



The Influence of Infrastructure and Work Environment on Teacher Performance in State Junior High Schools in Mesuji Raya District

Puput Nirwana^{1*}, Tri Widayatsih², Nila Kesumawati³

¹⁻³Master of Educational Management, University of PGRI Palembang

Email: puputnirwana96@gmail.com¹ triwidayatsih@univpgri-palembang.ac.id²

nilakesumawati@univpgri-palembang.ac.id³

Address: Jln A.Yani Lrg Gotong Royong 9/10 Ulu Plaju Palembang

Author's correspondence: puputnirwana96@gmail.com*

Abstract. The purpose of this study is to describe and analyze 1). To describe and analyze the influence of infrastructure on teacher performance in Junior High Schools in Mesuji Raya District 2). To describe and analyze the influence of the work environment on teacher performance in Junior High Schools in Mesuji Raya District 3). To describe and analyze the influence of infrastructure and work environment on teacher performance in Junior High Schools in Mesuji Raya District. This study uses a quantitative method with a correlational research type. The sample of this study was conducted at 5 Junior High Schools in Mesuji Raya District with a total of 53 teachers. Data collection techniques used questionnaires and documentation. Data analysis techniques used correlation and multiple regression analysis techniques using the SPSS version 26 application. The results of this study indicate that there is an influence of infrastructure and work environment variables together on the performance of Junior High School teachers in Mesuji Raya District by 72.8% and the remaining 27.2% influenced by other factors not mentioned in this study.

Keywords: Facilities and Infrastructure, Teacher Performance, Work Environment.

1. INTRODUCTION

The importance of quality Human Resources Education makes the government must be more active in developing quality, knowledgeable, creative, independent and innovative Human Resources. This is stated in Law No. 20 of 2003 Chapter II Article 3 which states that National Education functions to develop abilities and shape the character and civilization of the nation which aims to develop the potential and ability of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. The goal of national education will be realized if all parties take part in realizing and improving the quality of education. Therefore, the quality of education in this country plays an important role in the development of the nation. Teachers are one of the important roles in education. The quality of good education is highly dependent on the quality and performance of the teachers. Then teachers with quality will produce or produce quality students as well. Good teacher performance can achieve quality education goals.

Teacher performance is the ability of teachers to carry out their duties as educators. Teachers are required to be able to carry out their duties as much as possible so that it will produce good teacher performance, so that after this good teacher performance is expected to

produce an effective and efficient teaching and learning process and can improve student learning outcomes. According to (Bernawi, 2014) Performance is a work ability or work achievement shown by an employee to obtain optimal work results, while the theory that is the basis for assessing the quality of teachers' work according to T.R Mitchcell as explained again by the Directorate of Education Personnel is that Performance is equal to motivation with ability.

The work environment has an impact on teacher performance. This is in accordance with previous research which stated that there was an influence of non-physical work environment on the performance of PAI teachers at MTs Negeri Sentajo Filial Singingi, Singingi district, Kuantan Singingi district (Elfita, 2019). Related research also states the same thing, namely the work environment/has an influence on the performance of SMPN teachers in Sekayu District (Angrainy, 2020). Another research on infrastructure and the work environment has a positive and significant influence on teacher performance at the Al-Islam Joresan Mlarak Ponorogo Islamic boarding school (Fauziana, 2018).

2. LITERATURE REVIEW

Infrastructure

According to (Muhammad Kristiawan, 2017) facilities are all facilities needed in the teaching and learning process, both mobile and non-moving, in order to achieve educational goals and run smoothly, effectively and efficiently, while infrastructure is all basic equipment or facilities that indirectly support the running of the education or teaching process such as school yards, parks, and gardens.

According to (Indrawan, 2015) The management of infrastructure facilities is a very important activity in schools, because its existence will greatly support the success of the learning process in schools. In an effort to procure and utilize infrastructure facilities in schools, a process is needed starting from planning, procurement, regulation, use, and elimination.

Permendikbutristek number 22 of 2023 concerning infrastructure standards in PAUD, ELEMENTARY, JUNIOR HIGH, SMA, and Vocational Schools at the same level states that facilities as referred to in article 4 paragraph (1) letter a are everything that can be used as tools and equipment in achieving learning goals. (Fauzan, 2018) Guided by the regulation issued by the government No. 19 of 2005 concerning national education standards which explains the standards of educational facilities and infrastructure nationally in chapter VII Article 42 clearly and firmly it is said that first all educational institutions must have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support conducive, orderly and sustainable

learning activities. Second, each educational institution must have infrastructure that includes land, classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports venues, places of worship, playgrounds, reaction places, and other spaces/places needed for.

Work Environment

According to Triastuti (2018) states that a person in carrying out work is influenced by the physical environment in which they work such as lighting, noise, and the temperature of the work environment. With the right lighting, it is expected to support work. Noise is a pollution of unwanted sounds so that noise can have a bad impact, such as feeling uncomfortable, decreasing performance or difficulty in communicating. In addition, uncomfortable environmental temperatures can have a bad impact on both health and work quality, especially when the physical workload is relatively high. Although humans can generally adapt and do work in environmental temperatures that tend to be extreme. The ability of humans to adapt to hot environments is due to the human body in cooling through sweat which can be easily excreted through the pores of the skin.

According to (Nitisemito, 2015) The work environment is everything that exists around the worker and can affect in carrying out the duties entrusted to him. According to Damayanti (2018), the work environment is an environment in which there is an overall formation of behavior related to working conditions so that it can affect him in carrying out his duties in his work.

Teacher Performance

According to (Siemze Joen, 2022) teacher performance is the result of teachers' work which is manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which is shown in their appearance, deeds, and work achievements.

According to (Muspawi, 2021) teacher performance is a condition that shows the ability of teachers to carry out their duties and responsibilities at school during learning activities and can provide encouragement and influence to students so that learning goals can be achieved and run well and in accordance with expectations, which is shown in their appearance, deeds, and work performance.

Devitha, et al. (2021) stated that teachers who have a good average performance, obtain optimal quality or quality of learning and quality in students. Ideally, teachers must have optimal and quality performance so that they can make a positive and significant contribution to improving the quality of learning and improving student learning achievement.

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). According to (Sugiyono, 2022) the quantitative method is based on the philosophy of positivism and is used to test hypotheses in a specific population or sample. The research instruments used, such as surveys and experiments, allow for the collection of numerical data and statistical analysis to draw conclusions.

Table 1
Research Population Table

It	School Name	Accreditation	Number of Teachers
1.	SMP Negeri 1 Mesuji Raya	A	24
2.	SMP Negeri 2 Mesuji Raya	A	10
3.	SMP Negeri 3 Mesuji Raya	B	11
4.	SMP Negeri 4 Mesuji Raya	C	8
5.	SMP Negeri 5 Mesuji Raya	B	10
6.	SMP Negeri 6 Mesuji Raya	B	10
7.	SMP Negeri 7 Mesuji Raya	B	15
8.	SMP Negeri 8 Mesuji Raya	B	13
9.	SMP Negeri 9 Mesuji Raya	B	11
Sum			112

Source, data processed 2021

4. RESULTS AND DISCUSSION

Research Results

The researcher conducted research at State Junior High School in Mesuji Raya District. In this sub-chapter of data description, the researcher discusses the results of research that has been carried out in the field and the results of testing research hypotheses that have been tested statistically using the SPSS version 26 program application regarding the variables of Infrastructure Facilities (X1), Work Environment (X2) and Teacher Performance (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 at the State Junior High School in Mesuji Raya District. The following school data that has been researched are also research respondents.

Table 2
Questionnaire Descriptive Table

Instruments	Examples	Presentation
Number of Instruments	53	100%
Number of instruments that do not Return	-	0%
Number of unfilled instruments	-	0%
Number of instruments that can be used	53	100%

In this study, descriptive statistical data was used to provide an overview of the variables of Infrastructure, Work Environment, and Teacher Performance among 53 valid samples. Based on the distribution of the questionnaire which amounted to 53 respondents, it can be seen from the table below:

Table 3
Results of Variable Denotation Statistics Test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
INFRASTRUCTURE	53	117	125	122.25	2.218
WORK ENVIRONMENT	53	118	125	121.43	1.824
TEACHER PERFORMANCE	53	116	123	120.00	1.687
Valid N (listwise)	53				

Source: SPSS Version 26

Discussion

From the results of the statistical analysis that has been carried out using the SPSS ver.26 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 $0.000 < 0.05$ so that H_0 is rejected, so it can be concluded that there is an influence of infrastructure facilities on the performance of State Junior High School teachers in Mesuji Raya District.

This research is in line with the research conducted by Marliya (2020) entitled The Influence of Infrastructure and Work Environment on Teacher Performance in State Junior High Schools in West Prabumulih District. From the results of the study, it is known that Infrastructure Facilities have a significant influence on teacher performance, which can be seen from the coefficient value of 0.482, then the work environment also has a significant effect on teacher performance as seen from the coefficient value of 0.592 and infrastructure facilities and work environment together (simultaneously) have a significant influence on teacher performance as seen from the coefficient value of 0.455.

In the second hypothesis research, it was stated that the work environment variable on teacher performance had a significance value of $0.014 < 0.05$ so that H_0 was rejected, thus it can be concluded that there is an influence of the work environment on the performance of teachers of State Junior High Schools in Mesuji Raya District. It can be said that the better performance of State Junior High School teachers in Mesuji Raya District is influenced by the work environment of individual teachers.

This research is supported by Yuliantari and Prasasti (2020) entitled *The Influence of the Work Environment on Employee Performance at LLDIKTI Region III Jakarta*. The method of data collection by observation, questionnaire, and documentation study with the analysis method is in the form of descriptive quantitative analysis, namely the quantitative analysis method of primary data whose data is in the form of statements that are raised (assessed), which are expressed in the form of questionnaires and analyzed by statistical analysis. The sampling method used was a saturated sample of 30 respondents of LLDIKTI Region III Jakarta employees and the data was processed using SPSS 22.

Based on the results of the F test, it can be seen that $F_{cal} \text{ is } 66.981 > F_{table} \text{ is } 3.18$ with a significance level of $0.000 < 0.05$. It can be said that H_0 is rejected and simultaneously the independent variable is the teacher's performance. The significance level of 0.000 is less than 0.05 or 5%, so it is concluded that overall the independent variables of infrastructure (X1) and work environment (X2) affect the dependent variable, namely teacher performance (Y).

Based on the acquisition of an R Square value of 0.728, thus the determination coefficient is 72.8% so that it can be concluded that the influence of infrastructure facilities on the performance of teachers of State Junior High Schools in Mesuji Raya District is 72.8% and other factors that are not the variables of infrastructure facilities that affect the performance of State Junior High Schools in Mesuji Raya District are 27.2%. shows that two variables, namely infrastructure and work environment, affect teacher performance together.

This research was supported by Angrainy et al. (2020) entitled *The Influence of Infrastructure and Work Environment on Teacher Performance*. The objectives of this study are to: 1) know and describe the influence of infrastructure facilities on teacher performance; 2) knowing and describing the influence of the work environment on teacher performance; 3) to know and describe the influence of infrastructure and work environment on teacher performance. This type of research is quantitative research. Infrastructure facilities affect the performance of State Junior High School teachers in Sekayu District, which can be seen from the $t_{count} (2,551) > t_{table} (1,993)$. The magnitude of the influence of the variable X1 on the value of Y is in accordance with the line equation $Y = 90.936 + 0.290 X1$. Meanwhile, the

contribution of the equation of the X2 line to Y can be seen from the degree of the determination coefficient of 8.4 percent. The work environment affects the performance of State Junior High School teachers in Sekayu District. The results of the study concluded that: 1) infrastructure facilities affect teacher performance; 2) the work environment affects teacher performance; 3) infrastructure and work environment affect together on teacher performance.

5. CONCLUSION

1. Based on the results of the analysis, it was shown that infrastructure facilities had an effect on the performance of teachers in State Junior High Schools in Mesuji Raya District. The regression model shows that the variable of infrastructure facilities affects teacher performance by 68.1% and 31.9% is influenced by other factors.
2. Based on the results of the analysis, it was shown that the work environment had an effect on the performance of teachers in State Junior High Schools in Mesuji Raya District. The regression model showed that the work environment variable affected teacher performance by 53.2% and 46.8% was influenced by other factors.
3. Based on the results of the analysis, it was shown that infrastructure facilities and work environment had an effect on the performance of teachers in State Junior High Schools in Mesuji Raya District. The regression model shows that the variables of infrastructure and work environment affect teacher performance by 72.8% and 27.2% are influenced by other factors.

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