

# Pedagogical Competence and Work Environment as Determinants of Public Elementary School Teachers' Performance in Yogyakarta City

Dakhliatunnaviah<sup>1</sup>, Banu Setyo Adi<sup>2</sup>

<sup>1</sup> Universitas Negeri Yogyakarta, Indonesia; dakhliatunnaviah.2022@student.uny.ac.id

<sup>2</sup> Universitas Negeri Yogyakarta, Indonesia; banu\_adi@uny.ac.id

---

## ARTICLE INFO

### Keywords:

pedagogical competence;  
work environment;  
teacher performance

### Article history:

Received 2024-08-08

Revised 2024-10-30

Accepted 2024-12-10

## ABSTRACT

This study investigates the effects of pedagogical competence and work environment on teacher performance, both individually and simultaneously, among public elementary school teachers in Yogyakarta City. A quantitative approach with a descriptive design was employed. Data were collected via questionnaires rated on a 4-point scale, and distributed to 200 high-grade teachers selected through quota sampling. Multiple linear regression analysis was conducted using SPSS Statistics 21. The findings reveal that pedagogical competence positively influences teacher performance, contributing 13.5% to improved performance quality. The work environment also has a positive impact, contributing 17.6% to performance effectiveness. When combined, pedagogical competence and work environment explain 31.1% of the variance in teacher performance. These results underscore the importance of both pedagogical competence and a conducive work environment in enhancing teacher performance. Strengthening pedagogical skills enables teachers to implement more effective learning strategies, while a supportive work environment fosters motivation and professional growth. The study highlights the need for policy interventions in Yogyakarta City to enhance teacher competence and improve school environments. Suggested measures include professional development programs, targeted training, and investment in school infrastructure and facilities to create a more supportive educational setting. These initiatives can collectively elevate teacher performance and educational outcomes.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### Corresponding Author:

Dakhliatunnaviah

Universitas Negeri Yogyakarta, Indonesia; [dakhliatunnaviah.2022@student.uny.ac.id](mailto:dakhliatunnaviah.2022@student.uny.ac.id)

---

## 1. INTRODUCTION

Teacher performance is a critical topic in the field of education, as it directly influences the quality of learning and student outcomes. It encompasses various dimensions, including classroom management, the application of effective teaching methods, the provision of guidance to students, and the execution of objective and constructive evaluations. Educators who demonstrate high performance are capable of fostering a conducive learning environment, motivating students to achieve their full potential, and

promoting the development of critical thinking skills and creativity. Given the pivotal role of teachers in the educational process, enhancing teacher performance is a primary objective in initiatives aimed at improving the overall quality of education. Consequently, research that elucidates the factors influencing teacher performance—such as pedagogical competence and the work environment—is essential for generating insights and recommendations that can inform teacher professional development and improve working conditions within schools. It is anticipated that this research will facilitate the implementation of effective strategies by educational stakeholders to enhance teacher performance and, ultimately, elevate the quality of education in Indonesia.

This study aims to analyze the influence of pedagogical competence and work environment on teacher performance in public primary schools in Yogyakarta City. Pedagogic competence is key to improving the quality of learning, while a supportive work environment plays an important role in teaching effectiveness. Despite many studies on factors affecting teacher performance, there is no clear understanding of the specific contribution of these two variables. The research findings are expected to provide practical recommendations for teachers to improve pedagogical skills and for policymakers in creating a conducive work environment so as to improve teacher performance and the overall quality of education.

Numerous scholarly publications underscore the significance of the teaching function within the realm of education. In a continually evolving cultural landscape, it is essential for students to acquire the skills necessary for adaptation, and teachers play a critical role in facilitating this process. They are instrumental in the development of a nation through their implementation of education (Amin & Suardiman, 2016; Dewi & Mukminan, 2016). Teacher performance, which encompasses the preparation, implementation, and evaluation of learning, serves as a vital input in the educational process (Hermanto, 2022). The performance of teachers is indicative of their ability to fulfill their responsibilities and is characterized by a combination of both the quantity and quality of their efforts (Cahya & Jabar, 2023). Educators must be capable of delivering quality instruction, motivating and inspiring learners, as well as possessing a profound understanding of the subject matter, effective teaching strategies, and strong interpersonal skills (Jannah & Hermanto, 2022; Saptono, 2022).

However, there are serious problems associated with declining teacher performance. According to research results published by the National Accreditation Board for Schools/Madrasahs (BAN-S/M), there are 18,406 schools and madrasahs that have experienced a decline in performance (Nua, 2021). This decline reflects the gap between the expected goals of the education system and the results achieved, so this needs further attention. Some factors that can affect teacher performance include professional training and experience (Amin & Suardiman, 2016; Dewi & Mukminan, 2016), educational background, personality traits, leadership abilities, organizational structure, social conditions, individual needs, work environment, and work motivation (Riduwan, 2014). Competence is another important component. Teachers who are able to complete tasks according to standards and achieve learning objectives are considered successful (Dwiningtyas & Hajaroh, 2021). To achieve the vision and goals of education, teachers need to have four basic competencies: pedagogic, social, personality, and professional (Salmawati, 2017).

Initial observations revealed several significant findings pertinent to the research focus. These observations were conducted across multiple public primary schools situated in the eastern, southern, western, and northern regions of Yogyakarta. Overall, there exists considerable variation in pedagogical competence among public primary school teachers in Yogyakarta. While some educators exhibit a high level of proficiency in lesson planning, implementation, and evaluation, others require further development in these areas. The working environment within these schools also varied significantly; some institutions are equipped with adequate facilities and foster harmonious relationships among colleagues, whereas others face challenges such as insufficient resources and interpersonal conflicts among staff. Favorable physical workplace conditions, including comfortable classrooms and well-

equipped teaching aids, appear to enhance teacher performance. Conversely, in certain schools, limited administrative support and inadequate facilities may hinder optimal teacher performance.

Teacher performance is closely linked to the field of education, as it directly influences the effectiveness of the learning process and the educational outcomes achieved by students. High levels of teacher performance can facilitate the attainment of educational objectives, including the development of students' cognitive, affective, and psychomotor abilities, ultimately contributing to the achievement of the expected basic competencies.

Furthermore, teachers' ability to design learning experiences that promote critical thinking, problem-solving, and the construction of personal understanding aligns with constructivist theory (Hamdi, Triatna, & Nurdin, 2022). Data indicates that there remains significant room for improvement in teacher competencies across Indonesia. Although the average score of the Teacher Competency Test (UKG) in Yogyakarta City surpasses that of the Special Region of Yogyakarta, it still falls short of expectations (Kemdikbud, 2019). Specifically, the pedagogical competency scores of primary school teachers in Yogyakarta City are lower than their professional competency scores. Observations and interviews conducted in various schools within Yogyakarta City reveal that many teachers struggle with integrating technology into their teaching due to a lack of training. Additionally, high workloads pose a serious challenge, leading many educators to resort to downloading modules online without customizing them to meet the needs of their students and the relevant curriculum. This situation underscores the necessity for enhanced focus on developing a supportive work environment and providing adequate training to elevate the effectiveness of the teaching process. Consequently, teachers' instructional skills and the quality of their work environment play a critical role in influencing their performance. A non-conducive work environment can diminish teacher productivity, while a positive environment can foster improved performance (Dwiningtyas & Hajar, 2013). Therefore, addressing these factors is essential for enhancing the overall quality of education.

The ability of primary school teachers to instruct a diverse array of subjects using holistic approaches—such as projects and experiments—alongside their skills in workload management, including organizing, implementing, and evaluating teaching, significantly impacts their performance. This is supported by various studies (Almujtaba, 2021; Gebremariam & Gedamu, 2023; Mariscal et al., 2023; Sabon et al., 2018; Yuberti, 2018). Additionally, teachers must possess classroom management skills, adaptive communication abilities, and mastery of educational technology. They also play a vital role as guides and motivators, which is essential for fostering children's development and ensuring overall educational success (Inah, 2015; Ishak et al., 2023; Muningsih, 2015; Yestiani & Zahwa, 2020). Several factors influence the performance of primary school teachers, including internal aspects such as motivation, job satisfaction, education, and teaching skills. External factors also play a crucial role, encompassing organizational policies, leadership from principals, work climate, and available infrastructure (Asf & Mustofa, 2013; Pratiwi et al., 2021). Addressing these elements is vital for enhancing teaching standards in primary schools. Indicators of teaching performance in primary schools typically include lesson planning, implementation, and evaluation (Buchori, 2015; Hartanto & Purwanto, 2019; Sobirin, 2018). Collectively, these factors and indicators contribute to a comprehensive understanding of what constitutes effective teaching and how to support teachers in improving their practice.

Various factors influencing the performance of primary school teachers have been the subject of extensive research. A study by Supriyono, Ali Imron, Imron Arifin, & Kusmintardjo (2017) demonstrated that pedagogical competence, professionalism, and work motivation significantly contribute to teaching effectiveness. In contrast, research conducted by Pujianto, Arafat, & Setiawan (2020) highlighted the critical role of principal supervision and a supportive work environment, which can greatly affect teacher performance. However, findings from a study utilizing a Structural Equation Modeling (SEM) approach indicated that teaching competence and the work environment do not always have a significant effect on teacher performance across various disciplines. This suggests that the factors anticipated to influence teacher performance may not be universally applicable, necessitating further research to identify

additional relevant variables. Furthermore, research by Hasibuan & Bahri (2018) found that leadership, work culture, and employee motivation also play significant roles in enhancing teacher performance. Consequently, the development of education policy should take into account both organizational and interpersonal aspects.

This study aims to employ a survey approach to analyze the influence of pedagogical competence and work environment on the performance of primary school teachers in Yogyakarta City. The objective is to provide in-depth insights into the relationship between these variables and their implications for more effective educational policy. Specifically, the research seeks to determine how the performance of primary school teachers in Yogyakarta City is affected by their work environment and pedagogical competence. It will assess the impact of each element and their interactions to ascertain whether pedagogical ability and work environment contribute positively to teacher performance. The anticipated benefits of this research include theoretical contributions to the field of education science and practical applications for teachers, principals, and educational stakeholders. By developing more targeted strategies and policies, the study aims to improve the overall quality of education.

## 2. METHODS

This research employs a survey method with a quantitative descriptive design, as outlined by Ali & Asrori (2019). The study was conducted in Yogyakarta City over a two-month period, from January to February 2024. This method was selected to investigate how the performance of primary school teachers in Yogyakarta City is influenced by the work environment and pedagogical competence. The research aims to measure the impact of each element and its relationship with teaching quality, specifically examining whether pedagogical ability, work environment, and interactions positively contribute to teacher performance. The population for this study comprises 401 high-grade teachers from public elementary schools, categorized based on the four regions of Yogyakarta City: East, South, West, and North (Kemdikbud, 2023). The sampling technique utilized is quota sampling, which resulted in a total of 200 respondents (Ali & Asrori, 2019). This approach ensures a balanced representation of teachers from each geographical area by dividing the respondents according to the proportion of teachers in each region.

The characteristics of the respondents include a diverse geographical distribution across the four regions of Yogyakarta, along with relevant educational qualifications and pedagogical competencies that are anticipated to enhance their performance as educators. The study aims to explore the intricate relationship between pedagogical competence, work environment, and teacher performance among the respondents, contributing valuable insights into the factors that influence teaching effectiveness in primary schools.

The instrument utilized in this study consists of a closed questionnaire, which offers alternative answers for respondents to choose from. All statements included in the questionnaire are positive in nature. The measurement scale employed is the Likert Scale, featuring four alternative responses. The choice of a four-point scale is intentional, aimed at minimizing the likelihood of respondents selecting a neutral or middle value.

The questionnaire is designed to assess three primary variables: pedagogical competence, work environment, and teacher performance. The research indicators for this study were adapted from the research instrument developed by Yulia (2017). Specifically, pedagogical competence is measured through indicators related to learning planning, learning implementation, and learning evaluation. By utilizing this structured questionnaire, the study aims to gather quantitative data that can provide insights into the relationships between pedagogical competence, work environment, and teacher performance, thereby contributing to a deeper understanding of the factors affecting educational effectiveness in primary schools.

To ensure the validity and reliability of the data collected in this study, several prerequisite tests were conducted, including tests for normality, linearity, multicollinearity, and heteroscedasticity. The normality test was used to determine whether the data followed a normal distribution, which is a fundamental assumption for many statistical analyses. The linearity test assessed whether a linear relationship existed between the independent and dependent variables, ensuring the validity of regression analyses. The multicollinearity test checked for excessively strong relationships between independent variables, as high multicollinearity could distort regression results and obscure the individual effects of each variable. Lastly, the heteroscedasticity test verified that the variance of measurement error remained constant across all levels of the independent variables, meeting another critical assumption of regression analysis.

An instrument is deemed valid if it accurately measures the intended construct. In this study, the validity of the instrument was assessed using the Product Moment correlation technique developed by Karl Pearson, with the aid of SPSS version 20.0 software. The calculated r-value (*rhitung*) for each item was compared to the critical r value (*rtabel*) at a significance level of 5%. An item is considered valid if the calculated r value is greater than or equal to the critical r value. The validity analysis confirmed that each item in the questionnaire effectively reflects the construct being measured. Specifically, for the teacher performance questionnaire, all 15 statement items demonstrated a significance value of less than 0.05, with calculated r values ranging from 0.507 to 0.874. This indicates that each statement item is valid and effectively measures teacher performance, making them suitable for inclusion in this study. Overall, the validity testing process ensures that the questionnaire is a reliable tool for assessing the relationships between pedagogical competence, work environment, and teacher performance, thereby contributing to the robustness of the research findings.

Following the confirmation of validity, the next crucial step was to assess the reliability of the instruments utilized in the study. The reliability test aims to evaluate the consistency and stability of the measurement results over time. In this research, the Cronbach's Alpha value was employed as the primary indicator of reliability. The criterion for determining reliability is that a Cronbach Alpha value of  $\geq 0.6$  signifies that the instrument is considered reliable.

The results of the reliability test indicated that all research variables demonstrated excellent Cronbach's alpha values. Specifically, both pedagogical competence (X1) and work environment (X2) exhibited Cronbach's alpha values of 0.923, while the teacher performance (Y) variable achieved a value of 0.931. These values significantly exceed the established threshold of 0.6, confirming that the research instruments are not only valid but also highly reliable. This high reliability suggests that the instruments can be confidently utilized in further research.

Furthermore, the reliability test was conducted using the Cronbach Alpha formula, which is appropriate given that the research instrument is structured in an interval format with statement items scored from 1 to 4. The reliability assessment in this study was facilitated using the SPSS version 20.0 software program. The results of the calculations were interpreted according to the correlation coefficient levels as outlined in the relevant tables. Overall, the reliability analysis reinforces the robustness of the research instruments, ensuring that they consistently measure the constructs of pedagogical competence, work environment, and teacher performance effectively. This reliability is crucial for the integrity of the research findings and supports the validity of the conclusions drawn from the data collected.

**Table 1.** Guidelines for Giving Interpretation to the Correlation Coefficient (r)

R-value	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

The data analysis for this study commenced with a descriptive analysis aimed at providing a comprehensive overview of the variables of interest: pedagogical competence, work environment, and teacher performance. This descriptive analysis involved calculating key statistical measures, including the mean, median, mode, and standard deviation for each variable. These statistics help to summarize the data and offer insights into the central tendencies and variability present within the dataset. Following the descriptive analysis, a multiple linear regression analysis was conducted to assess the impact of pedagogical competence and work environment on teacher performance. This analysis aimed to determine the relationship between the two independent variables (pedagogical competence and work environment) and the dependent variable (teacher performance). The multiple regression analysis was performed using SPSS version 20.0, allowing for the calculation of the multiple correlation index, which indicates the strength and direction of the relationship between the variables.

To evaluate the significance of the influence of each independent variable on teacher performance, a t-test was conducted. This test assessed the individual contributions of pedagogical competence and work environment to teacher performance, providing insights into which factors are statistically significant predictors of performance outcomes. The findings from this study are expected to offer valuable insights into the ways in which pedagogical competence and work environment affect the performance of public elementary school teachers in Yogyakarta City. Moreover, the results are anticipated to yield relevant recommendations for enhancing the quality of education, focusing on both the development of teacher competencies and improvements in the school work environment. Ultimately, this study aims to contribute to initiatives aimed at elevating educational quality in the region and serve as a foundation for more effective policymaking in the field of education.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

The researchers analyzed respondents' answers, categorizing them using descriptive statistics based on interval calculations to identify each variable in relation to the research statement items. The index values were classified as follows: 1.00 - 1.74 (low category), 1.75 - 2.49 (sufficient category), 2.50 - 3.24 (good category), and 3.25 - 4.00 (very good category). The average score for the pedagogical competence variable was 2.97, indicating that teachers effectively planned, implemented, and evaluated learning. For the work environment variable, the average score was 3.30, reflecting a very favorable perception among respondents. Additionally, the average score for teacher performance was 3.22, suggesting that respondents generally viewed teachers as performing their duties well.

The tests for heteroscedasticity, multicollinearity, linearity, and normality confirmed that all conditions were met. The Kolmogorov-Smirnov normality test indicated that all three variables were normally distributed, with a significance value of 0.000, which is below the 0.05 threshold. The linearity analysis established a linear relationship among teacher performance, pedagogical competence, and work environment, with the significance value for linearity deviation exceeding 0.05. Furthermore, the multicollinearity analysis revealed a tolerance greater than 0.1 and a Variance Inflation Factor (VIF) below 10, indicating no multicollinearity issues among the independent variables. The results of the heteroscedasticity test demonstrated a random and irregular pattern of point distribution, confirming that the data met the criteria for further analysis. Given that all four prerequisite tests were satisfied, the research hypothesis testing will proceed.

**Table 2.** Partial effect test results (t-test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.466	2.976		7.213	.000
Pedagogical Competence	.255	.060	.290	4.269	.000
Working Environment	.311	.064	.354	5.200	.000

a. Dependent Variable: Teacher Performance

**Table 3.** Simultaneous test results (F test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2019.240	2	1009.620	44.380	.000 <sup>b</sup>
Residual	4481.635	197	22.749		
Total	6500.875	199			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Environment, Pedagogical Competence

Analysis using IBM SPSS Statistics 21 software indicated that pedagogical competence (X1) significantly contributes to teacher performance (Y), with a significance value of 0.000, well below the 0.05 threshold. This highlights the importance of teachers mastering and applying effective learning strategies, classroom management, and evaluation techniques. Similarly, the work environment (X2) also showed a significant value of 0.000, indicating a strong influence on teacher performance. Both factors—pedagogical competence and work environment—are crucial for enhancing teacher effectiveness, as evidenced by their substantial contributions to performance improvement. These findings emphasize that a quality work environment, characterized by supportive facilities and positive peer relationships, plays a vital role in teachers' effectiveness, underscoring the importance of developing both pedagogical skills and a conducive work environment.

**Table 4.** Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 <sup>a</sup>	.311	.304	4.770

a. Predictors: (Constant), Work Environment, Pedagogical Competence

b. Dependent Variable: Teacher Performance

The analysis of the coefficient of determination in the SPSS model output produces an  $R^2$  value of 0.311, which indicates that 31.1% of the variation in teacher performance (Y) can be explained by pedagogical competence (X1) and work environment (X2). In contrast, 68.9% of the unexplained variation in this study is caused by other factors not related to the variables studied.

**Table 5.** Effective Contribution and Relative Contribution

Variable	Person Correlation	Standadized Coefficients (Beta)	Sumbangan Efektif	Sumbangan Relatif
X1	0.465	0.290	0.135	0.434
X2	0.497	0.354	0.176	0.566

a. Predictors: (Constant), Work Environment, Pedagogical Competence

b. Dependent Variable: Teacher Performance

With an effective contribution of 0.135, variable X1 predicts variable Y with an accuracy of 13.5%. In contrast, variable X2 predicts variable Y with an accuracy of 17.6%, based on its effective contribution value of 0.176. The combined effective contributions of both variables yield the same result as the simultaneous coefficient of determination. Furthermore, the relative contribution of variable X1 is 0.434, indicating that pedagogical competence accounts for 43.4% of the overall contribution of both X variables to variable Y. Conversely, variable X2 has a value of 0.566, signifying that the work environment contributes 56.6% to the overall effect on teacher performance.

### 3.2 Discussion

The analysis yielded several key findings. First, it was determined that pedagogical competence (X1) significantly influences teacher performance (Y), as evidenced by a significance value of 0.000, which is considerably lower than the alpha threshold of 0.05. This indicates that pedagogical skills are crucial for enhancing teaching effectiveness. Pedagogical competence encompasses various aspects, including lesson planning and implementation, classroom management, and assessment of student learning outcomes. These competencies reflect a teacher's ability to translate educational theories into effective classroom practices. With strong pedagogical skills, teachers can develop adaptive teaching strategies, understand students' needs and learning styles, and foster an optimal learning environment. This finding aligns with existing literature that emphasizes the contribution of high pedagogical skills to improved teaching quality. For instance, noted the vital role of teachers' pedagogical competence in enhancing their performance in the teaching and learning process. Similarly, research by Muslih, Supriyanto, & Sembiring (2023) confirmed that pedagogical competence positively impacts teacher performance. Effective teacher performance relies on various elements, including pedagogical competence, enabling educators to conduct thorough evaluations of learning outcomes and implement student-centered strategies efficiently (Suryani, 2023). Consequently, this competence enhances student performance and the overall quality of the learning process.

Second, the study revealed that the work environment variable (X2) also has a significance value of 0.000, indicating a strong effect on teacher performance. This finding underscores the importance of factors in the work environment in determining the effectiveness of teachers in schools. The work environment encompasses various elements, such as the physical condition of classrooms, available facilities, administrative support, and interpersonal relationships among colleagues. Favorable physical conditions, including well-equipped classrooms, facilitate the teaching and learning process. Adequate facilities enable teachers to perform their tasks more efficiently, while supportive administrative structures and harmonious relationships can alleviate stress and enhance job satisfaction. These findings are consistent with prior research indicating that a conducive work environment significantly contributes to teacher performance. For example, Pujiyanto, Arafat, & Setiawan (2020) demonstrated that work environment conditions markedly affect teacher performance. Additionally, a positive work environment can enhance teachers' motivation and engagement. (Winanda, Anwar, & Rini, 2023). While also improving the quality of teaching and student interaction (Fitriani, Suriansyah, & Sulaiman, 2022). As a result, educators can enhance both teaching quality and student performance, while a positive work atmosphere enables them to implement effective learning strategies that cater to students' needs.

Third, the findings indicate that both pedagogical skills (X1) and the work environment (X2) significantly influence teacher performance (Y), with a significance value of 0.000, reinforcing their importance in the educational context. Teachers' pedagogical skills involve the ability to plan and execute lessons, manage classrooms, and assess student learning outcomes. These competencies empower teachers to implement effective teaching strategies tailored to individual student needs, thereby creating meaningful learning experiences and facilitating student success.

Conversely, a conducive work environment is essential for supporting teacher performance. Such an environment includes adequate classroom conditions, comprehensive facilities, efficient

administrative support, and positive working relationships. These factors enhance job satisfaction and comfort while minimizing obstacles to effective teaching. A supportive work environment can reduce stress, boost motivation, and enable teachers to concentrate on delivering quality education. This study's findings suggest that improving teacher performance requires a simultaneous enhancement of both pedagogical skills and the work environment. Consequently, professional development strategies for teachers should incorporate training aimed at enhancing pedagogical competencies alongside initiatives to improve work conditions. Investing in these two areas will create a powerful synergy, whereby enhanced pedagogical skills are complemented by an optimal work environment, ultimately maximizing teaching effectiveness.

This research supports the third hypothesis and corroborates previous studies by Pujiyanto, Arafat, & Setiawan (2020) and Supriyono (2017) which highlighted the influence of work environment and pedagogical competence on teacher performance. Thus, it is evident that enhancing the quality of education necessitates attention to the significant relationship between pedagogical competence and the work environment in supporting teacher performance. Strong pedagogical competence enables educators to create engaging learning experiences and adapt their methods to meet students' demands and preferences. Studies have emphasized the importance of teachers' pedagogical competencies in integrating technology into the classroom (Mariscal, Albarracin, Mobo, & Cutillas, 2023), effectively managing learning systems (Febriani, 2019), understanding learning design components (Sonawalkar & Maheshkar, 2017), and utilizing design technology in education (Rokhman et al., 2020). By developing these competencies, teachers can foster a conducive learning environment, establish clear learning objectives, implement appropriate teaching strategies, and assess student progress to ensure a meaningful educational experience. However, without a supportive work environment, teachers may struggle to implement effective learning strategies (Ekaputri, 2023). A supportive work environment provides a platform for teachers to share experiences and ideas, and gain support from colleagues and school management. Thus, a conducive work environment can strengthen teachers' implementation of pedagogical competencies.

Moreover, a positive work atmosphere is crucial for motivating educators and increasing job satisfaction (Inda & Mishra, 2016). Teachers are more likely to perform at their best when they feel valued and encouraged by their coworkers and administration (Asiedu, 2015). Collaboration among teachers can also foster creativity and innovation in teaching practices (Ker, Lee, & Ho, 2022). Teachers who feel empowered by a supportive work environment are generally more engaged in school-wide development initiatives. The findings of this study suggest that enhancing both pedagogical and environmental competencies is an effective strategy for improving teacher performance in Yogyakarta public primary schools. To elevate teacher performance and the quality of the teaching and learning process, it is essential to strengthen pedagogical competencies through professional development and training. Additionally, providing adequate facilities, modern teaching equipment, and access to digital learning resources is vital. Monthly forums or meetings for sharing ideas and experiences can also be highly beneficial.

As an example of a specific intervention, local governments can design incentive programmes for schools that succeed in creating a conducive working environment. These incentives could be in the form of additional funds for facility development, or rewards for teachers and principals who demonstrate outstanding performance in creating a positive learning environment. By implementing these recommendations, it is expected that teacher performance will improve, which in turn will contribute to improving the quality of education and student learning outcomes in Yogyakarta City. This research also paves the way for further studies to explore other factors that may affect teacher performance, such as parental involvement and community support.

#### 4. CONCLUSION

This study reveals a positive correlation between primary school teachers' performance and teaching effectiveness, with pedagogical skills contributing 13.5% and the work environment accounting for 17.6% of performance variance. Together, these factors explain 31.1% of teacher performance. The findings underscore that a combination of strong pedagogical skills and a supportive work environment significantly enhances teacher effectiveness. Teachers in public primary schools perform better when their working conditions are conducive to learning and when they possess advanced teaching competencies. The implications of this research suggest that policymakers and school managers should prioritize interventions to improve both pedagogical skills and the working environment. These measures could include continuous professional development programs focusing on innovative teaching techniques, effective evaluation methods, and strategies to address diverse student needs. Simultaneously, improving the physical and organizational aspects of the work environment—such as classroom conditions, access to resources, and administrative support—can foster a more productive atmosphere. A holistic approach that integrates pedagogical skill development with work environment enhancement is recommended to achieve synergy between these factors and optimize teacher performance. However, this study is limited by its focus on specific variables and does not account for other potential influences, such as innovative teaching practices, administrative backing, or parental involvement. Future research should explore these additional factors to provide a more comprehensive understanding and identify effective strategies for improving teacher performance and educational outcomes.

#### REFERENCES

- Ali, M., & Asrori, M. (2019). *Metodologi & aplikasi riset pendidikan*. Jakarta: Bumi Aksara.
- Amin, A., & Suardiman, S. P. (2016). Perbedaan prestasi belajar matematika siswa ditinjau dari gaya belajar dan model pembelajaran. *Jurnal Prima Edukasia*, 4.
- Asiedu, E. (2015). Supportive Organizational Culture and Employee Job Satisfaction: A Critical Source of Competitive Advantage. A Case Study in a Selected Banking Company in Oxford, a City in the United Kingdom. *International Journal of Economics & Management Sciences*, 04(07). <https://doi.org/10.4172/2162-6359.1000272>
- Barnawi, & Arifin. (2014). *Manajemen Sarana dan Prasarana Sekolah*. Yogyakarta: A. Ruzz Media.
- Buchori, A. (2015). Kinerja guru. In *Jakarta: Raja Graffindo Persada*.
- Cahya, R. D., & Jabar, C. S. A. (2023). Pengaruh kompetensi guru, kepuasan kerja guru dan organization citizen behavior (OCB) terhadap kinerja mengajar guru di sekolah dasar. Universitas Negeri Yogyakarta.
- Crisnawati, E., Hermansyah, A. K., & Purwanti, R. (2022). Kemampuan kompetensi pedagogik guru sekolah dasar dalam proses pembelajaran. *Jurnal Bidang Pendidikan Dasar*, 6(1), 56–64. <https://doi.org/10.21067/jbpd.v6i1.6201>
- Dewi, A. E. A., & Mukminan. (2016). Implementasi pendekatan saintifik dalam pembelajaran IPS di middle grade SD tumbuh 3 Kota Yogyakarta. *Jurnal Prima Edukasia*, 4, 21.
- Dwiningtyas, Q. C., & Hajaroh, M. (2021). Pengaruh lingkungan keluarga, lingkungan kerja dan kompetensi guru terhadap kinerja guru sekolah dasar (SD) negeri di Kulon Progo. Universitas Negeri Yogyakarta.
- Ekaputri, N. T. (2023). Supportive Environment as Mental Health Intervention on Psychological Well-Being from Foreign Language Learning Activity. *Jurnal Promkes*, 11(1), 117–126. <https://doi.org/10.20473/jpk.v11.i1.2023.117-126>
- Farida, U., & Hartono, S. (2016). Manajemen sumber daya manusia. *Unmuh Ponorogo Press*, 185(1), 26.
- Febriani, D. . (2019). Karakterisasi Simplisia dan Ekstrak Etanol Daun Sirsak (*Annona muricata* Linn). *Prosiding Penelitian SPeSIA Unisba, Bandung*, 478.
- Fitriani, N., Suriansyah, A., & Sulaiman, S. (2022). The Effect of Work Environment and Work

- Motivation on Performance through Job Satisfaction of State Elementary School Teachers. *International Journal of Social Science And Human Research*, 05(12), 5269–5274. <https://doi.org/10.47191/ijssshr/v5-i12-03>
- Hamdi, S., Triatna, C., & Nurdin, N. (2022). Kurikulum merdeka dalam perspektif pedagogik. *SAP (Susunan Artikel Pendidikan)*, 7(1), 10–17. <https://doi.org/10.30998/sap.v7i1.13015>
- Hartanto, S., & Purwanto. (2019). *Supervisi dan penilaian kinerja guru*. Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Hasibuan, S. M., & Bahri, S. (2018). Pengaruh kepemimpinan, lingkungan kerja dan motivasi kerja terhadap kinerja. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 1(1), 71–80. <https://doi.org/10.30596/maneggio.v1i1.2243>
- Hermanto, H. (2022). The teacher performance evaluation in learning management in inclusive settings. *Jurnal Prima Edukasia*, 10(1), 28–36. <https://doi.org/10.21831/jpe.v10i1.37511>
- Inda, S. S., & Mishra, D. S. (2016). A study on influence of employee compensation, job satisfaction, working environment on employee retention. *International Journal of Multidisciplinary Research and Development*, 3(7), 103–116.
- Jannah, I., & Hermanto, H. (2022). Implementation of Inclusive Education at Elementary Schools During the Covid-19 Pandemic. *Jurnal Prima Edukasia*, 10(2), 171–179. <https://doi.org/10.21831/jpe.v10i2.48884>
- Ker, H. W., Lee, Y. H., & Ho, S. M. (2022). The Impact of Work Environment and Teacher Attributes on Teacher Job Satisfaction. *Educational Process: International Journal*, 11(1), 28–39. <https://doi.org/10.22521/edupij.2022.111.3>
- Mariscal, L. L., Albarracin, M. R., Mobo, F. D., & Cutillas, A. L. (2023). Pedagogical Competence Towards Technology-driven Instruction on Basic Education. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(5), 1567–1580. <https://doi.org/10.11594/ijmaber.04.05.18>
- Muslih, M., Supriyanto, R. T., & Sembiring, M. G. (2023). The Effect of Teacher Pedagogic Competence and Discipline on the Performance of Elementary School Teachers during the Covid-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 543–559. <https://doi.org/10.51276/edu.v4i2.387>
- Nuraida, I. (2014). *Manajemen administrasi perkantoran*. Yogyakarta: Kanisius.
- Pujianto, Arafat, Y., & Setiawan, A. A. (2020). Pengaruh supervisi akademik kepala sekolah dan lingkungan kerja terhadap kinerja guru Sekolah Dasar Negeri Air Salek. 1(2000), 106–113.
- Riduwan. (2014). *Metode & Teknik Menyusun Proposal Penelitian*. Bandung: Alfabeta.
- Rokhman, O., Ningsih, A. N., Augia, T., Dahlan, H., Rosyada, Amrina, Putri, Dini Arista, Fajar, N. A., Yuniarti, E., ... Devita, M. (2020). Teacher competency development in designing learning in the independent curriculum. *Jurnal Berkala Epidemiologi*, 5(1), 90–96. <https://doi.org/10.32478/al-mudarris.v>
- Romadona, A., Azhar, F., & Mahdum. (2021). Kontribusi Sarana Prasarana dan Lingkungan Kerja Non Fisik Terhadap Motivasi Kerja Guru di Sekolah Yayasan pendidikan Cendikia Riau. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, 9(2), 108–122.
- Salmawati. (2017). Kontribusi kompetensi pedagogik, kompetensi profesional dan motivasi kerja terhadap kinerja guru penjasorkes SMP di kabupaten Pati. *Journal of Physical Education and Sports*, 6(2), 198–204.
- Saptono, B. (2022). How Does Bullying Happen in Elementary School? *Jurnal Prima Edukasia*, 10(2), 187–193. <https://doi.org/10.21831/jpe.v10i2.50364>
- Setiyowati, E. P., & Arifianto, Y. A. (2020). Hubungan Kompetensi Pedagogik Guru dan Prestasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen. *SIKIP: Jurnal Pendidikan Agama Kristen*. <https://doi.org/10.52220/sikip.v1i2.57>
- Sobirin. (2018). *Kepala sekolah, guru dan pembelajaran*. Bandung: Nuasa.
- Sonawalkar, J., & Maheshkar, C. (2017). Pedagogical Competence for Effective Teaching in

- Management Education. *Journal of Management Research and Analysis*, 4(4), 137–142. <https://doi.org/10.18231/2394-2770.2017.0022>
- Supriyono, A. (2017). Pengaruh Kompetensi Pedagogik, Profesional, Dan Motivasi Kerja Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Pendidikan*. <https://doi.org/10.33830/jp.v18i2.269.2017>
- Supriyono, S., Ali Imron, A., Imron Arifin, I., & Kusmintardjo, K. (2017). *The Situational Behavior Orientation of Instructional Supervision: A Multisite Study*. <https://doi.org/10.2991/coema-17.2017.52>
- Suryani, L. (2023). *Peningkatan kompetensi pedagogik melalui optimalisasi supervisi akademik pada guru smp negeri 11 Dumai*. 12(February), 179–189.
- Suzanti, E., Sugiyarto, & Nurulmatinni. (2021). *Pedagogical and professional competences policies in improving education*. 6(3). <https://doi.org/10.29210/021215jpgi0005>
- Winanda, R. R., Anwar, M., & Rini, H. P. (2023). The Influence Of Work Motivation And Work Environment On The Performance Of Educational Personnel With Religiosity As Moderation At The Kiai Haji Achmad Siddiq State Islamic University, Jember Regency. *Jurnal Pamator : Jurnal Ilmiah Universitas Trunojoyo*, 16(1), 64–73. <https://doi.org/10.21107/pamator.v16i1.19063>
- Yazid, M. (2013). The relationship between teacher's quality, principals' leadership', and teachers' economic status and performance of the teachers of elementary school in Suralaga District of East Lombok. *Jurnal Edukasia*, 1(4), 94–102.