ANALYSIS OF THE EFFECT OF TEACHER COMPETENCY AND WORK ENVIRONMENT ON TEACHER PERFORMANCE WITH MOTIVATION AS INTERVENING VARIABLE AT PRIVATE VOCATIONAL SCHOOL IN BONDOWOSO DISTRICT

Arif Wahyudi[1], Nurul Qomariah[2], Abadi Sanosra[3]
[1,2,3]Master of Management, University of Muhammadiyah Jember, Indonesia
E-mail: [1]arifwahyoudi@gmail.com, [2]nurulqomariah@unmuhjember.ac.id,
[3]immortalsanosra@unmuhjember.ac.id

Article Info	ABSTRACT
	This research is motivated by several gaps or differences in research results with expert opinions, also supported by data from the evaluation of the performance of private vocational school teachers in Bondowoso showing that the achievement of teacher performance indicators is not optimal up to 100%, even tends to be far from the target it should be. This is to determine directly or indirectly the effect of teacher competence and work environment on teacher performance through work motivation as an intervening variable for private vocational school teachers in Bondowoso Regency. The total population of this study was 331 employees, while the number of samples was 181 using proportional sampling technique. The analysis technique used is the Structural Equation Model (SEM) using WarpPLS 5.0. The results of data analysis show that teacher competence and work environment have a significant effect on work motivation of 0.002 and 0.001, teacher competence, work environment and work motivation have a significant effect on teacher performance of 0.009 and 0.001, teacher competence and work environment have a significant effect on teacher performance through job satisfaction as an intervening variable is 0.001.

Corresponding Author:

Arif Wahyudi
Master of Management,
University of Muhammadiyah Jember, Indonesia.
Email: arifwahyoudi@gmail.com

1. INTRODUCTION

Law of the Republic of Indonesia No, 14 of 2005 article 1 paragraph 10, teachers and lecturers are about teacher competence, where teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered and actualized by teachers in carrying out their professional duties. ” (Ministry of National Education, 2006). While what is meant in this discussion is teacher competence, which is a way to invite, stimulate and provide opportunities for students to participate in expressing opinions, learning to make decisions, working in groups, making reports, discussing, all of which bring students to an active learning atmosphere. .

The problem of teacher professional competence is one of the competencies that must be possessed by every teacher at any level of education. Other competencies are personality competence and social competence. Theoretically, the three types of competence can be separated from each other, but practically it is impossible to separate the three types of competence. Among the three types of competencies that interweave in an integrated manner within the teacher. Teachers who are skilled at teaching must of course also have good personalities and be able to make social adjustments in society. these three competencies are integrated in the characteristics of teacher behavior, thus,

Increasing employee performance is also inseparable from the role of motivation which is the spirit in carrying out main tasks and functions. Argues that motivation is a potential force that exists within a human being, which can be developed by itself or developed by a number of external forces which essentially

revolve around monetary rewards and non-monetary rewards, which can affect the results of their performance positively or negatively [1]. While what was stated by [2] The notion of motivation is the question of how to encourage the work enthusiasm of subordinates, so that they are willing to work hard by giving all the abilities and skills to realize the company's goals. Employee motivation is encouragement from within and from outside a person to take an action to achieve a predetermined goal in an organization [3].

Work motivation is one of the factors that determine a person's performance, the size of the influence of work motivation on a person's performance depends on how much intensity of motivation is given [4]. This statement is supported by several empirical evidences including research [5] concluded that work motivation had a significant positive effect on teacher performance. Research result [6] stated that work motivation had a significant positive effect on teacher performance.

Based on performance theory which explains that there is a significant influence in carrying out the main tasks and functions of employees. This is in contrast to the results of previous studies with results showing an insignificant effect or can be said to be a research gap, while the results of previous studies were carried out by [7] with the research title "The Effect Of Leadership, Motivation, And Work Discipline On The Employees' Performance Of Finance Section In The Regional Working Unit In Tulungagung Regency". a significant effect on employee performance, while the motivation variable does not have a significant effect on the performance of employees in the finance department at the Tulungagung Regency Regional Work Unit.

Based on the theory of improving teacher performance and supported by the results of similar research, whether distributed significantly or not, the selected research object is the Bondowoso Regional Education Office Branch-Bondowoso Regency–Situbondo Regency Street : HOS Cokro Aminoto No. 121 Bondowoso. East Java Governor Regulation Number 59 of 2018 concerning Nomenclature, Organizational Structure, Description of Duties and Functions and Work Procedures of the East Java Provincial Education Office Branch; Considering: that in order to implement the provisions of Article 10 paragraph (3) of the Regional Regulation of the Province of East Java Number 11 of 2016 concerning the Formation and Composition of Regional Apparatuses and adjusting to the provisions of the Regulation of the Minister of Home Affairs Number 12 of 2017 concerning Guidelines for the Establishment and Classification of Service Branches and Technical Implementing Units Regions, it is necessary to stipulate a Governor Regulation concerning Nomenclature, Organizational Structure, Description of Duties and Functions and Work Procedures of the East Java Provincial Education Office Branch;

East Java Governor Regulation Number 59 of 2018 Description of duties and functions Article 5 Branch of the Education Office has the task of assisting the Head of the Education Office in carrying out some of the Government Affairs under the authority of the Province in its working area. Article 6 to carry out the tasks as referred to in Article 5, the Education Office Branch has the following functions: preparation of program planning and activities of the Education Office Branch; coordinating and implementing policies and programs in the fields of senior secondary education, vocational secondary education, special education and special service education in their working areas; coordinating and implementing administration in accordance with the scope of tasks in the working area; implementation of coaching in accordance with the scope of its duties; administrative implementation; monitoring implementation, evaluation and reporting of program activities of the Education Office Branch; and the implementation of other tasks assigned by the Head of the Education Office.

In this study, researchers conducted research actions on Bondowoso Regional Education Office Branch-Bondowoso Regency–Situbondo Regency especially in the Bondowoso Regional Branch. The Bondowoso Regional Branch has a total of 10 State Senior High Schools; 19 private high schools, 18 state vocational high schools and 39 private vocational schools, however, in this study, the researcher focused on private vocational schools throughout Bondowoso Regency. Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP/MTs or other equivalent forms or continuation of learning outcomes that are recognized as equal/equivalent to SMP/MTs. (Law Number 20 of 2013, Article 18 paragraph [3]). Vocational education is secondary education that prepares students especially to work in certain fields. (Law Number 20 of 2013, Elucidation of Article 15).

Vocational secondary education is education at the secondary education level that prioritizes the development of students' abilities to carry out certain types of work. Vocational secondary education prioritizes preparing students to enter the workforce and developing professional attitudes. In accordance with its form, vocational high schools organize educational programs that are tailored to the types of employment (Government Regulation No. 29 of 1990). Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs, or other equivalent forms. Schools at the level of education and vocational type can be named Vocational High School (SMK) or Vocational Madrasah Aliyah (MAK),

SMK has many skill programs. The skill program implemented at the Vocational High School adapts to the needs of the existing world of work. The skill program at the vocational level also adjusts to the

demands of the community and the market. Vocational education is secondary education that prepares students especially to be ready to work in certain fields. Students can choose the field of expertise that they are interested in in SMK. The SMK curriculum is made so that students are ready to work directly in the world of work. The curriculum content in SMK is structured in such a way according to the needs of the existing world of work. This is done so that students do not experience significant difficulties when entering the world of work. With a study period of about three or four years, SMK graduates are expected to be able to work in accordance with the expertise they have occupied.

Based on the main tasks and functions Bondowoso Regional Education Office BranchIn order to carry out their main tasks and functions, especially for teaching staff, there is an assessment of school quality that is seen based on the EDS application for Education and Elementary Education. The quality of good education is very influential in the creation of an educated and moral generation. This is what makes the education quality report card very important to ensure the improvement of the quality of the education. It does not only function to ensure educational planning, but also to educators or teachers. That way the education process can be carried out properly and smoothly according to national standards. Of course the existence of a report card to ensure the quality of education has a positive impact on schools and also the government.

Based on the main tasks and functions Bondowoso Regional Education Office Branch, as well as focusing on the main objectives of Private Vocational Schools, so in this research, In this study, the researcher found several things related to teacher performance issues regarding the results of the school quality report as indicated by the PMP School Quality Report which was inputted with the EDS Dikdasmen application as follows:

Tables. 1 Data on Quality Reports for PMP Schools, Private Vocational Schools throughout Bondowoso Regency.

No	Builder Will. Private Vocational School	Number of Private Vocational Schools	Quality targets	Realization
1.	Builder Will. 1.	8 Private Vocational Schools	100%	90%
2.	Builder Will. 2.	7 Private Vocational Schools	100%	84%
3.	Builder Will. 3.	5 Private Vocational Schools	100%	88%
4.	Builder Will. 4.	6 Private Vocational Schools	100%	91%
5.	Builder Will. 5.	7 Private Vocational Schools	100%	93%
6.	Builder Will. 6.	6 Private Vocational Schools	100%	78%

Source : Bondowoso Regional Education Office Branch (2021).

Based on the results Data on the Quality Report of PMP Schools, Private Vocational Schools throughout Bondowoso Regency, still shows thatQuality scores that have not reached the target that should be used as school evaluation materials in improving the quality of schools are also assumed to have an impact on the ability level of students. This is also seen based on the level of teacher education which is linear with the subjects taught, it can be seen in the following table:

Tables. 2 Results of Performance Evaluation of Private Vocational High School Teachers in Bondowoso Regency.

No	Performance Assessment Indicators	Performance achievement (%)
1.	Linear Teacher with Maple.	62%
2.	Certified Teacher	40%
3	Active in MGMP	78%
4	Teacher Arrange Device	87%
5	Teachers Develop Learning Media	54%

Source: Bondowoso Regional Education Office Branch (2021).

Based on the data from table 1.2 Subject Teachers at Private Vocational Schools throughout Bondowoso Regency, it shows that there are still many teachers who teach not linearly with the education they are taking, it also has an impact on the number of teachers who have educator certificates or get certification. The two assessment indicators are an absolute measure of teacher performance in every educational institution, especially private educational institutions. Private institutions are required to be active in MGMP routine activities as a form of rejuvenating teacher competencies by providing regular training and seminars on media development and learning methods. The teacher also has an obligation to develop learning tools as a form of accountability for the material to be taught as well as an assessment of students' abilities. On the other hand, compilers of learning tools have a nominal value in the form of additional income to teachers who compose a complete set of learning tools. The incentives are provided by the foundation and from the Ministry of Religion of Bondowoso Regency.

Based on teacher performance problemsPrivate Vocational Schools in Bondowoso Regency, the researchers found the phenomenon of teacher performance, namely "The lack of effectiveness of teacher performance in carrying out their main duties and functions". Based on the problems obtained, the researchers tried to raise several factors that were assumed to be important in improving the quality of work which had an impact on school quality report cards, especially at private vocational schools in Bondowoso Regency, as for these factors which were the researchers' solutions to the phenomena contained in the object, namely: competence teachers, the work environment that affects teacher performance through work motivation as an intervening variable.

1.1 LITERATURE REVIEW
1.1.1 Human Resource Management
That human resource management is one of the fields of general management which includes aspects of planning, organizing, implementing and controlling [2]. Whereas [8] defines that human resource management is the policy and practice in mobilizing human resources which includes recruitment, screening, training, awarding and appraisal activities.

1.1.2 Teacher Competence
According to the Law of the Republic of Indonesia No, 14 of 2005 article 1 paragraph 10, teachers and lecturers are about teacher competence, where teacher competence is "a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered and actualized by teachers in carrying out their duties. professional." (Ministry of National Education, 2006). While what is meant in this discussion is teacher competence, which is a way to invite, stimulate and provide opportunities for students to participate in expressing opinions, learning to make decisions, working in groups, making reports, discussing, all of which bring students to an active learning atmosphere. The problem of teacher professional competence is one of the competencies that must be possessed by every teacher at any level of education. Other competencies are personality competence and social competence. Theoretically, the three types of competence can be separated from each other, but practically it is impossible to separate the three types of competence.

1.1.3 Work environment
Argues that the work environment is an environment in which employees do their daily work [9].

1.1.4 Work motivation
Motivation comes from the word motive (motive), which means encouragement. Thus, motivation means a condition that encourages or causes someone to do an act or activity, which takes place consciously [8].

1.1.5 Teacher Performance
according to [10] which explains that "performance is the level of success of individuals or groups in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set". which explains that "teacher performance is the level of success of teachers in completing their work [11].

2. RESEARCH METHOD
2.1 Research design
The research method is basically a scientific way to get data with a purpose and this research is an associative quantitative research. Research with a quantitative approach is research by obtaining data in the form of numbers, or qualitative data that is numbered. Based on the level of explanation, associative research is a study that aims to determine the influence or relationship between two or more variables so that with this research a theory can be built that can function to explain, predict and control a symptom [12].

This study uses SEM (Structural Equation Modeling) analysis through PLS (Partial Least Squares). SEM (Structural Equation Modeling) is a set of statistical techniques that allows the simultaneous testing of a series of complex relationships [13]. The complex relationship can be built between one or several dependent variables with one or more independent variables. Each of the dependent and independent variables can be in the form of factors (or constructs, which are built from several indicator variables) [13].

2.2 Population and Sample
2.2.1 Population
Population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions [12]. The population in this study were Private Vocational High School teachers in Bondowoso Regency as many as 331 teachers.

2.2.2 Sample
This study uses the Slovin formula because in sampling, the number must be representative so that the research results can be generalized and the calculations do not require a table for the number of samples, but can be done with simple formulas and calculations. Determination of the sample for teachers is done using the Slovin formula, because the number of private vocational schools in Bondowoso Regency which is

a population is 39 SMK, so from each madrasa, several samples of teachers will be taken according to the number of teachers in the madrasa with an error rate of 5% which will be explained as following:

$$n = \frac{N}{1 + (N.e^2)}$$

$$n = \frac{331}{1 + (331.0,05^2)}$$

$$n = \frac{331}{1,8275} \quad n = 181,121751 \text{ rounded up to 181 respondents.}$$

The sampling technique used in this study is probability sampling with the technique taken, namely proportional sampling. according to [12], Proportional sampling technique is a sample that is calculated based on comparison. This technique is used if the population has members or elements that are not homogeneous and proportionally stratified.

3. RESEARCH RESULTS AND DISCUSSION
3.1 Overview of research object
Bondowoso Regional Education Office Branch-Bondowoso Regency–Situbondo Regency Street : HOS Cokro Aminoto No. 121 Bondowoso. East Java Governor Regulation Number 59 of 2018 concerning Nomenclature, Organizational Structure, Description of Duties and Functions and Work Procedures of the East Java Provincial Education Office Branch; Considering: that in order to implement the provisions of Article 10 paragraph (3) of the Regional Regulation of the Province of East Java Number 11 of 2016 concerning the Formation and Composition of Regional Apparatuses and adjusting to the provisions of the Regulation of the Minister of Home Affairs Number 12 of 2017 concerning Guidelines for the Establishment and Classification of Branch Offices and Technical Implementing Units Regions, need to stipulate a Governor's Regulation on Nomenclature, Organizational Structure, Description of Duties and Functions and Work Procedures of the East Java Provincial Education Office Branch.

3.2 Outer Model Evaluation
3.2.1 Validity test
This validity test shows the suitability of each indicator with the theories used to define a construct [12]. The validation test criteria are using the loadings factor criteria (cross-loadings factor) with a value of more than 0.70 and the average variance extracted (AVE) with a value exceeding 0.70 for the convergent validity test and for the discriminant validity test using a comparison of the roots of the AVE with correlation between variables. The construct AVE value should be higher than the correlation between latent variables [12]. The results of WarpPLS 5.0 are as follows:

Table 3 Combined Loadings And Cross-Loadings

	X1	X2	Z	Y	Type (a	SE	P value
X1.1	**0.720**	0.807	-0.662	0.139	Reflect	0.064	<0.001
X1.2	**0.793**	0.284	-0.196	-0.469	Reflect	0.063	<0.001
X1.3	**0.788**	-0.689	0.281	0.249	Reflect	0.063	<0.001
X1.4	**0.812**	-0.325	0.506	0.093	Reflect	0.063	<0.001
X2.1	-0.159	**0.845**	-0.305	0.253	Reflect	0.063	<0.001
X2.2	0.067	**0.720**	-0.162	0.819	Reflect	0.064	<0.001
X2.3	-1.016	**0.763**	1.154	-0.328	Reflect	0.069	<0.001
X2.4	-0.599	**0.713**	0.826	0.156	Reflect	0.068	<0.001
X2.5	0.299	**0.800**	-0.200	-0.503	Reflect	0.063	<0.001
X2.6	-0.087	**0.804**	-0.390	0.246	Reflect	0.063	<0.001
X2.7	0.710	**0.751**	0.117	-0.725	Reflect	0.064	<0.001
Z1.1	0.153	-0.332	**0.730**	-0.419	Reflect	0.064	<0.001
Z1.2	-0.384	0.259	**0.745**	-0.402	Reflect	0.064	<0.001
Z1.3	-0.007	0.432	**0.791**	0.124	Reflect	0.065	<0.001
Z1.4	-0.048	-0.508	**0.776**	0.741	Reflect	0.065	<0.001
Z1.5	0.351	0.155	**0.706**	0.031	Reflect	0.066	<0.001
Y1.1	-0.125	0.644	-0.078	**0.831**	Reflect	0.063	<0.001
Y1.2	0.087	0.538	-0.175	**0.759**	Reflect	0.064	<0.001
Y1.3	0.373	-0.878	0.128	**0.704**	Reflect	0.064	<0.001
Y1.4	-0.139	-0.230	0.443	**0.747**	Reflect	0.064	<0.001
Y1.5	-0.162	-0.206	-0.300	**0.745**	Reflect	0.064	<0.001

Source: primary data processed 2021

The results of the WarpPLS 5.0 calculation in Table 3 show that each value in the cross-loading factor has reached a value above 0.7 with a p value below 0.001, thus the convergent validity test criteria have been met.

3.2.2 Reliability Test

Reliability testing is carried out with the aim of ensuring that the research instrument used can provide a consistent measurement of the concept without any bias. The results of WarpPLS 5.0 data processing are as follows:

Table 4 Reliability Test

Variable	*Composite reliability*	*Cronbach's alpha*
Teacher competence	0.861	0.784
Work environment	0.859	0.806
Work motivation	0.820	0.725
Teacher Performance	0.871	0.814

Source: primary data processed 2021

The basis used in the reliability test is the value of Composite reliability coefficients and Cronbach's alpha coefficients above 0.7. The results in Table 4 show that the questionnaire instrument in this study has met the requirements of the reliability test.

3.3 Inner Model Evaluation
3.3.1 Hypothesis testing
3.3.1.1 Direct Effect Path Coefficient Calculation

This section describes each path in the model section using path analysis. Each path tested shows the direct and indirect effect of teacher competence (X1) and work environment (X2) on work motivation (Z) and teacher performance (Y) in Private Vocational Schools in Bondowoso Regency. By knowing whether or not each path is significant, it will answer whether the proposed hypothesis is accepted or rejected. Each path tested represents the hypothesis in this study. The path coefficient values can be seen in the following table:

Table 5 Value of Direct Effect Path Coefficient

No.	Independent Variable	Dependent variable	Path Coefficient	-value	Description
1.	X1	Z	0.207	0.001	Significant
2.	X2	Z	0.649	0.009	Significant
3.	X1	Y	0.173	0.001	Significant
4.	X2	Y	0.371	0.001	Significant
5.	Z	Y	0.417	0.001	Significant

Source: primary data processed 2021

a. The results of testing the influence of the teacher competency variable (X1) on work motivation obtained a Path coefficient value of 0.207 with an -value of 0.002. Because the -value is smaller than $(0.002 < 0.05)$, then H0 is rejected, thus there is a significant effect of teacher competence (X1) on work motivation (Z).

b. The results of testing the effect of the work environment variable (X2) on work motivation (Z) obtained a Path coefficient value of 0.649 with an -value of 0.001. Because the -value is smaller than $(0.001 < 0.05)$ then H0 is rejected, thus there is a significant effect of the work environment (X2) on work motivation (Z).

c. The results of testing the influence of the teacher competency variable (X1) on teacher performance (Y) obtained a Path coefficient value of 0.173 with an -value of 0.009. Because the -value is smaller than $(0.009 < 0.05)$, then H0 is rejected, thus there is a significant effect of teacher competence (X1) on teacher performance (Y).

d. The results of testing the effect of the work environment variable (X2) on teacher performance (Y) obtained a Path coefficient value of 0.371 with an -value of 0.001. Because the -value is smaller than $(0.001 < 0.05)$ then H0 is rejected, thus there is a significant effect of the work environment (X2) on teacher performance (Y).

e. The results of testing the effect of work motivation variable (Z) on teacher performance (Y) obtained a Path coefficient value of 0.417 with an -value of 0.001. Because the -value is smaller than $(0.001 < 0.05)$, then H0 is rejected, thus there is a significant effect of work motivation (Z) on teacher performance (Y).

3.3.1.2 Indirect Influence Pathway

The indirect effect test is carried out by looking at the results of the path tested, if all the paths traversed are significant then the indirect effect is also significant, and if there is a non-significant path then the indirect effect is said to be non-significant. The indirect effect path coefficients are presented in Table 6.

Table 6 Coefficient of Indirect Effect Path

Independent Variable	Dependent variable	Direct	Indirect	Total.
X1	Y	0.173	0.087	0.260
X2	Y	0.371	0.271	0.642

Source: primary data processed 2021

Based on the calculation of the path coefficient, it appears that:

a. The total influence of teacher competence (X1) on teacher performance (Y) is 0.260 with details of the direct effect of 0.173 and the indirect effect of 0.087.

b. The total influence of the work environment (X2) on teacher performance (Y) is 0.642 with details of the direct effect of 0.371 and the indirect effect of 0.271.

The indirect effect of teacher competence (X1¬) on the teacher performance variable (Y) through the work motivation intervening variable (Z) of 0.087 which is smaller than the direct influence of the teacher competency variable (X1) on the teacher performance variable (Y) which is 0.173. Besides that, the indirect effect of the work environment variable (X2) on teacher performance (Y) through the work motivation intervening variable (Z) is 0.271 which is smaller than the direct effect of the work environment variable (X2) on the teacher performance variable (Y), namely of 0.371. Thus it can be stated that teacher competence (X1) and work environment (X2) affect teacher performance (Y) through work motivation (Z) with a value smaller than the direct effect.

From the above calculation, the independent variable that has the strongest influence on the work motivation variable (Z) is the work environment (X2), which is 0.649. While the independent variable that has the strongest influence on the teacher performance variable (Y) is work motivation (Z) which is 0.417. And the independent variable that has an influence on the teacher's performance variable (Y) through the intervening variable of work motivation (Z) is the work environment variable (X2), which is 0.271.

3.3.2 Hypothesis Model

Hypothesis testing is based on the results of the analysis of the PLS SEM model which contains all the variables supporting the hypothesis test. The PLS model with the addition of a work motivation variable as a mediating variable explains that the addition of a variable will provide an additional contribution as an explanation of teacher performance.
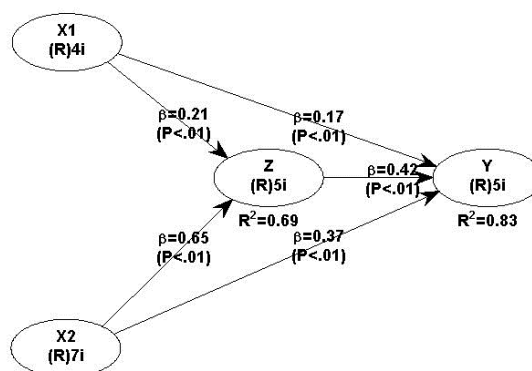

Figure 1 Path Analysis Results

3.3.3 Coefficient of Determination

Based on the r-square value, it shows that teacher competence and the work environment are able to explain the work motivation variable of 68.2% or categorized as weak correlation, and the remaining 31.8% is explained by other constructs outside those studied in this study. Meanwhile, teacher competence, work environment and work motivation were able to explain the variable of teacher performance by 82.8% or categorized as strong correlation, and the remaining 17.2% was explained by other constructs outside those studied in this study.

3.4 Discussion

3.4.1 The Influence of Teacher Competence on Work Motivation

Based on the results of testing the teacher competency variable on work motivation, the coefficient value is 0.207 with an -value of 0.001. Because the -value is smaller than (0.001 < 0.05) then H0 is rejected so that there is a significant effect of teacher competence on the work motivation of private SMK employees in Bondowoso Regency. This could be due to aspects related to teacher competence that have an impact on work motivation. Aspects of teacher competence include: pedagogic competence, social and professional personality. Of the four indicators, the pedagogical ability indicator needs to be improved because it has the lowest cross loading factor value than the other indicators. While professional competence is an indicator that has the highest cross loading factor value. This research is strengthened by [14].

3.4.2 The Influence of Work Environment on Work Motivation

Based on the results of testing the work environment variable on work motivation, the coefficient value is 0.649 with an -value of 0.009. Because the -value is smaller than (0.009 < 0.05), then H0 is rejected so that there is a significant effect of the work environment on work motivation. So the second hypothesis which states that the work environment affects the work motivation of private SMK employees in Bondowoso Regency is proven true or H2 is accepted. This is due to aspects related to the work environment that have had a positive impact on the work motivation of Private Vocational Schools in Bondowoso Regency, this research is strengthened by [15].

3.4.3 The Influence of Teacher Competence on Teacher Performance

Based on the results of testing the teacher competency variable on teacher performance, the coefficient value is 0.173 with an -value of 0.001. Because the -value is smaller than (0.001 < 0.05), then H0 is rejected, thus there is a significant effect of teacher competence on teacher performance. So the third hypothesis which states that teacher competence affects the performance of private vocational school teachers in Bondowoso Regency is proven true or H3 is accepted. This could be due to aspects related to teacher competence that have been able to create teacher performance.

3.4.4 The Influence of the Work Environment on Teacher Performance

Based on the results of testing the work environment variable on teacher performance, the coefficient value is 0.371 with an -value of 0.001. Because the value of -value is smaller than (0.001 < 0.05), then H0 is rejected, thus there is a significant effect of the work environment on teacher performance. So the fourth hypothesis which states that the work environment affects the performance of private vocational school teachers in Bondowoso Regency, is proven true or H4 is accepted. This could be due to aspects related to the work environment that have been able to create the performance of private vocational high school teachers in Bondowoso Regency. In this case, if the Private Vocational School in Bondowoso Regency has a good work environment, it will certainly create good teacher performance, this research is strengthened by [16].

3.4.5 The Effect of Work Motivation on Teacher Performance

Based on the results of testing the work motivation variable on teacher performance, the coefficient value is 0.417 with an -value of 0.001. Because the -value is smaller than (0.001 < 0.05), then H0 is rejected, thus there is a significant effect of work motivation on teacher performance. So the fifth hypothesis which states that work motivation affects the performance of private vocational school teachers in Bondowoso Regency is proven true or H5 is accepted. This could be due to aspects of work motivation related to the performance of private vocational high school teachers in Bondowoso Regency, this research was strengthened by [17].

3.4.6 The Influence of Teacher Competence on Teacher Performance through Work Motivation

Based on the sixth hypothesis, teacher competence affects teacher performance through work motivation. After testing and analyzing the data, the results showed that the indirect effect of teacher competence (X1¬) on the teacher performance variable (Y) through the work motivation intervening variable (Z) of 0.087 which is smaller than the direct influence of the teacher competency variable (X1) on the teacher performance variable (Y) which is 0.173. The total influence of teacher competence (X1) on teacher performance (Y) is 0.260 with details of the direct effect of 0.173 and the indirect effect of 0.087.

3.4.7 The Influence of the Work Environment on Teacher Performance through Work Motivation

Based on the seventh hypothesis, the work environment affects teacher performance through work motivation. After testing and analyzing the data, the results showed that the indirect effect of the work environment variable (X2) on teacher performance (Y) through the intervening variable of work motivation (Z) was 0.271 which value was smaller than the direct effect of the work environment variable (X2). To the teacher performance variable (Y) which is equal to 0.371. The total influence of the work environment (X2) on teacher performance (Y) is 0.54 with details of the direct effect of 0.371 and the indirect effect of 0.271, this research is strengthened by [5].

4. CONCLUSION

Based on the research findings that have been described above, the conclusions in this study are as follows:

a. The test results prove teacher competence, has a positive and significant effect on work motivation. This result succeeded in answering previous research which stated that teacher competence had an effect on work motivation.

b. The test results prove that the work environment has a positive and significant effect on work motivation. This result successfully answered previous research which stated that the work environment had an effect on work motivation.

c. The test results prove teacher competence, have a positive and significant effect on teacher performance. This result succeeded in answering previous research which stated that teacher competence had an effect on teacher performance.

d. The test results prove that the work environment has a positive and significant effect on teacher performance. These results succeeded in answering previous research which stated that the work environment had an effect on teacher performance,

e. The test results prove that work motivation has a positive and significant effect on teacher performance. This result succeeded in answering previous research which stated that work motivation had an effect on teacher performance.

f.   The test results prove that there is an indirect influence of teacher competence (X1¬) on the teacher performance variable (Y) through the intervening variable work motivation (Z) whose value is smaller than the direct effect

g.   The test results prove the indirect effect of the work environment variable (X2) on teacher performance (Y) through the work motivation intervening variable (Z) whose value is smaller than the direct effect.

REFERENCES
[1]   Darmaja, IPEY (2015). The Influence of Leadership and Job Satisfaction on Employee Performance in Regional Level I Companies, Bali Sub Unit Sangiang in 2013. Department of Economics Education, Ganesha Singaraja University, 5(1).
[2]   Hasibuan. (2016). Human Resource Management. Earth Literature.
[3]   Muhammad Ekhsan, IS (2021). The Role of Motivation Mediation on the Effect of Transformational Leadership Style on Employee Performance. International Journal of Management Science and Information Technology, 1(1).
[4]   Nur Aeni, Heri Gatot Kuswanto. (2021). The Influence of Leadership Style, Motivation and Work Discipline on Employee Performance. International Journal of Management Science and Information Technology, 1(2).
[5]   Jazuli Mukhtar. (2018). The Effect of Work Environment and Work Motivation on Teacher Performance at Asshiddiqiyah Islamic Boarding School Jakarta. Journal of Business Disruption, 1(1).
[6]   M. Khafit Ashar and Murgianto. (2019). The Effect of Competence, Organizational Support, on Teacher Performance With Motivation as an Intervening Variable at the Surabaya Cendekia Utama Education Foundation. Global, 2(2).
[7]   Febiningtyas, RER and DE (2014). The Effect Of Leadership, Motivation, And Work Discipline On The Employees' Performance Of Finance Section In The Regional Working Unit In Tulungagung Regency. The Indonesian Accounting Review, 4(2), 97–106.
[8]   H. Hadari Nawawi. (2016). Human Resource Management. Gajah Mada University Press.
[9]   Sandra Aris Wagiyono, Abadi Sanosra, TH (2020). The Influence of Work Environment and Competence on Organizational Commitment and Employee Performance. JSMBI (Indonesian Journal of Management and Business Science), 10(2), 152–163.
[10]   Rachmawati, T. and D. (2013). Teacher Professional Performance Assessment and Scores. The credit. Gava Media.
[11]   Muhammad Irham Adam, Abadi Sanosra, USA (2020). The Effect of Education and Training and Competence on Organizational Commitment and Employee Performance. JSMBI (Indonesian Journal of Management and Business Science), 10(1), 109–123.
[12]   Sugiono. (2012). Qualitative Quantitative Research Methods and R&B. Alphabet.
[13]   Haryono, S. (2017). SEM Method For Management Research With AMOS LISREL PLS. Luxima Metro Media.
[14]   Rahim, A., Syech, S., and Zahari, M. (2017). The Influence of Work Environment and Competence on Work Motivation and Their Impact on Employee Performance at the Education Office of Tanjung Jabung Timur Regency. J-MAS (Journal of Management And Science), 2(2), 133–149.
[15]   Moulana, F., Sunuharyo, BS, and Utami, HN (2017). The Effect of Work Environment on Employee Performance Through Mediator Variables of Work Motivation (study on employees of PT. Telkom Indonesia, Tbk Witel South Java, Jalan A. Yani, Malang). Journal of Business Administration, 44(1), 178–185.
[16]   Jannah, EF, Tobing, DSK, and Sunardi, S. (2017). The Influence of Work Environment and Compensation on Performance Through Employee Motivation in Production Division UD. Lumintu Ambulu Jember. E-Journal of Business Economics and Accounting, 4(1), 104–108.
[17]   Bentar, A., Purbangkoro, M., and Prihartini, D. (2017). Analysis of the Influence of Leadership, Motivation, Work Discipline and Work Environment on Employee Performance at Sukorambi Botanical Gardens (TBS) Jember. Indonesian Journal of Management and Business, 3(1), 1–17.