highschool State 13 BOGOR teachers. The research sample of 100 people was taken using a simple random sampling technique. The questionnaire is used as a data collection method that contains statements in revealing facts about communication, work environment, and teacher performance at Junior Highschool State 13 BOGOR The instrument in the form of a questionnaire is made using a Likert scale. Research instruments have been tested for validity and reliability. The data analysis technique uses multiple linear regression tests. Before the multiple linear regression test was carried out, a data normality test and a classical assumption test were carried out and it was stated that the data was normally distributed and there was no multicollinearity, heteroscedasticity, and auto correlation. Furthermore, the descriptive analysis is equipped with an explanation of the class interval to determine the average score (mean) in each variable, The class interval is calculated from the highest value minus the lowest value divided by the number of class intervals $[(5-1)/5]$, so that a class interval of 0.8 is obtained for the answer categories shown in the following table:

Table 1. Class Interval and Respondent Answer Categories

Interval	Category
4,20 - 5,00	Very Good/Very High
3,41 - 4,2 0	Good/High
2,61 - 3,40	Good enough/high enough
1,81 - 2,60	Bad/Low
1,00 - 1,80	Very Poor/Very Low

RESULTS

Data descriptions of the characteristics of respondents are shown in the following table 2:

Table 2. Characteristics of Research Respondents

Characteristic	Information	Sum	Percentage
Gender	Man	43	43
	Woman	57	57
Age (years)	< 25	3	3
	25-35	39	39
	36-45	31	31
	46-55	20	20
	>55	7	7
Recent education	S3	1	1
	S2	22	22
	S1	73	73

	D3	4	4
Length of Work (years)	1-5	43	43
	6-10	15	15
	11-15	13	13
	>15	29	29

Based on table 2, the characteristics of male respondents are 43 people (43%) and women 57 people (57%). Based on age range, respondents aged < 25 as many as 3 people (3%), aged 25-35 as many as 39 people (39%), aged 36-45 as many as 31 people (31%), aged 46-55 as many as 20 people (20%), and those aged >55 as many as 7 people (7%). Based on these age characteristics, it shows that more Junior Highschool State 13 Bogor teachers are in productive age (25-55 years), so that they can contribute to the development of the quality of MPN 13 BOGOR education so far. Based on the latest educational qualifications, it shows that teachers with D3 (diploma three) education qualifications are 4 people (4%), S1 (strata one) are 73 people (73%), S2 (strata two) are 22 people (22%), and S3 (Strata Three) are only 1 person (1%). Based on length of work, 43 people have worked for 1 to 5 (43%), 6-10 as many as 15 people (15%), have worked for 11-15 as many as 13 people (13%), and have worked for a period of > 15 years as many as 29 people (29%). The results of the description of the communication variable data (X1) can be disclosed in the following table:

Table 3. Respondents' Answers to Communication

Variable	Indicators	Average	Variable mean
Communication	Respect	4.88	4.394
	Empathy	4.54	
	Audible	4.35	
	Clarity	4.13	
	Humble	4.07	

Based on table 3. shows that the respect indicator has an average (mean) of 4.88, which can be interpreted in the very good category. The empathy indicator has an average of 4.54 (very good category). The audible indicator has an average of 4.35 (excellent category). The clarity indicator has an average of 4.13 (good category). The humble indicator has an average of 4.07 (good category). Overall the communication variable (X1) has an average of 4,394 (very good category).

These results show that the communication built at Junior Highschool State 13 BOGOR is clear and easy to understand, understanding and respecting each other because they know the situation and conditions during work. Communication that is built is also based on empathy that seeks to understand and understand the interlocutor, thus reflecting effective communication. Communication effectiveness is also manifested in the form of carrying out work per the objectives given to each teacher to run it as well as possible. Communication built at Junior Highschool State 13 Bogor also prioritizes openness to

receive suggestions and criticisms from anyone to benefit the progress of the madrasah. Further data descriptions about the work environment can be shown in the following table:

Table 4. Respondents' Answers to the Work Environment

Variable	Indicators	Average	Variable Average
Work Environment	Lighting	4,28	4.371
	Temperatures	4,40	
	Movement space	4,43	
	Work structure	4,25	
	Workload	4,42	
	Job security	4,44	
	Attention of the leader	4,45	
	Smooth communication	4,30	

Based on table 4. shows that the illumination indicator has an average (mean) of 4.28, which can be interpreted in the very good category. The air temperature indicator averages 4.40 (very good category). The movement room indicator averages 4.43 (very good category). The working structure indicator has an average of 4.25 (excellent category). The workload indicator has an average of 4.42 (excellent category). The job safety indicator averages 4.44 (very good category). The leader's attention indicator averages 4.45 (excellent category). The communication smoothness indicator averages 4.30 (very good category). Overall work environment (X₂) averages 4,371 (excellent category).

The findings of this study show that a safe, comfortable, and conducive work environment is very important for educational institutions, including Junior Highschool State 13 BOGOR. The work environment at Junior Highschool State 13 BOGOR can allow teachers to work and create a breakthrough or good in general if it does not violate the responsibilities given. The distribution of tupoksi, responsibility, and other workloads to teachers does not make teachers feel heavy. Still, it can be done according to the abilities of each teacher so that teachers can work well and professionally. In addition, the proportional distribution of workload, professionalism, and good supervision in the process can make teachers feel comfortable working in the Junior Highschool State 13 BOGOR environment. Furthermore, the results of the description of data on teacher performance can be disclosed in the following table:

Table 5. Respondents' Response to Performance

Variable	Indicators	Average	Variable Average
Teacher Performance	Creativeness	4,28	4.382
	Collaborate	4,45	
	Leadership	4,46	
	Personality	4,47	
	Responsibility	4,47	

Discipline	4,43
Honesty	4,29
Loyalty	4,33
Deliverables	4,26

Based on table 5. shows that the creativity indicator has an average score (*mean*) of 4.28, which can be interpreted in the very good category. The cooperation indicator has an average of 4.45 (very good category). The leadership indicator has an average of 4.46 (very good category). The personality indicator has an average of 4.47 (good category). The responsibility indicator has an average of 4.47 (excellent category). The discipline indicator has an average of 4.43 (very good category). The honesty indicator has an average of 4.29 (very good category). The loyalty indicator has an average of 4.33 (excellent category). The work result indicator averages 4.26 (very good category). Overall, the Performance variable (Y) has an average score of 4,382 (very good category).

The findings of this study show that at Junior Highschool State 13 BOGOR, teachers are given the freedom to actualize their creative ideas for the good of the Madrasah. Teachers can cooperate with others in carrying out their responsibilities and duties, especially for teachers who need help or do not understand their duties in carrying out the tasks given. Teacher compliance in carrying out all forms of rules set consciously and objectively. Such compliance can form seriousness and lead to good performance for each individual teacher. In carrying out their duties, teachers are carried out honestly, transparently, and professionally to improve their performance. In addition, they have discipline about awareness in obeying the rules set, and they have high commitment and loyalty in carrying out the work duties charged. Furthermore, the results of multiple linear regression analysis are shown in the following table 6:

Table 6. Multiple Linear Regression Test Results Partially

Type	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	8,169	2,452		3,331	,001
Communication	,451	,140,	252	3,217	,002
Work Environment	,611	,077	,6237	,947	,000

Based on table 6.the multiple linear regression equation is formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 8.169 + 0.451X_1 + 0.611X_2 + e$$

Based on this equation, it can be revealed that the constant (a) is 8.169, which indicates if work communication (X1) and work environment (X2) are fixed, then teacher performance (Y) is 8.169. The regression coefficient (b1) of work communication (X1) is 0.451, which shows the magnitude of the effect of work communication (X1) on teacher performance (Y). The coefficient score shows that if there

is an increase of 1 unit of communication (X1), it will cause an increase in teacher performance (Y) of 0.451. The regression coefficient (b2) of the work environment (X2) of 0.611 indicates the magnitude of the influence of the work environment (X2) on teacher performance (Y). The coefficient score shows that every increase of 1 unit of work environment (X2) will cause an increase in teacher performance (Y) of 0.611.

Based on Table 6, the value of SIG is indicated. communication (X1) $0.002 < 0.05$, it can be stated that communication (X1) has a partial effect on teacher performance (Y). Next, based on the sig value. work environment (X2) $0.000 < 0.05$, it can be stated that the work environment (X2) has a partial effect on teacher performance (Y). The results of concurrent tests using the F test are shown in the following table:

Table 7. Multiple Linear Regression Test Results Simultaneously

Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	420,355	2	210,177	91,716	,000b
Residuals	222,285	97	2,292		
Total	642,640	99			

Based on Table 7, the value of SIG is indicated. $0.000 < 0.05$, it can be stated that communication (X1) and work environment (X2) jointly affect teacher performance (Y) Based on these results, it can be stated that communication and work environment influence teacher performance at Junior Highschool State 13 BOGOR Furthermore, the results of the coefficient of determination (R²) analysis are shown in the following table:

Table 8. Coefficient of Determination Test Results

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809a	,654	,647	1,514

Based on an R Square value of 0.654 (65.4%), indicating communication (X1) and work environment (X2) can explain teacher performance (Y) by 65.4%. While variables outside this research model explained 34.6% (100%-65.4%). These results support previous findings that show teacher performance is influenced by communication (Djazilan & Darmawan, 2022; Efriyanti et al., 2021; Rahawarin & Arikunto, 2015; Sumali & Pratama, 2019). These results also support previous findings that communication, both vertically and horizontally, affects teacher performance (Asiyah, 2018; Brahmana & Sitepu, 2020; S. Handayani, 2017; Murniasih et al., 2016; Nilasari et al., 2020; Nurasiah & Zulkhairi, 2021; Oktarina et al., 2020; Pakpahan et al., 2019).

So far, communication built at Junior Highschool State 13 BOGOR consists of respect, empathy, audibility, clarity, and humility (Nofrion, 2016; Prijosaksono & Mardianto, 2003). Through the application of this communication, effective communication between madrasah heads and teachers can

affect teacher performance at Junior Highschool State 13 BOGOR (Amin, 2022; Fatmawati et al., 2018; Kartini et al., 2020; Lestiawati, 2019; Yuneti et al., 2019). The results of this study reflect that communication has an important role in work activities. Because good communication will create good perceptions that encourage teachers to do good things at work. Based on the findings of this study, communication at Junior Highschool State 13 Bogor is one of the foundations that can encourage teachers to improve their performance during work. The main foundation is that communication carried out by teachers and those with certain positions in the Junior Highschool State 13 Bogor environment does not always apply formal communication, such as superiors to subordinates, but applies informal communication to create comfort for all individuals.

This finding also supports previous research that states that the work environment influences performance (Darmawan, 2015; Dewi & Frianto, 2013; Hartawati & Sahur, 2020; Kusumastuti et al., 2019; Norianggono et al., 2014; Nuryasin et al., 2016; Prasisca Devi & Wiyasa, 2021; Pujiyanto et al., 2020). These results indicate that the work environment must create comfort for personnel, including teachers. In a conducive work environment, the influence on the duties and responsibilities of teachers is getting better. Conversely, a work environment that is not conducive can affect teacher behavior in their work, hindering the development and improvement of their performance.

The findings of this study at least show that the work environment implemented at Junior Highschool State 13 Bogor has been able to provide improved performance. The madrasah environment can make sense of comfort for work and in carrying out activities, thus making teachers more productive at work. The work environment applied in Junior Highschool State 13 Bogor is not limited to fulfilling the physical work environment; non-physical aspects such as comfort, satisfaction, and appreciation can be well-formed so that teachers can work optimally. This situation supports previous research findings that the work environment forms work passion that directs people who work in it to work actively and productively (Arep & Tanjung, 2003).

CONCLUSION

The results of this study have found that communication has an influence on teacher performance, and the work environment has an influence on teacher performance. In addition, work communication and work environment affect teachers' performance at Junior Highschool State 13 Bogorg. These results show that communication and work environment complement each other, encourage, shape, impress, and create patterns and processes to improve teacher performance at Junior Highschool State 13 Bogor. Effective communication and a supportive work environment at Junior Highschool State 13 Bogor can direct and shape the teacher performance process. There is expected to be further research that examines informal and formal communication, physical and non-physical work environments, and teacher performance in madrasahs.

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