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Role Of School Facilities And Infrastructure On Performance Of Senior High School Teacher

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Abstract

Several previous studies with the main problem of teacher performance in terms of infrastructure and work environment factors generally used regression analysis techniques, which only studied the direct effect of infrastructure and work environment on teacher performance. The novelty of this research is the development of instruments using the Structural Equation Modeling (SEM) measurement model, namely developing constructs from performance variables, infrastructure and work environment, through theoretical validation through experts and empirical validation using Confirmatory Factor Analysis (CFA) techniques. Seeing the important role of infrastructure and work environment on teacher performance, the purpose of this study was to determine the effect of infrastructure and work environment on teacher performance. This study used a quantitative approach using survey methods with the analytical techniques used, namely instrument development using the Structural Equation Modeling (SEM) measurement model, and multiple linear regression. The population in this study were high school teachers throughout Tangerang. Respondents were taken based on 20 schools in Tangerang and each school took several samples, and it was obtained as a whole that the sample obtained was 200 respondents. The result of this study is all independent variables has a positive and significant effect toward dependent variable.

Keywords: teacher performance, infrastructure, work environment, school

Abstrak

Beberapa penelitian sebelumnya dengan permasalahan utama kinerja guru ditinjau dari faktor sarana prasarana dan lingkungan kerja umumnya menggunakan teknik analisis regresi yang hanya mempelajari pengaruh langsung sarana prasarana dan lingkungan kerja terhadap kinerja guru. Kebaruan dari penelitian ini adalah pengembangan instrumen dengan menggunakan model pengukuran Structural Equation Modeling (SEM) yaitu mengembangkan konstruksi dari variabel kinerja, infrastruktur dan lingkungan kerja, melalui validasi teoritis melalui ahli dan validasi empiris dengan menggunakan teknik Confirmatory Factor Analysis (CFA). Melihat pentingnya peran prasarana dan lingkungan kerja terhadap kinerja guru, maka tujuan penelitian ini adalah untuk mengetahui pengaruh prasarana dan lingkungan kerja terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode survei dengan teknik analisis yang digunakan yaitu pengembangan instrumen menggunakan model pengukuran Structural Equation Modeling (SEM), dan regresi linier berganda. Populasi dalam penelitian ini adalah guru SMA se-Tangerang. Responden diambil berdasarkan 20 sekolah yang ada di Tangerang dan masing-masing sekolah mengambil beberapa sampel, dan diperoleh secara keseluruhan sampel yang diperoleh adalah 200 responden. Hasil dari penelitian ini adalah semua variabel independen berpengaruh positif dan signifikan terhadap variabel dependen.

Kata Kunci: kinerja guru, sarana prasarana, lingkungan kerja, sekolah

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INTRODUCTION

Identity becomes a basis for the existence of young people for themselves and when in public Basically education is a basic effort that is deliberately designed to achieve predetermined goals and contains personality development. "Education aims to help the younger generation develop all elements of their personal potential, both spirituality, morality, sense of sociality, and rationality" (Syafaruddin, 2008, p. 2). Quality education is positively correlated with the quality of human resources (HR). This is in line with Yusutria's opinion (2017, p. 39) that "low quality of education causes low quality of human resources, the higher the level of education, the higher the quality of human resources".

Law No. 20 of 2003 Chapter II Article 3 emphasizes that National Education functions to develop abilities and shape national character and civilization, aims to develop the potential and abilities of students so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Characteristics of HR capabilities as stated in Law No. 20 of 2003 can be developed and fostered in school institutions. So that the school as an educational institution in which there are principals, teachers, staff, students and parents of students who have a role in the formation of human resources. The teacher occupies a leading position and determines the outward success of a school. According to Chamundeswari (2013, p. 12) “The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and evaluate each student's progress in terms of valid objectives”. Teacher performance is a condition that shows a person's ability to carry out their duties at school and describes the existence of an act displayed by the teacher in carrying out learning activities (Supardi, 2013). The same thing was expressed by Yasemin and Tenzin (2021, p. 28) “teachers' knowledge may be over-estimated based on their performance on one step problem”. Thus the teacher's performance in learning is a major factor in achieving educational goals, because the teacher is the spearhead in the world of education. The high or low quality of teacher performance results in student achievement at school.

Table 1 above shows that the average performance of teachers at the high school level nationally is 80.30 and in Banten it is 75.64 which is included in the less category due to the low score of %GPNS (Civil Servant Teacher) and %KSPNS (Principal of Civil Servant School)). This is reinforced by Lim's statement (2021, p. 3) “Work stress due to a heavier workload and higher expectations for their job performance”. Which means that the work done is not up to the expectations of the teachers.

Various factors determine the increase in teacher performance, one of which is the availability of infrastructure suggestions to support the implementation of teacher duties and functions. School infrastructure facilities greatly support the work of teachers. Teachers who are equipped with complete and adequate infrastructure will show better performance than teachers who

are not equipped with adequate infrastructure (Barnawi, 2012). For this reason, schools need to provide facilities for the development of students' feelings, thoughts and bodies, such as mosques, libraries, laboratories, the internet and sports venues (football, badminton and basketball). Facilities are media or tools for learning so that education runs effectively. School facilities are needed to balance the physical and psychological development of students. In a healthy body, there is a healthy mind and soul (Musfah, 2015).

Table 1. Teacher Performance in Each Province 2015/2016

No.	Provinsi	Nilai Konversi					Kinerja	
		%GL	%GP	%GT	%GPNS	%GPen	Nilai	Jenis
1	DKI Jakarta	87.69	80.98	71.64	39.51	84.81	72.93	KURANG
2	Jawa Barat	89.29	87.60	67.03	48.52	90.77	76.64	KURANG
3	Banten	86.86	86.18	66.62	44.59	93.96	75.64	KURANG
4	Jawa Tengah	90.73	89.70	71.31	57.95	87.50	79.44	KURANG
5	DI Yogyakarta	89.00	86.61	77.10	60.14	83.89	79.35	KURANG
6	Jawa Timur	90.73	90.50	72.60	54.22	87.73	79.15	KURANG
7	Aceh	79.96	74.45	60.50	57.60	90.78	72.66	KURANG
8	Sumatera Utara	78.47	75.37	72.21	54.19	88.88	73.82	KURANG
9	Sumatera Barat	88.20	71.08	71.53	65.99	88.18	77.00	KURANG
10	Riau	83.45	75.57	60.86	49.39	93.63	72.58	KURANG
11	Kepulauan Riau	85.30	79.71	64.91	45.64	95.52	74.22	KURANG
12	Jambi	79.32	82.02	66.72	61.49	90.47	76.00	KURANG
13	Sumatera Selatan	80.76	77.44	60.44	54.38	91.52	72.91	KURANG
14	Bangka Belitung	80.71	82.23	75.58	70.87	91.87	80.25	PRATAMA
15	Bengkulu	83.74	83.71	69.31	64.93	91.12	78.56	KURANG
16	Lampung	79.48	81.64	69.83	57.04	89.83	75.56	KURANG
17	Kalimantan Barat	74.29	91.44	67.13	61.10	90.59	76.91	KURANG
18	Kalimantan Tengah	80.87	83.58	75.75	69.58	93.56	80.67	PRATAMA
19	Kalimantan Selatan	86.14	84.80	72.65	68.12	90.07	80.36	PRATAMA
20	Kalimantan Timur	83.66	83.75	68.35	56.37	93.76	77.18	KURANG
21	Kalimantan Utara	75.45	93.11	67.54	63.20	95.30	78.92	KURANG
22	Sulawesi Utara	75.02	73.21	76.73	66.54	86.64	75.63	KURANG
23	Gorontalo	85.49	73.02	66.06	65.04	90.81	76.08	KURANG
24	Sulawesi Tengah	72.79	82.67	66.99	64.06	93.36	75.97	KURANG
25	Sulawesi Selatan	86.83	78.35	64.70	58.76	91.08	75.95	KURANG
26	Sulawesi Barat	71.60	85.82	55.46	52.59	94.48	71.99	KURANG
27	Sulawesi Tenggara	81.60	83.96	62.80	59.69	94.27	76.46	KURANG
28	Maluku	66.38	78.48	74.66	71.18	91.07	76.35	KURANG
29	Maluku Utara	63.89	84.30	67.18	63.70	95.73	74.96	KURANG
30	Bali	89.79	95.55	71.12	63.09	86.47	81.20	PRATAMA
31	Nusa Tenggara Barat	83.83	96.19	56.75	47.44	92.26	75.29	KURANG
32	Nusa Tenggara Timur	71.20	89.22	56.27	49.15	93.34	71.84	KURANG
33	Papua	64.31	98.13	65.81	57.11	95.15	76.10	KURANG
34	Papua Barat	75.93	88.59	68.04	62.24	94.83	77.93	KURANG
	Indonesia	84.46	84.15	68.13	55.31	90.08	76.43	KURANG

Provision of good and complete infrastructure will support school activities in order to achieve optimal results. This is in line with Khumalo's research (2014, p. 1521) which concluded that, "Educators identified a number of issues that they felt played a role in the learning and teaching context. In many respects, the educators painted a stained picture in respect of poor infrastructure provisioning and the proper functioning of their schools. It is argued that there is an urgent need to address the participants' concerns. Furthermore, the government should provide proper and adequate school infrastructure where classrooms, laboratories and libraries are equipped to lead to favorable learning experiences."

Research conducted by Indah (2018), performance is not solely measured by how a teacher is able to be responsible for his students, but how the teacher is able to dedicate themselves to the development of education in the school (work environment). In addition, Sulfemi's research (2020), there is or is a positive relationship between educational facilities and infrastructure on teaching

motivation, this is evidenced by the value of the product moment correlation coefficient (rcount) obtained at 0.855 which is greater than r table at a significant level of 0.05 .

Aswin (2017), facilities and infrastructure that are required by law but in their management have not implemented modern management principles. includes the functions of planning, procurement, inventory, storage, distribution, maintenance, deletion as well as assessment and supervision. SMA Negeri 2 Lubuk Pakam already has minimum school facilities and infrastructure, and the management of facilities and infrastructure has not used modern management principles so that the standards of educational facilities and infrastructure have not been met.

Based on the description above, several previous studies with the main problem of teacher performance in terms of infrastructure and work environment factors generally used regression analysis techniques, which only studied the direct effect of infrastructure and work environment on teacher performance. The novelty of this research is the development of instruments using the Structural Equation Modeling (SEM) measurement model, namely developing constructs from performance variables, infrastructure and work environment, through theoretical validation through experts and empirical validation using Confirmatory Factor Analysis (CFA) techniques. Seeing the important role of infrastructure and work environment on teacher performance, the purpose of this study was to determine the effect of infrastructure and work environment on teacher performance.

METHOD

This study used a quantitative approach using survey methods with the analytical techniques used, namely instrument development using the Structural Equation Modeling (SEM) measurement model, and multiple linear regression. The population in this study were high school teachers throughout Tangerang. Respondents were taken based on 20 schools in Tangerang and each school took several samples, and it was obtained as a whole that the sample obtained was 200 respondents.

In this study the data collection technique used was a questionnaire. The questionnaire is used to measure infrastructure (X1) and work environment (X2) using a Likert scale. Then the validity and reliability of the questionnaire items were tested, and the results obtained were 29 items which were declared valid for measuring teacher performance, and item 11 which was declared invalid for measuring teacher performance indicators. The results of the analysis also show that the value of CR 0.779 $\geq$ 0.70 and VE 0.56 $\geq$ 0.50. Thus, the instrument items are stated to consistently measure teacher performance variable indicators. There were 26 items that were declared valid for measuring infrastructure, and item 17 were declared invalid for measuring infrastructure indicators. The results of the analysis also show that the value of CR 0.705 $\geq$ 0.70 and VE 0.52 <0.50. Thus, the instrument items are stated to consistently measure the variable indicators of infrastructure facilities. There are 28 items that are declared valid for measuring the work environment, and item 2 is declared invalid for measuring work environment indicators. The results of the analysis also show that the value of CR

0.737 ≥ 0.70 and VE 0.500 < 0.50. Thus, the instrument items are stated to be consistent in measuring the indicators of the work environment variable.

RESULTS AND DISCUSSION

Result

Kolmogorov-Smirnov value = 0.039; db = 200; p-value = 0.200 > 0.05. Furthermore, the value of Shapiro-Wilik = 0.993; db=200; p-value = 0.471>0.05. It can be concluded that by using the 2 Kolmogorov-Smirnov test and the Shapiro Wilik test the estimated error or residual is a normal distribution.

To detect whether the linear regression model has multicollinearity, it can be checked using the Variance Inflation Factor (VIF) for each independent variable. The criteria used are: (1) VIF value > 10, or (2) tolerance value > 1, meaning that multicollinearity has occurred. In this study, it was found that the Tolerance score was < 1 and VIF < 10, so there was no multicollinearity between the independent variables.

It was found that the Correlation Coefficient value was low or significant value (Sig. (1-tailed)) for each Independent Variable above 5%, meaning that each Independent Variable (X1, X2) had no relationship with the Residual. Thus, it can be concluded that there is no heteroscedasticity in the obtained multiple linear regression model.

Table 2. Statistical Hypothesis

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,242	3,585		5,926	,000
Sapras Lingkungan		,509	,020	,840	24,990	,000
		,275	,031	,299	8,899	,000

Based on table 2, it can be written the regression equation and the fruit of the partial effect hypothesis as follows.

Regression Model: $\boldsymbol{Y = \beta 0 + \beta 1 X1 + +\beta 2 X2 + \varepsilon}$

Regression Function/Equation: $\boldsymbol{\hat{Y} = 21,242 + 0,509 X1 + 0,275\ X2}$

Based on the multiple regression equation can be interpreted Performance. Teachers experienced a significant increase in infrastructure and work environment.

From the results of the analysis presented in Table 2, the prices are: t1 = 24.990, db = 197, p-value = 0.000 <0.05, or Ho is rejected. Thus, the data supports the hypothesis that infrastructure has a positive effect on teacher performance. From the results of the analysis presented in Table 2, the

values obtained are: t2 = 8.899, db = 197, p-value = 0.000 <0.05, or Ho is rejected. Thus the data supports the hypothesis that the work environment has a positive effect on teacher performance.

Table 3. Simultaneous Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10835,512	2	5417,756	344,917	,000[b]
	Residual	3094,363	197	15,707		
	Total	13929,875	199			

Based on table 3, the price F = 344.9447, db = (2, 197), p-value = 0.000 <0.05, Ho is rejected, thus the data supports the hypothesis that infrastructure and work environment simultaneously have a positive effect on teacher performance .

Table 4. Test the coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,882[a]	,778	,776	3,963	,778	344,917	2	197	,000

From the results of the analysis presented in table 4, the price is obtained: R2 = 0.778. F = 344.917, db: (2.197), p-value = 0.000 <0.05 or H0 is rejected, thus, the effect of infrastructure and work environment on teacher performance simultaneously is 0.778 or 77.8%.

The Effect of Infrastructure on Teacher Performance

The research findings reveal that the use of facilities and infrastructure has an influence on teacher performance. The findings mean that teacher performance is determined by infrastructure. Complete infrastructure facilities will encourage and motivate teachers in carrying out teaching and learning activities so that teachers are better able to improve their abilities in processing teaching and learning activities to become more interesting and maximal and able to achieve the desired learning objectives. Teachers who are equipped with adequate facilities and infrastructure will show better performance than teachers who are not equipped with adequate facilities and infrastructure.

The research findings reveal that the facilities and infrastructure factor based on the calculation results, shows the highest average value of the infrastructure indicators indicated by the infrastructure facilities indicator directly with an average of 3.95 indicating that the majority of

schools have complete infrastructure facilities directly such as schools providing desks , chairs and blackboards in the classroom and stationery such as markers and erasers are provided.

The findings of this study are in line with the research of Jatmiko (2015), who found that there is a significant influence between facilities and infrastructure on teacher performance in Semarang City Public Middle Schools. The influence of infrastructure facilities on teacher performance can be seen in the Summary Square Model which is 0.396 or 36.9%. While the rest (100% 36.9% = 63.1%). However, the research findings are different or contradictory to the findings of Handayani's research (2015) which found that there was no significant effect between the facilities and infrastructure variables on teacher performance at SMA Negeri I Karangdowo (Fcount < Ftab = 1.878 < 2.002).

This finding is also supported by research conducted by Bancin (2017) entitled "The Relationship between School Infrastructure and Teacher Teaching Motivation at Pamijahan State High School, Bogor Regency" with the results of the analysis showing that of the 40 teachers who were respondents to this study, the highest scores were in interval class 5 where the average score in the interval class is 101.5 with a frequency of 8 or 20%. Based on the results of this study, the relationship between school infrastructure and teacher motivation at SMA Negeri 1 Pamijahan Bogor Regency is stated to be very strong and positive.

The findings of this study and several previous studies indicate that in general they support or strengthen the theory that infrastructure is an external factor that supports the maximum increase in teacher performance. Margi stated that to meet expectations in the field of education, the role of educational facilities and infrastructure is very important, namely to facilitate the teaching and learning process (Margi, 2015). So important is the use of infrastructure that according to Tatang Amirin that school infrastructure are all kinds of tools, equipment, or objects that can be used to facilitate the implementation of education. The importance of using facilities and infrastructure to support the educational process is regulated by Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system "Every formal and non-formal education unit provides adequate facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential , intellectual, social, emotional intelligence, and the obligations of students" (RI Law of 2003). Facilities and infrastructure are one of the educational resources that are necessary and very important to be managed properly and are an inseparable part of education management. Such as buildings, land, administrative equipment to the facilities used directly in the teaching and learning process in the classroom.

The Influence of the Work Environment on Teacher Performance

The research findings reveal that the work environment has a positive influence on teacher performance. The research findings imply that improving teacher performance is largely determined by conducive work environment factors. In this way the conduciveness of the work environment both physical and non-physical (psychic) plays an important role in fostering the quality of teacher

performance. A conducive work environment is a climate that is truly appropriate and supports the smooth and continuous learning process carried out by the teacher. A good work environment will make teachers feel safe, comfortable in carrying out teaching and learning activities so that teachers are better able to improve their ability to process teaching and learning activities to be more interesting and maximal and able to achieve the desired learning goals. The work environment at school describes the condition of the school community both in terms of the relationship between the principal and the teacher, the teacher and the teacher, and the teacher and the students.

Formation of a good and conducive work environment which is very much needed to support teaching and learning activities in schools, this is supported by the calculation results, showing the lighting indicator with an average value of respondents' answers of 3.91 where the lighting in each room can bring comfort when teaching, and followed by safety indicators where schools are protected from potential life-threatening hazards with an average value of respondents' answers of 3.87.

This finding is in line with the research findings of Hamid (2012) who found that the work environment variable has a significant influence on the performance of MIN teachers in Bandar Lampung City, with the results of the study the coefficient of determination (R2) is 0.516, or in other words the contribution is effective or can be explained by work environment variables on teacher performance variables. Thus that the work environment has a significant influence on the performance of MIN Bandar Lampung teachers.

This finding is also supported by the findings of Sari's research (2018) which found that the work environment variable has a significant influence on teacher performance at SMK Negeri 10 Muaro Jambi with the results of the study The coefficient of determination (R2) is 0.116, or in other words the contribution is effective or can be explained by work environment variables on teacher performance variables. Thus that the work environment has a significant influence on teacher performance at SMK Negeri 10 Muaro Jambi. Other previous research that supports this finding is research conducted by Pujianto (2020) which found that the work environment variable has a significant effect on the performance of SD Negeri Sejalu 8 teachers, Air salek District, Bayasin Regency with a test result of the coefficient of determination (R2) of 0.230, in other words effective contribution or can be explained by work environment variables on teacher performance variables. Thus, the work environment has a significant influence on the performance of SD Negeri Sejalu 8 teachers, Air salek District, Bayasin Regency.

The findings of this study and several previous studies indicate that in general it supports or strengthens the theory that the work environment is a factor that supports the maximum increase in teacher performance. As stated by Sunyoto (2014) explains that the work environment is where everything includes facilities, location, sound and lighting where a person works. The work environment includes the workplace, facilities, work aids, lighting, calm, cleanliness, and also the working relationship between people in the workplace. This means that we can understand that

maximum work results are not only influenced by infrastructure but can be influenced by the atmosphere of the work environment.

The Influence of Infrastructure and Work Environment Together on Teacher Performance

The research findings reveal that simultaneously or together infrastructure and work environment have a positive influence on teacher performance. Complete infrastructure facilities will encourage and motivate teachers in carrying out teaching and learning activities so that teachers are better able to improve their abilities in processing teaching and learning activities to become more interesting and maximal and able to achieve the desired learning objectives. Likewise, the creation of a positive work environment in schools can occur if there is a good and harmonious relationship between the principal and teachers, teachers and teachers, teachers and education staff, and students.

The research findings revealed that school facilities and infrastructure and the teacher's work environment were able to contribute 77.8%. The findings provide that the contribution of these two variables is very dominant or strong for improving or enhancing teacher performance.

The findings of this simultaneous influence study are in line with the findings of Handayani's research (2015) which found that simultaneously there is an effect of Education Level, Infrastructure and Work Environment on Teacher Performance at SMA Negeri I Karangdowo 85 (Freg > Ftab = 13.727 > 2.760).

This finding is also supported by research findings conducted by Damayanti (2018). From the results of the study it was found that school infrastructure and work environment together had a significant effect on the performance of public junior high school teachers in Kalidoni District as indicated by the results of the test for the coefficient of determination (R2) 0.998 or of 99.8%.

The findings of this study and several previous studies indicate that in general it supports or strengthens the theory that the infrastructure and work environment are mutually supportive in improving teacher performance. This was expressed by Sutrisno, (2015) the work environment is all work facilities and infrastructure that are around employees when carrying out work that can affect the implementation of work. In line with Tyssen (2005) also explains that the work environment is a room, physical layout, noise, tools, materials, and co-worker relationships that have a positive impact on the quality of work produced. This means that we can understand that maximum work results are not only influenced by infrastructure but can be influenced by the atmosphere of the work environment.

CONCLUSION

Based on the results of research and discussion, the conclusions of the research are: (a) Infrastructure has a positive effect on teacher performance, the better and more complete the infrastructure, the higher the teacher performance. Quality teacher performance is determined by the support of good infrastructure. Teacher performance can be improved through improving infrastructure. (b) The work environment has a positive effect on teacher performance, the better the

teacher's work environment, the higher the teacher's performance. Quality teacher performance is determined by a conducive performance environment. Teacher performance can be improved through improving the quality of the work environment. (c) Infrastructure and work environment have a positive effect on teacher performance, the better the infrastructure and work environment, the higher the teacher performance. Improving teacher performance is determined by the support of infrastructure and a conducive work environment.

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