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# *The Influence of Educational Infrastructure and Motivation on the Performance of Junior High School Teachers in Bandar Negeri Suoh District*

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***Abstract***

Performance is a work ability or work achievement demonstrated by an employee to obtain optimal work results. There are several factors that can improve teacher performance, including salary, facilities and infrastructure, physical working environment conditions, and leadership. Supporting facilities and infrastructure will be able to assist teachers in carrying out their duties. Facilities are all equipment, materials and furniture that are directly used in the educational process at school. Apart from that, the teacher motivation factor must also be good. Therefore, the aim of this research is to determine the influence of educational infrastructure and motivation on the performance of junior high school teachers in Bandar Negeri Suoh District, West Lampung Regency, Lampung Province, both partially and simultaneously. This research uses quantitative research methods, as well as an Explanatory Survey approach. The population of this research is all junior high school teachers in Bandar Negeri Suoh sub-district, West Lampung. Determining the sample size used the Slovin formula, so that 45 teachers were obtained as research samples. The data collection technique in this research is using a questionnaire prepared using a Likert scale. The data analysis methods used are classical assumption tests and multiple linear regression analysis with coefficient of determination hypothesis tests, partial tests and simultaneous tests. Based on the research results, it was found that 1) educational infrastructure had a significant positive effect on the performance of junior high school teachers in Bandar Negeri Suoh District; 2) motivation has a significant positive effect on the performance of junior high school teachers in Bandar Negeri Suoh District; and (3) Simultaneously, educational infrastructure and motivation have a significant positive effect on the performance of junior high school teachers in Bandar Negeri Suoh District.

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## INTRODUCTION

The progress of a country is not only measured by the improvement of its infrastructure and natural resources, but also by the excellence of its human resources-educated personnel who are able to answer the challenges of the times quickly, precisely and carefully. Educational activities must consider two main elements: students and teachers(Kirana, 2022). They interact with each other, which is called teaching and learning. According to Muspawi & Claudia (2018), teaching and learning can be carried out if the supporting components of learning can be fulfilled,

including the teacher's performance in presenting learning during learning.

Professional teachers are teachers who prioritize the quality of their services and products. Teacher services must meet the standardized needs of the community, nation and users and maximize students' abilities based on their potential and skills(Harefa, 2020). Rusman (2012) argues that professional teachers are the key to smoothness and success in the learning process at school(Murkatik et al., 2020). Because only professional teachers can make learning activities engaging for students. Professional teachers are seen to be in a position to assist students in learning to locate, manage, integrate, and solve issues relating to information, attitudes, and values or life skills. Professional teachers are said to be able to inspire students original thought, behavior, and actions.

Performance is a work ability or work performance shown by an employee to obtain optimal work results. According to T.R Mitchell as explained again by the Directorate of Education Personnel is that performance is the same as motivation with the ability to perform(Rindiantika, 2020). Teacher performance is a condition that shows the teacher's ability to carry out his duties and responsibilities at school while carrying out learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well and in accordance with expectations, which is shown in their appearance, actions, and work performance(Muspawi, 2021).

Teacher performance in this study is the work performance shown or the ability of the teachers to carry out learning in schools in accordance with the process standards set in order to achieve the quality of educational outcomes in schools(Rostini et al., 2022). A series of teacher performance in learning are: (1) compiling learning plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) organising a follow-up learning program(Kusumaningrum et al., 2019). There are many factors that can increase teachers' work performance(Hasan, 2017), including: salary, facilities and infrastructure, physical work environment conditions, and leadership. According to Uno & Lamatenggo (2022), performance is a multidimensional construct that includes many factors that influence it.

School facilities and infrastructure are one of the factors that influence optimal work results. School infrastructure is a facility that influences student learning so that it can run optimally(Nugroho & Wibowo, 2020). Facilities and infrastructure in schools are very helpful for teachers' work. Teachers who have complete and adequate facilities and infrastructure will show good performance than teachers who do not have them. This shows that adequate facilities and infrastructure in schools greatly affect the good performance of teachers, and the lack of facilities and infrastructure will also affect the good performance of teachers.

Facilities and infrastructure will affect the quality of education, and students will be better able to accept learning well if they can use the facilities directly(Cindy et al., 2022; Ngwaru & Oluga, 2015). Good school facilities and infrastructure will affect teacher performance in improving learning in schools(Cindy et al., 2022). Equipment, materials and furnishings that are directly used for teaching in schools are called facilities. Types of facilities are classified based on whether the item is consumable or nonconsumable, whether it moves when used, and how it relates to the teaching and learning process. However, infrastructure includes all the basic fittings that indirectly aid education in educational institutions. Classrooms,

practices, libraries, and laboratories are examples of spaces that are used directly in the learning process.

The completeness of learning resources at school is very important for teacher success. The existence of books and other learning tools must support the teaching and learning process. Rationally, learning activities occur optimally if the learning resources are complete and function to support them. If learning resources are not enough, learning activities will not occur optimally. The infrastructure available at junior high schools in Bandar Negeri Suoh District, West Lampung varies greatly. Bandar Negeri Suoh West Lampung District junior high schools has many learning buildings, mosques and recreation areas. However, most of these schools have inadequate facilities and infrastructure to support the educational process.

One of the things that should be the main concern of schools is about how to maintain and motivate teachers at work to always focus on school goals. It is often found that teachers are less enthusiastic in carrying out their tasks, as a result the learning objectives they want to achieve are less successful(Kartini & Kristiawan, 2019). Maintaining the motivation of teachers is very important because motivation is something that underlies each individual to act and do something. With high work motivation, teachers will be more active in carrying out their work. Stephen P. Robbins states motivation as a process that causes intensity, direction, and persistence of individual efforts towards peak achievement (Prihartanta, 2015). From this definition, it can be observed that motivation is a very important part that underlies a person in doing something or achieving the desired goal. It is the teacher's positive mental attitude towards the work situation that strengthens his work motivation to achieve maximum performance.

Based on previous research, the motivation possessed by the teacher will increase the teacher's performance(Andriani et al., 2018; Istanti et al., 2020; Mulang, 2021). on the other side, infrastructure has an effect on teacher performance(Angrainy et al., 2020). Based on Fitria et al. (2023) research, it states that infrastructure, motivation to collaborate, and facilities have a significant and beneficial influence on teacher's performance.

Based on the problems above, the aim of this research is to determine the influence of educational infrastructure and motivation on the performance of junior high school teachers in Bandar Negeri Suoh sub-district, West Lampung, partially and simultaneously.

## RESEARCH METHODS

This research uses quantitative research methods, as well as an Explanatory Survey approach. This research was carried out in June-August 2023. The independent variable (X) includes educational infrastructure (X1) and motivation (X2), as well as the dependent variable (Y) namely the performance of junior high school teachers. The population of this study was all state junior high school teachers in Bandar Negeri Suoh sub-district, West Lampung, totaling 81 teachers spread across 4 schools. The sample was determined using the Slovin formula, so that 45 teachers were obtained as samples for this research.

The data collection technique uses a questionnaire. The questionnaire was prepared using a Liket scale model, with a score of 1 to 5. Before data analysis was carried out, the research instrument was tested for validity and reliability. The data analysis technique in this research is multiple linear regression analysis with coefficient of determination hypothesis testing, simultaneous testing and partial testing. This analysis is used to measure

the influence of more than one independent variable on the dependent variable. Before carrying out multiple linear regression testing, a classical assumption test is carried out first.

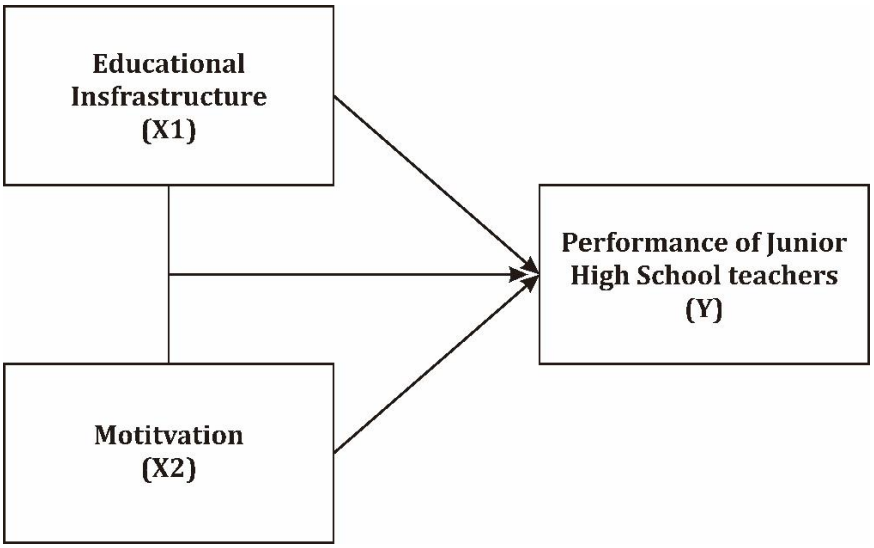


**Figure 1.** Research design

## RESULTS AND DISCUSSION

### *Respondent Characteristics*

Bandar Negeri Suoh or often abbreviated as (BNS) is a sub-district in West Lampung Regency, Lampung Province, Indonesia. This sub-district is the result of expansion from Suoh sub-district. Bandar Negeri Suoh was expanded in 2010. In this sub-district, there are 4 state junior high schools, namely SMPN 1, SMPN 2, SMPN 3 and SMPN Satap.

Based on the data collected from the questionnaire, the respondents were grouped by gender, age, and educational background.

**Table 1.** Characteristics of Respondents Based on Gender

| Gender | Total Respondents | Percentage (%) |
|---|---|---|
| Male | 20 | 44,4 |
| Female | 25 | 55,6 |
| **Total** | **45** | **100** |

Based on table 1, it can be concluded that junior high school teachers in Bandar Negeri Suoh District are dominated by female teachers with a percentage of 55.6%.

**Table 2.** Characteristics of Respondents Based on Age

| Age | Total Respondents | Percentage (%) |
|---|---|---|
| ≤25 | 0 | 0 |
| 26-30 | 10 | 22,2 |
| 31-35 | 15 | 33,3 |
| 36-40 | 15 | 33,3 |
| ≥40 | 5 | 11,1 |
| **Total** | **45** | **100%** |

Based on table 2, it can be concluded that the majority of junior high school teachers in Bandar Negeri Suoh District, West Lampung are of productive age. This is based on the age of the respondents, who are predominantly 31-40 years old,

totaling 30 teachers, followed by 10 teachers aged 26-30 years.

**Table 3.** Characteristics of Respondents Based on Education Level

| Education | Total Respondents | Percentage (%) |
|---|---|---|
| Senior High School | 0 | 0 |
| Bachelor Degree (S1) | 40 | 88,9 |
| Master Degree (S2) | 5 | 11,1 |
| **Total** | **45** | **100%** |

Based on table 3, the education level of respondents is dominated by teachers with bachelor's degrees, namely 40 people. Based on table 3, it is also found that there are no teachers who have a high school education level, because to become a junior high school teacher you must have a minimum educational qualification of a fourth diploma (D-IV) or bachelor's degree (S1) study program that is appropriate to the subject being taught.

### *Hypothesis Test*

After all the classical assumption tests have been carried out with the results all fulfilling, then the next process is to carry out the Hypothesis Test.

**Table 4.** Results of Multiple Linear Regression Analysis

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 27,275 | 6,915 | | 3,944 | ,000 |
| | X1 | ,214 | ,147 | ,118 | ,770 | ,045 |
| | X2 | ,225 | ,241 | ,114 | ,935 | ,035 |

Based on table 4, the following regression equation is obtained:

$$\boldsymbol{Y = 27,275 + 0,214X_1 + 0,225X_2}$$

The regression equation above shows a constant value of 27.275, which means that the variable X1 and X2 does not change (value 0), then the performance of junior high school teachers is worth 27,275 units.

The regression coefficient value for the educational infrastructure variable is 0.214. If the educational infrastructure variable (X1) increases by 1 unit, then the performance of junior high school teachers will increase by 0.214. This means that the educational infrastructure variable has a positive impact on the performance of junior high school teachers. So it can be concluded that the better the educational infrastructure, the performance of junior high school teachers in the Bandar Negeri Suoh sub-district will increaseApart from that, the regression coefficient value for the motivation variable was obtained at 0.225. If the motivation variable (X2) increases by 1 unit, then the performance of junior high school teachers will increase by 0.225. This means that the motivation variable has a positive impact on the performance of junior high school teachers. So it can be concluded that the higher the teacher's motivation, the performance of junior high school teachers in Bandar Negeri Suoh District will increase.

Next, a t-test was carried out. The t-test is used to determine the impact of the independent variable on the dependent variable partially. Following are the results of the t-test.

**Table 5.** t-test Results

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 27,275 | 6,915 | | 3,944 | ,000 |
| | X1 | ,214 | ,147 | ,118 | ,770 | ,045 |
| | X2 | ,225 | ,241 | ,114 | ,935 | ,035 |

Based on table 5, the significance value for educational infrastructure variable (X1) is 0.045. The significance value of the educational infrastructure variable (X1) is <0.05, meaning that there is an influence between the educational infrastructure variable (X1) on the performance of junior high school teachers (Y). This is in line with the results of research carried out by Angrainy et al. (2020), which stated that infrastructure has an effect on teacher performance. However, this is contrary to Sirajuddin et al. (2021) research.

Also based on table 5, the significance value for the motivation variable (X2) is is 0.035. The significance value of the motivation variable (X2) is <0.05, meaning that there is an influence between the motivation variable (X2) on the performance of junior high school teachers (Y). These results are in line with research conducted by Gabriella & Tannady (2019), which states that it can be concluded that motivation variables have a significant influence on teacher performance. However, this is contrary to the results of Mulyana et al. (2021) research which stated that motivation did not have a significant effect on teachers' performance. From these results, work motivation needs to be considered and maintained so that teacher performance improves(Harefa, 2020).

After knowing the results of the t-test, the F test is continued. The F test is used to determine the influence of educational infrastructure (X1) and motivation (X2) on the performance of junior high school teachers (Y) simultaneously. Table 6 below is the F test results.

**Table 6.** F-test Results

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 48,957 | 22 | 24,479 | 4,891 | ,041 |
| Residual | 1153,843 | 42 | 27,472 | | |
| Total | 1202,800 | 44 | | | |

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

Based on table 6 above, it shows the significance value of educational infrastructure (X1) and motivation (X2) of 0.041. The significance value of educational infrastructure (X1) and motivation (X2) is 4.891 < 0.05. It can be concluded that educational infrastructure (X1) and motivation (X2) simultaneously influence the performance of junior high school teachers (Y). The better the educational infrastructure and the greater the teacher's motivation, the greater the teacher's performance.

The table 7 below is the result of the coefficient of determination ($R^2$).

**Table 7.** Determinant Coefficient Test ($R^2$) Results

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0,202 [a] | 0,541 | 0,205 | 5,241 |

a. Predictors: (Constant), X2, X1

Based on table 7 above, the coefficient of determination ($R^2$) value is 0.541 or 54.1%. This means that the variables educational infrastructure (X1) and motivation (X2) are able to explain variations in the performance variable of junior high school teachers (Y) in Bandar Negeri Suoh sub-district, West Lampung, amounting to 54.1% and the remainder (45.9%) is explained by other variables that are not examined in this research.

## CONCLUSIONS AND SUGGESTIONS

Based on the data analysis that has been carried out, it is known that there is an influence of educational infrastructure (X1) and motivation (X2) on the performance of junior high school teachers (Y), both partially and simultaneously. Based on the coefficient of determination, educational infrastructure (X1) and motivation (X2) have an effect of 54.1%. Other factors that influence the performance of junior high school teachers (Y) amounting to 45.9% were not examined in this research.

Based on the conclusions above, recommendations that can be given include 1) The government, schools and teachers can use these findings as a basis for improving education at the secondary level so as to improve the quality of human resources. Apart from that, 2) this research can also help in developing better education policies and provide direction to teachers, schools and related parties in efforts to improve education at the junior high school level, and 3) other researchers can conduct research by examining the variables other variables that have not been discussed in this research.

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