



## The Influence of Competence, Workload, and Work Environment on the Performance of Guidance and Counseling Teachers/Counselors with Work Motivation as an Intervening Variable at Public High Schools, SMK, MA in West Jakarta

Puspita Cahyaningsih<sup>1</sup>, Parwoto Parwoto<sup>2</sup>

<sup>1</sup>Mercu Buana University, Jakarta, Indonesia, email: [puspitacahya.mmumb@gmail.com](mailto:puspitacahya.mmumb@gmail.com)

<sup>2</sup>Mercu Buana University, Jakarta, Indonesia, email: [parwoto.parwoto@mercubuana.ac.id](mailto:parwoto.parwoto@mercubuana.ac.id)

\*Corresponding Author: Puspita Cahyaningsih

**Abstract:** Through work motivation as an intervening variable, this study aims to find out how Competence, workload, and work environment affect the performance of guidance and counseling (BK)/counselor teachers at public high schools, vocational schools, and MA in West Jakarta. The population and sample comprised 94 guidance and counseling teachers/counselors from public high schools, vocational schools, and Islamic high schools in West Jakarta. The results showed that Competence, workload, and work environment affect work motivation. The variable that has the most significant influence on the work motivation of counseling teachers is Competence in the Professional Competence dimension based on the indicator of implementing a comprehensive counseling work program. The variable that has the most significant influence on the performance of counseling teachers is the Work Environment from the Physical Work Environment dimension based on the workplace building indicator. Workload negatively affects the performance of counseling teachers but is not significant. Work motivation partially mediates Competence in influencing the performance of counseling teachers/counselors and partially mediates the work environment in influencing the performance of counseling teachers/counselors. In contrast, work motivation cannot mediate workload on the performance of counseling teachers.

**Keywords:** Competence, Workload, Work Environment, Work Motivation, Performance, Guidance and Counseling, Counselor.

### INTRODUCTION

Overall, organizational performance is determined by the performance of individuals in the organization. HR (human resources) is an essential element for organizational performance. This is because HR is an organization's leading implementer of management and operational functions. The central aspect of HR management is employee performance.

The performance of a counseling teacher has specific standards, which can be seen and

measured based on the ability of the counseling teacher. Based on the National Education Government Regulation (Permendiknas) No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, it is emphasized that the competencies that must exist in counseling/counselor teachers include four competencies, namely paedagogic, personality, social, and professional. However, the fact is that there are still counseling teachers whose academic qualifications are based on something other than the S-1 counseling qualification. This causes a phenomenon that researchers consider necessary to continue research.

The results of a survey conducted by the researcher to thirty counseling teachers in public high schools, vocational schools, and MAs in the West Jakarta city administration area found that 23 counseling teachers (77%) stated that they guided more than 160 students. Only seven counseling teachers (23%) stated that they guided 150-160 students. Based on the information presented, the results of interviews with package supervisors and the head of SMK Negeri 9 Jakarta, or a preliminary survey of factors affecting the performance of counseling teachers/counselors, the researcher believes that it is necessary to carry out further studies regarding the variables that affect the performance of counseling teachers/counselors with the variables that affect them are competence, workload, work environment and work motivation as mediating variables.

### **FRAMEWORK OF THOUGHT & HYPOTHESIS DEVELOPMENT**

In the following, researchers describe the influence between variables in forming a picture and reference material for developing research hypotheses.

a. Competence Affects Work Motivation (H1)

In their study, Lianasari and Ahmadi (2022) found that Competence positively affects work motivation. Just like the study of Mardiana, Kasmir, and Safuan (2021) found that Competence affects work motivation

b. Workload Affects Work Motivation (H2)

Zahra (2021), through her study, makes it clear that Workload significantly impacts work motivation. Azhara (2020) found that Workload negatively affects work motivation. This negative relationship makes it clear that work motivation decreases as workload increases.

c. Work Environment Affects Work Motivation (H3)

In their study, Lianasari and Ahmadi (2022) found that the work environment negatively affects motivation. Zahra (2021), through his study, makes it clear that the work environment significantly impacts work motivation.

d. Competence Affects the Performance of BK/Counselor Teachers (H4)

Aristyani (2020) and Saputra (2021) found that Competence has a positive and significant impact on the performance of counseling teachers. Reinforced by the results of Aindra's study (2022), the more Competence a teacher, has, the higher his performance.

e. Workload Affects the Performance of BK/Counselor Teachers (H5)

The legal basis for calculating the Workload of BK/Counselor teachers is Permendikbud No. 111 of 2014 regarding Guidance and Counseling in Primary and Secondary Education. The Workload of BK/Counselor teachers is calculated based on the number of students guided, not on class attendance hours. Permendikbud No. 111 of 2014, according to the appendix page 28, states, "Recognition of working hours for guidance/counselor teachers is calculated at a ratio of 1: 150-160 students, equivalent to 24 working hours per week."

Based on this legal basis, a GAP study was conducted based on references from the ministry of education and culture (<https://referensi.data.kemendikbud.go.id>) to clarify that the average number of counseling teachers guides 227 students. Strengthened by Habibah's study (2019) found that if the counseling teacher/counselor guides students

- beyond their Workload, it results in 35.83% burnout, which ultimately affects the performance of the counseling teacher/counselor.
- f. Work Environment Affects the Performance of BK/Counselor Teachers (H6)  
Yulia (2021) and Iskandar (2021) found that the work environment positively and significantly impacts teacher performance. However, the studies of Rahmadi Zul Iskandar (2018) and Nurmaidah Ginting et al. (2021) found that the work environment does not affect performance.
  - g. Work Motivation Affects BK/Counselor Teacher Performance (H7)  
Prisilia (2020) suggests that work motivation impacts the performance of counseling teachers with vital criteria of 52%. Fauzi (2021) found that motivation positively and significantly impacts teacher performance.
  - h. Competence Affects the Performance of Counseling/Counseling Teachers through the Mediation of Work Motivation (H8)  
Lianasari and Ahmadi (2022) found that work motivation cannot mediate Competence in performance. Mardiana, Kasmir, and Safuan (2021) found that Competence affects performance mediated by work motivation and has the most substantial contribution of 45.10%.
  - i. Workload Affects the Performance of Counseling/Counselor Teachers through Mediation of Work Motivation (H9)  
Lioni (2021) found that Workload indirectly affects performance through motivation. Sukmawati (2022) found that Workload through motivation has a positive and significant effect on performance.
  - j. Work Environment Affects BK/Counselor Teacher Performance through Mediation of Work Motivation (H10)  
Lianasari and Ahmadi (2022) suggested that work motivation could not mediate work environment variables to performance.

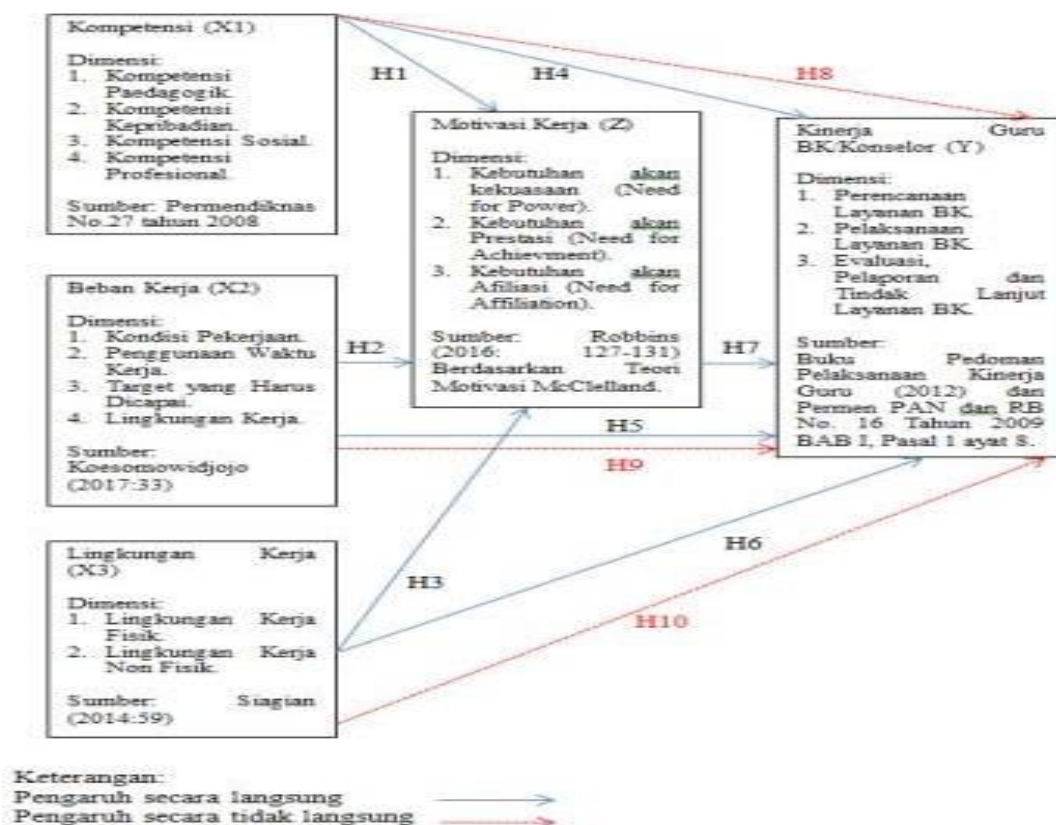


Figure 1. Framework of Thinking

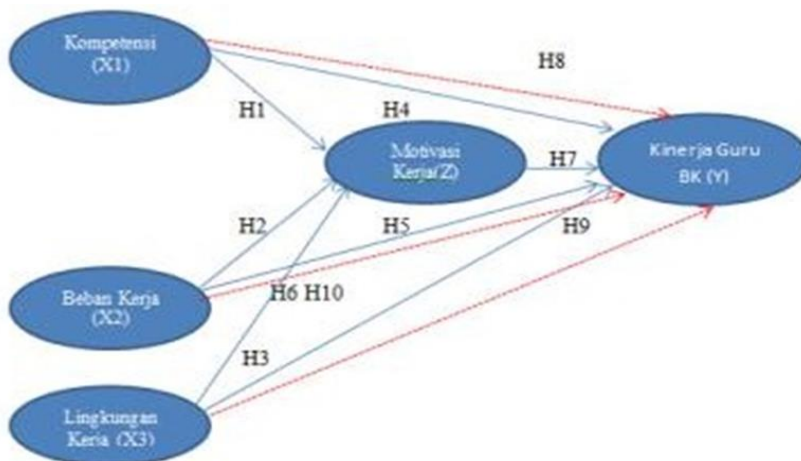
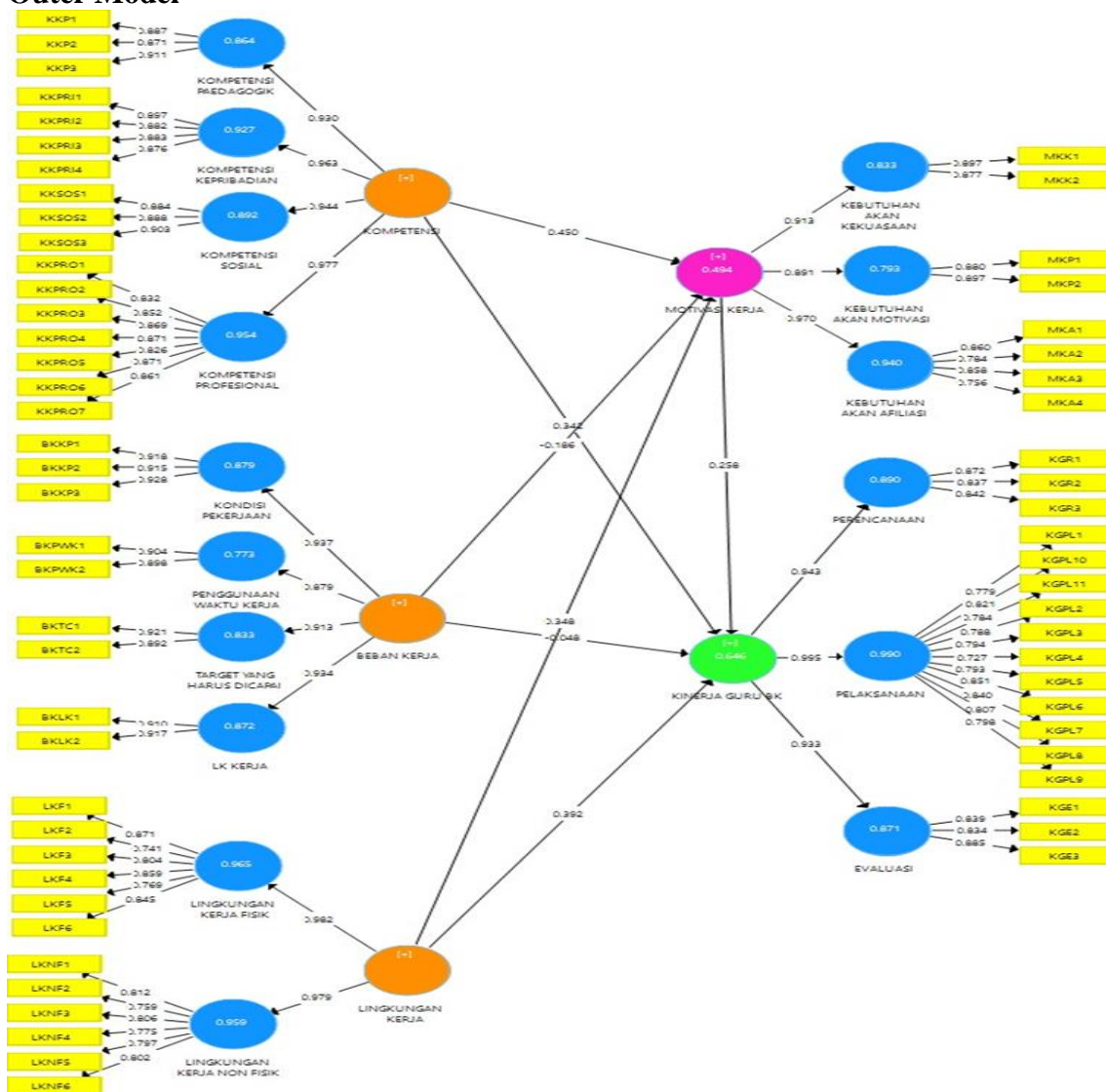


Figure 2. Conceptual Framework

## RESEARCH RESULTS

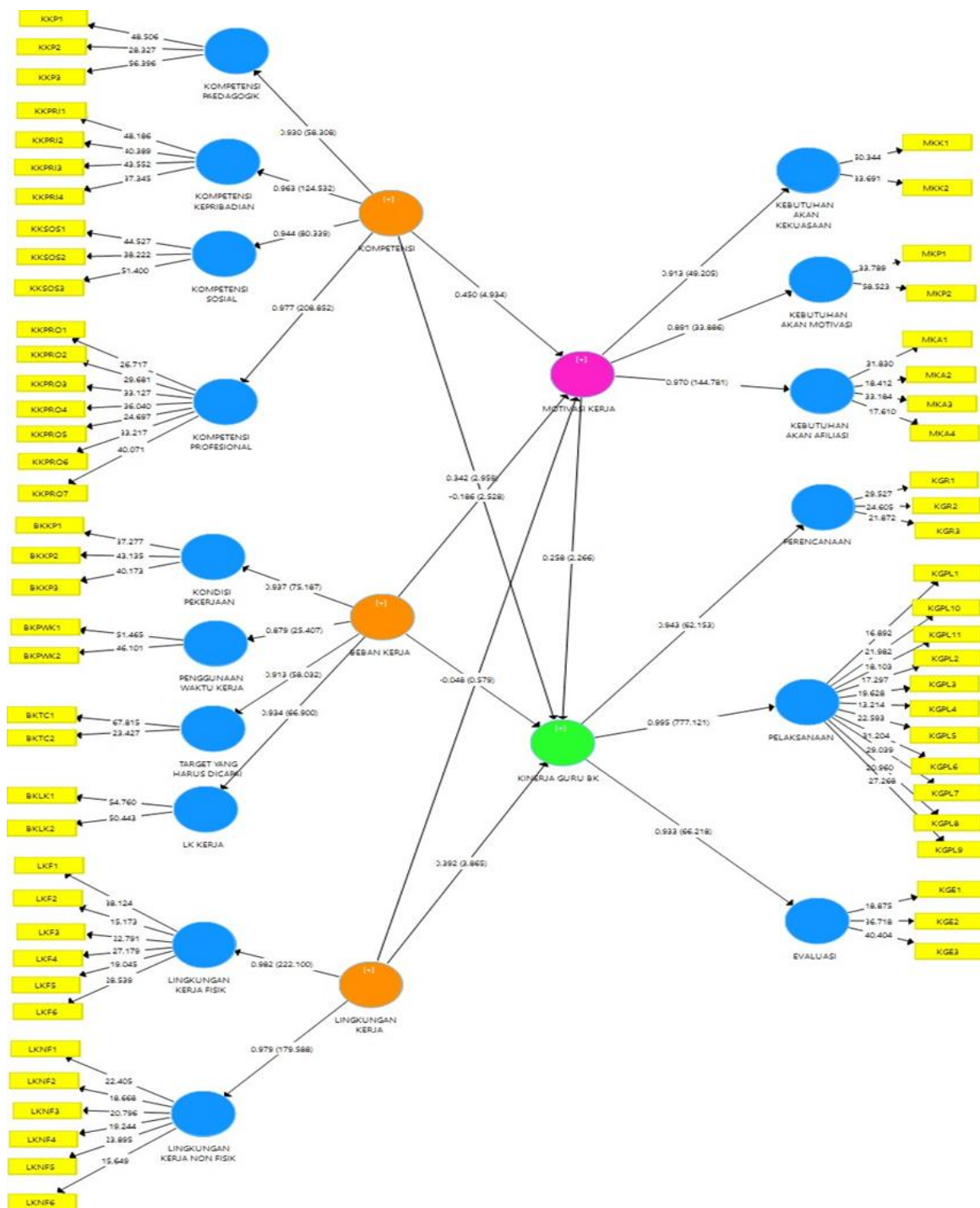
### 1. Outer Model



Source: Results of Data Processing SEM PLS Version 3, Algorithm, (2022)

Figure 3. Outer Model

## 2. Inner Model



Source: Results of SEM PLS Version 3, Bootstrapping, (2022)  
**Figure 4. Inner Model**

### 3. Hypothesis Test

Table 1. Hypothesis Test of Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV)	P Values
Competence -> Work Motivation	0.450	0.447	0.089	5.079	0.000
Workload -> Work Motivation	-0.186	-0.176	0.079	2.338	0.020
Work Environment -> Work Motivation	0.348	0.352	0.073	4.744	0.000
Competence -> Counseling Teacher Performance	0.342	0.351	0.113	3.036	0.003
Workload -> Counseling Teacher Performance	-0.048	-0.046	0.077	0.620	0.536
Work Environment -> Counseling Teacher Performance	0.392	0.386	0.101	3.869	0.000
Work Motivation -> Counseling Teacher Performance	0.258	0.254	0.110	2.344	0.019

Source: SmartPLS Version 3 output data, (2022)

Based on the table, it can be stated as follows:

- 1) Hypothesis H1, Competence Affects Work Motivation  
The t-statistic value of competence is  $5.079 > 1.96$ , p-value  $0.000 < 0.05$ , and original sample 0.450, so H1 is **accepted**, meaning that competence has a positive and significant effect on work motivation.
- 2) Hypothesis H2, Workload Affects Work Motivation  
The t-statistic value of workload is  $2.338 > 1.96$ , p-value  $0.006 < 0.05$ , and original sample -0.186, so H2 is **accepted**, which means that workload has a negative and significant effect on work motivation.
- 3) Hypothesis H3 Work environment affects work motivation  
The t-statistic value of the work environment is  $4.744 > 1.96$ , p-value  $0.000 < 0.05$ , and the original sample 0.348, so H3 is **accepted**, making it clear that the work environment has a positive and significant effect on work motivation
- 4) Hypothesis H4 Competence Affects the Performance of Counseling/Counseling Teachers  
The t-statistic of competence is  $3.036 > 1.96$ , p-value  $0.003 < 0.05$ , and original sample 0.342, so H4 is **accepted**, clarifying that competence has a positive and significant effect on the performance of counseling teachers/counselors.
- 5) Hypothesis H5 Workload Affects the Performance of Counseling/Counselor Teachers

The t-statistic of workload is  $0.620 < 1.96$ , the p-value is  $0.536 > 0.05$ , and the original sample is 0.046, so H5 is **rejected**, making it clear that workload negatively but not significantly affects the performance of counseling teachers.

- 6) Hypothesis H6 Work environment affects the performance of counseling teachers/counselors

The t-statistic of the work environment is  $3.869 > 1.96$ , p-value  $0.000 < 0.05$ , and the original sample is 0.392, so H6 is **accepted**, making it clear that the work environment has a positive and significant effect on the performance of counseling teachers/counselors.

- 7) Hypothesis H7 Work motivation on counseling teacher performance

The t-statistic of work motivation is  $2.344 > 1.96$ , p-value  $0.019 < 0.05$ , and the original sample is 0.258, so H7 is **accepted**, which makes it clear that work motivation has a positive and significant effect on the performance of counseling teachers.

Analysis of the effect of mediating variables can be seen through the following description.

**Table 2. Hypothesis Testing of Indirect Influence**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Competence -> Work Motivation -> Counseling Teacher Performance	0.116	0.112	0.053	2.188	0.029
Workload -> Work Motivation -> Counseling Teacher Performance	-0.048	-0.049	0.035	1.377	0.169
Work Environment -> Work Motivation -> Counseling Teacher Performance	0.090	0.088	0.041	2.165	0.031

Source: SmartPLS Version 3 output data, (2022)

- 1) Hypothesis 8 Competence Affects the Performance of Counseling/Counseling Teachers through Work Motivation

The t-statistic of competence on the performance of counseling teachers/counselors through work motivation is  $2.188 > 1.96$ , p-value  $0.029 < 0.05$ , and original sample 0.116 so that H8 is **accepted**, explaining that competence has a positive and significant effect on the performance of counseling teachers/counselors with work motivation being the mediating variable.

- 2) Hypothesis 9 Workload Affects the Performance of Counseling/Counselor Teachers through Work Motivation

The t-statistic of workload on the performance of counseling teachers/counselors through work motivation is  $1.377 < 1.96$ , p-value  $0.169 > 0.05$ , and original sample -0.048 so that H9 is **rejected**, emphasizing that workload negatively but not significantly affects the performance of counseling teachers/counselors with work motivation being the mediating variable.

- 3) Hypothesis 10 Work Environment Affects BK/Counselor Teacher Performance through Work Motivation

The t-statistic of work environment on the performance of counseling teachers through

work motivation is  $2.041 > 1.96$ , p-value  $0.031 < 0.05$ , and original sample 0.090, so H10 is **accepted**, making it clear that work environment has a positive and significant effect on the performance of counseling teachers through work motivation as a mediating variable.

## CONCLUSIONS

Referring to the results of this study, the following conclusions were reached:

1. Competencies positively and significantly impact the work motivation of counseling teachers in public high schools, vocational schools, and MAs in West Jakarta. In this study, the dominant aspect that affects the work motivation of counseling teachers is professional competence on the indicator of implementing a comprehensive counseling program.
2. Workload negatively and significantly influences the work motivation of counseling teachers/counselors at public high schools, vocational schools, and Islamic high schools in West Jakarta. The dominating aspect of workload is the dimension of work conditions on the indicator of additional tasks. This means that if the workload increases due to additional tasks, then work motivation will decrease.
3. The work environment also significantly impacts the work motivation of counseling teachers/counselors of public high schools, vocational schools, and public masters in West Jakarta. The most important dimension that affects the work environment is the physical work environment in the workplace design indicator. This makes it clear that the comfort of the workspace can increase work motivation.
4. Competence positively and significantly impacts the performance of counseling/counseling teachers at public high schools, vocational schools, and MAs in West Jakarta. Increasing the competence of counseling/counselor teachers will improve performance.
5. Workload negatively and insignificantly affects the performance of counseling/counselor teachers in public high schools, vocational schools, and religious schools in West Jakarta. In other words, increasing workload reduces the level of performance of counseling teachers/counselors, but the effect is insignificant.
6. The work environment positively and significantly affects the performance of counseling/counseling teachers in public high schools, vocational schools, and Islamic high schools in West Jakarta. That way, a good work environment can maximize the performance of counseling teachers/counselors.
7. Work Motivation has a positive and significant effect on the performance of counseling/counselor teachers at State Senior High Schools, Vocational Schools, and MAs in West Jakarta. That way, the higher the work motivation, the better the performance of counseling teachers/counselors.
8. Partially, work motivation can mediate competence in influencing the performance of counseling teachers/counselors at State Senior High Schools, Vocational Schools, and MAs in West Jakarta. In other words, increasing work motivation will increase the competence and performance of counseling teachers.
9. Work motivation cannot mediate workload on the performance of counseling teachers/counselors. This means that changes in work motivation scores do not affect changes in the workload and performance of counseling teachers.
10. The work environment influences the performance of counseling/counseling teachers at public high schools, vocational schools, and MAs in West Jakarta through the mediating variable of work motivation. In other words, if work motivation increases, the influence of the work environment on the performance of counseling teachers/counselors also increases.



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