

The Influence of Work Environment, Competency and Motivation on Teacher Performance in Online-Base Learning During the COVID-19 Pandemic at SMK Putra Satria Jakarta

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Abstract:

During the COVID-19 pandemic, learning was carried out online, but teacher performance could not decrease. This study aims to determine the effect of the work environment, competence and motivation on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta. The research method used is quantitative analysis. A sample of 30 teachers of SMK Putra Satria using the census method. Data collection techniques using questionnaires and interviews. The data test was done by using validity and reliability tests. Data analysis was performed using classical assumptions and multiple regression analysis. Hypothesis testing using the F test and t test. The results showed that together the work environment, competence and work motivation had a significant effect on teacher performance in online-based learning during the COVID-19 pandemic. In itself the work environment has a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic. Competence has a positive and significant effect. Motivation has a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic. To improve teacher performance, especially teacher competence is needed, then successively an increase in motivation and a conducive work environment is needed.

Key Word: Work Environment; Competence; Motivation; Online-based Learning; Teacher Performance.

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I. Introduction

The occurrence of the COVID-19 pandemic has changed the way of face-to-face learning in schools to Learning From Home (LFH) which is done online to reduce the number of sufferers exposed to COVID-19. Based on the initial survey, SMK Putra Satria has implemented online-based learning for students in grades X, XI, and XII.

The challenge of online-based learning during the COVID-19 pandemic is the lack of an online learning culture. Teachers and students need time to adapt, thus affecting learning absorption. Results of interviews with school principals (interview conducted on November 20, 2020) learning outcomes just reached 60% so it needs to be improved. Some senior teachers are not yet fully able to use IT tools for online learning. However, teacher performance in online-based learning during the COVID-19 pandemic must not decrease, it must be better. The limited means of supporting online learning in the world of education is a problem because unexpected conditions and situations occur very quickly.

Based on several studies, it is known that teacher performance is influenced by the work environment (Musafir Thahir, 2017), competence (Lia Amalia and Tressy Saraswati, 2018), and motivation (Comighud and Arevalo, 2020). Thus, the formulation of the problem in this study is how the influence of the work environment, competence, and motivation on teacher performance in online-based learning collectively and individually.

II. Literature Review and Hypothesis

Theoretical Review

Teacher Performance. Based on some expert opinions, performance can be interpreted as the result of work achieved by a person or group that is multidimensional in accordance with their duties and responsibilities to achieve organizational goals within a certain period, which is in accordance with morals and ethics and does not violate the law (Daft, 2014: 11, Sedarmayanti, 2011: 260, Mahmudi, 2005: 6, Suryadi Prawirasentono, 1999: 11). Good individual performance will result in good organizational performance.

Based on the Regulation of the Minister of State for the Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009, teachers are professional educators with the main task of educating,

teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education and secondary education. Teacher performance is the result of an assessment of the process and work results achieved by the teacher in carrying out their duties. This teacher performance variable has three dimensions, namely planning the learning process, implementing the learning process and evaluating learning.

Republic of Indonesia, Law No. 20 of 2003 concerning the National Education System, article 39 sentence (2), states that educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training and conducting research and community service, especially for educators in tertiary institutions. In Republic of Indonesia Law No. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard of teacher work performance in carrying out professional duties, teachers are obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. The main task of the teacher which is manifested in teaching and learning activities is a form of teacher performance.

So based on the understanding of performance and understanding of teachers and educators, it can be summarized that teacher performance is behavior in the form of the work of educators achieved during a certain period and in accordance with predetermined standards of planning the learning process, implementing the learning process, and evaluating the learning process. Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. With regard to teacher performance, the form of behavior in question is the teacher's activities in the learning process.

Work Environment. The work environment is everything that is around the worker, both physical and non-physical, which affects him in carrying out his duties. A good and conducive work environment will encourage workers to carry out their duties properly (NitiseMITO, 2000: 183; Sedarmayati, 2017: 25; Anoraga and Widiyanti, 2003: 130). Furthermore, according to Sedarmayanti (2013: 19) states that in general the work environment is divided into 2 indicators, namely: physical work environment and non-physical work environment.

Competence. The definition of competence according to Sedarmayanti (2018: 215); Wijaya and Rusyan (1994: 8); and Robbins (2001: 37) is the ability or level of a person's ability to carry out the authority and responsibility he has in carrying out his duties effectively and efficiently and this ability is obtained through education. Individual ability is formed by two factors, namely intellectual ability and physical ability. Intellectual ability is the ability needed to carry out mental activities while physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skills.

The Decree of the Minister of National Education number 045 / U / 2002 states that competence is a set of intelligent actions, full of responsibility that a person has as a condition for being considered capable by the community in carrying out tasks in certain fields of work. According to Law no. 13/2003 concerning Manpower Article 1 paragraph 10 states that competence is the ability to work of each individual which includes aspects of knowledge, skills and work attitudes in accordance with predetermined standards.

Based on the above definitions, it can be summarized that competence is the level of a person's ability to carry out the authority and responsibility he has in carrying out professional duties which include aspects of knowledge, skills and work attitudes that are in accordance with predetermined standards effectively and efficiently. Teacher competence includes pedagogic competence, personality competence, professional competence, and professional competence.

Motivation. According to Daft (2014: 529) motivation is a boost of enthusiasm and persistence to pursue certain actions. Meanwhile, according to Wibowo (2016: 322) motivation is an impetus for a series of human behavior processes in achieving goals. While the elements contained in motivation include elements of arousing, directing, maintaining, showing intensity, being continuous and having a purpose. The definition of motivation according to Sedarmayanti (2018: 154) is a force that encourages a person to take an action or not, which in essence exists internally and externally, positive or negative to direct it is very dependent on the toughness of the leadership. Based on some of the above definitions, it can be summarized that motivation is the impetus that arises in a person to act to achieve the desired goal.

Previous Research

Some of the inspirational previous studies can be explained as follows.

Research on the effect of the work environment on teacher performance has been conducted by Magdalena Claro (2018: 162-174), Denny Denmar and Sri Marmoah (2017: 52-60), Edo et al (2018: 39-49), Musafir Thahir (2017: 1) -7), and Wahyudi Wahyudi (2018: 221-228).

Research on the effect of competence on teacher performance has been conducted by CB Purba (2018: 226-239), Lia A and Tressy S (2018: 86-98), Cipto Wardoyo (2015: 18-23), Khodijah Murkatik et al. (2020: 58-69), and Muhammad Abusama et al. (2017: 1-12).

Research on the effect of motivation on teacher performance has been conducted by Yener Akman (2018: 164-187), Comighud and Arevalo (2020: 641-653), Hendro Prasetyo et al. (2018: 188-197), Slamet Riyadi (2015: 52- 57), and Bambang Suratman et al (2020: 516-525).

Research on the effect of the work environment, competence, and motivation together on performance has been carried out by Chairul MS and Indah M (2018: 221-228), Siti Zuhriyah (2015: 203-205), Chairul Anam (2018: 40-56), Nurul Azmi and Serlin Serang (2019: 60-70), and Maya Laisila (2020: 64-73).

Research Conceptual Framework

The research paradigm of the influence of the work environment, competence and work motivation on teacher performance in online-based learning during the COVID-19 pandemic can be described as follows:

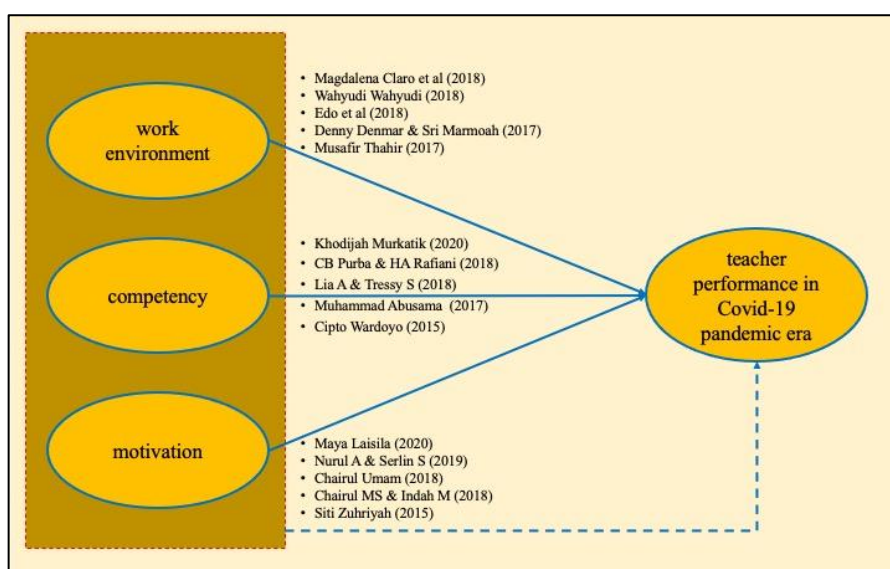


Figure 1. Research conceptual framework

(Source: Social Research Methodology (2019: 137), compiled)

Research Hypothesis. From the background, literature review, previous research and the research conceptual framework, research hypotheses can be formulated as follows:

1. H1: Work environment, competence, and motivation together have a positive effect on teacher performance during the COVID-19 pandemic.
2. H2: The work environment has a positive effect on teacher performance in online-based learning during the COVID-19 pandemic.
3. H3: Competence has a positive effect on teacher performance in online-based learning during the COVID-19 pandemic.
4. H4: Motivation has a positive effect on teacher performance in online-based learning during the COVID-19 pandemic.

III. Research Methods

The research was conducted non-experimental with quantitative analysis. The data was obtained in the form of the opinions of the Putra Satria SMK teachers regarding the work environment, competence and motivation that affected teacher performance during the COVID-19 pandemic.

Primary data were obtained by distributing questionnaires as a method of collecting information using a Likert scale. The author is distributing this questionnaire online. The total population is as much as the number of teachers in SMK Putra Satria, namely 30 people. The sample used is a saturated sample (census method).

Secondary data is obtained based on related research that has been done previously published in journals and school-owned documents.

The model used to analyze the effect of competence, work motivation and work environment on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta is linear regression, hypothesis testing with the F test, partial with the t test.

The independent variable consists of work environment (X1), competence (X2) and motivation (X3), the dependent variable is the teacher's performance in online-based learning during the COVID-19 pandemic (Y).

IV. Result

Characteristics of Respondents

Respondent characteristic data is presented in Figure 2 as follows:

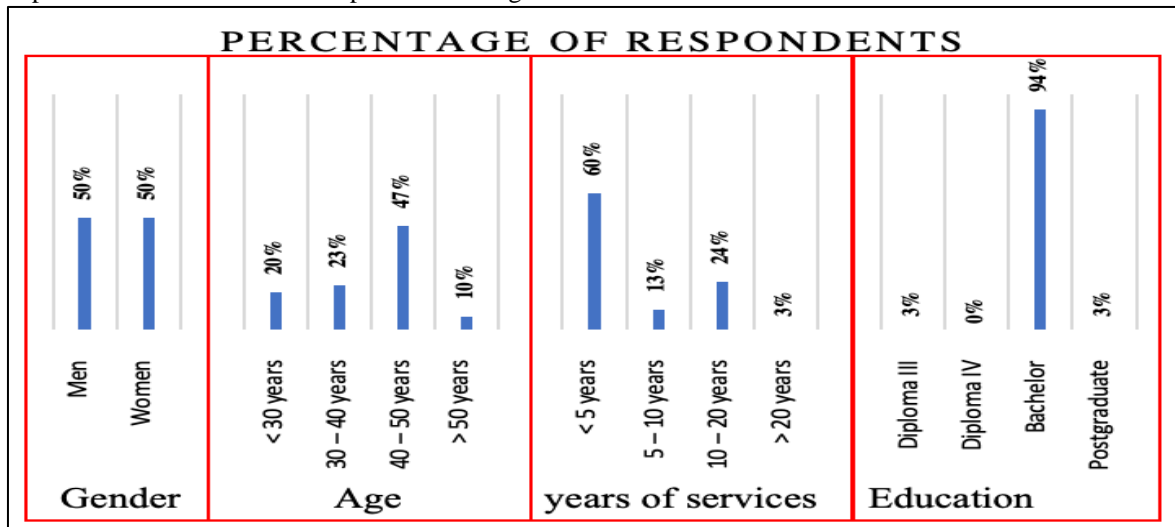


Figure 2. Percentage of respondent characteristics

(Source: Primary data processed, 2020)

Average Score of Each Variable

The average score of the respondents' answers for each variable is presented in the following graph:

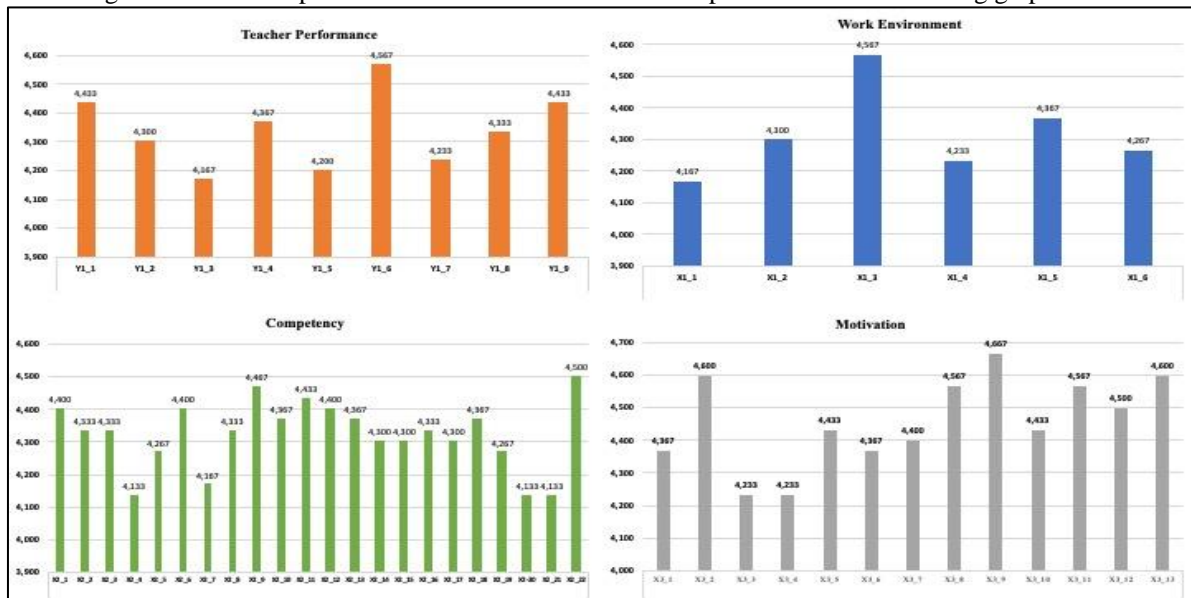


Figure 3. Average score of the respondents' answers for each variable

Based on Figure 3, it can be seen that the average score of respondents' answers. In the teacher performance variable, the highest average score of 4.567 is the Y1_6 statement, namely the ability to develop online-based learning methods during the COVID-19 pandemic. The lowest average score of 4.167 is in the Y1_3 statement, which is the ability to adjust basic competencies and lesson plans from classical learning into online-based learning during the COVID-19 pandemic.

In the work environment variable, the highest average score of 4.567 is in the X1_3 statement, namely the support of the work environment according to the online-based learning health protocol during the pandemic. While the lowest average score of 4.167 is in statement X1_1, namely comfort with spatial layout,

color, cleanliness and tidiness of the work environment in online-based learning during the COVID-19 pandemic.

In the competency variable, the highest average score of 4,500 is in the X2_22 statement, which is the ability to communicate with fellow teachers, school principals, and parents in online-based learning during the COVID-19 pandemic. The lowest average score of 4.133 is in the statements X2_4, X2_20, and X2_21, namely the ability to design online-based learning, the ability to communicate cues to students in online-based learning, and the ability to use communication and information technology functionally in online-based learning at the time. the COVID-19 pandemic.

In the motivation variable, the highest average score of 4.667 is in the X3_9 statement, which is to feel responsible for the success of online-based learning during the COVID-19 pandemic. The lowest average score of 4.233 is on the X3_3 and X3_4 statements, namely the desire to get an award in a competition, and the desire to be recognized for their existence in online-based learning during the COVID-19 pandemic.

Classical Assumption Test

1. Multicollinearity Test. The results of the multicollinearity test using SPSS can be shown in table 1 as follows:

Table 1. Multicollinearity test output

Model	Collinearity Statistics	
	Tolerance	VIF
Work Environment	0.293	3.418
Competency	0.217	4.606
Motivation	0.397	2.518

Source: Primary data processed, 2020

Based on the results of the SPSS output, it shows that the Tolerance value for the work environment variable is 0.293, the competency variable is 0.217 and the work motivation variable is 0.397. The tolerance value for each independent variable is greater than 0.1. This shows that there is no multicollinearity between the independent variables. This is supported by the VIF value for the work environment variable is 3.418, the competency variable is 4.606 and the work motivation variable is 2.518. The VIF value of each independent variable is less than 10. It can be concluded that there is no multicollinearity among the independent variables in the regression model.

2. Heteroscedasticity Test. The results of the heteroscedasticity test using SPSS produce output as shown in Figure 4 below:

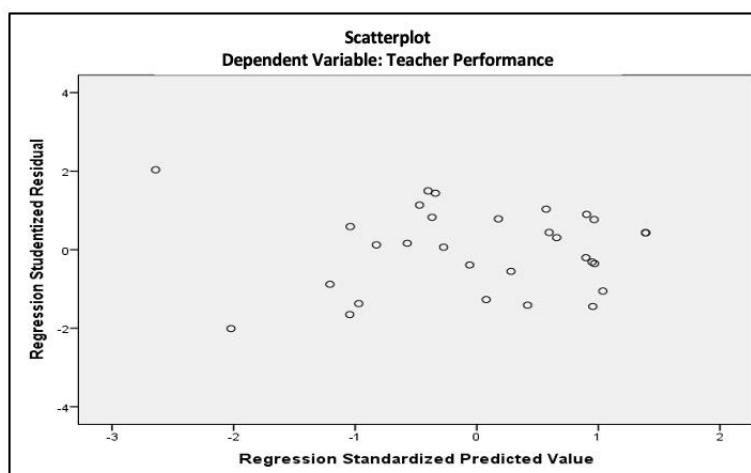


Figure 4. Output scatterplot

(Source: Primary data processed, 2020)

In the scatterplot graph, it can be seen that the dots spread randomly and are scattered both above and below the number 0 on the Y axis, not forming a certain clear pattern. This means that there is no heteroscedasticity in the regression model, so the regression model is suitable for use in this study.

3. Normality Test. The results of the normality test using the graphical method can be seen in the SPSS output as in Figure 5 as follows:

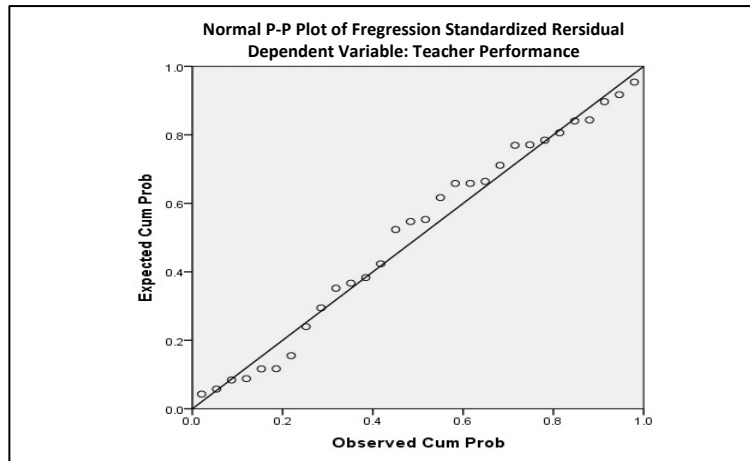


Figure 5. Graphic of normal p-plot of regression standardized residues

(Source: Primary data processed, 2020)

Based on the SPSS output image above, it can be seen that the dots spread around the diagonal line and follow the diagonal line, so the residual value is normal and this shows that the regression model in this study has met the normality test.

4. Autocorrelation Test. The autocorrelation test is used to determine whether or not there is a correlation between the residuals in one observation and other observations in the regression model. The results of the autocorrelation test with SPSS produce the output as in table 2 as follows:

Table 2. Autocorrelation test outputs

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.907 ^a	.823	.803	2.201

Source: Primary data processed, 2020

Based on the results of the output above, it is obtained that the DW value generated by the regression model is 2.201. Meanwhile, based on the DW table using a significance level of 0.01 and the amount of data 30 and k = 3, the dL value is 1.006 and dU is 1.421. Because the DW value of 2.201 is greater than the upper limit (dU) of 1.421 and less than 4 - 1.421 (4 - dU), it can be concluded that there is no autocorrelation.

1. The F test. The F test is used to determine the effect of the independent variables together (simultaneously) on the dependent variable. The results of the SPSS output for the F test are shown in table 3 as follows:

Table 3. F test for simultaneous influence

Model	Df	F	Sig.
Regression	3	75.579	.000 ^e
Residual	26		
Total	29		

Source: Primary data processed, 2020

The interpretation of the ANOVA output (F test) in table 3 is as follows:

1. The value of Fcount obtained from the SPSS output is 75.579, while the Ftable is 4.64. Because Fcount > Ftable (75.579 > 4.64), then Ho1 is rejected and Ha1 is accepted.
2. The output sig is known to be 0.000 because of the sig. output (0.000) < sig.a (0.01) then Ho1 is rejected and Ha1 is accepted with an error rate of 1%.

Based on the above interpretation, the results of the F test in this study indicate that the conclusion Ho1 is rejected and Ha1 is accepted, which means: work environment (X1), competence (X2), motivation (X3) simultaneously affect teacher performance variables in online-based learning at a time. pandemic COVID-19 (Y) with a confidence level of 99% or an error of 1%.

The coefficient of determination of the Summary model is used to calculate the role or influence of the independent variable on the dependent variable. The results of the SPSS output are shown in table 4 as follows:

Table 4. Determination coefficient (R^2) on F test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947 ^a	.897	.885	1.28399

Source: Primary data processed, 2020

Based on the results of the F test in table 4, it is known that the value of Adjusted R square = 0.885 or 88.5% means that the variation of the independent variables used in the model, namely work environment (X1), competence (X2) and motivation (X3) together have an effect of 88.5% of teacher performance variables in online-based learning during the COVID-19 pandemic (Y) with a confidence level of 99% or an error rate of 1%, while the remaining 11.5% was explained by other variables outside of this study.

The simultaneous equation to express the effect of work environment, competence and motivation on teacher performance in online-based learning during the COVID-19 pandemic is expressed in the equation: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3$. The results of the SPSS multiple regression output are shown in table 5 as follows:

Table 5. Multiple regression results

Model	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
(Constant)	2.285	2.684	.851	.402
Work Environment	-.069	.171	-.403	.690
Competency	.302	.058	5.176	.000
Motivation	.169	.050	3.343	.003

a. Dependent Variable: Teacher Performance

(Source: Primary data processed, 2020)

Based on table 5, the regression equation obtained is as follows:

$$Y = 2.285 - 0.069 X_1 + 0.302 X_2 + 0.169 X_3$$

If it is described / verbalized it is as follows:

Teacher performance in online-based learning during the COVID-19 pandemic = 2.285 - 0.069 work environment + 0.302 competence + 0.169 motivation.

It is known that the t table with a significance level of 1% is 2.756. Based on table 5, it is known that t count of work environment is $-0.403 < -t$ table (2.756), t count of competence is $5.176 > t$ table (2.756), t count of work motivation is $3.343 > t$ table. Sig value. work environment 0.690 > alpha (0.01), sig. competency 0.000 < alpha (0.01), sig. motivation 0.03 < alpha (0.01). This means that partially the work environment has a negative and insignificant effect with a confidence level of 99% or an error rate of 1%. Meanwhile, competency and work motivation had a significant positive effect on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta with a confidence level of 99% or an error rate of 1%.

2. The t test. The t test is used to test how the influence of each independent variable or independent variable individually on the dependent variable.

The Effect of the Work Environment on Teacher Performance in Online-based Learning during the COVID-19 Pandemic. The results of the SPSS output of the work environment variable hypothesis test are shown in table 6 as follows:

Table 6. Environmental variables hypothesis test

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	14.263	4.541	3.141	.004
Work Performance	.953	.174	5.472	.000

Source: Primary data processed, 2020

Table 6 shows that the linear regression equation is $Y = 14.263 + 0.953X_1$.

The work environment variable (X1) has a tcount of 5.472 while the t table with an alpha of 1% is 2.756. Therefore tcount (5,472) > t table (2,756) and sig. output (0,000) < sig a (0.01) then the work environment has a positive and significant effect on teacher performance in online-based learning at SMK Putra Satria Jakarta with a confidence level of 99% or an error rate of 1%.

The results of the SPSS output coefficient of determination of work environment variables are shown in table 7 as follows:

Table 7. Environmental variables determination coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 ^a	.517	.500	2.9779

Source: Primary data processed, 2020

Based on table 7, it shows the coefficient of determination (R²) of 0.517 or equal to 51.7%. This means that the independent variable of the work environment (X1) affects the dependent variable, namely the performance of teachers in online-based learning at SMK Putra Satria Jakarta by 51.7%, while the remaining 48.3% is influenced by other variables.

The Effect of Competence on Teacher Performance in Online-based Learning during the COVID-19 Pandemic. Hypothesis testing on competency variables on teacher performance in online-based learning during the COVID-19 pandemic, with the results of the SPSS output shown in table 8 as follows:

Table 8. Competency variables hypothesis test results

Model	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
(Constant)	4.823	3.188	1.513	.142
Competency	.358	.033	10.765	.000

Source: Primary data processed, 2020

Table 8 shows that the linear regression equation is $Y = 4,823 + 0,358X_2$.

The competency variable (X2) has a t count of 10.765, while the t table with an alpha level of 1% is 2.756. Sig. the output is known to be 0.000. Therefore tcount (10.765) > t table (2.756) and sig. output (0,000) < sig a (0.01), the conclusion is that competence has a positive and significant effect on teacher performance in online-based learning at SMK Putra Satria Jakarta with a confidence level of 99% or an error rate of 1%.

The results of the SPSS output coefficient of determination of competency variables are shown in table 9 as follows:

Table 9. Environmental variables determination coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897 ^a	.805	.798	1.88987

Source: Primary data processed, 2020

Based on table 9 shows the coefficient of determination (R²) of 0.805 or equal to 80.5%. This means that the independent variable competence (X2) affects the dependent variable, namely the performance of teachers in online-based learning at SMK Putra Satria Jakarta by 80.5%, while the remaining 19.5% is influenced by other variables.

The Effect of Motivation on Teacher Performance in Online-based Learning during the COVID-19 Pandemic
The general form of the simple regression equation to express the effect of the work environment on teacher performance in online-based learning during the COVID-19 pandemic is: $Y = \alpha + \beta X_3$. Hypothesis testing on work motivation variables on teacher performance in online-based learning during the COVID-19 pandemic, with the SPSS output shown in table 10 as follows:

Table 10. Motivation variables hypothesis test results

Model	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
(Constant)	6.008	5.257	1.143	.263
Motivation	.568	.090	6.292	.000

Table 10 shows the linear regression equation $Y = 6.008 + 0.568X_3$. The regression coefficient value of work motivation is 0.568, meaning that every 1 unit increase in work motivation will be able to increase teacher performance in online-based learning at SMK Putra Satria Jakarta by 0.568 or 56.8%.

The work motivation variable (X3) has a t count of 6.292 while the t table with a 1% significance level is 2.756. Sig value. the output is known to be 0.000. Therefore tcount (6.292) > t table (2.756) and sig. output (0,000) < sig a (0.01) then the conclusion is Ho3 is rejected and Ha3 is accepted. This means that work motivation has a positive and significant effect on teacher performance in online-based learning at SMK Putra Satria Jakarta.

The results of the SPSS output coefficient of determination of the motivation variable are shown in table 11 as follows:

Table 11. Motivation variables determination coefficients

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.765 ^a	.586	.571		2.75720

Source: Primary data processed, 2020

Based on table 11, it shows the coefficient of determination (R²) of 0.586 or equal to 58.6%. This means that the independent variable work motivation (X₃) affects the dependent variable, namely the performance of teachers in online-based learning at SMK Putra Satria Jakarta by 58.6%, while the remaining 41.4% is influenced by other variables.

Furthermore, as a managerial implication in efforts to improve teacher performance with the variables of the work environment, competence, and motivation together, competence and work motivation have a more dominant role than the work environment.

The ability of teachers to adjust basic competencies and lesson plans from classical learning to online-based learning during the COVID-19 pandemic needs to be improved. The ability of teachers to develop learning methods in online-based learning during the COVID-19 pandemic is already good, so it needs to be maintained. A work environment that is in accordance with health protocols in online-based learning during the COVID-19 pandemic needs to be maintained. The ability of teachers to communicate with fellow teachers, school principals, and parents in online-based learning during the COVID-19 pandemic is already good, so it needs to be maintained. The ability of teachers to use communication and information technology functionally in online-based learning needs to be improved. The sense of responsibility for the success of online-based learning during the COVID-19 pandemic is good, so it needs to be maintained.

V. Conclusion

Based on the results of the research that has been done, the following conclusions can be drawn:

The work environment, competence and work motivation together have a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta. Individually, the work environment during the COVID-19 pandemic had a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta. Competence has a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta. Motivation has a positive and significant effect on teacher performance in online-based learning during the COVID-19 pandemic at SMK Putra Satria Jakarta. The highest validity includes the ability to adjust basic competencies and lesson plans, use of information systems, the ability to develop learning theories, and feel responsible for the success of learning. Low validity includes the work environment according to health protocols, the ability to understand students, and the desire to be acknowledged.

The limitation of this research is that it only takes a sample of 30 respondents at SMK Putra Satria Jakarta. The study was conducted using only three independent variables, namely work environment, competence and motivation. This research was conducted during the COVID-19 pandemic, which must still apply health protocols.

In the next research it is suggested to add the independent variables used. The research was conducted in several schools so that the results could be compared. The number of samples needs to be increased so that the results are more comprehensive.

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