

# *The Effect of School's Infrastructure Standards and the Work Environment toward Teacher's Performance*

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**Abstract** – This study determined the effect of infrastructure and work environment on the teacher's performance of SMP Negeri in Sekayu District. This research used quantitative methods with correlational research type. The research population consisted of 137 people. The research sample was 58 people. The data were collected using a questionnaire. Data were analyzed using correlation analysis techniques and multiple regression. The results showed that (1) school infrastructure had a significant effect on the teacher's performance; (2) the work environment has a significant effect on the teacher's performance; and (3) school infrastructure and work environment together have a significant effect on the teacher's performance. This research contributes to the principals in improving infrastructure and environmental work where they want to achieve good teacher's performance.

**Keywords** – School's Infrastructure, Environmental Work, Teacher's Performance, High Quality Education.

## **I. INTRODUCTION**

Education is one of the main factors and sources for the progress and development of the country, so that the role of education occupies a central position in improving the quality of learning. This is in line with the opinion of Faturahman (2012: 7) which states that education is said to be of good quality or quality if it provides goodness, both to itself and to others. Educational facilities as a means of supporting the success of education, and aspects of improving school quality. The teacher as the main driver of the teaching and learning process requires facilities so that the teaching and learning process is more meaningful and educational goals can be achieved. The obstacles faced include the provision of inadequate or complete facilities. The problem of facilities

and infrastructure is very important to be handled more seriously, because it is very influential in the smoothness of the teaching and learning process, because in addition to being more comfortable, it also becomes a learning medium with equipment that must be adjusted including the provision of facilities that absolutely must be met, of course all of which must be appropriate with the needs and development of science and knowledge. Often the fulfillment of the facilities and infrastructure is determined by the school together with the school committee based solely on the wants and needs of each school (Margono, 2005).

Administration of educational facilities and infrastructure is all components that directly or indirectly support the course of the educational process to achieve goals in education itself.

According to the ministerial decree P and K No. 079/1975, educational facilities consist of 3 major groups, namely 1) school buildings and furniture; 2) learning tools consisting of bookkeeping, teaching aids and laboratories; and 3) educational media that can be grouped into audiovisuals that use display tools and media that do not use display devices.

Arikunto (2003) explains that educational facilities are all kinds of equipment used by teachers to facilitate the delivery of subject matter. When viewed from a student's point of view, educational facilities are all kinds of equipment that students use to make it easier to learn subjects. Meanwhile, Daryanto (2006) **explains** that educational infrastructure is all kinds of equipment, accessories, and objects that are used by teachers and students to facilitate the implementation of education.

The importance of facilities and infrastructure to support the educational process is regulated by the Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system, each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and obligations of students. Also RI Government Regulation No. 19 of 2005 concerning National Education Standards Chapter VII article 42 paragraphs 1 and 2 (1) each education unit is required to have facilities which include furniture, educational equipment, books and other learning resources, consumables and equipment needed for support an orderly and continuous learning process; (2) Each educational unit includes land, classrooms, leadership rooms, teachers' rooms, library rooms, laboratory rooms, canteens, places for sports and places of worship, places to play, recreation areas, and other spaces needed to support the learning process. regular and sustainable (Government Regulation, 2005). Therefore the principal who is one component of the facilities and infrastructure in the school must pay maximum attention to fulfilling the school facilities and infrastructure that he manages so that the teaching and learning process can run optimally.

Apart from the importance of facilities and infrastructure, the role of the environment also has an influence on teacher performance. Nitisemito (2009) explains that the work environment is everything that is around employees that can influence them in carrying out the assigned tasks. Usman (2008) argues that a good work environment will facilitate teachers to work better too. They prefer physical conditions that are not dangerous or comfortable. Besides that, most like the work place that is relatively close. Mulyasa (2013)

suggests that the work environment can create a binding work relationship between the people in it. The work environment in an organization has an important meaning for individuals who work in it, because the environment will affect individual satisfaction at work. Asari (2017) also argues that teacher performance needs to be improved because teacher performance is a factor that intersects directly with students. With good teacher performance, it is hoped that later good learning outcomes will be obtained as well. As well as other factors that influence teacher performance is the work environment, because the work environment is an element of motivation from the teacher himself. It is emphasized that if you feel a conducive working atmosphere in the school, the students will achieve satisfactory academic achievement. The conducive working environment of a school influences the attitudes and actions of the entire community, especially in achieving teacher's comfort in school (Elfita, 2019).

Performance is a work performance shown by an employee to obtain optimal work results (Barnawi, 2012). According to Simamora (2002) performance is a work result that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, does not violate the law and is in accordance with morals and ethics. In Law No. 20 of 2003 concerning the Indonesian National Education System in Article 39 paragraph 2 states that the teacher's duty is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service.

Enueme and Egwunyenga (2008) state that education apparatus include various components such as: teachers, students, curriculum, instructive and executive workers, and so on. It is obvious that educational systems' successfulness is depending to optimum activity of the mentioned components in together. So, teachers' performance has prominent impotence in respect to the others components. Teachers are in hearth of any progress in any educational systems. He/she is the most important and the most effective factors in student's academic achievement.

This opinion supports the assumption that teacher performance is the main key or determining factor in improving the quality of education in Indonesia. In order to produce output in the form of quality students, teachers must be competent in accordance with their fields. The task which is the responsibility of a teacher must be carried out optimally. To be able to carry out their functions and roles properly, the teacher should improve their performance.

Because high teacher performance is the main factor or key that must be possessed in order to achieve educational goals.

According to Uno and Lamatenggo (2013) performance is a person's activity in carrying out the main tasks assigned to him. According to Mangkunegara (2012), the term teacher performance comes from the word job performance, namely job performance achieved by someone. So according to the language performance can be interpreted as an achievement that appears as a form of work success in a person. The success of the performance is also determined by the work and ability of a person in that field.

The teacher is in charge of guiding and directing student learning in order to achieve optimal results. Therefore, teacher performance is always a concern because it is a determining factor in improving student learning achievement. The low teacher performance will affect the quality of student graduation which in turn will also affect the achievement of educational goals. However, in fact there are still many teachers who show low levels of performance, which results in a lack of discipline and low teacher attendance at work.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. It was explained that the teacher competency standards were developed as a whole from 4 main competencies, (1) pedagogical competence, (2) personality, (3) social, and (4) professional. The fourth competency integrated in teacher performance. According to Suwardi (2008) teacher competency standards have three components, namely, (1) learning management components, (2) potential development components, (3) academic mastery components. This means that in addition to teaching or the learning process, the teacher also has the task of carrying out guidance and training and even needs to carry out research and community service. To be able to carry out their duties and responsibilities, a teacher must have a number of competencies or master a number of knowledge, attitudes, and skills related to their field of work.

Based on the results of teacher interviews at several State Junior High Schools in Sekayu, one of which is SMP Negeri 5 Sekayu through the representatives of the infrastructure division on November 18, 2019, information was obtained that the school has infrastructure that does not support the learning process. Some facilities that are not yet available are related to sports facilities, unavailability of language laboratories, lack of class tables and chairs, equipment and equipment in computer laboratories and science laboratories,

some of which are inadequate for use in teaching and learning activities so the learning process is not optimal. This shows that the good performance of teachers is greatly influenced by adequate facilities and infrastructure provided by an educational institution and vice versa, the lack of adequate facilities and infrastructure will also reduce their performance.

In this case, we are supported by previous research such as the results of Pramesti and Rismawan (2019) showing that (1) The Effect of Standard Facilities and Infrastructure in Schools, (2) Work Environment on Teacher Performance, (3) Teacher Performance, ( 4) Standard of Facilities and Infrastructure in Schools (X) Has a positive effect on the Work Environment (Y1), (5) The Work Environment (Y1) Has a very positive effect on Teacher Performance (Y2), (6) The Effect of Standard for Facilities and Infrastructure in Schools (X ) has a very positive effect on Teacher Performance (Y2), (7) Standard of Facilities and Infrastructure in Schools (X) Work Environment (Y1) Together, it has a very positive effect on Teacher Performance (Y2). Furthermore, Slamet's research in (2014) has found that there is a positive and significant influence on Teacher Performance (Y2). Furthermore, Slameto's research (2013) has found that there is a positive and significant influence on teacher performance (Y2). And research that has been carried out by Mulyasa's study (2013) states that (1) Standard of Facilities and Infrastructure has a positive and significant effect on Teacher Performance.

Based on this background, the researcher conducted a study entitled the effect of school infrastructure standards and the work environment on the teacher's performance of Public Junior High School in Sekayu District. This research is expected to contribute to education managers who are trying to improve teacher's performance.

## **II. METHODS**

According to Arikunto (2006) The research method is the method used by researchers in collecting research data. In this study using a questionnaire as the method used to collect data. In accordance with the objectives to be achieved in this study to determine the effect of school infrastructure and work environment on teacher performance at public junior high schools in Sekayu district, this research includes correlation research. According to Sukardi (2011), correlation research is a study that involves the act of collecting data to determine whether there is a relationship and the level of relationship between two or more variables. From the available data, this research is a quantitative research.

Quantitative research can be interpreted as a research method based on the philosophy of positivity that is used to research on certain populations or samples (Winarni, 2018). In this study, using quantitative research methods and research design in the form of influence studies, namely to determine the effect of the three variables, namely the independent variable or free school infrastructure ( $X_1$ ), work environment ( $X_2$ ) and the dependent or dependent variable teacher performance (Y).

According to Sugiyono (2011), the population is a generalization area consisting of objects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. While the population is an object or subject that is in an area and meets certain requirements related to research problems (Riduwan, 2012). According to Sugiyono (2011) population is a generalization area consisting of objects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. From these three definitions, the population of this study were 5 state junior high schools in Sekayu sub-district, namely SMP Negeri 1 Sekayu, SMP Negeri 2 Sekayu, SMP Negeri 5 Sekayu, SMP Negeri 8 Sekayu, and SMP Negeri 6 Sekayu.

The sampling technique used in this study is Probability Sampling, which is a sampling technique in which each member of the population has an equal chance of being selected as a sample (Siregar 2013), using a simple random sampling technique. According to Riduwan (2012) what is meant by Simple Random Sampling is a method of taking samples from members of the population randomly without paying attention to the strata in the members of the population.

In this study, the data collection technique used was a questionnaire. According to Riduwan (2012) a questionnaire

is a list of questions that are given to others and are willing to respond according to requests for use (Riduwan, 2013). The questionnaire used in this research is a closed questionnaire and has a Likert scale, namely a questionnaire that has been provided with a statement so that the respondent only has to fill in the answer by putting a checklist in the column with the available alternatives, and the score for each alternative answer in the questionnaire: 1) Answer "Strongly Agree" is given a score of 5, 2) The answer "Agree" was given a score of 4, 3) The answer "Disagree" was given a score of 3, the answer "Disagree" was given a score of 2, the answer "Strongly Disagree" was given a score of 1. With regard to the description above, then This questionnaire instrument is used for infrastructure standards ( $X_1$ ), work environment ( $X_2$ ) and teacher performance (Y).

The research data were analyzed using correlation and regression techniques. The data analysis was carried out with the help of the SPSS version 23 program. The hypothesis of this study were (1) there was a significant influence between the standard of school infrastructure and the performance of the teachers of SMP Negeri in Sekayu District; (2) there is a significant influence between the work environment on the performance of the teachers of SMP Negeri in Sekayu District; (3) there is a significant influence between the standard of school infrastructure and the work environment together on the performance of the teachers of SMP Negeri in Sekayu District.

### III. RESULTS AND DISCUSSION

The first hypothesis proposed in this study is that there is a significant influence between the standard of school infrastructure on the performance of the teachers of SMP Negeri in Sekayu District. The results showed that school infrastructure had a significant effect on the performance of SMP Negeri teachers in Sekayu District by 3.6%.

Table 1. Simple Linear Regression Analysis Results

| Correlation | Correlation coefficient (r) | Coefficient of Determination ( $R^2$ ) | F Change | P     |
|-------------|-----------------------------|----------------------------------------|----------|-------|
| $R_{xy}$    | 0.189                       | 0.36                                   | 2.079    | 0.155 |

The second hypothesis is that there is a significant influence between the work environment on the performance of the teachers of the State Junior High Schools in Sekayu District. The results showed that the work environment had a significant effect on teacher performance as indicated by the

t test results obtained by the value of t-count ( $7.012 > t$ -table. At a significant level of 0.05 with a coefficient of determination = 0.002, it can be concluded that teacher performance is influenced by the work environment by 0.2%.

Table 2. Simple Linear Regression Analysis Results

| Correlation     | Correlation coefficient (r) | Coefficient of Determination (R <sup>2</sup> ) | F Change | P     |
|-----------------|-----------------------------|------------------------------------------------|----------|-------|
| R <sub>xy</sub> | 0.043                       | 0.002                                          | 0.103    | 0.749 |

The third hypothesis is that there is a significant influence between the standard of school infrastructure and work environment together on the performance of the teachers of SMP Negeri in Sekayu District. Based on the results of the

study, it was found that school infrastructure and work environment together had a significant influence on the performance of teachers of the State Junior High Schools in Sekayu District by 4%.

Table 3. Simple Linear Regression Analysis Results

| Correlation     | Correlation coefficient (r) | Coefficient of Determination (R <sup>2</sup> ) | F Change | P     |
|-----------------|-----------------------------|------------------------------------------------|----------|-------|
| R <sub>xy</sub> | 0.200                       | 0.040                                          | 1.114    | 0.326 |

After the above assessment is carried out, the complete infrastructure will encourage and motivate teachers in carrying out teaching and learning activities so that teachers are better able to improve their abilities in making teaching and learning activities more interesting and maximized. In addition, the work environment cannot be said to be complete, such as the existing facilities are still inadequate, starting from the condition of the building, classrooms and all forms of equipment to support the teaching and learning process such as chairs, tables, less bright classes, poor sanitation and circulation. Fluency can affect teacher performance. Thus teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance greatly determines the quality of educational outcomes because teachers are the party who has the most direct contact with students in the learning process in educational institutions.

This is in line with the results of Fudin (2020)'s research which states that there is a significant influence between school infrastructure and teacher performance by 28.3%. So that teacher performance has been positively influenced by the existing infrastructure in schools. Sawianti et al, (2019) also states that 19% teacher performance is determined by infrastructure, it means that there is a significant influence between infrastructure and teacher performance, using product moment correlation analysis obtained a value of 0.437 which shows a positive correlation and based on the test of determination the result is 0.191. (19%). Handayani

(2005) stated that for the infrastructure and infrastructure variables on teacher performance after regression analysis obtained F-reg <F-table (1,878 <2,002), meaning that the infrastructure was untested. Fauziana (2017) states that the results of his research show that there is a positive and significant influence of infrastructure on teacher performance in the Al-Islam Islamic boarding school with the hypothesis analysis at a significant level of 5%, then 5,564 > 1,990 with a correlation coefficient (r) of 0.504 and a determinant coefficient of 0.254 (25.4%). Hartono (2014) states that partially infrastructure has a significant effect on teacher performance with a t value of 3,746 at the significant level of 0,000 which has a positive effect. Gagarin, et al (2010) stated that the results of their research by carrying out the t-test results obtained the t-count value <t-table (1.959 <9,488), which means that there is no significant influence between school infrastructure on teacher performance. Winarni (2018) states that the results of his research show that the use of infrastructure has an effect on teacher performance, with multiple linear regression tests the coefficient of determination is 0.083 (8%) which means that there is a significant effect.

Furthermore, this is also supported by Elfita's previous research (2019) which states that there is a significant influence between the work environment and teacher performance based on the results of the determination coefficient test of 71.06%. Eliyanto (2018) which shows that work environment variables can contribute to teacher performance variables by 72.6%. So it can be concluded that

the work environment has a strong effect on teacher performance. Therefore, the work environment cannot be said to be complete, such as the existing facilities are still inadequate, starting from the condition of the building, classrooms and all forms of equipment to support the teaching and learning process such as chairs, tables, less lit classes, sanitation and poor circulation. less fluent can affect teacher performance. Handayani (2005) states that the results of his research partially have a positive and significant influence on the work environment on teacher performance, with the results of the analysis of  $F\text{-reg} > F\text{-tab}$  ( $2.222 > 2.002$ ) so that it means that the work environment is accepted and tested for correctness. Fauziana (2017) in her research states that there is a positive and significant work environment influence on teacher performance in Islamic boarding schools, with a hypothesis analysis using the SPSS version 16.0 program showing that the t-test results are obtained from the t-count of 2.096 while the t-table value of 1,990 at the 5% significance level, then  $2,096 > 1,990$  with a correlation coefficient (r) of 0.215 and a determinant coefficient of 0.046 (0.46%). Hartono (2014) states that partially the work environment has a significant effect on teacher performance with a t value of 10,955 at the significant level of 0.000 which has a positive effect. Sari (2018) stated in the results of his research that if the increase or decrease in teacher performance is strongly influenced by several factors, both internal and external factors, one of the external factors that influence teacher performance is the work environment, with the results of the analysis test  $R = 0.837$  and  $R^2 = 0.701$ , it means that the teacher's performance is influenced by the work environment by 70%.

In addition, the results of this study are in line with the research conducted by Mariawati et al. (2018) which based on the results of the coefficient of determination obtained  $R^2 = 96.5\%$ . Therefore it can be concluded that there is a positive and significant effect on teacher performance. Thus teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance greatly determines the quality of educational outcomes because teachers are the party who has the most direct contact with students in the learning process in educational institutions. Thus, teacher performance greatly influences the creation of quality educational processes and outcomes. Handayani (2005) states that simultaneously the results of his research between infrastructure and work environment on teacher performance are accepted and tested for correctness, with the results of multiple linear regression analysis obtained  $F\text{-reg} > F\text{-tab}$  ( $13,727 > 2,760$ ) so that it means the three variables

have significant influence. Fauziana (2017) states that if the research results there is a positive and significant influence between the variables of school infrastructure and work environment together on teacher performance both partially and simultaneously, with a hypothesis analysis using the SPSS program version 16.0 shows that the F test results are obtained from F -count of 15,699 while the F-table value is 4,880 at the 5% significance level then  $15,699 > 4,880$  with a correlation coefficient (r) of 0.509 and a determinant coefficient of 0.259 (25.9%). Didi Hartono (2014) states that partially, infrastructure and work environment together have a significant effect on teacher performance with an F value of 60.407 at the significant level of 0.000 which has a positive effect. Sari (2018) states that from the results of the t-test  $X_1 = 4,002$ ,  $X_2 = 11,387$ , both of which are greater than the t-table so that it shows that infrastructure and work environment have a positive influence on teacher performance (Y) with a coefficient of determination. = 0.119 (12%).

#### IV. CONCLUSION

Based on the results of data analysis and discussion by proving the hypothesis which includes three variables, namely school infrastructure (X1), Work Environment (X2) and Teacher Performance (Y), it can be concluded that there is a significant influence between school infrastructure and teacher performance. There is a significant influence between the work environments on teacher performance. There is a significant influence between school infrastructure and work environment together on teacher performance.

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