The Influence of School Environment and Teacher Communication on Economics Teacher Competence in Jambi Province

Wiwik Pudjaningsih¹, Hendra Rustantono², Nurpeni Nurpeni³, Herman Budiyono⁴, Zuhri Saputra Hutabarat⁵, Baseran Nor⁶, Ade Taufan⁷

¹ Universitas Ngudi Waluyo, Semarang, Indonesia; wikpudja@gmail.com
² Universitas Islam Raden Rahmat, Malang, Indonesia; hendrarus09@yahoo.com
³ Universitas Lancang Kuning, Pekanbaru, Indonesia; nurpeni@unilak.ac.id
⁴ Universitas Jambi, Jambi, Indonesia; hermanbudiyono61@gmail.com
⁵ Universitas Batanghari Jambi, Jambi, Indonesia; zuhri2saputra1hutabarat9@gmail.com
⁶ Universitas Lambung Mangkurat, Banjarmasin, Indonesia; baserannor@ulm.ac.id
⁷ Universitas Merangin, Jambi, Indonesia; adetaufan05@gmail.com

ABSTRACT

This study aimed to analyze the effect of the school environment and teacher communication on the competence of economics teachers. The study used a quantitative research design approach by using a survey model. The participants in this study were 142 teachers from public and private vocational high schools in Jambi Province and, using the Slovin formula to represent the entire population of 264 teachers. Furthermore, the data were analyzed using exploratory factor analysis, confirmation of theoretical factor analysis, and structural equation modeling. The findings in this study show that the school environment, teacher communication, and teacher competence can understand students by utilizing the principles of student cognitive development so that teachers can understand student personality development and reflect on it in the learning process, helping teachers to have the opportunity to apply material learning theories to daily life activities, and broaden the ideas and thoughts that the teacher has to students so that students understand the learning material provided. This study concludes that learning in the school environment, teacher communication, and good teacher competence can increase understanding and interest, make student learning more enjoyable, and direct student learning activities to be more active.

Corresponding Author:
Zuhri Saputra Hutabarat
Universitas Batanghari, Indonesia; zuhri2saputra1hutabarat9@gmail.com

1. INTRODUCTION

Education is a process of empowering students to become intelligent human beings, knowledgeable and knowledgeable human beings, as well as educated human beings (Agung &

Rohmah, 2020). Education is one of the reference points for producing superior human resources (Pamungkas & Djuanda, 2022). Education can produce educated layers of society, and improve the quality and quantity of education continue to this day (Arianto & Istikomah, 2018). Teachers are one of the main components in improving the quality and quantity of education (Muspiroh, 2016). Teacher competency development in improving competencies continues to be carried out through earning evaluation and training (Istiqomah et al., 2022). Teachers are expected to gain experience in solving problems, experience in work ethics, and completeness in working with good results (Rahman, 2022). Teachers are also expected to gain experience developing their potential as well as doing good work, and being able to work together (Erwan, 2020). In conclusion, teachers are expected to have competent experience in improving teaching quality.

Competencies that teachers must possess as a form of fulfilling quality standards that must be achieved are pedagogical competencies, personal competencies, social competencies, and professional competencies obtained through professional education (Rahman, 2022). These four competencies are competency standards that must be achieved by teachers (Istiqomah et al., 2022). Pedagogic competence, personality competence, social competence, and professional competence are inseparable units because a teacher not only delivers knowledge but also instills character values in students (Sukmawati, 2019). It was concluded that teachers must be able to improve students' character in improving their learning outcomes.

The four competencies can be obtained through education, professional pathways, training, and teaching experience (Sukmawati, 2019). In fact, most of the teachers who teach at the Vocational High School level have not met the competence as teachers, as evidenced by the decline in student learning outcomes (Javentdo et al., 2021). This means there are still teachers who do not take advantage of the school environment and cannot communicate effectively (Rahman, 2022). As a result, it affects the learning process so that the impact on learning objectives is not achieved (Lismawati & Trihantoyo, 2021). Therefore, it is concluded that teachers who do not take advantage of the school environment, have poor communication, and have low teacher competency result in not achieving learning objectives.

The school environment is an influential and meaningful environment for students in the teaching and learning process at school. The school environment includes the school's physical environment, such as learning facilities and infrastructure, learning resources, learning media, and others (Balaram Naik, P Karunakar,1 M Jayadev, 2013). Some school environments in Jambi Province are still experiencing problems with the completeness of inadequate school facilities; this can be seen from the number of teaching aids and the existing learning media are inadequate (Rohman, 2020). Schools must have complete facilities in order to improve student learning outcomes.

Teacher communication when delivering subject matter is still in a monotonous way, this is evident when students receive subject matter at school (Jamalludin, 2016). One student was told to read material from the book, and the other students listened. Then the teacher explains again, and so on (Rasam et al., 2019). So that students chat with their friends and pay less attention during teaching and learning process (Zahro Suciati, 2017). These learning situations and conditions caused students to be inactive and the learning atmosphere unpleasant as expected had not materialized (Rosmiati, 2016). Teacher communication is very important in improving the quality of student learning, if the teacher has good communication, then the quality of student learning will be good, and vice versa if the teacher's communication is not good then the quality of student learning will not be good.

2.   METHODS

The approach used in this research is a quantitative research design using a survey model for this research to be conducted in August 2022. The main advantage of this approach is that it helps to understand the school environment, teacher communication and its effect on teacher competence, so we created a research model framework as follows:
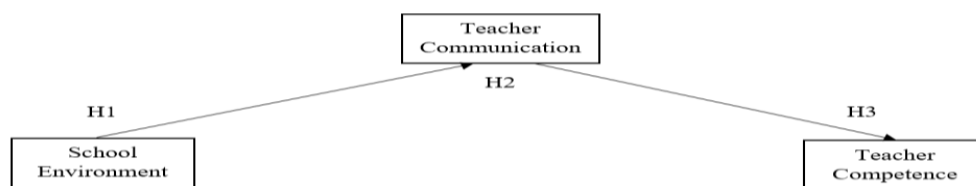
Figure 1. Research Framework
Source: Researcher Elaboration

Three hypotheses were used in this explanatory quantitative investigation. The positivist ideology is the foundation of the quantitative research method used to examine a specific population or sample (Straits, 2006). This study gathers data using a sample of participants' responses to survey questions. The objective was to gather specific data that can be used to process the study findings. The researchers also employed population panels for sampling in addition to data collection. A population is a collection of people who share certain traits (Creswell, 2011). The sample represents a portion of the population by choosing and establishing circumstances. The population selected in this study were 220 teachers from 5 schools in Jambi province, namely: State Vocational High School 1 (SMKN 1), State Vocational High School 2 (SMKN 2), State Vocational High School 5 (SMKN 5), Vocational High School Private Pelita Raya (PR PR) , and Unggul Sakti Vocational High School (US SMK). The sample for this study were chosen by using Slovin formula, which is thought to reflect the total population and a standard measurement error. H.1% 5% (Kriyantono, 2010). There were <u>142 respondents</u> that chosen as the sample in this study. Commitment and motivation of teachers in the province of Jambi were the subjects of a questionnaire used by researchers to examine teacher effectiveness. Utilizing a fully defined and categorized Likert scale used by the researcher (Kriyantono, 2010). All rating measures were graded on a Likert scale, with 1 being the most vigorous disagreement and 5 being the most robust agreement (5). In both public and private SMKs, 261 instructors received questionnaires.

Through the technique of collecting data from several respondents through several item statements to answer, the researcher developed an instrument through a questionnaire designed to determine the school environment, teacher communication, and teacher competence in analyzing problems that occur so that they are more accurate with various indicators namely:

Table 1. Questionnaires, Indicators, and Research Statement Items

No	Questionnaire	Indicators	Statement
1	School environment (Slameto, 2010).	a) Teacher-student interactions, b) Student-student relationships, c) Learning spaces and locations, d) Class facilities, e) Learning tools, f) Libraries as learning support, and g) Ventilation and classroom lighting	26 Items
2	Teacher Communication (Javentdo et al., 2021).	a) Developing a positive attitude b) Communicative and open c) Passionate and serious d) Interaction in activities	12 Items
3	Teacher Competence (Law Number 14 Concerning Teachers and Lecturers, 2005), (Directorate of Education Personnel, 2008) and (Director General of Teachers and Education Personnel, 2022)	a) Pedagogic competence b) Personality competence c) Social competence d) Professional competence	14 Items

Data analysis activities are carried out after the required research data has been collected in accordance with Table 1 above through the development of research instruments. Data collection was

carried out using a questionnaire technique as the instrument was distributed online via the Google form, accessible via smartphones and personal computers. We conducted three testing stages in analyzing the data using exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation model (SEM) consisting of evaluation of the measurement model (outer model) and evaluation of the measurement model (inner model). Evaluation of measurement model (outer model) is a measurement model that shows how to manifest variables, or observed variables represent latent variables to be measured. Meanwhile, the evaluation of the measurement model (inner model) is to show the strength of estimation between latent and construct variables (Latan, 2015).

This study used descriptive statistical analysis, which processes data in numerical form and is not usually recognized once the necessary research data is acquired (Sugiyono, 2017). Because this tool is offered online using a Google form that can be accessed via cellphones and desktops, data collection was done using a questionnaire. Using PLS-SEM, the researchers performed a two-step data analysis test that involved evaluating the measurement model (external model) and the measurement model (internal model). A measurement model that illustrates how a visible or observation variable represents the measured latent variable is an estimated measurement model (external model). The measurement model's (internal model's) estimation demonstrates the estimate's accuracy between the latent and constructed variables (Latan, 2015).

3. FINDINGS AND DISCUSSION

Analyzing the school environment, teacher communication influence on teacher competence is the aim of this research. In this study 3 hypotheses include: 1) The influence of the school environment on teacher communication, 2) The effect of teacher communication on teacher competence. 3) The influence of the school environment and teacher communication on teacher competence. Tested using structural equation modeling (SEM) with SmartPLS 3.29 software, you can see the results of the research scheme model test we carried out in Figure 2 below:
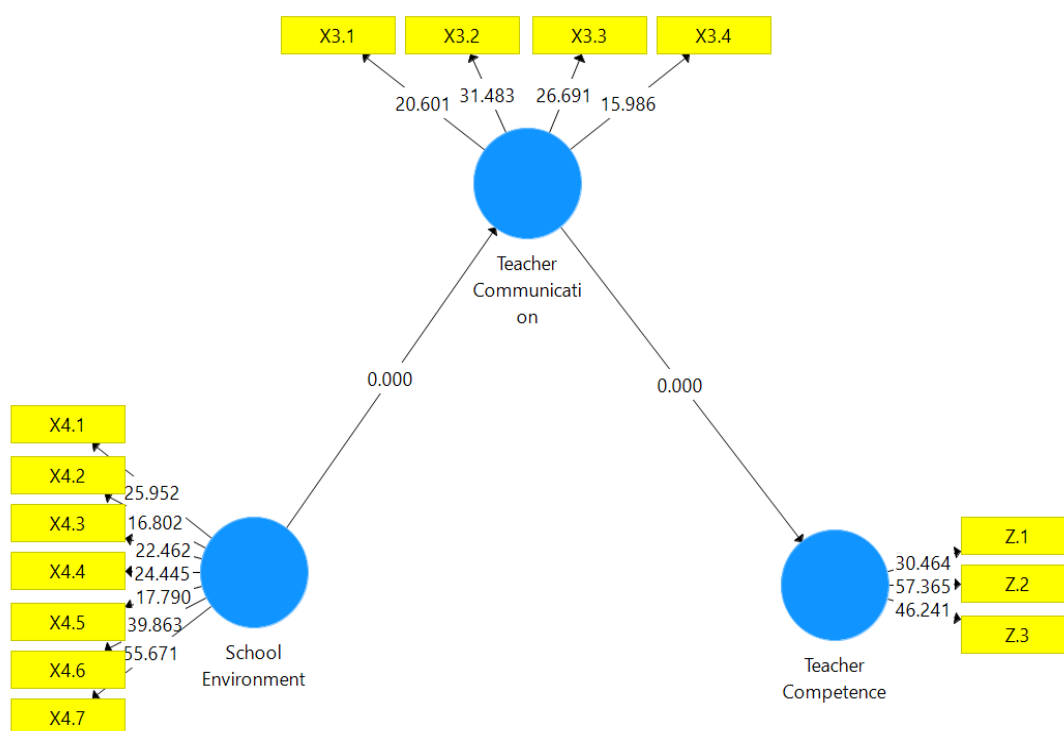

Figure 2. Results of the Structural Equation Research Model
SmartPLS version 3.29, (Researchers in 2022 processed the data)

Figure 2 is a structural model that illustrates the effects of the seven hypotheses that were investigated. It demonstrates how teacher communication and the school environment both affect teachers' abilities. Additionally, it is demonstrated that every indication is said to be reliable for precisely measuring every external and endogenous variable. The following table shows the outcomes of the overall factor loading test for our study variable indicators:

Table 2. Indicators of Research Variables Loading Factor Test Results

Code	Indicator	Loadings
	School Environment	
X4.1	Teacher-student relationships	0.873
X4.2	Student-student relationships	0.766
X4.3	Study rooms and places	0.776
X4.4	Class facilities	0.865
X4.5	Learning tools	0.811
X4.6	Libraries as learning support	0.903
X4.7	Ventilation and class	0.918
	Teacher Communication	
X3.1	Developing a positive attitude	0.822
X3.2	Communicative and open	0.871
X3.3	Passionate and serious	0.831
X3.4	Interaction in activities	0.790
	Teacher Competence	
Z.1	Pedagogic competence	0.924
Z.2	Personality competence	0.927
Z.3	Pocial competence	0.902
Z.4	Professional competence	0.978

SmartPLS version 3.29 (Data processed by 2022 researchers)

Our research yielded a model of the school environment that relates teacher communication to teacher competency and uses SEM-PLS to achieve convergent validity. All indicators are considered valid if the loading factor value is more than 0.700 (Chin, 2010). In the meanwhile, dependability may be evaluated by taking several assessments of how consistently respondents reply to various propositions. The dependability of a concept, as measured by Alpha Cronbach, can be used to determine consistency. If the constructor variable's Cronbach Alpha value is less than 0.50, it is considered dependable (Hair, 2011). The following are the findings of the reliability and validity tests performed on 141 respondents who were determined to meet the following criteria:

Table 3. Results of Reliability and Validity Tests

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Exracted (AVE)
School Environment	0.933	0.937	0.946	0.716
Teacher Communication	0.848	0.850	0.898	0.688
Teacher Competence	0.906	0.910	0.941	0.841

SmartPLS version 3.29 (Data processed by 2022 researchers)

The reliability test was done on 142 instructors, as seen in Table 2 above, suggesting that the variable was declared reliable and met the requirements. As can be observed, the composite dependability is more than 0.70, and each variable has a Cronbach alpha value. The variation and variance in the many manifest variables that the latent constructs may support are expressed by the average extracted variance (AVE). The average variance extract value (AVE) in this investigation was > 0.50, which denotes a reliable or accurate indicator of convergent validity (Henseler, Ringle, 2009).

Each exogenous and endogenous variable's indicators, which are reliable and have high scores when required, may be measured by this study. The model's viability was also tested by measuring the size of the resulting R-squared value. R Square is a metric used to assess how well the regression line equation of the applied model works (Chin, 2010). The R-squared value may be used to describe the influence of latent variables, particularly endogenous latent factors, regardless of how significant the effect may be. Table 3 displays the results of computing the R-squared value.

Table 4. Results of the R2 Calculation

	R Square	R Square Adjust
Teacher Communication	0.828	0,826
Teacher Competence	0.654	0.652

SmartPLS version 3.29, (Data processed by 2022 researchers)

According to table 3 above, the R-Square Teacher Communication value is 0.828, indicating that the model in this study is declared "strong" because the R-square value is > 0.70, and the R-Square Teacher Competence value is 0.654, indicating that the model in this study is declared "moderate" because the R-square value is > 0.50 (Latan, 2015), so it can be considered to have predictive relevance. utilizing PLS-SEM to further examine the factors The goal of this study, which calculates the value of the route coefficient, is to ascertain the influence between the variables assessed.

Resampling is initially done using the bootstrapping approach to examine the impact of each endogenous and exogenous variable. According to the bootstrapping findings that have been completed, the importance of the seven hypothesized factors has been identified. The effect data acquired for each of the variables are as follows:

Table 5. Accumulation of Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
School Environment - > Teacher Communication	0.910	0.909	0.019	48.806	0.000
Teacher Communication - > Teacher Competence	0.809	0.814	0.032	25.646	0.000
School Environment - > Teacher Communication - > Teacher Competence	0.736	0.740	0.034	21.331	0.000

SmartPLS version 3.29 (Data processed by 2022 researchers)

The table above shows that direct and indirect effects between variables have been found based on the test findings of the three hypotheses. This means that if the path coefficient value is more significant than 1.96, it is valid with a significance level of 0.05, and vice versa. With a significance > 0.05, the route coefficient value is incorrect if it is 1.96 (Latan, 2015). Table 3's data collection findings show that the importance of the relationship between the constructs is as follows:

Results of the first hypothesis (H1) show that the school environment positively and significantly impacts teacher communication. Learning in a setting where teachers communicate well can boost students' comprehension of and interest in the subject matter taught by the instructor. Learning in a setting where teachers communicate effectively can make the learning experience more pleasurable (Riance, 2019), (Efrilia, 2020), (Desstya, 2016) and (Pahrudin et al., 2016). Learning in a healthy school environment and with good teacher communication helps students to broaden their horizons, and it can also trigger a broader way of thinking of teachers.

Furthermore, the second hypothesis (H2) is that teacher communication positively and significantly affects teacher competence. Communication has a vital role in teaching in order to

increase teacher competence; further findings in this study include learning helps the learning process to achieve student learning goals, motivates students, provides information to youth, stimulates more conducive discussions, directs student activities more actively, carries out exercises and tests more focused with maximum value Communication media provides more value benefits so that education has a positive use value for life and life (Yusuf et al., 2020), (Florence et al., 2022), and (Septiani et al., 2021). Successful and exciting learning requires good communication and teacher competence.

The results of the third hypothesis (H3), the school environment and teacher communication have a positive and significant effect on teacher competency. In improving teacher competence, it is also necessary to improve the school environment and teacher communication; the results of this study include; 1) Teachers can understand students by utilizing the principles of student cognitive development so that teachers can understand student personality development and reflect it in the learning process, 2) A good school environment helps teachers to have the opportunity to apply material learning theories to daily life activities, 3) Can convey and expand an idea and thoughts that the teacher has to students so that students understand the learning material provided (Sandriyani et al., 2021), (Ahluwalia, 2017), and (Nyakundi, 2020). The school environment, teacher communication, and teacher competence are critical in the learning process in schools because they significantly affect the quality of a teacher's service to students and will also affect learning outcomes closely related to the quality of education in schools.

4.   CONCLUSION

The results of this study succeeded in confirming the 3 hypotheses accepted in this study that the school environment, teacher communication had a positive and significant effect on teacher competence; 1) Learning in a school environment with good teacher communication can increase understanding, interest, the learning atmosphere of students becomes more enjoyable, 2) With good communication the teacher provides information to young people, stimulates more conducive discussions, and directs student activities to be more active, 3) The school environment, teacher communication, and teacher competence can understand students by utilizing the principles of student cognitive development so that teachers can understand student personality development and reflect on it in the learning process, helping teachers to have the opportunity to apply theories of learning material to daily life activities, and broaden the ideas and thoughts that the teacher has to students, so that students understand the learning material provided.

On a broader scale, more in-depth follow-up studies are needed on the school environment, teacher communication, and Indonesian teacher competence so that a clearer picture of this can be obtained. Such an overview is needed as an effort to find alternative solutions to the problems teachers face that have never been resolved, both apprenticeship and external problems.

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