



**THE EFFECT OF COMPETENCE, LEADERSHIP AND WORK ENVIRONMENT
TOWARDS MOTIVATION AND ITS IMPACT ON THE PERFORMANCE OF
TEACHER OF ELEMENTARY SCHOOL IN SURAKARTA CITY, CENTRAL JAVA,
INDONESIA**

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Abstract: *This research aims to know effect of competence, leadership and work environment towards motivation and its impact on the performance of teacher of elementary school in Surakarta City, Central Java, Indonesia. A population and samples was the teacher of elementary school in Surakarta City. Instrument analysis used in this research includes: (1) test of instrument, (2) descriptive analysis, and (3) analysis structural equation modeling. Research showed that: (1) competence and leadership not effect towards the motivation, (2) work environment influential significantly towards motivation, (3) competence not affect towards the performance, (4) leadership and work environment influential significantly towards performance, (5) competence not affect towards the performance of teacher without motivation, (6) influential leadership significant towards the performance without motivation, (7) work environment influential significant towards the performance through motivation, (8) work environment influential significantly towards motivation and effect the performance. This means improved teacher performance and motivation of elementary school in Surakarta City effectively can be increased with an increase in the work environment. This research showed that the results for improving the performance of the teacher elementary school in Surakarta could be done by improving the work environment.*

Keywords: *competence, leadership, work environment, motivation, performance*

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INTRODUCTION:

The quality of education in Indonesia still low affected by various factors. One factor that have leverage towards the quality of education Indonesia is the teacher. In general, the teacher and competence teacher in Indonesia still not conforming to expected. From the education qualifications until present of 2,92 million teachers only around 51 % or more, educated S-1 while the rest had not educated S-1. Also of competence, and certification requirements, according to only 2,06 million teachers or about 70,5 % certification, qualified teacher while the rest are 29.5 % as much as 861.67 teacher yet qualified certification, where this certification indicating the level of professional teacher.

According to Syawal Gultom, Chairman of The Human Resource Development of Ensuring, Education and The Quality of Education, Education and Culture Ministry, Republic of Indonesia explained that there are many things and still problems must be solved in the teacher (Kompas, 2009). The results of observations in Surakarta City, researcher see in the city that elementary constituting a base of education. If the quality of education in a basic level of good it will the quality of education in next level. Hence, researcher were interested to scrutinize the quality of education at an elementary level (Elementary School). In preliminary observations, researcher see that the quality of education public elementary schools, still weak compared to it can be seen on the basis of achievement school. Then showed the intermediate elementary school achievement test scores private elementary better than public elementary, with a condition like that. Then show that power competition public elementary in Surakarta City still low. The quality of education in elementary school land one of them is stipulated based on the quality of the teacher. The results of observations shows that 50 % more public elementary school teachers over, badly in need of attention in the endeavor improve the quality of teaching, participation in the development of a profession to and welfare.

THE PROBLEMS OF STUDY:

1. How description of competence, leadership, work environment, motivation and teacher performance of elementary school in Surakarta?
2. How effect of competence, leadership and work environment towards teacher motivation of elementary school in Surakarta?



3. How effect of competence, leadership and work environment towards teacher performance of elementary school in Surakarta?
4. How effect of competence, leadership and work environment towards teacher performance through motivation of elementary school in Surakarta?

THE OBJECTIVES OF STUDY:

1. To describe competence, leadership and work motivation towards teacher performance of elementary school in Surakarta.
2. To test and analyze the effect of competence, leadership and work environment towards teachers motivation of elementary school in Surakarta.
3. To test and analyze the effect of competence, leadership and work environment on teachers performance of elementary school in Surakarta
4. To test and analyze the effect of competence, leadership and work environment towards teachers performance elementary school in Surakarta through motivation.

LITERATURE REVIEW:

Competency

Competency is a trait (innate or learned) that someone do something mentally or physically (Gibson et al., 2003). Competence is a fundamental characteristic of one who lets them issue a superior performance on the job (Boulter et al., 2002). Competence are the knowledge, skill and quality of the individual to achieve the success of his work (Armstrong, 2004). The teacher competency are (a) pedagogic competence is the ability to manage learners, learning design and implementation of learning, student assessment and development of learners to actualize the various potential, (b) personality competence is the ability of a steady, stable personality, adult, wise, authoritative and become an example for the students, (c) professional competence is the ability of mastery learning material is wide and deep, which allows to guide the learners meet national education standards, and (d) social competence is the ability of teachers as part of the community to communicate and get along with the community effectively with students, fellow teachers, educational personnel, guardians, students and the community about (The Explanation Education Standards, Article 28).



Leadership

The style of leadership have leverage when in use by a leader in the lead, the process of interaction with the followers. The interaction that might affect pattern of behavior a follower who referred to as a followership style (Burhanudin, 1999). School is a central organization and headmaster as leaders to must attention and function of leadership (leadership fascicle) in school life: (a) headmaster must act under wise and fair (arbitrating), (b) headmaster gives advice or suggestion, (c) headmaster meet or providing support required by teachers, staff, and students (objectives), (d) supplying headmaster must capable of inflicting sense and move spirit staff and students in accomplishment of an objective (catalyzing), (e) headmaster should create safety in the school (providing security), (f) headmaster must keep integrity (representing), (g) headmaster is a source of inspiration for the teachers staff, students (inspiring), (h) headmaster should appreciate anything that is produced by inferiors (praising).

Work Environment

Timpe (1999) explained the work environment that effect the morale is the physical environment. The physical environment is a place of work where the employee carries out his work (environmental atmosphere) of his office. Workplace conditions are closely related to the physical environment and the workplace, such as lighting, sound, air and etc. Simamora (2001) explained environmental conditions work basically differentiated into (a) the physical environment: ventilative or workplace lighting, lay out, and equipment, and (b) the psyco-social or treatment received: the work ease social interaction that can affect springs the positive response to the teacher.

Motivation

Theory of motivation developed by Abraham Maslow (Maslow, 1970; Danim, 2004), describes the hierarchy needs in human which consists of five levels, (a) physiological needs, that basic human needs such as hunger, thirst, sex, clothes, housing, rest, sleep and so on, (b) safety needs, the need for safety and pedindungan from harm, threats and dismissals from jobs, (c) social needs, the need for a sense of love, a sense of inclusion, and satisfaction in the relationship with others. Similarly, sense of family, friendship and gratitude saying, (d) esteem needs, the need for status, rank, reputation, respect and achievement, and (e) self-



actualization needs, the need for self-fulfillment, development potential, creativity; self expression, doing what is best suited to complete the job.

Performance

Based Regulation of the Minister of National Education, Republic of Indonesia Number 16/2009 on The National Education System, the performance of the teacher is the obligation of teachers in implementing the tasks run, plan learning, implement quality learning, assessing and evaluating learning outcomes, implementing the learning and enrichment. Operationally the performance is a teacher's success in carrying out activities of teaching and learning quality indicator (1), planning program of instruction, (2) carry out a process of learning certifiable, (3) says and evaluate the outcome of learning, and (4) carrying out repairs and enrichment lessons.

Regulation of the Minister of National Education, Republic of Indonesia Number 16/2009 about The National Education System, the indicators of the performance teachers performed with 4 activities: (a) planning activities of learning, (b) carry out a process of learning, (c) evaluate the result of learning, and (d) repairs and enrichment of learning.

HYPOTHESIS:

1. It is thought that the competence, leadership and work environment effect significantly towards teacher motivational of elementary school in Surakarta.
2. It is thought that the competence, leadership and work environment effect significantly towards teacher performance of elementary school in Surakarta.
3. It is thought that the competence, leadership and work environment effect significantly towards teacher performance of elementary school in Surakarta through motivation.

RESEARCH METHODS:

The research using an approach that is intended to test causality relationship between variable competence, leadership and work environment of the motivation and performance of teachers.

Operational Definitions of Variables

1. Competence (X1) is a set of knowledge and behavior of a must-have, appreciate it, and mastered by teachers in carrying out the task professionally.



2. Leadership (X2), the role of leader effect and convince a group of people, so a bunch of people that want to do it with full awareness and make the ability to achieve the goals of the school.
3. Work environment (X3), everything that exists around the teachers and that could affect her in carrying out tasks tasks that are charged to the specific work environment, where can the member's motivation on the physical and mental attitude.
4. Motivation (Y1), desires or needs which aspects influenced someone compelled to work.
5. Performance (Y2), an obligation teacher in carrying out tasks responsibilities plan of learning or guidance, carry out of learning certifiable, judge and evaluate lessons as well as improve and enrichment (The Minister of Republic of Indonesia Number 16 /2009).

POPULATION AND SAMPLE

In this study, the sample size is 195 samples, but that can be analysis in 170 respondents. This is because the questionnaire distributed to 195 master class, which returns 175 questionnaire, of the 175 who returned the questionnaire there are 5 questionnaire that is not filled with complete 170 qualified questionnaires for analysis.

VALIDATION AND RELIABILITY

Test the validity of its aims to test the validity of knowing if indicators as a constituent of this concept can quantify what should be measured. Used in this research convergent validity that can be assessed and models developed, measurement is to determine whether any indicator estimate is valid measuring the dimensions and concept that tested. The test reliability in this research is used to construct reliability know the extent of consistency of indicators an internal construct. The reliability where each indicator showing the degrees to identify the phenomenon of a latent construct.

ANALYSIS OF DATA

Data analysis techniques using Structural Equation Modeling (SEM) with the consideration that the structure of the relationship between causality testing variables simultaneously and efficiently (Ferdinand,2006).

Table 1: Index of Goodness of Fit SEM Model

Goodness of fit index	Cut-off-Value	Remark
1. Chi-Square	Expected to be lower	Accepted if cut off value is good
2. Probability	≥ 0.05	
3. CMIN/DF	≤ 2.00	
4. GFI	≥ 0.90	
5. AGFI	≥ 0.90	
6. TLI	≥ 0.95	
7. CFI	≥ 0.95	
8. RMSEA	≤ 0.08	

Source: Ferdinand (2006)

RESULTS AND DISCUSSION:

A general overview of education respondents that S-2 (5%), Undergraduate (76%), Diploma III (19%), whereas the respondents Gol. II (15.29%), Gol III (63,52%), and Gol. IV (21,17%). Test validitas show that the value correlation count produced show larger numbers of the value of correlation tables of 0,148. Comparison this shows that instrument research used is valid. Results test reliabilitas showed all variables surveyed is reliable, the value count greater than 0,64. The analysis of confirmatory exogen variable analysis confirmatory exogen variable done to confirm whether exogen variable surveyed capable of forming unidimensionality exogen variable and presented in the figure below:

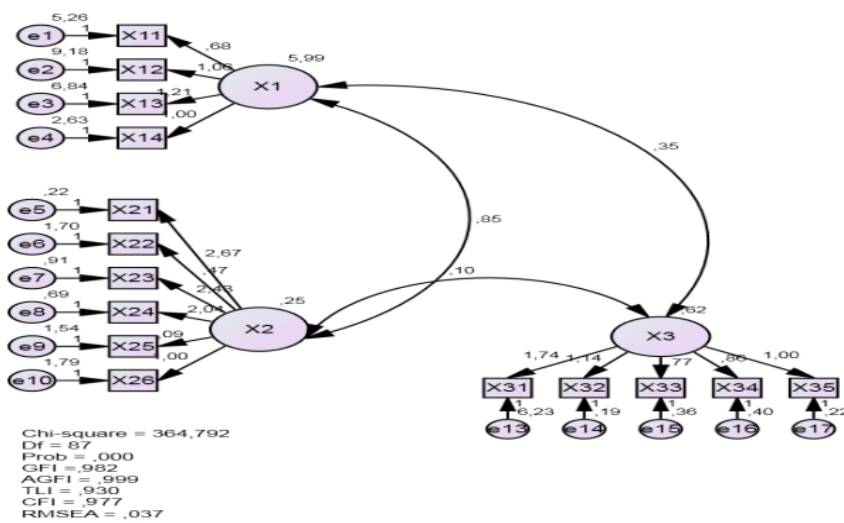


Figure 1: Analysis of Exogen Variable Confirmatory



Table 2: The Result of Testing Exogen Variable

Criteria	Result (Goodness of Fit)	Critic of Value (cut-off value)	Evaluation of Model
Chi-square	364,792	Expected to be lower	Marginal
Probability	0,000	≥ 0.05	Marginal
RMSEA	0,037	≤ 0.08	Good
GFI	0,982	≥ 0.90	Good
AGFI	0,999	≥ 0.90	Good
TLI	0,930	≥ 0.90	Good
CFI	0,977	≥ 0.90	Good

Source: Ferdinand (2006)

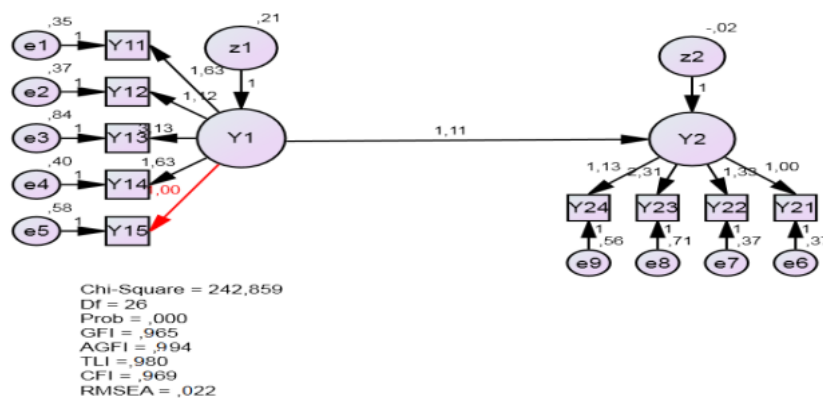


Figure 2: Analysis of Endogen Variable Confirmatory

Table 3: The Result of Testing Endogen Variable

Criteria	Goodness of Fit	Cut-off value	Evaluasi Model
Chi-square	242,859	Expected to be lower	Marginal
Probability	0,000	≥ 0.05	Marginal
RMSEA	0,022	≤ 0.08	Good
GFI	0,965	≥ 0.90	Good
AGFI	0,994	≥ 0.90	Good
TLI	0,980	≥ 0.90	Good
CFI	0,969	≥ 0.90	Good

Source: Primer Data (2012)



Evaluation of The Assumption of Structural Equation Modelling (SEM)

The examination results evaluation out-lier of research data in the table above shows that none of the observed data indicates the value of the Mahalonobis d-squared does not exceed the value of the chi_square table ($\alpha = 0,05$; $df = 0.001=289$) which amounted to 369.025. This comparison showed that the accumulated research data not found symptoms of out-lier multivariate data, meaning that the observed gathering at its centroid. Based on the results of the computation program AMOS presented in the table above shows that the value of CR multivariate of 1,744. This value is in the range of numbers from - 2.58 to 2.58. Thus, this test indicates that the observation data through multivariate research indicator data shows a Normal Gaussian.

Test The Suitability of Model (Goodness of Fit Model)

Based on the results of the calculation in the analysis using SEM programs, gave a presentation of the model of AMOS SEM in Figure 4 as follows:

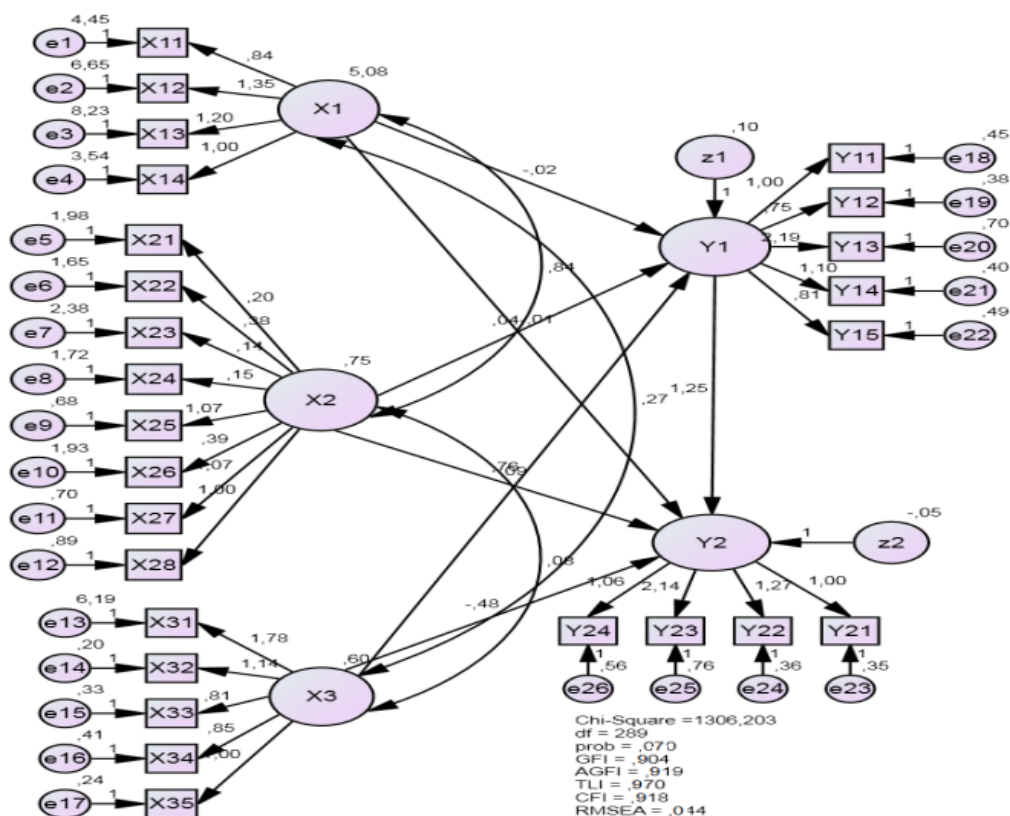


Figure 3: Result of Analysis SEM Model



Table 4: Testing of Goodness of fit Structural Equation Model

Criteria	Goodness of Fit)	Cut-off value	Remark
Chi-square	1.306,203	Expected to be lower	Good
Probability	0,070	≥ 0.05	Good
RMSEA	0,044	≤ 0.08	Good
GFI	0,904	≥ 0.90	Good
AGFI	0,919	≥ 0.90	Good
TLI	0,970	≥ 0.90	Good
CFI	0,918	≥ 0.90	Good

Source: Primer Data (2012)

Table 5: Result of Structural Formula

Endogen Variable		Exogen Variable	Coefficient of Unstandardize		α
Motivation (Y1)	←	Competence (X1)	-0,022	>	0,05
	←	Leadership (X2)	0,360	>	0,05
	←	Work Environment (X3)	0,763	<	0,05
Performance (Y2)	←	Competence (X1)	-0,009	>	0,05
	←	Leadership (X2)	0,091	<	0,05
	←	Work Environment (X3)	-0,480	<	0,05
	←	Motivation (Y1)	1,254	<	0,05

Source: Primer Data (2012)

Based from Table 5 above, structural equation model of research is:

- 1. Motivation = - 0,022X1 + 0,36 X2 + 0,763 X3**
- 2. Performance = - 0,009X1 + 0,091X2 - 0,480X3**
- 3. Performance = - 0,009X1 + 0,091X2 - 0,480X3 + 1,254 Y**

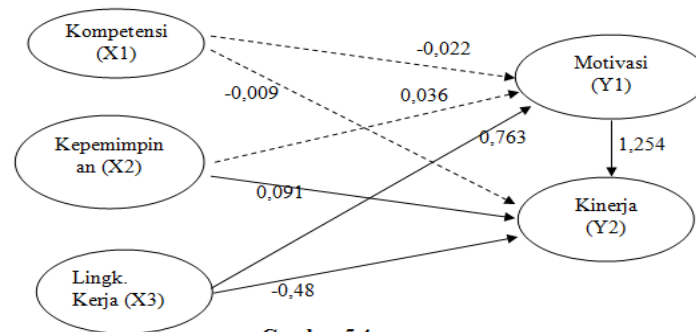
The Testing of Hypotheses

The First hypothesis, declaring that competence, leadership and work environment effect significantly towards motivation. The results of data processing show variable free being able to provide an influence upon motivation, work environment while the competency and leadership is not influence towards motivation. Thus hipotesis of first not proved.



The Second hypothesis, suspected of competence, said that leadership, and work environment impact towards performance. The results of an analysis of testing show variable free being able to provide an influence upon the performance of which is variable leadership and work environment, while variable competence not influence on the performance. Thus hypothesis of second not proved.

Direct Effect and Indirect Effect



Gambar 5.4 Hubungan antar variabel penelitian

Table 6 : Direct and Indirect Relationship Variables

No.	Exogenous Variable	Mediated Variable	Endogenous Variable	Direct Coefficient	Indirect Coefficient	Total Coefficient	Explanation
1.	Competence	Motivation	Performance	-0,009	$(-0,022) \times 1,254 = -0,027$	0,018	Motivation is not able to mediate
2.	Leadership	Motivation	Performance	0,091	$(0,036) \times 1,254 = 0,045$	0,136	Motivation is not able to mediate
3.	Work Environment	Motivation	Performance	-0,480	$0,763 \times 1,254 = 0,956$	0,476	Motivation is able to mediate

Source: Primer Data (2012)

1. Competence (X1) not impact on performance variable (either directly, Y2) not directly or total. It indicates that motivation incapable of being mediate direct effect competence well (X1) towards performance (Y2).
2. Leadership (X2) effect significant directly towards performance (Y2) but not effect indirectly on variable motivation (Y1) likewise, influential leadership is not totally



towards performance (Y2) through motivation (Y1). It indicates that motivation incapable of being mediate direct effect on competence well (X1) towards performance (Y2).

3. Work environment (X3) significant effect directly on performance (Y2) and the significant effect indirectly through motivation (Y1). Leadership is significant influential leadership in total towards performance (Y2) through motivation (Y1). This indicates that the variables of motivation (Y1) are able to mediate by either direct influence competence (X1) towards performance (Y2).

DISCUSSION

1. Findings in this study are not significant effect of competence motivation because (1) competence with regard to the professionalism of teachers is still low in the mastery of the subject matter being taught to students, (2) less teacher plays an active role in helping actualize the potential protégés. The second thing is to be the cause of why competence has no effect on motivation.
2. Findings that leadership not effect the teacher motivation because based on descriptive of the lowest value answer respondents on indicators show that leadership schoolmistress less able to give advice or suggestion and a recommendation to the teacher. The principal less capable of being provided advice, input a recommendation, suggestion to teacher and will cause teacher less motivated in performing its duties.
3. Findings that competence does not effect the performance of the teachers, since such competence has no effect on motivation, then based on the lowest value of the descriptive answers of respondents on indicators of competence shows that (1) of competence with regard to the professionalism of teachers is still low in the mastery of the subject matter being taught to students, (2) less teacher plays an active role in helping actualize the potential protégés. The second thing is to be the cause of why the competency also has no effect on performance of teachers. The findings of this research, the leadership of the influential teacher performance significantly in Surakarta City, Indonesia.
4. Findings that competence has no effect on performance through motivation, leadership is also not significant effect on performance through motivation.



However, work environment influence significantly to performance through motivation that research findings indicate that the work environment influence significantly to performance through motivation observing, according to the researcher, that are needed by teachers of elementary school in Surakarta City in the running task is the working environment.

5. Competence, leadership and work environment of teachers motivation of elementary school in Surakarta City. Based on the results of the research show that competence, leadership has no effect on motivation, whereas work environment influence significantly to teacher motivation of elementary school in Surakarta City. This suggests to increase the motivation of teachers more effectively through improved work environment. Improvement of the work environment can be done with activities such as improving the physical environment (infrastructure) and psychosocial improvement like atmosphere conducive working, colleagues support, support supervision and support from the principal environmental of elementary school in Surakarta.
6. Competence, leadership and work environment of teachers performance of elementary school in Surakarta City. Based on the results of the research show that competence has no effect on performance, but the leadership and work environment influence significantly to teacher performance of elementary school in Surakarta City. This shows the performance improvement for teachers more effectively through improved leadership and work environment. Performance improvements can be done by setting a good leadership style by lifting the principal that could be exemplary, fair, gives a sense of security as well as the improvement of work environment which includes the learning infrastructure.
7. Competency, leadership and work environment on performance through teacher motivation of elementary school in Surakarta City. Based on the results of the research show that competence does not affect the performance without motivation, leadership influence significantly to performance without motivation of teachers of elementary school in Surakarta. Work environment influence significantly to performance through motivation. This shows the performance improvement for teachers more effective through increased motivation and



motivation are strongly influenced by work environment. This is a main findings in this research that work environment will give influence significantly to teacher motivation and will affect the performance. This finding gave meaning that in a teacher will increase the performance of more effective through improving the quality or quantity a work environment where suppose decision and improving the infrastructure of learning, lighting, support, condition of a job and supervision.

CONCLUSSION:

1. Competence and leadership do not effect the motivation of teachers of elementary school in Surakarta City. Work environment influence significantly to motivation. This is demonstrated with a test of structural equations with variable loading factor value is the value of the variable work environments less than significant level ($\alpha = 0.05\%$). This means that the working environment is effective for increasing teacher motivation of elementary school in Surakarta.
2. Competence does not effect the performance of teacher of elementary school in Surakarta City. Leadership and work environment influence significantly to performance. This is indicated with the structural equations testing with variable loading factor value work environment less than significant level ($\alpha=0.05\%$). This means that leadership and effective work environment for improved performance of teachers of elementary school in Surakarta
3. Competence does not effect the performance without teacher motivation. Leadership influential significantly effect the performance without motivation. Influential significant work environment on the performance through motivation. It showed that motivation is effective mediate relations work environment on the performance teacher of elementary school in Surakarta City. Thus, in the city improving performance can be done by an increase in motivation work teachers, while increasing teacher motivation can be done by an increase in a work environment teacher of elementary school in Surakarta City.
4. The findings in this study is that work environment influence significantly to motivation and impact on performance. This means improved teacher performance and motivation of elementary school in Surakarta City effectively can be increased with an increase in the work environment in the form of an increase in the quality of



the physical environment as school space, infrastructure and environment interaction and relationship i.e. psychosocial communication between colleagues or teachers with the school principal.

SUGGESTION:

1. To further research needs to be consider the role of motivation as variable mediation.
2. To a depth of support to research the performance of the teacher next need to included the role of the development of human resources and their impact on the performance.
3. To teacher training need to learning design of a learning process.
4. Need to review the statutes class teacher who teaching all subjects.
5. To improve their performance in the teacher activity of learning.
6. Need to fix the light and ventilate a class.
7. Head master should be devising programs study of the teacher obtain spirit or suggestion and a recommendation in carrying out tasks.

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