The Influence of Work Environment and Teacher Certification Benefit towards Students Achievement through Teachers Pedagogical Ability

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Abstract
This study aimed to determine the effect of the work environment and certification allowances on teacher pedagogical abilities, the work environment's impact, and certification allowances on student achievement. This type of research is post facto and is a quantitative study. We used a path analysis model, descriptive correlational, and data collection through a questionnaire in the form of a questionnaire. This research was carried out in the formal education in four SMAN 1 regional education office schools in Makassar. The number of samples is 120 teachers who have been certified. The results showed that: (1) the work environment had a positive and significant effect on teacher pedagogical abilities, (2) certification allowances had a positive and significant impact on teacher pedagogical skills, (3) the work environment had no significant or insignificant effect on student achievement and (4) certification allowances had a positive and significant impact on student achievement.

Keywords:
Work Environment, Certification Allowance, Teacher Pedagogical Ability, Student Achievement

1. Introduction
Education is a process of intellectual and psychological development covering all aspects of life, including cultural elements (ethics, morals, traits, and skills following the community environment and national development culture. Thus, education is a conscious and planned effort to prepare students through guidance activities, teaching, and training for its future role.

According to the National Education System Law (UUSPN), number 20 of 2003, an education unit is an educational service group that provides formal, non-formal, and informal education that complements each other at each level and

type of education. For this reason, the national education system is the definition of a national teaching system as stipulated in paragraph 2 of article 31 of the 1945 Constitution.

Based on the author's preliminary observations on the object of research and the welfare and teacher protection factors, the work environment factor is one of the hypotheses that this variable has a positive and significant effect through pedagogical ability on student achievement.

In theory, many things can affect the achievement of student learning outcomes, one of which is teacher pedagogical competence. Pedagogic competence is one of the competencies that teachers must have concerning the knowledge of students.

2. Literature Review

According to Alex S. Nitisemito (2000) argues "The work environment is everything that is around the workers that can influence them in carrying out their assigned tasks. Khairani (2013) argues that an essential factor for teachers is the work environment, further explained according to experts that the domain is one factor influencing the formation and development of individual behavior, both physical and socio-psychological environments, including learning. The atmosphere is a source of inspiration and creativity for teachers. The environment can also shape a person's personality and experiences to better shape teacher pedagogical competencies. Teachers' pedagogical ability in learning is a factor that influences the formation and development of learners' knowledge.

In-Law No. 14 of 2005 article 1 paragraph 11 concerning teachers and lecturers, it has been explained that certification is the process of granting educator certificates for teachers and lecturers. Meanwhile, the educator certificate is formal evidence as the recognition given to teachers and lecturers as professionals. Article 1 paragraph 1 states, "Teachers are professional education by educating and teaching" Teacher certification is a process of competency testing for prospective teachers or teachers who will get recognition and improve competence following the chosen profession. (Mulyasa, 2007). In meeting the competency standards stipulated in teacher certification is a certificate of competence for educators. This certificate is proof of recognition of teachers' competence or prospective teachers who meet the criteria for carrying out teachers' professional work in a particular type and level of education. In other words, teacher certification is the fulfillment of the need to improve professional competence. To become an experienced teacher, you must master four competencies, especially pedagogical competencies, which are closely related to managing student learning. It includes understanding students, designing, and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials, as listed in (Law No. 14 of 2005 on teachers and lecturers). In article 28, paragraph 3, the National Education Standards (Mulyasa, 2009; Nuraini et al., 2019; Umanailo, 2020, 2019). One of the policies that need to be done is that the certification allowance must be maintained and increased because it affects teachers' pedagogical ability.

According to the 2007 Minister of National Education Regulation No. 18, the certification allowance that certification intended for in-service teachers is carried out through a competency test. An increase will follow an increase in the certification allowance in student achievement. These findings are in line with Suyatno (2008), which states that one of the certification objectives is to determine the appropriate nature of a teacher in carrying out duties as a learning agent in realizing national learning objectives and teacher dignity in achieving quality and educational outcomes and improving professionalism. The government strives to improve the quality of teaching staff by providing certification allowances. Of course, everything is closely related to the output of the teaching and learning process, namely, students' achievement.

3. Methods

The research carried out includes descriptive correlational study with a quantitative nature, including ex-post facto. The research time was approximately three months, from 26 August to 26 October 2019. The study population was teachers in the formal education unit of Public senior high school (SMAN) 1 Makassar regional education office who had attended teacher certification training. The sample in this study amounted to 120 teachers using the measurement scale used is the Likert scale. The analytical method used in this research is path analysis. The data analysis technique used in this research is correlation analysis and multiple regression. The ANOVA application was used to analyze various regression, namely the analysis's output (SPSS application).

4. Results
4.1. Variables
In table 1 the validity test results on work environment variables

Table 1. Work Environment Variable Validity Test Result (X1)

Item (Indicator)	r Calculate	r Table	Status
X1.1	0.408	0.179	Valid
X1.2	0.352	0.179	Valid
X1.3	0.456	0.179	Valid
X1.4	0.380	0.179	Valid
X1.5	0.467	0.179	Valid
X1.6	0.506	0.179	Valid
X1.7	0.331	0.179	Valid

Source: Primary data processed, 2019.

From table 1. can be seen the validity test obtained that is the correlation number (r calculate) the result is greater than the r-table of 0.179. The Item Total (r count) correction value of the working environment variable (X1) is between 0.331 – 0.467. This indicates that all statement items on the work environment questionnaire (X1) are valid. Variable Certification Allowance. The results of the certification allowance variable validity test (X2) are shown in Table 2

Table 2. Certification Allowance Variable Validity Test Result (X2)

Item (Indicator)	r Calculate	r Table	Status
X2.1	0.485	0.179	Valid
X2.2	0.395	0.179	Valid
X2.3	0.488	0.179	Valid
X2.4	0.586	0.179	Valid
X2.5	0.673	0.179	Valid
X2.6	0.293	0.179	Valid
X2.7	0.553	0.179	Valid

Source: Primary data processed, 2019.

In table 2, the validity test result obtained correlation number (r calculate) the result is greater than the r table of 0.179. The total Item correction value (r calculate) of the certification allowance variable is between 0.494 – 0.748. This means that all statement items on the certification allowance (X2) are valid.
3. Teacher Pedagogic Competency Variables
The validity test of the teacher pedagogic competency variable (Y1) can be seen in table 3

Table 3. Results of Teacher Pedagogic Competency Variable Validity Test (Y1)

Item (Indicator)	r Calculate	r Table	Status
Y1.1	0.553	0.179	Valid
Y1.2	0.660	0.179	Valid
Y1.3	0.510	0.179	Valid
Y1.4	0.616	0.179	Valid
Y1.5	0.625	0.179	Valid
Y1.6	0.445	0.179	Valid
Y1.7	0.582	0.179	Valid
Y1.8	0.541	0.179	Valid
Y1.9	0.506	0.179	Valid
Y1.10	0.569	0.179	Valid
Y1.11	0.557	0.179	Valid
Y1.12	0.602	0.179	Valid
Y1.13	0.655	0.179	Valid
Y1.14	0.566	0.179	Valid
Y1.15	0.543	0.179	Valid

Y1.16	0.438	0.179	Valid
Y1.17	0.550	0.179	Valid
Y1.18	0.585	0.179	Valid
Y1.19	0.476	0.179	Valid
Y1.20	0.557	0.179	Valid

Source: Processed from the results of research

In table 3, the validity test obtained a correlation number (r count) where the result is greater than the r-table of 0.179. Total Item correction value (r calculate) teacher pedagogic competency variable is between 0.438 – 0.660. It explains that all statement items on the teacher's educational competency questionnaire (Y1) are valid

Student Achievement Variables
The validity test on the student achievement variable (Y2) can be seen in table 4:

Table 4. Student Achievement Variable Validity Test Results (Y2)

Item (Indicator)	r Calculate	r Table	Status
Y2.1	0.505	0.179	Valid
Y2.2	0.264	0.179	Valid
Y2.3	0.425	0.179	Valid
Y2.4	0.366	0.179	Valid
Y2.5	0.479	0.179	Valid

Source: Primary data, processed 2019

In table 4, a validity test is obtained by a correlation number (r count) where the result is greater than the required table r of 0.179. The total Item correction value (r calculate) of the student achievement variable is between 0.264 – 0.505. These results explain that all statement items on the student achievement questionnaire (Y2) are valid.

4.2. Multiple Regression Analysis

There is an influence of free variables (independent) on dependent variables, is used multiple linear regression analysis in this study. Regression Analysis of the Influence of The Work Environment and Certification Allowances on Teacher Pedagogic Competencies. Using IBM SPSS 23.0 application in processing data and using multiple regression analysis, the influence of work environment, certification allowance on student achievement through teacher academic ability can be seen in the summary of empirical results table 5.

The equation of multiple regression analysis obtained from the analysis results is seen as follows: $Y1 = 28.932 + 0.513 X1 + 1.445 X2$ the regression equation means that the influence of the work environment (X1) on the pedagogical competence of teachers (Y1) has a positive effect. The effect of certification allowance (X2) on teacher pedagogic competence (Y1) positively affects. This shows that the work environment and certification allowance will improve teachers' pedagogical competence in the education implementation unit of the standard education unit of SMAN education office in Makassar region 1.

Table 5. The output of Work Environment Impact Results and Certification Allowances on Teacher Pedagogic Competencies.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. error	Beta		
1 (Constant)	28.932	6.708		4.313	.000
Environment Work (X1)	.513	.207	.190	2.472	.015**
Allowances Certification (X2)	1.445	.199	.557	7.261	.000***

Source: processed from attachments

Dependent Variable: Teacher Pedagogical Competency (Y1). For the value of Y2 (Student Achievement see table 1 regression results 1) obtained interpretation of the regression equation model is:

A constant value of 28,932 indicates that if the work environment variable (X1) and certification allowance (X2) are equal to zero, then the variable bound or dependent variable, i.e., teacher pedagogic competency (Y1), will increase by 28,932 units. This means that without the working environment (X1) and certification allowance (X2), then the pedagogical competence of teachers (Y1) will increase by 28,932 units. The results of the analysis of work environment regression (X1) on teacher pedagogic competence (Y1) obtained predictor regression equations, Y1 = 28.932 + 0.513 X1. The value of teacher pedagogic competency (Y1) is 28,932 units. Each increase in the work environment (X1) by 1 unit will increase teachers' pedagogic competence (Y1) by 0.513 units. The results of the analysis of certification allowance regression (X2) on teacher pedagogic competence (Y1) obtained a predictor regression equation, namely: Y1 = 28.932 + 1.445 X2, which is expressed value (X 2) zero. The value of teacher pedagogic competency (Y1) is 28,932. Each increase in certification allowance (X2) by 1 unit will increase teachers' pedagogical competence (Y1) by 1,445 units. Regression Analysis of The Influence of Work Environment and Certification Allowances, Teacher Pedagogic Ability on Student Achievement Using multiple linear regression analysis, we can see how the influence of the work environment, certification allowances, and pedagogical skills of teachers on learners' achievements are used multiple linear regression analysis. By using IBM SPSS 23.0 program, the data processing results can be seen in the summary of empirical results table6.

Table 6. Output results of The Influence of The Work Environment, Certification Allowances, Pedagogic Competencies of Teachers on Student Achievement

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. error	Beta		
1 (Constant)	8.187	2.105		3.889	.000
Environment Work (X1)	-.041	.062	-.056	-664	.508
Allowances Certification (X2)	.353	.070	.498	5.055	.000***
Competence Education Guru (Y1)	.048	.027	.176	1.780	.078*

Predictors (Contents), Teacher Pedagogic Competency (Y1), Work Environment (X1), Certification Allowance (X2) The analysis of multiple linear regression equations obtained by Y2 = 8,187 - 0.041 X1 + 0.353 X2 + 0.048 Y1 linear regression equations mean that the work environment does not affect the achievement of learners (insignificant). In contrast, the certification allowance, Pedagogic competence of teachers to the achievement of learners is a positive (significant) effect on the UPT formal education unit of SMAN in the branch of the education office of region 1 Makassar. To find out the results of direct influence analysis between variables and coefficient values as in Table 7:

Table 7. Direct Influence Between Variables

Independent Variables	Dependent Variables	Symbol	Beta Factor.	Sig	SE
Environment Work (X1)	Teacher Pedagogic Competency (Y1)	X1 ---> Y1	0.513	0.015**	0.207
Allowances Certification (X2)		X2 ---> Y1	1.445	0.000***	0.199
Environment Work (X1)	Student Achievement (Y2)	X1 ---> Y2	-0.041	0.508	-0.062
Allowances Certification (X2)		X2 ---> Y2	0.353	0.000***	0.070
Teacher Pedagogic Competency (Y1)		Y1 ---> Y2	0.048	0.078*	0.027

Source: Data Processing Results Using IBM SPSS 23.0.

5. Discussion

The work environment's beta coefficient (X1) on teacher pedagogical competence (Y1) is = 0.513, and the SE value = 0.207 at a significance level of 0.015. This means that the work environment's influence (X1) has a positive and significant effect on teacher pedagogical competence (Y1). It means that the increase in the work environment (X1) is substantial or has a significant impact on teacher pedagogical competence (Y1). The perception that other factors

affect teacher pedagogic competence (Y1) is considered constant. The beta statistical value of the work environment coefficient (X1) on teacher pedagogical competence (Y1) = 0.513, the significance of 0.015 is above 0.05 or 5%. This means that the work environment (X1) has a positive and significant effect on teachers' pedagogical competence (Y1). Hypothesis 1, which states that the work environment has a positive and significant impact on teacher pedagogical competence at the UPT formal education units of SMAN in the regional education office branch 1 Makassar, is proven. This means that the work environment has a significant effect on the pedagogical competence of a teacher.

This study's results are in line with Nitisemito's (2000) opinion, namely, the work environment as everything around the workers that can affect themselves in carrying out their assigned tasks. Munurut Khairani (2013) an important factor for teachers is the work environment. Furthermore, according to experts, the atmosphere is one factor that influences the formation and development of individual behavior, both the physical and socio-psychological environment, including learning. The implication of a good work environment supports the learning process in schools, especially at the UPT formal education unit of the SMAN office region 1 Makassar. The atmosphere is a source of inspiration and teacher creativity. The environment can also shape a person's personality and experiences to better shape teacher pedagogical competencies.

The beta coefficient of the effect of certification allowances (X2) on pedagogical competence (Y1) is = 1.445, and the SE value = 0.199 at the significance level of 0.000. This means that the certification allowance (X2) effect positively and significantly impacts teacher pedagogical competence (Y1). This means that the increase in the certification allowance (X2) is followed by teacher pedagogical competence progress (Y1). Some indicators affect the pedagogical competence of teachers (Y1). The beta statistical value of the certification allowance coefficient (X2) on teacher pedagogical competence (Y1) is 1,445 with a significance of 0.000, which is below 0.01 or 1%. It means that the certification allowance (X2) positively and significantly affects teacher pedagogical competence (Y1). Stated that the certification allowance has a positive and significant effect on teachers' pedagogical competence at the UPT formal education unit of SMAN in the regional education office branch 1 Makassar, proven.

This is consistent with the findings of Kasmini et al. (2013) there is a significant influence between the certification allowance on teachers' pedagogical ability. The empirical results were made following the 2005 Law No. 14, which states that teacher certification is one way to improve teacher quality or increase competence, followed by improving teacher welfare. These results are expected to continuously improve the quality of education and learning quality in Indonesia. According to Muslich (2007), teacher certification increases the rate of education and increases welfare.

Beta coefficient of work environment influence (X1) on student achievement (Y2) = - 0.041 SE value = -0.062 significance level 0.508. This shows that the influence of the work environment (X1) is not significant on student achievement (Y2), meaning that the progress of the work environment (X1) is not significant or has no significant impact on student achievement (Y2) with the perception that other indicators affect student achievement. Students (Y2) are considered constant. The beta statistical value of the work environment coefficient (X1) on student achievement (Y2) = - 0.041 (not significant). This shows that the work environment (X1) is not significant towards students' achievement (Y2). So, hypothesis 3, which states that the work environment positively and significantly affects students' achievement in the SMAN education office region 1 Makassar, is not proven.

This means that the work environment is not followed by an increase in student achievement and believes that other indicators affect student achievement success. This can be seen in the path analysis used directly by the work environment on student achievement, which is not significant or does not substantially impact the UPT formal education unit of SMAN in the branch of the regional education office Makassar. This is thought to be due to the work environment or learning environments such as school facilities and infrastructure. The atmosphere can motivate work/teaching high to carry out teaching duties in the teaching and learning process that is not running as expected. According to Sukmadinata (2009), the school environment also plays an essential role in developing student learning. The work environment or school environment is an environment that is very beneficial and has an influence on students, especially in terms of learning and teaching both in the environment of relationships between school members and the physical environment. The work environment's implications need to be improved in both facilities, the learning atmosphere and school infrastructure, teaching and learning processes, and others to improve student achievement.

The beta coefficient of the effect of certification allowances (X2) on student achievement (Y2) is = 0.353 SE value of 0.070 at a significance level of 0.000. This explains that the certification allowance (X2) has a positive and significant

effect on student achievement (Y2), an increase in the certification allowance (X2) will be followed by an increase in student achievement (Y2) with the perception that other indicators affect student achievement (Y2) and is considered constant. The beta statistical value of the coefficient of the effect of certification allowances (X2) on student achievement (Y2) is = 0.353, the significance of 0.000 is below 0.01 or 1%. It means that the certification allowance (X2) has a positive and significant effect on student achievement (Y2). Hypothesis 4 is the certification allowance has a positive and significant impact on student's triumph in the formal education unit task force of the SMAN education office region 1 Makassar, proven.

This means that an increase will follow an increase in the certification allowance in student achievement because there are other influential indicators. This can be seen in the path analysis used; namely, certification allowances on student achievement have a natural or significant impact. This shows that the certification allowance increases students' achievement at the UPT formal education unit of SMAN in the regional education office branch of Makassar.

These findings are in line with Suyatno (2008), which states that one of the certification objectives is to determine the appropriate nature of a teacher in carrying out duties as a learning agent in realizing national learning objectives and teacher dignity in achieving quality and educational outcomes and improving professionalism. The government strives to improve the quality of teaching staff by providing certification allowances. Of course, everything is closely related to the output of the teaching and learning process, namely, students' achievement. According to the 2007 Minister of National Education Regulation No. 18, the certification allowance's implication states that certification intended for teachers in the office is carried out through a competency test.

6. Conclusion

Based on this study's results, it can conclude that several variables have a positive and significant effect. The influence of the work environment and teacher certification allowances on teacher pedagogy and the impact of certification allowances on student achievement, especially the South Sulawesi provincial government, requires certification. Teacher pedagogical competence is continuously improved to achieve optimal teacher performance. While the variable that does not affect the certification allowance on student achievement.
This means that the work environment does not fully guarantee the achievement of students. It is necessary to review policies from social, physical, and non-physical work environment indicators to impact and contribute to improving learning process services in schools whose output increases student achievement according to national standards.

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