

## THE ROLE OF WORK ENVIRONMENT AND WORK EXPERIENCE TO THE PERFORMANCE OF THE TEACHERS IN VOCATIONAL SCHOOLS IN THE DISTRICT OF EAST SURABAYA, INDONESIA

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### ABSTRACT

*This research was conducted using qualitative method. The purpose of this research was to figure out the role of educational work environment, work experience, and competencies among the teachers. Citing the opinion of Mangkunegara in Sartika (2012:22) work environment includes the job position, challenging goal, the effectiveness of communication and its pattern, working situation, and sufficient facilities. Nitisemito in Sartika (2012:22) cited that work environment is all the things around the employees and all matters in which can influence ones doing the tasks given. Working environment consists of physical environment and non-physical environment that inherently correlated with teachers which resulted a good performance.*

**Keywords:** education, work experience, capability, performance

### INTRODUCTION

The development of quality of the employees based on the the educational background and training programs, are expected to affect the trainees. It is aimed that the trainees might be able to do varied works which in line with the organisation's vision in a better and professional way. This means there is a progress to the qualifications and the competencies among the teachers and it is a one step-ahead way for their career along with the position and responsibilities from the organisation.

Reviewing the teaching learning process around the vocational schools in East Surabaya including the regions of Gubeng, Gunung Anyar, Sukolilo, Tambaksari, Mulyorejo, Rungkut, and Tenggilis Mejoyo, researchers realized that human resource management is a fundamental factor for the organisation's sustainability. The organisation knows well that they need qualified teachers to support the operations. Some of the endeavours an organisation to get the qualified teachers are by looking up the teacher's educational background, conducting trainings, and by checking out the working experience so they can measure the teacher's competencies. Therefore, an organisation would still run the training programs for their teachers eventhough it comes to financially deteriorated. The organisation thinks is essentials for teachers and staffs development.

Environment, training, and work experience, may help the teachers to do their tasks well. In consequence of that opinion, a question then come up; how do environment, training, and work experience, take role in developing teachers performance in vocational school in East Surabaya?

### LITERATURE REVIEW

Citing Flippo in Akbar (2013:5), human resource management is an activity of planning, organizing, directing, and supervising the works of procurement, development, compensation care-taking, integration, maintenance and disengagement of human resource to gain individual, organisational, and social purposes. This definition combines management and human resource functions.

Every organisations will manage all types of resources to gain organisation's goals. The resource that is administered by the organisation includes human resource, finance, materials, and the ability of integrating technology and system. The human resource management typically involves these points; compensation and benefit, motivation, training, environment, and discipline.

From the etymology point of view, performance derived from the word *achievement* which means working accomplishment, as well as the statement of Mangkunegara in Natalia (2011:21), that performance comes from the word; *job performance* or *actual performance* (an achievement or real accomplishment done by someone) which is a working result in good quality and quantity carried out by by a teacher in doing his/her job based on the responsibilities taken.

Mangkunegara (2013:155) also shows his quote that performance is a work output from the view of quality and quantity by an employee in doing the task with all of the responsibilities.

Basically, the goal of performance is the expertise and ability to carry out a new task as an evaluation tool to enhance the working result and the activities, and also an experience from a new knowledge that will help teachers to solve a complex problem in office activities such as; doing task, communication, target orientation, enhancing the work quality, and motivation.

Citing Edwin in Adibah (2014:12), states that education is a relationship between developing general knowledge and an understanding of work environment holistically. Husnan in Adibah (2014:18) states that education is an activity to develop one's knowledge including the theory mastery and the skills in facing various problems related to the goals of the organisation.

Experience is a process of learning and additional development of competency in which it relates with behavior based on the formal and informal background or may also be defined as a process of directing a person to a higher pattern of behavior. A learning process encompasses the right change from behavior based on the experience, and practice Knoers & Haditono (2009).

Another opinion about work experience according to Nitisemito (2005) is a thing or ability of the employees in doing the job and its responsibilities. With a long work experience employees are expected to have bigger ability better than those who don't have.

The benefit that is expected from education in human resource management of Indonesia based on the view of Sastrohadiwiryo in Adibah (2014:28) are as follows: 1) The developing of productivity, the lack of passion and spirit to work will result the low capacity of productivity or even worse, deterioration. Education support is the possible way to keep the productivity up. 2) Enhancement of skills and proficiency in technology and digital literacy, the fast-growing technology demands the employees to be able to operate it. In consequence, employees must develop their ability and proficiency through education.

Based on the statement of Mangkunegara in Sartika (2012:22), work environment includes clear job description, challenging target, pattern of communication that effective, office situation, and sufficient facilities. Nitisemito in Sartika (2012:22) quoting that work environment is all the things around the employees which may affect their duty in conducting the tasks given. The work environment consists of physical and non-physical environment which is inherent to teachers and related each other to perform a well-done work.

Meanwhile, Nitisemo in Nuraini (2013 : 97) states that the role of environment is all the things around employees which may affect them in doing the job such as; air conditioner (AC), lighting, etc. This research was conducted qualitatively instead of quantitative one. Researchers retrieved some informations from the previous research with the same objectives. It is a quantitative research study from Andika Dwi Putra Pamungkas Djahmur Hamid Arik Prasetya, a post-graduate student from Administration Science Faculty of Brawijaya University, 2017, entitled The Influence Between Education and Work Experience to the Work Competency and Performance (A Study of Employees in PT. INKA (Persero). The purpose of that research is to analyze the influence between environment, training, and work experience with teacher's competencies and performance. The research used descriptive method with quantitative approach. The sample of the research is 269 employees in PT. INKA (Persero). The data was analyzed using *path analysis* from the SPSS program application for Windows 23th version. According to the path analysis, it is concluded that the variable of education ( $X_1$ ) insignificantly influences the competency ( $Y_1$ ) with path coefficient 0,057 and the variable of work experience ( $X_2$ ) significantly influences the competency ( $Y_1$ ) with path coefficient 0,709. Meanwhile, the variable of training significantly influences the performance variable with coefficient value of 0,224 and the variable of work experience significantly influences the performance variable with the bta coefficient value 0,259. The last result is, competency significantly influences the performance variable with coefficient value of 0,280.

## RESEARCH METHODS

In this research, researchers conducted research procedures such as: *Field Research*, visiting the schools and did some interviews directly with the principals of vocational schools in East Surabaya; and *Library Research*, some general knowledge and theories from the books related with the problems as the foundations for the scientific resource and the application reviewing in real life. To get the required data, researchers used methods according to Sugiono (2004), which be explained as follows: 1) *Interview*, a question and answer session with the teachers of vocational schools around East Surabaya by providing some data and information about the object examined and by recording things needed systematically; 2) *Observation*, conducting review and overlooking direct situation until the researchers gain a real data about the required things in this research; and 3) *questioner*, a data provided to investigate the things related with the research objectives.

The type of data used in this research is a primary data collected directly from the research objects. That data gained from the observing the way teaching and learning process and also by going in to the offices to see the administration and management process among the vocational schools in East Surabaya. The secondary data is a data that is already available in the form of publications that gained as references collected from the reads and by studying the books and journals from the third parties that related with this research. The researchers also did some analysis using qualitative dexcriptive approach by analyzing various data according to the guide books and references.

## RESULT

Respondents who were taken up in random, were 134 people consist of 75 people aged around 21-30 years old, 49 people aged around 31-40 tahun and 10 people aged around 41-50 years old. This means teachers still possess spirit and are motivated in doing the activities, which drive them to help finishing the tasks given. Senior teachers (around 31-40 y.o.) also become their companions which affects their working performance.

Why then? From the teacher statements collected in the research, let's take a look on the summary the researchers provided here:

From the environmental aspect, researchers got some points as follows:

### a. Educational Background

1. Every teacher has an educational background that suits their work. (Based on the interviews and questionnaires, it was resulted that 70 % teachers agreed with the opinion that educational background need to be matched with the job description, while the rest were halfhearted (doubtful) as we can see that not all of the teachers are a bachelor in education (B.Ed/S.Pd)
2. Every teacher was joined the certification program and has already been accepted based on their job. (Based on the interviews and questionnaires, it was resulted that 80 % of teachers agreed that certification program is needed to develop skills and proficiency, while the rest just stating their agreement without reason).
3. Every teacher were able to do their job in their workplace because of their educational background. (Based on the interviews and questionnaires, it was resulted that 100 % teachers agreed that teaching is a matter of serving to the country).

### b. Training

1. Every teacher wants to get training with understandable material and lesson. (Based on the interviews and questionnaires, it was found that 90% of teachers agreed because teaching is a matter of serving to the country. They also think that they don't want an exhausting training that may waste their time. The rest of them agreed too with no reason attached).
2. Every teacher wants to get the materials that support their work. (Based on the interviews and questionnaires, it was found that 85 % of teachers agreed much, especially in technology development while the rest stated their agreement to the opinion with no reason attached).
3. Every teacher wants to get the training with the media support because they sometimes meet a requirement in teaching using complex system of media. (Based on the interviews and questionnaires, it was found that 95 % teachers agreed especially in technology field, while the rest of them stated their agreement too with no reason attached. Most of them stated that this kind of traing affects the educational operation with fast-growing technology so they are expected to be able to do their work, for example compiling report).

c. Work Environment

From the view of work environment, most teachers agreed and there were no denial from these statements:

1. Every teacher wants a fun workplace in the organisation with sufficient facilities.
2. Every teacher wants a good interaction with the other teachers.
3. Every teacher wants sufficient lighting and tools that meet the needs.
4. Every teacher wants a comfortable air circulation in their worktime.
5. Every teacher wants a calm and quiet working area, especially free from machinery sound.
6. Every teacher wants an air conditioner and room perfume so the situation will be comfortable and conducive enough to be working at.

d. Work Experience

Work experience always gives a valuable thing to learn, so a good working experience may boost a teacher's career in the future. A hundred percents of teachers agreed with these statements:

1. Every teacher has work experience that relevant with the job based on their educational background.
2. Every teacher has skills and proficiency that support their work.
3. Every teacher has the ability to use medias provided by the schools, such as a skill on how to use biological ingredients, techniques, etc..

e. Performance

A good quality of performance of a teacher can be seen from the certification program they joined so the teachers may establish the expected performance from the training experience, in which it will be explained as follows:

1. Every teacher is understand about the job description. (Based on the interviews and questionnaires, it was resulted that 78 % agreed and the rest remained doubtful).
2. Every teacher is able to do the work well. (Based on the interviews and questionnaires, it was resulted that 100 % were in line with the statement).
3. Every teacher is able to do the tasks and job responsibilities which are given by the organisation timely. (Based on the interviews and questionnaires, it was resulted that 100 % agreed with the statement).
4. Every teacher is able to do the work independently. (Based on the interviews and questionnaires, 100 % agreed with the statements).

## **CONCLUSION**

This research is aimed to find out the influence of education, training, work environment, and work experience to the performance of the teachers. This research shows a proof that educational background, training, work environment, and work experience, play a big role for the organisation's sustainability. In consequence, the organisation must be taking this into serious attention in order to develop teacher's performance.

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