



The Influence of School Environment and Teacher Behavior on Teacher Professionalism in PAUD in Mesuji District

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Abstract. *This research was conducted with the aim of finding out and analyzing 1). To find out and analyze the influence of the school environment on the professionalism of teachers in PAUD in Mesuji District 2). To find out and analyze the influence of Teacher Behavior on teacher professionalism in PAUD in Mesuji District 3). To find out and analyze the influence of the school environment and teacher behavior on teacher professionalism in PAUD in Mesuji District. This study uses a quantitative method with a type of correlational research. The sample of this study was carried out in 13 PAUD in Mesuji District with a total of 44 teachers. Data collection techniques use questionnaires and documentation. The data were analyzed using correlation analysis and multiple regression techniques. The results of this study show that there is an influence of the school environment and teacher behavior together on the professionalism of PAUD teachers in Mesuji District.*

Keywords: *School Environment, Teacher Behavior, Teacher Professionalism*

1. INTRODUCTION

Education is a conscious effort to realize a cultural inheritance from one generation to another. Education makes this generation a role model from the teaching of previous generations. Until now, education has no limit to explain the meaning of education in its entirety because of its complex nature like its target, namely humans. Education is a sword in the fight against ignorance. everyone has the same right to education according to the needs that allow for the optimal development of their abilities. As educators, teachers must provide quality services at all levels and provide reinforcement for students.

Human life, by carrying out learning activities, humans can gain new knowledge through the provision of materials and experiences obtained through a teacher. Without education, a person will experience difficulties in many things, such as lack of knowledge, information and many more. Education is an effort that is consciously carried out by an educator and planned as best as possible with the goals that have been set. Education has a fairly important contribution to supporting the next generation of the nation in people's lives. Education is also an important element of human life and the achievement of national development. Human life is inseparable from education, it indicates that through education, humans can determine and change their lives to become better people.

The school environment is all things that exist in the school, especially in the implementation of education. According to Marini and Hamidah (2014:200) the school environment is a social environment (teachers, education staff, school friends and school culture) and a non-social environment (curriculum, programs and infrastructure) in formal education that provides support for the potential of students. Instead.

Teachers are the main key to the success of the learning process, professional teachers are required to be able to carry out stages, activities and learning processes well so that the expected learning goals can be achieved with satisfactory results and are able to realize teaching behavior appropriately in order to create effective learning that is carried out consciously to be responsible for educating and guiding students so that this is important to remain optimistic in his work as a noble teacher.

Good behavior is needed to complete work in order to achieve satisfactory results. Behavior is essentially all biological manifestations of individuals in interacting with the environment, starting from the most visible behavior to the invisible from the perceived to the unfelt (Oktaviana, 2019). In addition, good teacher behavior can be one of the important factors that affect their professionalism in achieving the planned learning goals.

According to Susanto (2020), teacher professionalism is very important in education because it can determine the quality of education and the success of the educational process in schools. Professional teachers can educate students and advance education. Teacher professionalism can also be a determining factor in the quality education process, Teachers in Indonesia are required to have a minimum academic qualification of S-1/D-4 and be certified educators, The development of teacher professionalism is an effort to realize a quality learning process, those who have good competence will have good performance as well, and have the responsibility to improve education, guide, direct, educate, and equip students with knowledge, and must have a code of ethics for the position, and have the intellectual ability to answer the problems faced, besides that teachers must always want to learn continuously about the field of expertise they are engaged in.

2. LITERATURE REVIEW

School Environment

According to (Supardi, 2018) The school environment is the sum of all living and inanimate objects and all conditions in the space we occupy. The school environment is an environment where children are in a learning situation, and this environment has a great influence on the growth and development of children's personalities. A good environmental atmosphere is very supportive of the growth and development of personality that is good for

students and students and a comfortable atmosphere that forms learning discipline and school discipline.

Regarding the school environment (Surya, 2018) states that a conducive school environment, both physical, social and psychological environments can foster and develop motives to work well and productively. for that reason, the best possible physical environment can be created, for example, room cleanliness, layout, and facilities and so on. as well as the socio-psychological environment, such as interpersonal life, group life, leadership, supervision, promotion, guidance, opportunities for advancement and family.

According to Slameto (Latief, 2014) indicators of the school environment include: comfort, curriculum, teacher-student relations, student relations, school discipline, teaching aids and school time.

According to Palangda (2017), school environment indicators include, the relationship between teachers and students, the relationship between students and students, learning tools, curriculum, school discipline, and building conditions.

Teacher Behavior

Today's teachers must have personality, behavior and professional abilities (Ruslan, 2016). Therefore, teachers or educators must be able to cultivate themselves, as well as be role models in terms of personality, knowledge and behavior (Tanyid, 2014) According to the views and arguments of the Shari'ah, if good and desirable behavior arises from this situation, he will have noble morals; if bad behavior arises, he will have a reprehensible ethics (Wandi & Nurhafizah, 2019). This educational ethics is related to how people interact in schools and how they must behave professionally in order for education to be carried out properly. With educational ethics, it is believed that people in the school environment will be able to operate as efficiently as possible and be responsible for their responsibilities (Wijayani, 2017). An organization's value system is an important set of values that are often understood as personal behavior (Arifin, 2021).

Teachers' behavior in support of moral and ethical standards can influence their actions. In carrying out their professional obligations, such as educating, teaching, guiding, directing, training, assessing, and evaluating students, teachers' behavior becomes an example and role model for students (Asikin, 2015). Changes in behavior, inventiveness, and innovation in career development show professionalism in teaching. Teachers' personalities have an impact on students' enthusiasm for learning (Bachelor & Khayati, 2016).

A teacher is required not only to have scientific insight and knowledge, but to have a good personality and behavior, The teacher's behavior is regulated in a rule called the code of ethics or professional ethics. The code of ethics or ethics of the teacher profession is a principle or norm that has been agreed upon and accepted as the basis and guideline for attitudes and behaviors for teachers in carrying out their professional duties and responsibilities as an educator, citizen of the community, nation and state. In addition, the Guidelines for Attitudes and Behaviors include moral values that differentiate between good teacher behavior and bad teacher behavior, behaviors that can and should not be done when carrying out their professional responsibilities in teaching, guiding, educating, training, directing, evaluating and assessing students, as well as in daily life both inside and outside the school environment (Ambros Leonangung Edu, Florianus Dus Arifian & Mikael Nardi, 2017).

Professionalism

Teachers' professionalism is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments (Rusyan, 2016).

A professional teacher will reflect his or her teaching figure by having a broad insight and having a number of competencies that can support his duties. Professional teachers have different attitudes from non-professional people even though they are in the same job or say they are in the same workspace. Professional teachers always strive to improve the quality of teachers and always update their competencies (Kristiawan, 2018)

According to Law No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1 there are several competencies that must be possessed by a teacher, among others, pedagogic competence, personality competence, professional competence and social competence. (Ministry of Religion of the Republic of Indonesia, 2005)

Teacher professionalism has a positive and significant influence on teacher performance, so that the performance of a teacher can be said to be good if the teacher is able to master and develop the subject matter, be creative in learning delivery, be able to show a high commitment to teaching duties, be disciplined in work, cooperate with all school residents, and have a personality that is a role model for students (Dewi, 2015).

3. METHODS

A research method is a systematic framework used to design, implement, and analyze a research. This research is a type of quantitative approach research to see the partial influence between existing variables (Sugiyono, 2022).

Table 1 Research Sample

It	School Name	Number of Teachers
1.	Kindergarten Dharma Wanita	3
2.	PAUD Kasih Ayang Bunda	4
3.	TK PKK Suka Mukti	3
4.	PAUD Al – Muawanah	4
5.	Paud Mukhtar Syafa'et	3
6.	PAUD Al – Hikmah	5
7.	Mulya Pertiwi Kindergarten	3
8.	TK PGRI Capri Price	5
9.	Paud Melti Work Discharge	5
10.	TK Maker Sari 2	4
11.	Vaccine maker all 1	5
12.	TK PGRI Sura Adi	10
13.	PAUD Kasih Ibu Jaya Bhakti	4
14.	Paud Bunda Partywi Jaya Bhatti	3
15.	TK PGRI Jaya Bhakti	5
16.	PAUD Mentari Pagi	3
17.	PAUD IT Al – Fattah	5
18.	PAUD Melati Kali Deras	3
19.	The price of the poud	3
	Sum	80

4. RESULTS AND DISCUSSION

Research Results

The researcher conducted research at PAUD Se Mesuji District. In this sub-chapter of data description, the researcher discusses the results of research that has been carried out in the field as well as the results of testing research hypotheses that have been tested statistically using the SPSS version 26 program application regarding the variables of School Environment (X1), Teacher Behavior (X2) and Teacher Professionalism (Y). The description of the data in this study was obtained from primary data in the form of questionnaires that had been given to the teachers who were the subjects of the study, where these teachers were in the work environment in PAUD in Mesuji District.

In this study, descriptive statistical data was used to provide an overview of the variables of School Environment, Teacher Behavior, and Teacher Professionalism among 44 samples. Based on the distribution of the questionnaire which amounted to 44 respondents, it can be seen from the table below.

Table 2 Results of Variable Denotation Statistics Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SCHOOL ENVIRONMENT	44	70	106	87.89	9.621
TEACHER BEHAVIOR	44	82	112	91.55	5.757
TEACHER PROFESSIONALISM	44	85	106	93.84	5.413
Valid N (listwise)	44				

Based on table 2 above, the results of statistical descriptive analysis using SPSS version 26 can be seen that the :D of the frequency of school environment variables (X1) can be seen in the following table:

Table 3. School Environment Variable Frequency Distribution Table (X1)

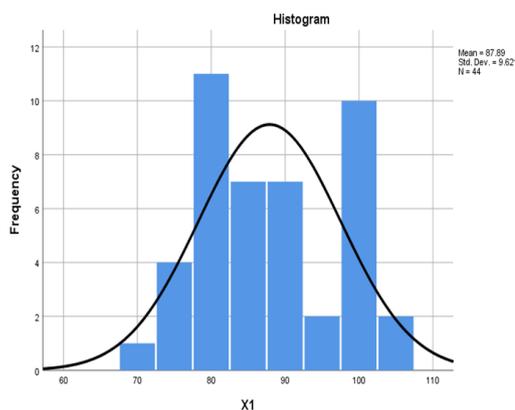
X1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	2.3	2.3	2.3
	74	1	2.3	2.3	4.5
	76	3	6.8	6.8	11.4
	78	3	6.8	6.8	18.2
	79	1	2.3	2.3	20.5
	80	7	15.9	15.9	36.4
	83	2	4.5	4.5	40.9
	85	2	4.5	4.5	45.5
	86	2	4.5	4.5	50.0
	87	1	2.3	2.3	52.3
	88	1	2.3	2.3	54.5
	90	4	9.1	9.1	63.6
	91	2	4.5	4.5	68.2
	94	2	4.5	4.5	72.7
	98	1	2.3	2.3	75.0
	99	3	6.8	6.8	81.8
	100	4	9.1	9.1	90.9
	101	1	2.3	2.3	93.2
	102	1	2.3	2.3	95.5
	105	1	2.3	2.3	97.7
106	1	2.3	2.3	100.0	
Total		44	100.0	100.0	

Based on the table, it can be seen that the highest score from the school environment questionnaire is 106, which is 1 person (2.27%) and the lowest score in the questionnaire is 70, which is 1 person (2.27%). A description of the values of the table above can be seen in the table below:

Table 4 Descriptive Table of School Environment Variables Statistics

Statistics		
SCHOOL ENVIRONMENT		
N	Valid	44
	Missing	0
Mean		87.89
Median		86.50
Mode		80
Std. Deviation		9.621
Variance		92.568
Range		36
Minimum		70
Maximum		106
Sum		3867
Percentiles	10	76.00
	20	79.00
	25	80.00
	30	80.00
	40	83.00
	50	86.50
	60	90.00
	70	94.00
	75	98.75
	80	99.00
	90	100.50
99	.	

Based on descriptive statistical data on school environment variables, it can be seen that the total number of scores is 3867. The difference between the highest and lowest values in the variable was 36. The average value of this variable is 87.89 with a standard deviation of 96.261. The following is a histogram of score frequency on the school environment variable



Picture 1. Histogram Images Descriptive Data Statistics School Environment Variables

Based on the histogram above, it can be seen that the curve is symmetrical. Thus, it can be identified that the school environment is categorized as moderate or quite good. In the indicator of each question item in the school environment variable, it shows that the average score in all aspects is a good value of 90.00.

Discussion

From the results of the statistical analysis that has been carried out using the SPSS ver.29 program which consists of linear regression analysis, double correlation, F test analysis (Simultaneous), t-test (Partial) and determination coefficient. From the t-test, it shows that the significance value is $<0.001 <0.05$ so H_0 is rejected, so it can be concluded that there is an influence of the school environment on the professionalism of PAUD teachers in Mesuji District.

This research is in line with research conducted by Wulandari (2018) entitled *The Influence of School Environment and Work Motivation on the Professionalism of Madrasah Aliyah Teachers in Kalianda District, South Lampung*. This type of research is quantitative research with an associative approach survey method. The population of this study is all teachers in Madrasah Aliyah Sekecamatan Kalianda a total of 26 population research teachers. Data collection was carried out by distributing questionnaires distributed by teachers at Madrasah Aliyah which had been determined by all research populations. Hypothesis testing was carried out by simple linear regression analysis and multiple regression analysis. The F test and the T test were carried out on the results of the study with the aim of determining the influence of independent variables on the dependent variable at a confidence level of 95% ($\alpha = 0.05$). The results of the research that have been carried out are: 1) There is an influence of school environment variables on the professionalism of teachers in Kalianda District. 2) There is an influence of work motivation on teachers' professionalism. 3) There is a significant influence of school environment and work motivation on teacher professionalism.

This research is supported by the research of Afridezi, Azhar, Suarman (2021) with the title *The Influence of Teacher Behavior and Work Motivation on Teacher Performance in the Environment of the Pekanbaru Cendana Education Foundation*. This study aims to analyze the influence of independent variables on bound variables, namely how much the influence of Teacher Behavior and Work Motivation on Teacher Performance in the Environment of the Pekanbaru Cendana Education Foundation. This study uses a quantitative research method with a survey design that uses a questionnaire as a data collection tool. The population of this study is 68 teachers in the Cendana Education Foundation of Pekanbaru. The sampling technique used was proportional random sampling with a sample of 59 people. The data analysis techniques used are in two stages, namely: descriptive and inferential analysis. Previously, the prerequisite tests for analysis were carried out, namely the normality test, the multicollinearity test, and the linearity test. Based on the results of research and data processing, it can be concluded that: First, teacher behavior has a significant influence on teacher performance at

the Education Foundation. Second, work motivation has a positive and significant influence on teacher performance at the Cendana Education Foundation. Third, the large influence of teacher behavior variables and work motivation together on teacher performance

This research is also supported by research by Hapizoh, Harapan, Destiniar (2020) entitled *The Influence of Teacher Professionalism and Principal Supervision on Teacher Performance*. This study aims to find out whether there is an influence of teacher professionalism and principal supervision on teacher performance. This research was carried out at SMP Negeri Sub Rayon 16, Sukarami District, Palembang City. The type of research is quantitative research, while the methods used are simple regression and multiple regression. The sample in this study is 113 teachers of Sub Rayon State Junior High School, Sukarami District, Palembang City. Data collection techniques use questionnaires. The results of the study concluded that (1) there is a significant influence of teacher professionalism on teacher performance; (2) there is a significant influence of principal supervision on teacher performance; and (3) there is a significant influence of teacher professionalism and school principal supervision together on teacher performance.

5. CONCLUSION

1. The Influence of the School Environment on Teacher Professionalism The school environment has an effect on the professionalism of teachers in PAUD in Mesuji District
2. The Influence of Teacher Behavior on Teacher Professionalism Teacher behavior affects teacher professionalism in PAUD in Mesuji District
3. The Influence of School Environment and Teacher Behavior Together on Teacher Professionalism Together, the school environment and teacher behavior affect teacher professionalism. It shows that the two independent variables (school environment and teacher behavior) together contribute to the improvement of teacher professionalism.

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