The Effect of Education Level, Work Environment and Teacher Professional Competency Development on the Performance of Teachers

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ABSTRACT

This study aims to describe the Education Level, Work Environment and Teacher Professional Competency Development and Teacher Performance, examine the Education Level, Work Environment and Teacher Professional Competency Development Simultaneously significant effect on Teacher Performance, test Education Level, Work Environment and Teacher Professional Competency Development as a whole. Partial has a significant effect on Teacher Performance, and knowledge among variables Education Level, Work Environment, and Teacher Professional Competency Development that has a dominant influence on Teacher Performance. The total sample of 64 teachers. The analysis technique uses multiple regression analysis. The analysis shows that the level of education, work environment, and the development of professional competence of teachers simultaneously influence teacher performance. The level of education and development of teacher professional competence partially influences teacher performance. The work environment has no effect on teacher performance.

Keywords: Education Level, Work Environment, Teacher Professional Competency Development, Teacher Performance.

1. INTRODUCTION

This modernization era discusses many problems related to the world of education in Indonesia, the weakness of the learning process is one of the problems that occur in students who lack self-motivation to develop a system of thinking. To analyze each Teacher Component that can form in the learning process about having to improve the quality of education because the teacher has an interest in the learning process at school, the Teacher is also a major factor relating to students involved as objects and subjects in the learning process. In the world of education, a curriculum if not balanced with the achievements of a teacher then everything must be there. The role of a teacher becomes a measure of measurement in the learning process and therefore in the world of education must ask educators who are competent both from behavior to performance. On May 2, 2002, the Minister of National Education announced the "Movement for Improving the Quality of Education" which was then mandated in Law No.20 of 2003 concerning the National Education System which contained National Education which regulates how to improve the ability and civilization of the nation to develop the life of the nation in order to develop. the ability of students to become human resources with dignity and noble character, to talk creatively, innovatively and independently and to be responsible and to be a supportive citizen. In the level of primary and secondary education the lack of quality education is a factor faced by the Indonesian people.

In educational institutions, the components of teachers and students and lecturers become an important part which is very important in the learning process. In its application, an educational institution must pay attention to the two main components, namely students and teachers because they are doing a learning process and all teaching and learning activities. If the presentation of learning can be done well, then the teaching and learning process can be done well too.

In the Education Level, to achieve maximum results the teacher is able to show potential and achievement that represents one of good performance. Teacher work performance consists of learning processes that are greatly overcome by the teacher in how to master and technical teaching and use it according to the character or character of student learning activities. Performance has been interpreted by variations experts. According to Obilade, teacher performance can be interpreted as a task performed by a teacher at a certain time in the school system to achieve organizational goals [1]. Rivai, Basri, Gibson, et al, added that performance can be interpreted as the level of achievement. With the support of performance from the level of individual participation in carrying out organizational tasks (Ozoruoke); [1].

The results showed that the results of a teacher in the ranking were very minimal. The lack of preparation of teachers to conduct examination tasks, inviting many educators who make preparations for learning tools, and also most of the manuals that

are not in accordance with the references in learning. This issue was issued because of the readiness and ability of managers, in this case, the principal in using his policy to improve teacher performance to the maximum Where, if the principal's policy manager is functioned properly and directed it will be able to improve Teacher Performance.

In improving the performance of a teacher influenced by several factors including the following: (1) Income, (2) adequate Sarrasras (3) Conducive Work Environment Situation (4) Leadership. Of the 4 factors are divided again into 1) Personality Factors consisting of aspects of Knowledge (knowledge), ability (ability, consistent in the responsibility for each personal teacher. 2) The leadership factor is derived from the Quality elements of Managers and team leaders in motivating , provide direction, and work support to teachers: 3) Team factors include providing support to coworkers in one team and mutual trust among team members 4) System factors, including work elements, optimal work facilities, work procedures and organizational culture (school): 5) Situational factors (conditional), includes ecological conditions or the work environment around the school against performance in a community (school). There are several factors that influence it that are related to this research, namely work environment, competency level and education level. The teacher's performance can be achieved if the work environment is conducive. The teacher's performance can be achieved if facilitated with adequate facilities and SarPras. This shows that the good performance of educators who in this case are teachers is very influenced by the Work Environment. There is also a Competency Development in an educational institution where the teachers have fulfilled the competence and professionalism abilities in their fields in this case all teaching staff must be graduates with at least a bachelor's degree.

The level of education is a stage or a fairly long process with a directed, systematic process in which educators can learn to get good results both conceptually and theoretically. In educational institutions are inseparable from the existence of educators and educated components meaning that the realization of the teaching and learning process which is a technique, and methods that aim to share knowledge with others through a direct, systematic flow with a long period of time. Education according to the DEPDIKNAS Language Center, education is the process of changing the attitudes and attitudes of a person or group of people in an effort to mature humans through teaching and training efforts.

Based on the findings in the Field, educators have varying levels of education ranging from Diploma, Bachelor, and even some who have a Masters's degree, this is a Benchmark that can affect performance so that the competence and capabilities possessed are expected to provide a good Impact for students. However, the phenomenon as happened to this educational institution is still lacking because the educators who have the highest level of education are only around 2 people out of many teachers, this is a factor that also influences the achievement in performance.

A comfortable and conducive working environment condition is really needed for the education workers besides they are more comfortable with a work place that is not too far from the residence so that time discipline is maintained so that its performance can be improved. The work environment at school institutions is also influenced by the quality of the leadership of the school principal, the level of trust between superiors and employees, the existence of good relations, getting intensive as fairly as possible means not choosing love to fellow co-workers. Because with the dissatisfaction with a teacher will cause a prolonged level of stress so that the teacher's performance will also be disrupted.

Teachers who have a Competency level must master several levels of Competence including the following: Social, Personality, Pedagogic, and Professional. In the social field, teachers must be able to build communication with colleague institutions, both fellow teachers and students, besides teachers must also communicate with the community around the school and parents of student guardians, In the field of personality, where a teacher has a personal attitude that is friendly and noble, wise towards students so that it becomes an example of a role model to their students, in the field of professionalism where the teacher can master the learning material in depth which includes mastering the material based on the curriculum in accordance with the field of science in order to be able to overshadow the material and also be able to understand the structure and method of his scientific knowledge in the field of Pedagogic the ability of understanding of students. Rationally in carrying out a learning activity it must have learning resources that support it to be optimal in its implementation. Competency Development that is the professionalism of teachers is still lacking because there are some educators who are still in the Diploma category although only a few.

In the implementation, there are several issues on how to manage the classroom and learning process in the School Environment. Teacher performance can be said to be less than optimal because it is because the teaching staff is not optimal in terms of time efficiency where the time allocation is given is not based on the Learning Implementation Plan. Judging from the Law of the Republic of Indonesia Number 14 of 2005 regarding teaching staff both teachers and lecturers must carry out their teaching duties in accordance with the learning plan at the institute and must evaluate the learning outcomes. However, it seems that the tendency for teaching staff is less optimal in carrying out their teaching tasks, this is seen in the design of the learning program that has been prepared, and in the evaluation of the assessment is also not carried out as it should because it is also related to inadequate work systems and facilities.

Another problem is that the teacher does not provide motivation to the students to find more information about the material in accordance with the subject so that students are more independent and think creatively and innovatively in developing their knowledge because basically a teacher's performance can be optimal, the teacher must have encouragement and potential in the learning process.

2. REVIEW REFERENCES

2.1. Teacher Performance

Performance or work performance does not mean a person's Characteristics by showing their talents and abilities but an embodiment of their talents and abilities in the form of tangible and factual works. In the performance of one's position is highly valued as a work achievement associated with functional positions in a certain time. Someone who does a job to achieve a certain requirement is the meaning of Job Performance (performance). According to LAN Performance is the appearance or results of one's performance or can be said to be a good work performance [2]. A performance is basically what is done and not done by employees in a particular institution (Mathis and Jackson) [3]. The teacher performance themselves are those who contribute to an educational institution including (1) Number of outputs (2) Quality of outputs (3) time output susceptibility (4) presence presence (5) being cooperative with each other. The Teacher Performance Indicators according to (Ministry of National Education 2008) are: (a) mastery of learning design and teaching materials (b) able to plan learning activities (c) able to organize and carry out learning tasks (d) able to conduct assessments and evaluate learning outcomes.

Judging from the definition above, it can be made a conclusion that a teacher's performance is an achievement or performance achieved by a teacher in an educational institution based on the provisions and responsibilities given by the school to achieve the vision, mission, goals in the relevant school which are legal in accordance with statutory regulations means that they have the responsibility in carrying out their duties and services and the morals they have. Briefly it can be interpreted that Teacher Performance is a result or work achievement which is shown by the knowledge, abilities, skills and values they have.

The Performance Indicators of a teacher that need to be mastered according to the Ministry of National Education (2008) are as follows: mastering learning material, being able to plan all learning activities in school, being able to manage and implementing learning activities, and being able to assess and evaluate learning outcomes.

2.2. Level of Education

The level of education is a process with a long period of time where using the direction that flows with the workforce can learn conceptual and theoretical knowledge, Sikula in Mangkunegara [4]. With the level of education teachers are expected to have general knowledge and have more capabilities in the world of education, therefore with this stage of education can create quality and superior human resources so that work performance can be achieved. The definition of educational level from Siagian explains that a way or step of teaching and learning to transfer a knowledge according to standards that have been determined [5].

In the RI Law No. 20 of 2003 concerning the National Education System states that the understanding of the level of education is the stage or process of education that has been decided based on the stage of development of students, and the objectives to be achieved and the potential to be developed. There are three stages of education according to Tirtarahardja and Lu Sulo which include: 1) Basic Education: namely provision of provisions that become the basis for social development in the form of attitude development, insight and basic skills, 2) Secondary education: continuing education from basic education with a period of 3 years which will be ready to continue to the stage of higher education, in secondary education includes vocational selection, general education, special education, and spiritual education, 3) Higher education: namely the stages of education carried out to prepare human resources who are ready to plunge into communities that have academic abilities so that they can be implemented in addition to understanding the knowledge and development of science and technology. Indicators in the Education Level according to Law No. SISDIKNAS No.20 of 2003 which include: Level of Education and Suitability of the Department.

2.3. Work Environment

The work environment is often a cause of success or failure in carrying out a particular work task, usually a work environment that is psychological, there is also a positive and negative nature in which a teacher has good morals in his work in increasing accuracy to achieve a certain goal and vice versa if a person teachers who have negative traits teachers will have dilapidated morals that do not follow all kinds of aspects in an educational institution. At this time to arrange a conducive working environment, workers must be bound by their duties. According to Nitisemito, the work environment is something that can influence the workers around him to carry out the tasks he is carrying out. The Work Environment itself is all the material that is around workers who work in accordance with the way and certain rules both individually or in groups in educational institutions [6]. A comfortable work environment can provide a sense of security and allow work to the fullest and affect the emotional level of teachers where comfortably at work provides a sense of comfort and is at home at work, both superiors and subordinates as employees (Mardiana) [7]. The work environment can have a positive influence where employees do their daily work (Render) [8]. A comfortable work environment can provide a sense of security and allow work to the fullest and affect the emotional level of teachers where comfortably at work provides a sense of comfort and is at home at work, both superiors and subordinates as employees [7]. The work environment can have a positive influence where employees do their daily work (Render) [8].

Sedarmayanti measure the work environment by using indicators namely:working relationships between teachers, creating a conducive work environment, the existence of supporting facilities, security in the workplace as well as facilities and infrastructure [9].

2.4. Professional Competency Development

Coopersmith said: "Competence is the ability of a person to be able to achieve achievement, which is used with his personal potential to carry out various jobs optimally" [10]. This means competence is the fulfillment of effectiveness or success in leading (leadership) and managing the role of functions and responsibilities. Whereas Boyatzis, the person who first popularized the term competency defines the abilities possessed by someone who is seen in his behavior based on the desires and needs of work in providing the expected performance [11].

Armstrong and Baron in their study disagree that between competence and competency. Competence reflects everything a person needs to be able to do work optimally and pay more attention to the output side of the input and focus on the effects rather than effort then refers to aspects of behavior called behavioral competencies (behavioral competencies) [12]. While competency is defined as a picture of how to behave when performing their roles and functions

From some of the views above indicate that competence is a characteristic of someone who is permanent to influence one's performance. In addition, according to Spencerthere are other competency characteristics, namely in the form of motivation, self concept, knowledge, and skills [13].

Indicators of Professional Competency Development according to Sadirman include: 1) Mastery of learning materials, 2) optimal use of learning tools and resources, 3) recognizing functions and service programs and 4) psychomotor, affective and cognitive development [14].

2.5. Research Hypothesis

Judging from the research objectives, the theoretical foundation and relevant research The Research Hypothesis can be arranged as follows:

1) It is suspected that the level of education, work environment and professional competence development simultaneously have a significant effect simultaneously on teacher performance.
2) It is suspected that the Level of Education, Work Environment and Teacher Professional Competency Development partially significant effect on Teacher Performance.
3) It is assumed that the dominant effect on teacher performance is the Education Level.

3. RESEARCH METHODOLOGY

The technique used uses statistics through the SPSS program version 25.0 for windows which is used to analyze data, usually including tables, diagrams, graphs, and also distribution tables. The frequency data on the Histogram is presented in the form of a frequency distribution table as the presentation of research data. By using this analysis can determine the direction of the relationship between variables X and Y whether each variable X is positively or negatively related but can predict the value of the variable Y if the variable X has increased or decreased.

Multiple Linear Regression is formulated in the form of an equation, namely:

$Y ' = a + b1x1 + b2x2 + b3x3 .... + bnXn$

Information:

Y '	=	Variabel bound (estimated value)
X1, X2 and X3	=	Independent Variable
a	=	Constants (values of Y 'if X1, X2, X3 ..... Xn = 0)
b	=	Regression coefficient (increasing or decreasing)

4. RESULTS AND DISCUSSION

4.1. Characteristics of Respondents

There were 64 respondents, namely educators. With characteristics based on age, sex, education level, and years of service.

Table 1 Characteristics of Respondents

Age Range	Frequency	Percentage
<30 years old	5	7.82%
30-40 years old	30	46.88%
> 40 years old	29	45.3%
amount	64	100%
Gender		
Men	24	37.5%
Woman	40	62.5%
amount	64	100%

Level of education		
D3	1	1.57%
S1	59	92.18%
S2	4	6.25%
amount	64	100%
Years of service		
> 10 years	20	31.25%
10-15 years	19	29.68%
<25 years old	25	39.06%
amount	64	100%

Source: questionnaire distribution in 2020.

4.2. Multiple Regression Analysis

To see the effect of the Education Level, Work Environment and Teacher Professional Competency Development on Teacher Performance, this test uses the SPSS Application Version 25.0 programming which is shown in the following table:

Table 2   Calculation Results of Multiple Linear Regression Education Level, Work environment, development of professional competence on teacher performance

Variable	Regression coefficient	t count	Sig.	Information
Level of education	0.441	4,708	0,000	Significant
Work environment	0.066	0.181	0.160	Not significant
Professional competency development	0.334	2,885	0,000	Significant
A constant	3.278			
R Square	0.655			
Adjusted R square	0.625			
R	0.815			
F count	22.232			
Sig. F	0.000			
N	64			
Dependent Variable = Teacher Performance (Y)				
F table =	2.76			
T table =	1.997			

Source: Primary data processed 2020.

Based on the table, a figure of 0.815 is found where there is a strong relationship between Education Level, Work Environment and the development of professional competence of teachers on the teacher performance. Based on the table seen above it can be seen that the value of multiple linear regression constants is 3,278 and the coefficient value Variable level of education is 0.441, the work environment coefficient value is 0.066, the regression coefficient value of professional competency development is 0.334.

Y   =   a + b1x1 + b2x2 + b3x3 + ei can be in the form of multiple linear equations, namely:

Y   =   3,278 + 0,441 x1 + 0,066 x2 + 0,334 x3 + ei

Information :

Y   =   Teacher Performance

X1   =   Level of education

X2   =   Work environment

X3   =   Professional Competency Development

ei   =   Residual Error

The Meaning of Multiple Linear Equations contains implications namely:

a)   Constanta 3,278 means that if the variable level of education, work environment, and professional competence development is absent where X1, X2, X3 = 0 the variable Teacher Performance lies at a value of 3,278.

b)   Coefficient of Regression X1 (education level) 0.441 and having a positive sign implies a direct effect, if an increase in this variable occurs it will have a tendency followed by an increase in teacher performance and vice versa

c)   Regression coefficient X2 (work environment) 0.066 and marked positive implies a direct effect, if an increase in this variable will have a tendency followed by an increase in teacher performance and vice versa

d)   Regression coefficient X3 (development of professional competence) 0.334 and marked positive implies a direct effect, if an increase in this variable will have a tendency followed by an increase in teacher performance and vice versa

e) The coefficient of determination is 0.625

It has implications that the variables of education level, work environment and professional competence development can explain the performance of teachers by 62.5% and the remaining 37.5% in the contribution of other variables not measured in this study.

4.3. Hypothesis testing

a. First Hypothesis

With the help of Analysys of Variance with the results of the analysis of processed data using the application SPSS version 25.0, the data obtained below:

Table 3. Test Results F Level of education, Work environment and professional competency development

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.934	3	116.311	27.193	0.000[a]
	Residual	136.066	60	5.268		
	Total	185.000	6:			

a. Dependent Variable: ytot

b. Predictors (constants). x3tot. x1tot. x2tot

Source: Primary data processed 2020.

By using the F test the first hypothesis test states that the level of education, work environment and the development of Teacher Professional Competence, simultaneously have a significant effect on teacher performance. Based on the results of multiple regression analysis, it is known that F count = 27.193 and probability 0.000 because the probability value $<\alpha$ of 0.05 then the independent variable influences the dependent variable. So with the calculation that the level of education, the Work Environment and Professional competence development simultaneously affect the Teacher Performance statistically with $\alpha = 5\%$.

b. Second Hypothesis

In testing the second hypothesis states that partially the level of education, work environment and the development of professional competence of teachers have a significant effect using the t test. The effect of the coefficient of the independent variable and the dependent variable can be explained in the following table:

Table 4. Partial Regression Coefficient Test

Variable	t count	t table	Sig.	Information
Level of education	4.,708	1.997	0.000	Significant
Work environment	0.181	1.997	0.160	Not significant
Professional Competency Development	2.885	1.997	0.000	Significant

Source: Primary data processed 2020..

1) Educational Level Variable (x1) on Teacher Performance (Y)

From the calculation of regression analysis, the value of t arithmetic = 4.708 while the value of t table = 1.997 so that t arithmetic> t table or significance value 0.000 <0.05 means that Ha is accepted or H0 is rejected, and it is proven that the educational level variable (X1) has a significant effect on performance Teacher (Y), in addition, it is proven by the results of interviews and observations that the education level variable is a benchmark and a very important aspect for Educators. Educators whose educational levels vary at this school also influence their ability and professionalism in the learning process at school. With the level of educators possessed by educators can have a good influence in improving their performance.

2) Work Environment Variable (x2) on Teacher Performance (Y)

From the regression analysis calculations, the value of t arithmetic = 0.181 while t table = 1.997 so that t arithmetic <t table and a significant value of 0.000> 0.05 means that Ha is accepted or H0 is rejected and it is proven that the Work Environment variable (X2) has no significant effect on teacher performance (Y). It is also strengthened by the results of observations and interviews that the existing school facilities are inadequate so that the comfort for teachers is less than optimal, meaning that it can still be overcome and not become an obstacle in improving their performance.

3) Teacher Professional Development Competency Variable (X3) on Teacher Performance (Y)

The results of the regression analysis calculations obtained t count = 2.885 while the value of t table = 1.997 so that t count> t table and a significant value of 0.000> 0.05 means that Ha is rejected or Ho is accepted, and it is proven that the variable of professional development of teachers (X3) has an effect on teacher performance (Y). This also proved that the influence of teacher professional competence on the learning process so that performance is also good. One aspect of this competency is the basis of the role of a teacher, meaning that the nature of professionalism will affect performance well.

In table 4 the Sig score calculation states that the education level variable (X1), and the development of professional competence (X3) have a significant effect on teacher performance (Y) while the one that does not have a significant effect on teacher performance is the Work Environment (X2), so it can be concluded that in testing the second hypothesis was not proven as a = 5%.

c.   Third Hypothesis

Table 5. Dominant Variable Regression Test Results

Variable	b	t count	t table	sig	α	Information
Level of education	.441	4,708	1,997	0,000	0.05	Significant
Work environment	0.066	.181	1,997	0.160	0.05	Not significant
Professional competency development	.334	2,885	1,997	0,000	0.05	Significant

Source: Primary data processed 2020.

From the calculations in table 5 that have been presented previously that the coefficients of each variable are the Education Level (x1) 0.441 work environment (x2) 0.066 and Professional Competence Development (x3) 0.334. Based on the results of the calculation there is one variable that is not significant to the teacher's performance, namely the work environment and Teacher Professional Competence Development variable is not a dominant influence variable so that there is one dominant variable that is contained in the Education Level variable that has a dominant effect on Teacher Performance. From the data that has been analyzed above that the greatest coefficient is found in the variable education level (X1) 0.441 which has the most significant effect on teacher performance (Y).

4.2. Discussion

The results and discussion are directed to provide a comparison between the results of the research analysis with the theories and previous research that are relevant or not, in addition to research on the influence of the level of education, work environment and the development of professional competence of teachers as an effort to answer the problem main there

1) Effects of Education Level, Work Environment and Professional Competency development on the Teacher Performance

Based on the results of the analysis shows that the level of education, work environment and professional competence development simultaneously affect the teacher performance with a significance value of 0.00 <0.05. According to Ihsan the level of education is an ongoing stage of education that is determined according to the progress of students' abilities, difficulties in learning material, presentation of teaching materials [15]. Education includes: (1) Basic Education; namely providing the basic knowledge needed in the form of knowledge and skill based progress (2) secondary education: At this level of education includes vocational education, general education, special education, religious education. Secondary education has the definition as a continuation of basic education as an expansion of knowledge to continue to higher education so that it can enter the workforce. (3) higher education; a stage in education in order to prepare students for output that has academic potential so that it can be applied and can develop knowledge and technology [16].

Teachers who have the highest level of education have professional abilities are also very supportive in the educational process at an educational institution in question. As for the relevant research on the influence of infrastructure, education level, and the Work Environment on Teacher Performance in Karangdowor High School which says that the level of education has a significant influence on teacher performance [17]. Based on these results it is known that the level of education was also a good influence on the performance of a teacher.

The work environment at a school institution also has a positive impact on comfort at work for a teacher. According to Nitisemito Work Environment is everything that gives effect to itself with the surrounding environment to carry out all the work that it enters [6]. If a worker has good morals it means he has a positive influence so that it can increase efficiency in achieving a goal. Based on analytical calculations it was found that the Work Environment was less than optimal in improving the performance of these teachers because the existing facilities at the school were inadequate so that the teachers were more comfortable with the existing facilities.Then it can provide a conclusion about a condition around the teaching staff where the teaching staff carry out their work and can give effect to them while doing their work at school

Teachers must have the ability of professional competence that is always improving the competent academic side continually and in line with the development of technology and the influence of globalization. Understanding Competence

according to PP No. 74 Year 2008 which defines the attitude of knowledge, skilled in doing something, and the behavior that is owned, controlled and applied by educators in carrying out their professional duties.

Development of professional competence of an educator is an effort that must be developed by educators in improving their abilities so that their abilities can be measured by doing a learning. Professional Competency Development is an effort or effort that must be carried out by the teacher, where the teacher has the competency potential in his field so that the tasks he enters can be directed to students to obtain the learning process and objectives.

From some of the variables above conclusions obtained and provide evidence that the level of education, work environment and the development of professional competence simultaneously have a significant influence and have a role in improving teacher performance.

Competent educators in the learning process can give birth to a good performance in doing its job. On the results of the test of the coefficient of determination, the influence given Level of Education, Work Environment and Professional Development of teachers' competence on the teacher performance was 62.5%, the remaining 37.25% was influenced by other variables such as job satisfaction, ethos Teacher certification and work and others are not used as the main benchmark in this study

2) Partial Influence

a. Effect of Education Level variables on Teacher Performance

In testing in the study note that the level of education has a dominant significant effect on the teacher performance with a value of 0,000 <0.05. The sustainability of good education is also determined by the level of education possessed by an educator because they are an indispensable component in conducting teaching and learning activities in the classroom. This study supports previous research from Bekti Handayani which states that there is a similarity that the level of education has a significant effect on teacher performance [17]. Besides, it is clarified by interviews that the level of education is a stage or level owned by an educator in improving its performance as an educator, meaning that the level of education possessed by a teacher can demonstrate his ability in accordance with the level of education he has so that it can significantly influence Teacher Performance.

b. Effect of Work Environment Variables on Teacher Performance

Based on the test results in this study it is known that the Work Environment Variable does not significantly influence teacher performance, because the significance value 0.160 <0.05 In my research the Work Environment has less effect on Teacher Performance means that the circumstances surrounding the environment also influence teacher performance in an educational institution, although still not optimal. In the study of the influence of the work environment does not have a significant effect because there is more focus on the level of education and the development of professional competence of teachers in addition to that the Work Environment has not been optimal because the school facilities have not been sufficient where the completeness of laboratory equipment and discomfort in the room.

c. The Effect of Teacher Professional Competency Development on Teacher Performance

From the results of the study indicate the influence of teacher professional competence development on teacher performance 0.000 > 0.05. From the results of interviews at school and the results of the analysis stated that the dominant influence on the performance of a teacher is a variable of professional competency development. This means that the educators have the ability to be professional enough to carry out their responsibilities as a teacher, while supporting research on this variable is the previous researcher Latif who states that the development of Professional competence significantly influences the teacher performance in Madrasas Aliah in Palu City [18].

d. Education Level Has A Dominant Effect on Teacher Performance

Based on testing the results of the third hypothesis states that the dominant influence on teacher performance is the Education Level Variable which has a multiple linear regression coefficient value is 0.441 and t arithmetic 4.708. At the level of education owned by the teachers has a variety of levels ranging from Diploma to Masters level, this is the basis for why the level of education has a dominant influence on Teacher Performance in schools because according to observations on the research object and the results of analysis calculations are indeed true and synchronize with reality.

The level of education and level of education are often the same. Level of Education is a continuing education stage which includes the level of progress of students, the level of difficulty of teaching material, and how to present teaching material [15]. At the level of education and education levels of the teaching staff which is a benchmark for the continuity of development in the teaching process at school, with the existence of education levels contribute both to their students so that the implementation of learning can run smoothly and directed. Law in RI No 20 of 2003 concerning the National Education System which states that the Education Level is an educational stage determined based on the level of progress and development of students, achievement of goals, and potential developed.

4.3. Implications of Research Results

In a study conducted at an educational institution in this case the school can be drawn a conclusion drawn must have an implication in the field of education. Related to this, there are implications. Implications in a study usually include 2 types namely theoretical implications and practical implications. Theoretical implications are related to the contribution of educational theories regarding the level of education, the Work Environment and the development of Professional Competence on Teacher Performance. While Practitioners' Implications are related to the contribution of research to teacher performance.

1) **Theoretical Implications**

From the results of research that has been carried out shows that the Level of Education, Work Environment and Professional Competency Development related to Teacher Performance. Theoretical Implications in this study relate to Teacher Performance at the educational level, work environment and professional teacher competency development. Research shows that teacher performance is related to both internal and external factors, meaning that these factors can improve teacher performance itself. Factors that are related to the teacher performance in this study are the level of education, the Work Environment and the development of professional competence of teachers. This is in line with research from Hasibuan, who argues that the factors that influence Teacher Performance include: income level, health, Supporting facilities, and technology, mental attitude and work motivation, work discipline attitude¸ and leadership management. In this study the level of education influences and has a close relationship on teacher performance [19]. The level of education in accordance with the suitability of the department is also closely related to carrying out learning activities. This is in line with research Mangkunegara which says that with a high level of education the employee in this case is a teacher required to have general knowledge and broad insight about all Work Environments and compete in the world of education [4]. Therefore, it is expected that the Level of Education can create quality human resources so that it can affect the achievements and the performance of an educator himself, besides that a conducive work environment can be closely related to Teacher Performance. Adequate facilities will have an impact on improved teacher performance. The work environment is also a point of success in his work and also causes failure in carrying out a job because of a psychological environment that gives positive and negative influences. A worker has good morals in his work, this is influenced by a positive attitude and this can increase efficiency in achieving a goal to improve the performance of the teacher himself. The teacher also has academic abilities and develops his abilities professionally and competently on an ongoing basis in line with the development of Knowledge, technology and art. Teacher competency based on PP No 74 of 2008 which defines that the attitude of knowledge, skills and behavior that must be possessed, lived, mastered and applied by the teacher in carrying out professional tasks. Professional Competency Development is an effort made by a teacher, where the teacher has competency in his field so that the task he enters can be directed to students to obtain the process and learning objectives so that performance can be improved.

2) **Practical Implications**

In this study it was found that there was an influence on the development of professional competencies that significantly influenced teacher performance, meaning that the teaching staff had sufficient competent abilities to carry out their work as a teacher, while also having a good impact on the continuity of the learning process at school in accordance with the ability in the field to provide teaching to students so that their performance can be increased, and the results of this study also found a dominant influence on the educational level variables owned by an educator. Teachers who have varying degrees of education ranging from diplomas to masters degrees, besides those who have that level of education have more abilities and knowledge, this becomes the basis and the reason that the level of education has a dominant influence on Teacher Performance. The research also has implications for the policy of the local Education Office to provide opportunities for teachers to improve their teaching abilities by wanting to make a work that achieves personal development in order to exceed the work performance of a person facilitated by the local government, the school also makes rules clear and transparent about labor rules so that it has a clear measure with the organization within the school in order to increase loyalty to school institutions where as a forum for teaching and learning,

5. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

There are several findings in the study based on the analysis results, which are as follows:

1) In the independent variables namely the level of education, the Work Environment and the development of professional competence simultaneously affect the Teacher Performance means the higher the level of work environment education and the development of teacher professional competence the higher the Teacher Performance

2) There is one variable that does not significantly influence the X2 variable Work Environment where there are still insufficient facilities in the development of Learning there. From the findings of the data in the research object shows that the work environment variable does not significantly influence the teacher performance, it is concluded that the Education Level (x1),

work environment (x2), and teacher professional competency Development (x3) variables have no effect partially on the teacher performance.

3) The variable level of education has a dominant influence on teacher performance. Levels of education with a minimum bachelor's degree are needed in the world of education in schools, this has an effect on improving teacher performance. This shows that the existence of the intended education level can contribute in conducting learning activities in schools.

5.2. Suggestion

1) The teachers

The increasingly fast education world demands that the teaching staff must have a fairly high level of education that has a minimum of a bachelor degree. Besides that, they must have the ability in the field of education, which means being able to master some of the learning material according to the majors taken so that the learning process can get satisfying results so Teacher performance is good.

2) Educational institutions

a) The level of education of teachers possessed which is quite diverse needs to be maintained and broadened horizons in accordance with the level of education and majors taken so that mastery of learning materials can be relevant

b) The working environment in schools needs to be added in terms of facilities and infrastructure so that teachers can feel comfortable with adequate facilities which means that this variable can not improve the teacher performance.

c) Teacher Professional Competency Development needs to be maintained even needs to be improved by finding new knowledge in terms of mastery of technology-based material with broad insight

3) Next Researcher

It is recommended that further researchers are expected to be able to add research objects so that they can make comparisons with other schools and be able to examine other variables such as school culture, teacher motivation and so on because the research has several variables in one school.

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