

## **The Influence of Competence and Work Motivation on Teacher Work Productivity Through the Work Environment at SMAN 51 Jakarta**

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**Abstract :** This study aims to examine the effect of competence and work motivation on teacher's work productivity through the work environment. This research was conducted at SMAN 51 Jakarta with a total population of 75 teachers. The sampling technique in this study used purposive sampling, with the criteria of being teachers at SMAN 51 Jakarta. So this study used a sample of 75 teachers. This study used a quantitative method by distributing questionnaires to SMAN 51 and taking a number of books, journals, and examples of previous studies related to this research. Data analysis methods used in this research are regression analysis, descriptive analysis and path analysis. Based on the results of the study showed that 1) Based on the results of the path analysis showed that competence and work motivation had an impact on improving the work environment, this found the calculated F value of the competence and work motivation variable was 135,855, while the F table was 2.49. Thus  $f_{count} > f_{table}$  ( $135,855 > 2.49$ ), 2) Based on the results of the path analysis it shows that competence and work motivation have an impact on increasing work productivity. 49. Thus  $f_{count} > f_{table}$  ( $482,534 > 2.49$ ). 3) Based on the results of the path analysis, it shows that the work environment has an impact on increasing work productivity, this is from the results of the t test for the work environment variable, it is obtained that  $t_{count} = 15.765$ , and  $t_{table}$  is 1.992. This means  $t_{count} > t_{table}$  ( $15.765 > 1.992$ ). 4) Based on the results of the path analysis, it shows that competence and work motivation have an impact on increasing work productivity through the work environment, this is from the results  $X1 \rightarrow X3 \rightarrow Y = (\rho_{x3x1}) \times (\rho_{yx3}) = 0.547 \times 0.879 = 0.480$ ,  $X2 \rightarrow X3 \rightarrow Y = (\rho_{x3x2}) \times (\rho_{yx3}) = 0.357 \times 0.879 = 0.313$ .

**Keywords:** *Competence, Work Motivation, Work Productivity, Work Environment*

### **I. INTRODUCTION**

The existence of schools has a very vital role as a formal institution appointed by the government in improving the quality of education in Indonesia. Through educational institutions as a means of learning that will support development in Indonesia as a whole. In managing learning in the school environment, schools are given the freedom to choose learning strategies, methods and techniques that are in accordance with the characteristics of the subject, students, teachers and the real conditions of available resources.

In an institution, the progress of the institution is seen from two main factors, namely human resources and supporting facilities and infrastructure. Of the two main factors, human resources are more important. Hasibuan (2009:10) states that humans always play an active role in every organization. Human resources owned by SMAN 51 Jakarta must be able to utilize technology or supporting facilities and infrastructure that can help run learning activities, such as the use of technology, and can realize the vision and mission of SMAN 51 Jakarta. Teachers are one of the school resources, in the rules of the Ministry of National Education (2002:6) teachers have three main tasks, namely educating, guiding and teaching. In the 2008 Government Regulation on Teachers article 1, 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, basic education, and secondary education. Based on Government Regulation No. 19 of 2005 concerning National Education Standards, education personnel must have qualifications, competencies and certification in accordance with their field of work. The following is data on the profile of educators and administrative staff of SMAN 51 Jakarta:

Table 1.1 Data on the profile of teaching and administration staff at SMAN 51 Jakarta

Teaching staff	Total	Notes
Teacher	75 persons	52 permanent teachers, 23 honorary
Librarian	1 person	
Laboratory officer	-	
Administration staff	11 persons	7 permanen administration staff, 4 honorary

Competence is the ability to carry out activities in the job or function of the expected work standards. Mc.Lelland in Moeheriono (2012) states that competence is a basic characteristic of personnel that becomes a determining factor in the success of a person in doing a job or in a particular situation. An overview of the professional competence of teachers of SMAN 51 Jakarta is shown by the composition of teachers based on the level of education at SMAN 51 Jakarta at this time can be seen in the following table 1.2:

Tabel 1.2. Teachers' competence of SMAN 51 Jakarta based on Educational Background

No	Educational Background	Civil Servants	Non Civil Servants	Total
1	S2	5	-	5
2	S1	59	10	69
3	D3	1	-	1
	Total	65	10	75

The table above shows that there are 5 teachers who have obtained S2 education, 59 teachers have S1 education, and 1 teacher has D3 education. This is not in accordance with PP No. 19 of 2005 article 29 concerning National Education Standards, educators at SMK / MAK or other equivalent forms are required to have a minimum educational academic qualification of DIV or sarajan (S1).

In addition, the factor that affects work productivity is work motivation. Motivation as a process that explains the intensity, direction, and perseverance of an individual to achieve his goals (Robbins, 2008: 222). Motivation can be seen from the level of attendance, work responsibility. The work motivation of teachers of SMAN 51 Jakarta, can be seen in table 1.3 below:

Tabel 1.3 Percentage of absences of teacher of SMAN 51 Jakarta

Month	Absence
Julu	3,4%
August	7,2%
September	10,8%
October	20,8%
November	24,2%

The table above shows that the percentage of absences or teacher absence in the first semester of the 2022/2023 academic year has increased in each month. This indicates a decrease in the level of work motivation of teachers of SMAN 51 Jakarta.

The novelty of this research from previous studies lies in the place of research and the object to be studied, namely the Teachers of SMAN 51 Jakarta, to examine how the influence of competence and work motivation on teacher work productivity through the work environment. The theory used in this study is taken from various journals and books that researchers get from various sources. In addition, the novelty of this research with previous research is that the analysis method used is the path analysis method. Used to analyze the relationship pattern between variables. This model is to determine the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

Peter Diamandis from Singular Universities introduced the concept of 6Ds Exponential growth. "The Six Ds are a chain reaction of technological progression, a road map of rapid development that always leads to enormous upheaval and opportunity." (Peter Diamandis and Steven Kotler, Bold). According to Diamandis we live in an instant world, if in the 70s we want to listen to music then we have to buy a tape complete with a radio with a very large size, then in the 90s the size of the radio is smaller making it easier for us to move while listening to the radio, but now all radio devices, music players, and even communication devices are one tool and easy to carry.

Diamandis mentions that "The potential for entrepreneurs to disrupt industries and corporate behemoths to unexpectedly go extinct has never been greater." One hundred or fifty or even twenty years ago, disruption meant coming up with a product or service people needed but didn't have yet, then finding a way to produce it with higher quality and lower costs than your competitors. This entailed hiring hundreds or thousands of employees, having a large physical space to put them in, and waiting years or even decades for hard work to pay off and products to come to fruition." This means that the potential for entrepreneurs to disrupt the industrialized world and large corporations is unimaginable.

Peter Dimandis divides technological progress exponentially through 6 stages, called the 6Ds of Exponential Growth, namely: Digitalization is the transformation from analog to digital in almost all sectors; Deception, at this stage many people are complacent because initially it looks slow and only small ripples, until the exponential growth touches the knee of the curve or the peak point. Disruption (the cusp of being an atomic reaction that shakes the establishment, and this is what is happening and makes many large companies panic, and this phase is a transition phase to the next stage. Dematerialization, dematerialization is the stage where all products lose their form to be transferred in the cloud or in the endless digital cloud. This means the removal of money from the equation. Demonetization is the digital cloud where everything is stored which causes all costs to drop drastically (Shelden nesdale; 2015).

In the superior HR development competency tree model is as follows:

(1) Roots: as the root of the TACIT Knowledge tree (implicit) based on fundamental values, namely; trust, truth, productive based TACIT must be supported by confidence, care, fairness, credibility, integrity, respect, discipline, and honesty.

(2) Trunk: as the trunk of the tree has passion as a relentless and unyielding spirit to improve Explicit Knowledge competencies (knowledge, skills, attitude).

(3) Leaves: as the fruit of the tree where explicit competence will produce its fruit, namely: productivity.

Productivity in education is related to the overall process of structuring and using resources to achieve educational goals effectively and efficiently. This arrangement of resources is explicitly stated by Allan Thomas in Pendi Susanto that productivity in education includes 3 (three) functions, namely: (1) The Administrator's Production Function (PFI), which is a managerial function associated with various services for the needs of students and teachers. (2) The Psychologist's Production Function (PF2), which is a behavioral function whose output refers to the function of services that can change student behavior in cognition, skills, attitudes and skills of teachers and facilities. (3) The Economist's Production Function (PF3), which is an economic function whose output is identified as graduates who have high competence.

Competency is a term that is often heard and spoken by many people. We also often hear or even say the term in various uses, especially in relation to human resource development. Some interpret competence as equivalent to ability or proficiency, others interpret it as equivalent to skills, knowledge and higher education. For more details, several definitions of competence will be presented (Priansa, 2017). According to Echols and Shadly (Supratiningkrum, 2014, p. 58) Competence is a set of knowledge, behaviors and skills that teachers must have to achieve learning and educational goals. Competence is obtained through education, training and self-study by utilizing learning resources. Based on some of the above opinions, it can be concluded that teacher competence is the knowledge, skills, and abilities that a teacher should be able to do in carrying out his job.

Motivation is related to the driving factors in each individual. Everyone has different reasons for working and by fulfilling these reasons (needs), teachers will further improve their performance. Isbandi (Uno H. B., 2016) explains that motivation comes from the word motive which can be interpreted as the power contained in the individual, which causes the individual to act or do. In Abraham Maslow's hierarchy of needs theory (Maslow Need), these life needs include *Physiological needs, Safety needs, Belongingness and love needs, and Esteem needs.*

In order for an organization or company to maintain and improve the performance of its employees, one of the things that can be done is to maintain or create a good work environment for employees in the company. Although the work environment is an important factor affecting employee performance, currently there are still many companies that pay less attention to the state of the work environment within the company. According to (Nitisemito, 2014) the work environment is everything that is around the workers that can affect him in carrying out the tasks assigned. The work environment is divided into two, namely the physical work environment and the non-physical work environment.

## **METHOD**

The competency variable includes 15 questions that were compiled and submitted to 75 people at SMAN 51 Jakarta. Before being analyzed further, the results of the questionnaire were tested for validity. The validity test results can be seen in the following table:

**Table 4.1**  
Competency Instrument Validity Test

Statement items	R count	Cut Off score	Note
I have a sufficient level of knowledge in the field of work that I do	0.523	0,300	Valid
I can complete my work by following the work methods that have been determined	0.572	0,300	Valid
I understand the purpose of school	0.350	0,300	Valid
With the understanding that I know, I can do assignments from school	0.496	0,300	Valid
I understand the duties and responsibilities given to me by the school	0.662	0,300	Valid
I have the ability to identify problems that arise in the work handled	0.673	0,300	Valid
I have the ability to communicate well	0.524	0,300	Valid
I have good skills to carry out my job	0.641	0,300	Valid
I have skills in accordance with job demands	0.660	0,300	Valid
I can work independently	0.706	0,300	Valid
I am able to do assignments, even though they do not match my area of expertise	0.582	0,300	Valid
My attitude at work is always to comply with applicable rules and norms	0.739	0,300	Valid
I am always responsive and diligent in carrying out the work given by the leadership	0.697	0,300	Valid
I believe a good attitude towards colleagues will support me in completing work that requires teamwork	0.601	0,300	Valid
I have a high interest in the work I am currently doing and future career development	0.346	0,300	Valid

Source: primer data of 2023

Based on table 4.1. comparison between R-count and cut off value for each statement item from each indicator of the competency variable, it can be said that all statement items from each indicator are valid. This can be evaluated from the comparison between R-count and the cut off value for each statement item at  $\sigma 0.05 = 0.300$  (Sugiyono, 2013: 208), where  $R\text{-count} > \text{The cut off value}$  indicates that all statement items from each indicator of the competency variable are valid.

**Table 4.2**  
Validity Test of the Work Motivation Instrument

Statement items	R count	Cut Off Score	Note
In my opinion, there is a suitability of the salary that has been received so far if it is related to the sacrifices (energy and mental effort) that have been given to the school	0.688	0,300	Valid
In my opinion, the lighting conditions (from electricity or sunlight) in my work room are adequate	0.715	0,300	Valid
In my opinion, the cleanliness conditions in the room are clean	0.668	0,300	Valid
The school pays attention to employee social security (in the form of health insurance)	0.360	0,300	Valid
The school pays attention to employee old age security (pension provision)	0.739	0,300	Valid
There is a good interpersonal relationship between your work and your superiors	0.602	0,300	Valid
There is a good interpersonal relationship between your work and your subordinates	0.462	0,300	Valid

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There is a good interpersonal relationship between your work and your co-workers	0.691	0,300	Valid
There are bonuses given by the school to employees	0.736	0,300	Valid
There are awards given by the school to employees	0.685	0,300	Valid
There is a promotion that has been given	0.778	0,300	Valid
I feel happy if my dedication while working in this office is recognized by my superiors	0.785	0,300	Valid
In carrying out a job, I must get the best results	0.778	0,300	Valid

Source: primer data of 2023

Based on table 4.2. comparison between the R-calculation and the cut off value for each statement item from each indicator of the work motivation variable, it can be said that all statement items from each indicator are valid. This can be evaluated from the comparison between R-count and the cut off value for each statement item at  $\sigma 0.05 = 0.300$  (Sugiyono, 2013: 208), where  $Rcount > Cut\ off\ value$  shows that all statement items for each indicator of the work motivation variable is valid.

**Table 4.3**  
Validity Test of Work Environment Instruments

Statement Items	R count	Cut Off score	Note
The facilities where I work support my work	0.681	0,300	Valid
The tools and equipment where I work function well	0.644	0,300	Valid
I can concentrate on work because I am away from noise	0.487	0,300	Valid
The voices of other employees do not really disturb your concentration while you are working	0.558	0,300	Valid
The air circulation where I work is good	0.670	0,300	Valid
The temperature of the room where I work makes me comfortable at work	0.713	0,300	Valid
The air ventilation settings in my workplace are correct	0.705	0,300	Valid
I maintain a good relationship with my superiors	0.705	0,300	Valid
I maintain good relationships with my co-workers	0.644	0,300	Valid
I have good communication with my colleagues	0.330	0,300	Valid

Source: primer data of 2023

Based on table 4.3. comparison between R-count and cut off value for each statement item from each indicator of the work environment variable, it can be said that all statement items from each indicator are valid. This can be evaluated from the comparison between R-count and the cut off value for each statement item at  $\sigma 0.05 = 0.300$  (Sugiyono, 2013: 208), where  $R-count > The\ cut\ off\ value$  indicates that all statement items from each indicator of the work environment variable are valid.

Statement Items	R Count	Cut Off Score	Note
I carry out work according to my position at school	0.705	0,300	Valid
I understand the routine tasks carried out	0.680	0,300	Valid
I feel I can complete the work appropriately according to the standards set	0.644	0,300	Valid
The amount of work I handle always meets the targets set	0.308	0,300	Valid
In doing my work I am always serious so that no mistakes occur	0.579	0,300	Valid
I try to complete my work before the deadline set by my boss	0.462	0,300	Valid
I never complain or feel heavy about the workload that is my responsibility	0.375	0,300	Valid
School always provides opportunities for personal growth and development	0.342	0,300	Valid
School always provides opportunities for one's own creativity in carrying out work	0.492	0,300	Valid
I have the initiative to develop myself	0.705	0,300	Valid
I always try to improve the quality of my work	0.644	0,300	Valid

The results of my work so far are in accordance with the quality determined by the school	0.635	0,300	Valid
I get the information I need to do my job well.	0.690	0,300	Valid
I use my time at work effectively and efficiently	0.534	0,300	Valid
The time used to complete a job according to predetermined standards	0.592	0,300	Valid
I always focus on the work I do	0.336	0,300	Valid

Source: primer data of 2023

Based on table 4.4. comparison between R-count and cut off value for each statement item from each indicator of the work productivity variable can be said that all statement items from each indicator are valid. This can be evaluated from the comparison between R-count and the cut off value for each statement item at  $\sigma 0.05 = 0.300$  (Sugiyono, 2013: 208), where  $R\text{-count} > \text{The cut off value}$  indicates that all statement items from each indicator of the work productivity variable are valid.

**Table 4.5**  
Reliability test result

Variable	Alpha Coefficient( $\alpha$ )	R Tabel	Note
Competence	0,861	0,600	Reliabel
Work Motivation	0,897	0,600	Reliabel
Work Environment	0,817	0,600	Reliabel
Work Productivity	0,885	0,600	Reliabel

Sumber: SPSS Data Ve. 23.0 of, 2023

Based on the table of reliability test results above, it is known that the magnitude of the Cronbach's alpha ( $\alpha$ ) value of the four variables studied has a Cronbach's ( $\alpha$ ) value  $> R$  table, with the highest Cronbach's ( $\alpha$ ) value on work productivity. Thus, the four variables are suitable for use as research measuring instruments.

**Table 4.6**  
Kolmogorov Smirnov Test Results

**One-Sample Kolmogorov-Smirnov Test**

		Kompetensi_X 1	Motivasi_Kerja_X 2	Lingkungan_Kerja_X 3	Produktivitas_Kerja_ Y
N		75	75	75	75
Normal Parameters <sup>a,b</sup>	Mean	63.5200	54.9333	42.9200	67.3867
	Std. Deviation	6.20671	5.87559	3.97206	6.69185
Most Extreme Differences	Absolute	.120	.082	.126	.085
	Positive	.120	.082	.106	.070
	Negative	-.104	-.062	-.126	-.085
Test Statistic		.120	.082	.126	.085
Asymp. Sig. (2-tailed)		.109 <sup>c</sup>	.200 <sup>c,d</sup>	.095 <sup>c</sup>	.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the results of the calculation of the Kolmogorov Smirnov test above, the normality test results for competence are 0.109, for work motivation is 0.200, for the work environment is 0.095, and for work productivity is 0.200 > values above 0.05, which means that it can be said that the data is normally distributed so that it can be used in research.

4.1 Test the linearity of the dependent variable

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
Work Productivity_Y * Between Groups (Combined) Kompetensi_X1	3066.186	21	146.009	31.254	.000
Linearity	2787.475	1	2787.475	596.671	.000
Deviation from Linearity	278.711	20	13.936	2.983	.101
Within Groups	247.601	53	4.672		
Total	3313.787	74			

Source: Data of 2023

Based on the significance value of the table above, the significance value of Deviation from linearity = 0.101 is greater than 0.05, which means that there is a linear relationship between the competency variable (X1) and the work productivity variable (Y).

**Table 4.8**  
Test of Linearity Results: work motivation (X2) and work productivity (Y)  
**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
Work Productivity_Y * Between Groups (Combined) Work Motivation_X2	3154.737	21	150.226	50.059	.000
Linearity	3075.327	1	3075.327	1024.787	.000
Deviation from Linearity	79.410	20	3.970	1.323	.206
Within Groups	159.050	53	3.001		
Total	3313.787	74			

Source: Data of 2023

Based on the significance value of the table above, the significance value of deviation from linearity = 0.206 is greater than 0.05, which means that there is a linear relationship between the work motivation variable (X2) and work productivity (Y).

**Table 4.9**  
Test of Linearity Results: Work Environment (X3) with Work Productivity (Y)

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Work Productivity_Y	Between Groups	(Combined)	2652.941	14	189.496	17.205	.000
Work Environment_X3		Linearity	2561.453	1	2561.453	232.561	.000
		Deviation from Linearity	91.488	13	7.038	.639	.812
		Within Groups	660.846	60	11.014		
Total			3313.787	74			

Source: data of 2023

Based on the significance value of the table above, the significance value of deviation from linearity = 0.812 is greater than 0.05, which means that there is a linear relationship between the work environment variable (X3) and work productivity (Y).

**Table 4.10**  
Coefficientsa-Multicollinearity Test Results

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3.670	2.225		1.649	.104		
Competence_C1	.056	.098	.052	.567	.572	.109	9.181
Work Motivation_X2	.882	.099	.775	8.929	.000	.120	8.361
Work Environment_X3	.273	.110	.162	2.471	.016	.209	4.774

a. Dependent Variable: Work Productivity\_Y

Source: data of 2023

From the table above, it can be seen that the tolerance value column of the competency variable (X1) is 0.109 and the work motivation variable (X2) is 0.120 and the work environment variable (X3) is 0.209, where all independent variables tolerance value > from 0.10, so the data is not multicollinearity. In the VIF column, the competency variable (X1) is 9.181 and the work

motivation variable (X2) is 8.361 and the work environment variable (X3) is 4.774, where all independent variables have a VIF value <10.00, so the data is not multicollinear.

Table 4.11  
Autocorrelation Test Results

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.968 <sup>a</sup>	.936	.933	1.72738	1.965

a. Predictors: (Constant), Work Environment\_X3, Work Motivation\_X2, Competence\_X1

b. Dependent Variable: Work Productivity\_Y

With  $n = 75$  and  $K = 4$  in the DW table,  $dL = 1.5151$  and  $dU = 1.7390$  are obtained, so the value of  $(4-dL)$  is  $(4-1.5151 = 2.4849)$ . From the results above, the calculated DW value is 1.965, so that the result becomes  $1.7390 < 1.965 < 2.4849$ . These results indicate that there is no autocorrelation.

**DISCUSSION**

Based on the results of the analysis of the description of competency variables, it shows that the majority of employees of SMAN 51 Jakarta stated that they tend to strongly agree that knowledge, understanding, ability/skill, value, attitude, and interest. Indicators that make the largest contribution to the formation of competency variables are understanding, that it is important for employees to understand the objectives of the school, by understanding the vision and mission and goals of the school employees are able to do the work given to them, besides that by understanding the task can make teachers teach in accordance with their competencies. Based on the analysis of the description of work motivation variables, it shows that the majority of employees of SMAN 51 Jakarta strongly agree that physical needs, security needs, social needs, the need for appreciation, and the need for encouragement to achieve goals. The indicator that provides the greatest value to the formation of work motivation variables is the need for security, that for teachers the need for security such as social security and old age security, is one of the biggest factors in providing motivation at SMAN 51 Jakarta. Social security such as health and old age security is a certainty that later in certain conditions can give them comfort in working.

Based on the results of the analysis of the description of competency variables, it shows that the majority of employees of SMAN 51 Jakarta stated that they tend to strongly agree that knowledge, understanding, ability/skill, value, attitude, and interest. Indicators that make the largest contribution to the formation of competency

variables are understanding, that it is important for employees to understand the objectives of the school, by understanding the vision and mission and goals of the school employees are able to do the work given to them, besides that by understanding the task can make teachers teach in accordance with their competencies. Based on the analysis of the description of work motivation variables, it shows that the majority of employees of SMAN 51 Jakarta strongly agree that physical needs, security needs, social needs, the need for appreciation, and the need for encouragement to achieve goals. The indicator that provides the greatest value to the formation of work motivation variables is the need for security, that for teachers the need for security such as social security and old age security, is one of the biggest factors in providing motivation at SMAN 51 Jakarta. Social security such as health and old age security is a certainty that later in certain conditions can give them comfort in working.

Based on the analysis of the description of work environment variables showed that the majority of employees of SMAN 51 Jakarta stated that they tend to strongly agree that the facilities, noise, air circulation, and working relationships. The indicator that gives the biggest contribution to the formation of work environment variables is noise, that in the process of learning and teaching activities of course the noise level should be the main focus, high noise levels can make the atmosphere of teaching and learning become disturbed, at SMAN 51 Jakarta the noise indicator is quite a big contribution of work environment variables. Based on the analysis of the description of work productivity variables showed a tendency to strongly agree that the ability to improve the results achieved, work enthusiasm, self-development, quality, and efficiency. Indicators that make the largest contribution to the formation of work productivity variables are quality, that a teacher must prioritize quality learning because the teachers will create a quality generation of the nation, SMAN 51 Jakarta improved teaching quality, infrastructure, and services in accordance with national standards can create a generation that can advance the nation of Indonesia. This is the indicator that contributes the most to the variable of work productivity at SMAN 51 Jakarta.

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the ability to improve the results achieved, work enthusiasm, self-development, quality, and efficiency. Indicators that make the largest contribution to the formation of work productivity variables are quality, that a teacher must prioritize quality learning because the teachers will create a quality generation of the nation, SMAN 51 Jakarta improved teaching quality, infrastructure, and services in accordance with national standards can create a generation that can advance the nation of Indonesia. This is the indicator that contributes the most to the variable of work productivity at SMAN 51 Jakarta.

## **Conclusion and Suggestion**

Based on the research results and hypothesis testing of the proposed problem formulation, it can be concluded as follows; Work productivity is a mental attitude of employees that reflects the ability of employees to do a job and obtain results based on the resources used. At SMAN 51 Jakarta, the work productivity indicators studied consisted of ability, increasing the results achieved, work enthusiasm, self-development, quality, and efficiency. Competency variable is an ability possessed by employees based on skills and experience which is used as a guideline in carrying out their duties in accordance with the SOP (Standard Operating Procedure). The indicator that makes the largest contribution to the formation of competency variables is understanding, that it is important for employees to understand the objectives of the school, by understanding the vision and mission and goals of the school employees are able to do the work given to them, besides that understanding the task can make teachers teach according to their competence.

The work environment variable is the condition around the employee that can affect him in carrying out the duties he carries or which is his responsibility. Indicators of noise work environment, that in the process of learning and teaching activities of course the noise level must be the main focus, high noise levels can make the atmosphere of teaching and learning become disturbed, at SMAN 51 Jakarta the noise indicator is quite a big contribution from the work environment variables.

Based on the results of the research and discussion of testing as above, the following suggestions are recommended From the results of research work productivity at SMAN 51 Jakarta is quite good. However, some things such as showing attention to fellow teachers by discussing existing problems can express their opinions without guilt which aims to increase moral values. Teachers are expected to improve professional competence in terms of developing material creatively to students, increasing creativity and effectiveness in the learning process.

In terms of work motivation, it is necessary to pay attention to the attention and appreciation done by teachers so that teachers are motivated to work, so that it will lead to optimal work productivity. Schools should be able to create a conducive work environment so that each teacher can concentrate on carrying out their duties. This study only focuses on competence, work environment, work motivation, and work productivity. There are still other factors such as leadership style, organizational culture that can be used as opportunities to conduct new research.

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