

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

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ABSTRACT: This study aims to: (1) To know the effect of school work environment on teacher performance in Vocational High School in Demak, (2) To know the effect of self-efficacy on teacher performance in Vocational High School in Demak, (3) To know the effect of school work environment and self- efficacy simultaneously on teacher performance in Vocational High School in Demak. The research of this study is quantitative research, with a correlational approach. The populations of this study were 244 teachers of Vocational High School in Demak. The samples of this study were 105 respondents with a Proportional Random Sampling technique. The research instrument used a questionnaire on teacher performance, work environment and self-efficacy. The data analysis technique of this study used the classical assumption test (normality test, kerokedastinity test, multicollinearity test), hypothesis test (multiple linear regression analysis test, partial test, simultaneous test, determination coefficient). The results of this study are: (1) There is an influence of work environment on teacher performance in Vocational High School in Demak, (2) There is an influence of self-efficacy on teacher performance in Vocational High School in Demak, (3) There are influences of school work environment and self-efficacy simultaneously on teacher performance in Vocational High School in Demak.

KEYWORDS: Teacher Performance, Work Environment and Self-Efficacy

I. INTRODUCTION

Teachers are the spearhead in the learning process who have a major role in optimizing the quality of human resources in schools. As a teacher who has the task of educating and teaching, they should be able to improve their performance which is the capital for the success of educational goals. This is in accordance with Law of the Republic of Indonesia Number 14 of 2005 Article 1 which states, "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."

Good teacher performance improvement will determine the quality of educational outcomes because teachers are the figures who most often interact directly with students during the learning process. Teacher performance as part of the results of learning activities must be able to provide information that can help teachers improve their teaching skills in order to help students achieve optimal educational development, starting from planning to follow-up in the learning process. In reality, there are still problems with teacher performance that are not optimal which are found at the end of the school year where the achievement of national exam scores is less than optimal. The basis for teacher performance in learning is the creation and implementation of the Learning Implementation Plan (RPP) at the beginning of each school year. Every new academic year, State Vocational High Schools (SMK N) of Demak Regency are required to make a Learning Implementation Plan (RPP) on time as an initial stage in teaching. This Learning Implementation Plan must be owned by teachers when carrying out teaching and learning activities in the classroom. In the initial study, several problems were found, including: 1) making teaching plans that were not on time, 2) making teaching plans that only copied from the previous year, and 3) teaching activities that were not in accordance with the learning implementation plan (RPP). The existence of these problems has an impact on improving teacher performance which is less than optimal, which can be seen in the 2023/2024 teacher performance assessment data table.

Table 1 Average Teacher Performance Assessment in 2023/2024

No.	Name of Educational Unit	PKG Score 2023	PKG Score 2024
1	State Vocational High School 1 Demak	85	85
2	State Vocational High School 2 Demak	82	82

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

3	State Vocational High School 1 Sayung	80	80
4	State Vocational High School 1 Karangawen	80	80

Source: Vice school curriculum

According to the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009, Article 15 paragraph 2, Teacher Performance Assessment (PKG) is included in the good category. PKG shows a good value but still shows that the results of the 2023/2024 national exam achievement are not optimal. This can be seen in the table below.

Table 2 National Examination Score Achievement for the 2023/2024 Academic Year

No	Name of Educational Unit	Average Indonesian Score	Average English Score	Average Mathematics Score	Average Subject Score Productive	Average Score	Category
1	State Vocational High School 1 Demak	77,46	47,67	44,65	56,32	56,53	Sufficient
2	State Vocational High School 2 Demak	70,3	40,16	36,48	46,02	48,24	Insufficient
3	State Vocational High School 1 Sayung	63,48	35,75	31,28	45,25	43,94	Insufficient
4	State Vocational High School 1 Karangawen	63,65	35,99	32,45	42,65	43,69	Insufficient

This less-than-optimal performance achievement is certainly influenced by various factors both internally and externally. Work environment is one of the external factors that affect teacher performance. According to Agustini (2010:1) states that "Work Environment is defined as a psychological atmosphere that can influence the behavior of organizational members, formed as a result of organizational actions and interactions between organizational members. Work environment describes the conditions or conditions of the work atmosphere that create comfort, calm, and freedom in doing work. A pleasant work environment will be realized if the relationship between teachers develops well and is conducive. This good environment condition is very supportive of teacher work performance. With a comfortable and calm work atmosphere, teachers can work better. Good communication between the principal and teachers is very supportive of the creation of a conducive work environment. The work environment in each school is different; however, schools must be able to determine their goals and strive to achieve the right environment to achieve their goals. According to the research journal Ahyad (2016) concluded that work environment can affect teacher performance.

Initial studies on various teacher problems in the context of the working environment of State Vocational High School teachers in Demak Regency, several facts can be presented, namely: 1) poor communication between the principal and teachers, 2) the principal's leadership attitude is less firm towards teachers, 3) poor support between teachers because there are teachers who have certain groups and 4) lack of appreciation for teachers. The existence of several problems above can result in less-than-optimal teacher performance.

Every learning activity that aims to educate the nation's children requires self-confidence (self-efficacy) from teachers in doing something and producing a product. The higher the self- confidence, the more confident a person is in their ability to succeed. In difficult situations, people with low self-confidence are more likely to reduce their efforts or give up, while people with high self-confidence will try harder to master the challenges. According to Mulyono (2016: 47) explains that self-efficacy plays a major role in how individuals view situations and behave in responding to various different situations. Therefore, self-efficacy is an important part that supports the quality of a person's character, especially when entering the world of work. Based on Nursyahid's research (2011), it is explained that self-efficacy can affect a person's performance, the influence given is strong or not depending on how confident the individual worker (teacher) is in his/her ability to carry out work tasks.

Demak Regency is one of the provinces in Central Java that has 59 Vocational High Schools (SMK) both public and private that have been registered with the Ministry of Education and Culture. Demak Regency only has 4 State Vocational High Schools, but not all of them are accredited. SMKN 1 Demak is a State Vocational High School (SMK) located on Jl. Sultan Trenggono No. 87 Katonsari Demak Demak, with an accreditation value of A. SMKN 2 Demak is a State Vocational High School (SMK) located on Jl. Sultan Hadiwijaya Mangunjiwan Demak, with an accreditation value of A. SMKN 1 Sayung is a State Vocational High School (SMK) located on Jl. Raya Demak – Demak Km 14 In Onggorawe Kec.Sayung Loireng Sayung Demak, with an accreditation value of B. SMKN 1 Karangawen is a State Vocational High School (SMK) located at Karangpacing Rt.2 / 11 Rejosari Karangawen

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

Demak and SMKN 1 Karangawen has not been accredited.

The level of school accreditation is one of the descriptions of the condition of the school (work environment) which greatly influences the self-confidence (self-efficacy) of teachers in improving their abilities in teaching and learning activities, developing themselves, writing articles, and writing scientific papers as one of the implementations in teacher performance. A conducive and comfortable work environment greatly supports the work of teachers in teaching, so that teachers feel confident in their abilities in carrying out their duties as teachers. Likewise, the availability of complete and sufficient facilities and infrastructure in each school makes teachers confident and makes it easier for teachers to carry out their duties, so that outstanding teachers can be realized. Initial studies show that teacher achievement until the period 2018- 2019 is still very small. This is shown in the table of the number of teacher achievement data.

Table 3 Number of Outstanding Teachers in 2023/2024

No	Name of Educational Unit	of outstanding teachers	Achievement
1	State Vocational High School 1 Demak	2	Making best practice
2	State Vocational High School 2 Demak	1	Making a book
3	State Vocational High School 1 Sayung	0	0
4	State Vocational High School 1 Karangawen	0	0

Source: WaKa school curriculum

State Vocational High School teachers in Demak Regency still have difficulty in improving their abilities in carrying out their duties as teachers. Some of the problems include: 1) teachers have not been able to work optimally because of additional tasks that sometimes take up time for teaching and learning activities or in developing themselves, 2) the use of learning media that is not varied enough in classroom learning, 3) impatience when given additional tasks. These problems can reduce the level of teacher performance which can interfere with the teacher's activities in carrying out their duties as a teacher. Because if the teacher feels unsure in carrying out his duties, his performance will continue to decline.

Several previous journals mentioned Jumari, Yudana, and Sunu in (2013) that there is a positive and significant influence of organizational culture, self-efficacy and job satisfaction on the teaching performance of teachers of State Vocational High Schools in South Denpasar District. The results of the study by Fajriah and Darokah (2016) showed that 19.4% of BMT BIF employee performance was influenced by self-efficacy, with a parameter coefficient of 0.440 and a P value <0.05. Self-efficacy has a significant effect on performance mediated by employee engagement. Several journals related to this research variable state that work environment and self-efficacy variables can affect teacher performance, only the influence certainly varies from one school to another.

Based on the explanation above, it is clear that the performance of State Vocational High School teachers in Demak Regency needs attention in order to achieve optimal educational goals. The varying school conditions in 4 State Vocational High Schools in Demak Regency are what make it necessary to conduct research to further examine teacher performance and the factors that influence it. The research that will be studied is about "The Influence of Work Environment and Self-Efficacy on the Performance of State Vocational High School Teachers in Demak Regency".

II. RESEARCH METHODS

Based on the formulation of the existing problems, this study uses a correlational approach and the type of research used is quantitative. The population of this study was 244 State Vocational High School Teachers in Demak Regency. The number of samples in this study was 105 respondents using the Isaac and Michael formula calculation. The sampling technique was carried out using Proportional Random Sampling. The research instrument used a teacher performance questionnaire, work environment and self-efficacy. The instrument test used validity and reliability tests. The data analysis technique used the classical assumption test (normality test, obscurity test, multicollinearity test), hypothesis test (multiple linear regression analysis test, partial test, simultaneous test, coefficient of determination).

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

III. RESULTS OF CLASSICAL ASSUMPTION TEST

Table 4 Normality Test of Work Environment

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			105
Normal Parameters ^{a,b}	Mean		,0000000
	Std. Deviation		10,03833852
Most Extreme Differences	Absolute		,097
	Positive		,059
	Negative		-,097
Kolmogorov-Smirnov Z			,996
Asymp. Sig. (2-tailed)			,274

Based on the output of one sample Kolmogorow Smirnov Goodness of Fit Test, the Asymp. Sig. (2-tailed) value is $0.274 > 0.05$, thus it can be concluded that the work environment variable (X1) data is normally distributed.

Table 5 Heteroscedasticity Test Coefficients^a

Model	standardized Coefficients		standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,060	9,971		,307	,760
Work Environment	,029	,040	,073	,736	,463
Self-Efficacy	,046	,051	,089	,907	,367

a. Dependent Variabel: RES2

Based on the data from the heteroscedasticity test above, the sig value for the work environment variable is 0.463 and the sig value for the self-efficacy variable is 0.367. These results clearly indicate that in the regression analysis there are no symptoms of heteroscedasticity because the significance value is > 0.05

Table 6 Multicollinearity Test Coefficients^a

Model	standardized Coefficients		standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	169,111	17,886		9,455	,000		
Working Environment	,023	,072	,031	,316	,752	,997	1,003
Efikasi Diri	,066	,092	,071	,717	,475	,997	1,003

a. Dependent Variable: Kinerja Guru

Based on the table above, it shows that all variables used as predictors of the regression model show a fairly small VIF value, where all are below 10 and the tolerance value of all variables is above 0.1. This means that the independent variables used in the study do not show any symptoms of multicollinearity.

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

Hypothesis Test

1. The Effect of school work environment on teacher performance in Vocational High School in Demak.

Table 7 Coefficient of Work Environment on Teacher Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	159,101	11,154		14,264	,000
Work Environment	,226	,071	,035	2,360	,000

a. Dependent Variable: Teacher Performance

The results of the simple regression coefficient calculation above show that the constant coefficient value is 159.101, the coefficient of the work environment variable (X1) is 0.226. So that the regression equation $Y = 159.101 + 0.226X_1$ is obtained. Mathematically, this constant value states that when the work environment is 0, the teacher's performance has a value of 159.101. Furthermore, the positive value of 0.226 contained in the regression coefficient illustrates that the direction of the relationship between the work environment variable and teacher performance is unidirectional/positive, where each increase of one unit of the work environment variable causes an increase in teacher performance of 0.226.

Table 8 Anova Work Environment on Teacher Performance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13,151	1	13,151	4,129	,000 ^b
Residual	10479,897	103	101,747		
Total	10493,048	104			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Working Environment

From the output results above, it shows a significance value of $0.000 < 0.05$ and an F value of $4.129 > F_{table} 3.08$ is obtained. So, from the analysis it can be concluded that the work environment variable (X1) has a significant effect on the performance of State Vocational High School Teachers in Demak Regency (Y). In other words, rejecting H0 and accepting H1 which states "There is an influence the of school work environment on teacher performance in Vocational High School in Demak " is accepted

Table 9 Determination Coefficient of Work Environment on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,539 ^a	,291	,208	10,087

a. Predictors: (Constant), Working Environment

The results of the determination coefficient in the table above show that the R-square value is 0.291. This result means that the influence of the work environment is 29.1% on the performance of State Vocational High School Teachers in Demak Regency, while the remaining 70.9% is influenced by other variables not examined in this study.

2. The effect of self-efficacy on teacher performance in Vocational High School in Demak,

Table 10 Self-Efficacy Coefficient on Teacher Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	172,886	13,270		13,029	,000
Self-Efficacy	,167	,091	,073	3,740	,046

a. Dependent Variable: Teacher Performance

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

The results of the simple regression coefficient calculation above show that the constant coefficient value is 172.886, the coefficient of the self-efficacy variable (X2) is 0.167, so that the regression equation $Y = 172.886 + 0.167X_2$ is obtained. Mathematically, this constant value states that when self-efficacy is 0, teacher performance has a value of 172.886.

Furthermore, the positive value (0.167) contained in the regression coefficient illustrates that the direction of the relationship between the self-efficacy variable and teacher performance is unidirectional/positive, where each increase in one unit of the self-efficacy variable causes an increase in teacher performance of 0.167

Table 11 Anova Self-Efficacy on Teacher Performance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	55,471	1	55,471	3,547	,046 ^b
Residual	10437,576	103	101,336		
Total	10493,048	104			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Self-Efficacy

From the output results above, it shows a significance value of $0.046 < 0.05$ and an F value of $3.547 > F$ table 3.08 is obtained. So from the analysis it can be concluded that the self-efficacy variable (X2) has a significant effect on the performance of State Vocational High School Teachers in Demak Regency (Y). In other words, reject H0 and accept H1 which states "There is an effect of self-efficacy on teacher performance in Vocational High School in Demak "

Table 12 Coefficient of Determination of Self-Efficacy on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,407 ^a	,166	,104	10,067

a. Predictors: (Constant), Self-Efficacy

The results of the determination coefficient in the table above show that the Rsquare value is 0.166. This result means that the influence of self-efficacy is 16.6% on the performance of State Vocational High School Teachers in Demak Regency, while the remaining 83.4% is influenced by other variables not examined in this study. To improve its performance, efforts to improve performance are with special attention in improving the self-efficacy of teachers through activities or light motivations from superiors or fellow members, which can be in the form of spiritual showers, religious studies or joint vacations.

3. The effect of school work environment and self-efficacy simultaneously on teacher performance in Vocational High School in Demak

Table 13 Coefficient of Determination of Work Environment and Self-Efficacy on Teacher Performance Simultaneously
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	169,111	17,886		9,455	,000
Work Environment	,223	,072	,031	2,316	,000
Self-Efficacy	,166	,092	,071	3,717	,046

a. Dependent Variable: Teacher Performance

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

Based on the table above, the regression equation model $Y = 169.111 + 0.223X_1 + 0.166X_2$ can be obtained. The constant of 169.111 means that if the work environment (X_1) and self-efficacy (X_2) have a value of 0, then the teacher's performance has a value of 169.111.

The regression coefficient of the work environment variable (X_1) is 0.223, meaning that if the work environment is increased by 1 unit, then the teacher's performance will increase by 0.223. Unit. The coefficient is positive, meaning that there is a unidirectional relationship between the work environment and teacher performance. If the work environment is good, the performance of teachers at SMK Negeri Demak Regency will also improve

Table 14 Anova Work Environment and Self-Efficacy on Teacher Performance Simultaneously
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	65,709	2	32,855	5,321	,003 ^b
Residual	10427,338	102	102,229		
Total	10493,048	104			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Self-Efficacy, Work Environment

From the output results above, it shows a significance value of $0.003 < 0.05$ and an F value of $5.321 > F_{table} 3.08$ is obtained. So, from the analysis it can be concluded that work environment and self-efficacy have a significant effect on teacher performance at SMK Negeri Demak Regency simultaneously. In other words, reject H_0 and accept H_1 which states "There is an influence of work environment and self-efficacy on teacher performance at SMK Negeri Demak Regency simultaneously"

Table 15 Coefficient of Determination of Work Environment and Self-Efficacy on Teacher Performance Simultaneously
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,676 ^a	,457	,213	10,111

a. Predictors: (Constant), Self-Efficacy, Work Environment

The results of the determination coefficient in the table above show that the Rsquare value is 0.457. This result means that the influence of work environment and self-efficacy simultaneously is 45.7% on the performance of teachers at SMK Negeri Demak Regency, while the remaining 54.3% is influenced by other variables not examined in this study.

IV. DISCUSSION

1. The Effect of school work environment on teacher performance in Vocational High School in Demak

Based on the results of descriptive analysis calculations from 105 samples of State Vocational High School teachers in Demak Regency using index values on work environment variables, the average index value of the work environment variable is 86.4%, which is included in the very good category. This means that respondents' perceptions of the work environment of State Vocational High Schools in Demak Regency are very good. The work environment variable that has the highest value is in the group spirit dimension with an index value of 88.2% and the highest indicator is in the indicator "Good relations with school stakeholders" with an index value of 89.6%. While the lowest value is in the appreciation dimension with a value of 84.3% and the lowest indicator is in the appreciation for teachers who carry out their duties on time with an index value of 81.8%.

The results of the calculation of the simple regression coefficient show that the t count of the work environment is 2.360, while the t table is 1.65993 ($2.360 > 1.65993$) which means that the work environment has an effect on teacher performance at SMK Negeri Demak Regency. Strengthening the results of the analysis can be seen from the significance value of $0.000 < 0.05$ and the F count value of $4.129 > F_{table} 3.08$ is obtained. So from the analysis it can be concluded that the work environment variable has a significant effect on teacher performance at SMK Negeri Demak Regency. In other words, the hypothesis that reads "The Effect of school work environment on teacher performance in Vocational High School in Demak" is accepted.

The magnitude of the influence based on the R-square value given by the work environment is 29.1% on the performance of teachers at State Vocational High Schools in Demak Regency, while the remaining 70.9% is influenced by other variables not examined in this study, such as good principal leadership, supporting facilities and infrastructure, and welfare guarantees. The solution is for the principal to improve the work environment through real programs within the school, for example, holding non-formal meetings to familiarize fellow teachers, creating a conducive school environment so that the work environment becomes stable. In descriptive

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

statistics, teachers or research samples on average explain that the work environment is very good in the high category, but when the work environment is used as a variable that encourages increased teacher performance, it is only able to contribute a very small influence of

29.1. This is because the work environment is not the only dominant factor that can encourage increased performance, there are still other factors that are considered more dominant such as teacher HR training, activeness in MGMP, and other important factors. so the work environment only has a little influence because the work environment is only an additional influence, not a dominant influence, this is in line with Connie's opinion (2016: 12) that the work environment only functions as a supporter, meaning that no matter how good the environmental conditions are, if the resources owned by the teacher are low, then the performance will not be better. However, the work environment is also not something that is simply abandoned, its position can be used as a supporter to improve performance after the teacher has basic skills as an educator.

The results of this study are also in line with Fajriah and Darokah (2016) in their research also proved that the work environment affects employee performance, the better the work environment, the more positive the influence on employee performance. This indicates that the effect of the work environment on teacher performance is not only found in educational institutions, but also in general organizations. The results of this study have supported the results of previous studies so that they provide an understanding that a conducive work environment can be a supporting factor so that it has a positive influence on improving teacher performance. This shows that the high and low performance of teachers is related to the conducive or not conducive work environment in the school environment. Thus, teacher performance is influenced by a conducive work environment.

The results of the hypothesis test show that the work environment has an effect on teacher performance at SMK Negeri Demak Regency. This indicates that high teacher performance is determined by a conducive work environment. Thus, the more conducive the work environment created in the school environment, the higher the teacher performance produced. Therefore, the comfort felt by teachers in the school environment will motivate them to carry out their routine tasks, namely carrying out learning activities. A conducive work environment will make the school environment comfortable so that it will be one of the drivers for teachers to carry out their duties well. As stated by Supardi (2015: 208) that one aspect that supports the success of learning is the school environment. The work environment in a school greatly influences the behavior of teachers and other employees. Therefore, the work environment must receive the attention of the principal. The work environment has a positive effect on the continuity and benefits of the school. A school will only develop well if it is supported by a conducive work environment. In schools, the principal is responsible for creating this work environment. This explains that in the process of controlling the school's work environment, the key role lies with the principal with the support of teachers, looking at what everyone needs to do; defining and disseminating the correct school values; implementing leadership to motivate teachers and staff; and ensuring that teachers and staff are involved and spiritually committed to achieving educational goals.

2. The effect of self-efficacy on teacher performance in Vocational High School in Demak, Based on the results of descriptive analysis calculations from 105 samples of State Vocational High School teachers in Demak Regency using the index value on the self-efficacy variable, the average value of the self-efficacy variable index was 85.1%, which is included in the very good category. This means that respondents' perceptions of the efficacy of State Vocational High School Teachers in Demak Regency are very good. As for the self-efficacy variable that has the highest value is in the Generality/Breadth of Behavior dimension with an index value of 86.5% and the highest indicator is in the indicator "Confidence in being able to help students succeed" with an index value of 89.4%. While the lowest value is in the Level/level of difficulty dimension of the task with a value of 83.9% and the lowest indicator is located in being able to carry out difficult tasks with an index value of 78%.

The results of the simple regression coefficient calculation show that the t count of self-efficacy is 3.740 while the t table is 1.65993 ($3.740 > 1.65993$) which means that self-efficacy has an effect on teacher performance at SMK Negeri Demak Regency. Strengthening the results of the analysis can be seen from the significance value of $0.000 < 0.05$ and the F value obtained is $3.547 > F_{table} 3.08$. So from this analysis it can be concluded that the self-efficacy variable has a significant effect on teacher performance at SMK Negeri Demak Regency, in other words the hypothesis that reads "There is an effect of self-efficacy on teacher performance at SMK Negeri Demak Regency" is accepted. The magnitude of the influence based on the R-square value given by self-efficacy is 16.6% on teacher performance at SMK Negeri Demak Regency, the remaining 83.4% is influenced by other variables that were not studied. In the descriptive statistics, teachers explain that self-efficacy is very good in the high category where in the very good category it is 7.6% in the good category with a percentage of 35.2%, but its contribution to influencing teacher performance is very low at 16.6%, this means that teacher self-efficacy is actually good, they have confidence, individual trust in their ability to succeed in doing something in their TUPOKSi. However, self-efficacy is not the main factor that can be used as a reference to encourage improved teacher performance, there is still a more dominant influence from other aspects such as motivation, competence, and so on. so

The results of this study support the statement made by Afrina (2019) which proves that there is a direct influence of self-efficacy on teacher performance. Thus, self-efficacy is very influential in efforts to improve teacher performance. This study also supports

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

the research conducted by Haq, et al. (2019) which states that self-efficacy has a positive effect on performance because self-efficacy has a major influence in realizing great abilities or desires in carrying out tasks as a teacher starting from the beginning of learning planning, the process and final results of learning are prepared fundamentally so that the influence of self-efficacy plays a very important role in improving teacher performance. Afrina (2019) in her research stated that there is an influence of self-efficacy on teacher performance, this means that teacher self-efficacy influences teacher performance. This means that the high or low performance of teachers is influenced by the high or low self-efficacy of teachers.

Many factors can affect a teacher's performance, including a teacher's self-efficacy. Self-efficacy refers to the extent to which an individual estimates his or her ability to carry out a task or perform a task required to achieve a certain outcome. Belief in all of these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations. Belief in all of these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations. Self-efficacy will develop gradually and continuously as abilities and experiences increase (Bandura, 2019: 45). High teacher efficacy is very beneficial for improving student learning outcomes because highly efficacious teachers have great psychological energy to devote all their resources and potential to educational success (Nunn and Jants, 2019: 600). Self-efficacy affects the thought process, motivation and emotional conditions that play a role in what is done. Individuals with low self-efficacy in carrying out certain tasks will tend to avoid the task. This condition will make it difficult for individuals to achieve optimal performance. Individuals who find it difficult to motivate themselves will reduce their efforts or give up in the face of various obstacles. Self-efficacy also affects the amount of effort and resilience of individuals in the face of difficulties. Individuals with high self-efficacy view difficult tasks as challenges to be faced rather than as threats to be avoided. So the factors that can influence self-efficacy are tasks that are considered difficult to be faced with in certain situations through belief in their own abilities.

A teacher's self-efficacy is a belief in his/her ability to bring about the desired results from the main tasks carried out. Therefore, a teacher who has a positive attitude towards his/her duties will be able to carry out his/her duties and functions as a teacher with full responsibility. Bandura (2017:3) said that belief in one's own abilities is self-efficacy, which is a psychological construct that explains a person's belief in his/her own capabilities to organize and decide on the steps needed to achieve certain goals.

Teachers who have high self-efficacy have high performance in mobilizing all the potential that exists in themselves to achieve the success of their duties. It is better for a teacher/educator who has low self-efficacy, to easily surrender to the conditions at school. The behavior and attitude of teachers or educators at school is the belief (efficacy) of a teacher or educator towards their main task, as one of the factors that influences the performance of teachers or educators. Efforts to improve performance are with special attention in improving the self-efficacy of teachers through activities or light motivations from superiors or fellow members can be in the form of spiritual showers, religious studies or joint holidays.

3. The effect of school work environment and self-efficacy simultaneously on teacher performance in Vocational High School in Demak

Based on the results of descriptive analysis calculations from 105 samples of State Vocational High School Teachers in Demak Regency using index values on teacher performance variables, the average index value of the teacher performance variable is 87.7%, which is included in the very good category. This means that respondents' perceptions of the performance of State Vocational High School teachers in Demak Regency are very good. As for the teacher performance variable that has the highest value is in the dimension of implementing the learning process with an index value of 88.4% and for the highest indicator is in the indicator "teaching actively, innovatively, creatively, effectively and enjoyably" with an index value of 91.7%, while the lowest value is in the dimension of assessing and evaluating results with a value of 86.4% and the lowest indicator is in carrying out tests with an index value of 86.2%.

The results of the multiple regression coefficient calculation show a significance value of $0.003 < 0.05$ and an F value of 5.321 > Ftable 3.08 is obtained. So from the analysis it can be concluded that work environment and self-efficacy have a significant effect on teacher performance at SMK Negeri Demak Regency simultaneously, in other words the hypothesis that states "There is an influence of work environment and self-efficacy on teacher performance at SMK Negeri Demak Regency simultaneously" is accepted. The magnitude of the influence based on the R-square determinant coefficient given by work environment and self-efficacy simultaneously is 45.7% on teacher performance at SMK Negeri Demak Regency while the remaining 54.3% is influenced by other variables that were not studied.

Yamin (2010: 31) stated that when associated with the role of individuals in an organization, performance is a series of individual behaviors or activities that are in accordance with the expectations or desires of the organization where he works. The same thing was stated by Umar (2014: 21), that teacher performance is the result of an activity or job. Thus, the term performance is an action from a process that involves various components of activity. One of the basic factors that determines the achievement of the national education goals above is the teacher. The role of teachers is one of the important and strategic components through their performance. Teacher performance is very important in realizing national education goals and determining the high and low quality of education, but teacher performance is greatly influenced by various factors both from within and from outside the individual.

The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

According to Bonner and Sprinkle (2012: 303-345) a person's performance is influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual concerned, such as self-efficacy. While external factors are factors that come from the work environment of the organization, such as work environment. These internal and external factors affect employee performance. An organization or company has different strategies to improve the performance of its employees, some emphasize external factors, internal factors, or a combination of both.

High teacher performance can be caused by several factors, including the school work environment. Supardi (2015:208) stated that a conducive school environment can affect teacher performance in a school which can be in the form of a physical and non-physical work environment. A conducive work environment will make the school environment comfortable so that it will be one of the motivators for teachers to carry out their duties well. The more conducive the work environment created in the school environment, the higher the teacher performance produced. By realizing a conducive school work environment, teachers will feel comfortable working and motivated to work better, a conducive school atmosphere greatly supports improved performance. Teacher performance will be optimal if integrated with the work environment at school.

In addition to external factors such as school environment that affect teacher performance, there are also internal factors, one of which is self-efficacy. High performance occurs when individuals are satisfied with the results of their tasks, influenced by the role of self-efficacy and mastery of tasks (Sonnentang, et al., 2010: 247). Therefore, a teacher who has a positive attitude towards his/her duties will be able to carry out his/her duties and functions as a teacher with full responsibility. Teachers who have high self-efficacy also have high performance by mobilizing all their potential to achieve the success of their tasks. It is better for a teacher/educator who has low self-efficacy to easily surrender to the conditions at school. Optimization of teacher performance will be realized if integrated with school components, whether it is the principal, teachers, employees or students. Teacher performance will be more meaningful if balanced with clean and sincere intentions, and always introspecting themselves on the shortcomings that exist in themselves, and trying to improve these shortcomings as an effort to improve towards a better direction.

V. CONCLUSION

1. There is an Effect of school work environment on teacher performance in Vocational High School in Demak
2. There is an effect of self-efficacy on teacher performance in Vocational High School in Demak
3. There are effects of school work environment and self-efficacy simultaneously on teacher performance in Vocational High School in Demak

VI. IMPLICATIONS

1. If the improvement of the work environment in schools is conducive, it will automatically affect the improvement of teacher performance because teachers will be able to carry out all the tasks they are entrusted with, so that in the end they will be able to improve the quality or standard of the school
2. If teachers have high self-efficacy, it will produce better performance. Teachers who have high self-efficacy have better abilities in utilizing existing potential to improve their performance by using various alternatives in solving their work problems more effectively and efficiently
3. If teacher performance increases, the implementation of the learning process in schools will also be better and student learning outcomes will be maximized. The high achievement of student learning outcomes is ultimately able to improve the quality or standard of the school

VII. CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest

VIII. FUNDING STATEMENT

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The Effect of School Work Environment and Self-Efficacy on Teacher Performance in Public Vocational High Schools in Demak Regency

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