

The influence of Teamwork, Communication, and Work Environment on Teacher Performance at SDN Kutabaru 1 Tangerang Regency

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received July 15, 2024 Revised July 22, 2024 Accepted Aug 04 2024</p> <hr/> <p>Keywords:</p> <p>Teamwork Communication Work Environment Teacher Performance</p>	<p>This study aims to analyze and determine the effect of independent variables on the dependent variable partially and simultaneously at SDN Kutabaru 1 Tangerang Regency. The method used is quantitative method, with data collection methods using literature studies, questionnaires (questionnaires), and observation (observation) conducted in February-May 2024. The sampling technique used was a saturated sample using the calculation of the SPSS version 25 application program. The population of this study were teachers at SDN Kutabaru 1 Tangerang Regency. The sample contained in this study were 30 respondents. The results of this study indicate that all question items are valid and reliable. This can be proven by the Teamwork variable by the tcount value of 2.915> from the ttable value of 1.705 with a sig value of 0.007 < 0.05. Which means it shows that teamwork has a positive and significant effect on teacher performance. Communication variable by sig value 0.000 < 0.05. And the tcount value is 4.060> from the ttable value of 1.705. Which means it shows that the value of communication has a positive and significant effect on teacher performance. The work environment variable by the tcount value of 2.984> from the ttable value of 1.705 and a significant value of 0.006 < 0.05. Which means it shows that the work environment has a positive and significant effect on teacher performance. Based on the results of this study, it has a positive and significant effect together (simultaneously) the Fcount value is 12.494> 2.98. So it can be concluded that H0 is rejected and Ha is accepted, which means that the Teamwork, Communication, and Work Environment variables simultaneously affect the teacher performance variable.</p> <p><i>This is an open access article under the CC BY-NC license.</i></p>



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1. INTRODUCTION

Basically, the thing that plays an important role in achieving a maximum goal is human resources, so it is necessary to do management or development that aims to create productive students. Human Resource Management is all efforts both in policies, activities, considerations and others that are intended so that human resources in this case educators and education are able to work optimally to achieve educational goals and show management personnel. Teachers are one of the human resources in schools and teacher performance in schools has an important role in achieving school goals (Sodik et al., 2019). According to Purwoko in (Juhri, 2023) The performance of a teacher is a very decisive component in every effort to improve the quality of education. Teachers as subjects of

education determine the success of education itself. Teachers who have good performance will be able to foster better enthusiasm and motivation for student learning, which in turn will be able to improve the quality of learning (Alhusaini et al., 2020).

Teamwork according to West in (Imron & Suhardi, 2019) refers to the collaborative efforts of a compact group of people working together to tackle a particular demanding job. It is more effective to achieve these goals when groups work collectively than when individuals work alone or as a whole. Teamwork according to (Ni Made Dwi Priskilla & I Putu Santika, 2020) is a collaborative ability where individuals work together to achieve the same desire in a productive and efficient manner. Communication according to (Desani et al., 2019) involves the exchange of information and ideas between individuals, with the aim of ensuring that the intended message can be understood. The Work Environment according to (Maswar, 2020) includes all aspects, both tangible and intangible, that surround the workplace and have the potential to affect workers' ability to do their jobs. Teacher performance according to (Hafidulloh et al., 2021) includes various aspects of the teacher's role during teaching and learning activities, including his ability to effectively plan, apply, and evaluate teaching and learning activities.

Teachers' tasks require cooperation and mutual contribution by all parties, including peers, leaders, parents and students themselves, so teamwork must be created in a smart teamwork atmosphere. Teamwork is a joint activity that aims to achieve a common goal by involving members of the organisation in a particular group to share their knowledge and skills with each other (Novia Ramadhani & Setyorini, 2023). The achievement of goals and suggestions must be supported by effective and efficient communication, so as to increase morale, job satisfaction and teacher performance. To keep the organisation running well, a binding tool is needed from the relationship in the organisation, namely communication, because all organisations in any form and purpose will be assisted and united in carrying out their usefulness through the communication process.

What needs to be done so that communication can be realised is that the leadership of the organisation must pay more attention to teachers and create a work environment that can increase enthusiasm at work. (Ndruru et al., 2022)

Another factor that influences it is the work environment. A good, healthy, comfortable, and pleasant work environment will make teachers feel at home in the workspace and more enthusiastic in completing their duties. The physical environment can be in the form of workplace location, building conditions and work facilities, while the non-physical or psychological environment includes its existence is strongly influenced by organisational actions through ways of operation, namely the process of gathering human resources, capital, and tools in the most efficient way to achieve goals. The expected work environment is an environment that is safe, peaceful, clean, quiet, conducive, bright and free from all kinds of threats and disturbances that hinder employee work.

Expectations or improvements from this study are that schools are expected to improve teamwork by empowering teacher group organizations to work together internally or externally such as teacher activity groups (KKG) which affect teacher performance, schools need to maximize the intensity of communication through effective conversations to facilitate a smoother communication process. This will enable teachers to better understand the information being conveyed and get the job done quickly and then improve the working environment by providing appropriate facilities. This will enable schools to make teachers work optimally and enthusiastically because they are supported by a comfortable and conducive work environment.

2. RESEARCH METHODS

Type of Research

The approach used in this research is based on quantitative methods. Quantitative research techniques are empirical approaches that rely on positivist principles. This technique is used to investigate certain populations or samples, collect data using special research tools, and evaluate quantitative or statistical data to test previously established hypotheses (Sugiyono, 2022). According to (Sugiyono, 2022) Population leads to broad characteristics that include objects or people with attributes and characteristics chosen by researchers to be researched to draw conclusions. The population does not include individuals, but also inanimate objects to other natural entities. The population of this study were 30 teachers at Kutabaru 1 State Elementary School (SDN) in Tangerang Regency. According to (Sugiyono, 2022) the sample is an important component in determining the size and attributes of the population. In this study, there were 30 people.

Data Analysis Methods

Quantitative research uses data analysis strategies that utilise statistics. These techniques include descriptive statistics and inferential statistics, which are two types of statistics used in data analysis in research activities (Sugiyono, 2022). Data analysis in this study was processed using SPSS Statistics 25 software.

Data collection techniques

According to (Sugiyono, 2022) there are several sources and methods available for data collection. The data collection methods applied in this study are:

Literature Study

Obtaining data sources obtained through learning, reading, analysing, and reviewing literature from several books, journals, papers or previous research related to the research being carried out.

Observation

The process of collecting data by directly observing information at a certain location. The results of these observations are then recorded for further analysis.

Questionnaire

The research questionnaire is a way of collecting data in which respondents are given a number of questions or statements in written form to be answered.

a. Determination of Scale

This study uses scale determination with Likert scale measurements on the research instrument. According to (Sugiyono, 2022) the Likert Scale is used to assess the actions, views, and responses of individuals or groups of people regarding social problems. The Likert scale is used to quantify variables by describing them into variable indicators. Furthermore, the indicator is used as a starting point in determining instrument items which can take the form of statements or questions.

b. Validity Test

Validity test according to (Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, 2021) is to determine the extent to which the questionnaire is able to produce the data or information needed. The principle of the Pearson product moment validity test is to correlate each questionnaire item answer value with the score of the total questionnaire answers from each variable (Sugeng Lubar Prastowo, 2021).

c. Reliability Test

Reliability test according to (Ratna Wijayanti Daniar Paramita, Noviansyah Rizal, 2021) is to assess the consistency of the questionnaire, as well as to find out whether repeated measurements of similar people at different periods produce the same results. Reliability test is a technical advantage that is often used in research. This test assesses how far a measurement can be relied on because of its consistency (Dewi Widyaningsih, 2021). The reliability test compares the Cronbach's alpha value with the minimum Cronbach's alpha value of 0.6. The data is said to be reliable if Cronbach's alpha > 0.6, but if Cronbach's alpha < 0.6, the data is declared unreliable.

3. RESEARCH RESULTS

According to (Sugeng Lubar Prastowo, 2021) hypothesis testing can be done with a significance level or probability value and confidence level. Based on the level of significance, research generally uses 0.05. One way to test a hypothesis is through a t-test, which partly involves looking at the relationship between the independent and dependent variables (Ekasari, 2018). To determine the relative importance of independent variables in explaining the dependent variable, researchers use partial tests, also called t-tests, which analyze regression coefficients (Sahir, 2022).

Table 1. Partial Test Results (T Test)

Model	Coefficients ^a		Standardized Coefficients Beta	T	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	-16.278	9.549		-1.705	.100
TEAMWORK	.338	.116	.385	2.915	.007
COMMUNICATION	.569	.140	.597	4.060	.000
WORK_ENVIRONMENT	.397	.133	.434	2.984	.006

a. Dependent Variable: TEACHER_PERFORMANCE

Source: Data processed by SPSS version 25 (2024)

The results of the above calculations can be explained as follows:

1. The t value of the teamwork variable (X1) is 2.915 while the t table is 1.705. It can be seen that the calculated t value is greater than the t table, namely $2.915 > 1.705$ and a significant level of 0.007, which is < 0.05 (5%). So it can be concluded that teamwork has a significant effect on teacher performance.
2. The t value of the communication variable (X2) is 4.060 while the t table is 1.705. It can be seen that the calculated t value is greater than the t table, namely $4.060 > 1.705$ and a significant level of 0.000, which is < 0.05 (5%). So it can be concluded that communication has a significant effect on teacher performance.
3. The t value of the work environment variable (X3) is 2.984 while the t table is 1.705. It can be seen that the calculated t value is greater than the t table, namely $2.984 > 1.705$ and a significant level of 0.006, which is < 0.05 (5%). So it can be concluded that the work environment has a significant effect on teacher performance.

Table 2. Simultaneous Test Results (F Test)

Model	Sum of Squares	ANOVA ^a			Sig.
		Df	Mean Square	F	
1 Regression	613.735	3	204.578	12.494	.000 ^b
Residual	425.732	26	16.374		
Total	1039.467	29			

a. Dependent Variable: TEACHER_PERFORMANCE

b. Predictors: (Constant), WORK_ENVIRONMENT, TEAMWORK, COMMUNICATION

Source: Data processed by SPSS version 25 (2024)

Based on the output above, it can be seen that the calculations that have been carried out obtain F count of 12.494 with a significant value of 0.000. While the F table can be obtained in the following way:

$$(N1) = df1 = k - 1 = 4 - 1 = 3$$

$$(N2) = df2 = n - k = 30 - 4 = 26$$

It can be seen that the value of the F table in this study is 2.98. Where the calculated F value is greater than the F table value, it can be concluded that the variables of teamwork, communication, and work environment simultaneously (together) affect teacher performance.

Based on the results of data analysis through testing the validity and reliability of the questionnaire / research instrument on the variables of teamwork, communication, work environment, and teacher performance, the data obtained that the questionnaire items meet the valid and reliable criteria so that the questionnaire prepared by the researcher can be used as a research benchmark.

In this study using multiple linear regression analysis tools with the aim to reveal the correlation between 2 or more variables. Then the equation is used as can be seen below:

$$Y = -16.278 + 0.338 X1 + 0.569 X2 + 0.397 X3$$

The formula above can be explained as follows:

1. The constant value of -16.278 indicates that if Communication, Teamwork and Work Environment are 0, then the level of Teacher Performance is -16.278.
2. Teamwork coefficient value of 0.338 positive value. This can be interpreted that every time there is an increase in teamwork by 1 time, the level of Teacher Performance increases by 0.338.
3. The coefficient value of Communication is 0.569 positive value. This can be interpreted that every time there is an increase in Communication by 1 time, the level of Teacher Performance increases by 0.569.

4. The Work Environment coefficient value is 0.397 positive value. This can be interpreted that every time there is an increase in the Work Environment by 1 time, the level of Teacher Performance increases by 0.397.

4. CONCLUSION

Based on the results of research on the Effect of Teamwork, Communication, and Work Environment on Teacher Performance at SDN Kutabaru 1 Tangerang Regency, the following conclusions can be drawn: Based on the results of the research conducted, it can be seen that the variable Teamwork (X1) has an influence on teacher performance at SDN Kutabaru 1 Tangerang Regency. This is indicated by the value of $t_{count} > t_{table}$ ($2.915 > 1.705$). So it can be concluded that H_0 is rejected and H_a is accepted, which means that teamwork has an effect on teacher performance. This shows that the better the teamwork, the more teacher performance increases. Based on the results of the research conducted, it can be seen that the Communication variable (X2) has an influence on teacher performance at SDN Kutabaru 1 Tangerang Regency. This is indicated by the value of $t_{count} > t_{table}$ ($4.060 > 1.705$). So it can be concluded that H_0 is rejected and H_a is accepted, which means that communication has an effect on teacher performance. This shows that the more effective communication is, the more teacher performance will improve. Based on the results of the research conducted, it can be seen that the Work Environment variable (X3) has an influence on teacher performance at SDN Kutabaru 1 Tangerang Regency. This is indicated by the value of $t_{count} > t_{table}$ ($2.984 > 1.705$). So it can be concluded that H_0 is rejected and H_a is accepted, which means that the work environment has an effect on teacher performance. This shows that the better the work environment, the more teacher performance will improve. There is an influence between Teamwork (X1), Communication (X2), and Work Environment (X3) on teacher performance (Y) at SDN Kutabaru 1 Tangerang Regency. This is indicated by $f_{count} > f_{table}$ ($12.494 > 2.98$), so it can be concluded that H_0 is rejected and H_a is accepted, which means that the teamwork, communication, and work environment variables simultaneously affect the teacher performance variable.

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