



The Influence of Work Environment and Facilities and Infrastructure on Teacher Performance in Vocational High Schools

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Article Info

Article history:

Received: Sept 9th, 2023

Accepted: Sept 11st, 2024

Published: Okt 10th, 2024

Keywords:

Infrastructure Facilities;
Teacher Performance;
Vocational School; Work
Environment.

Abstract

To achieve optimal employee performance, special attention must be given to all factors that influence performance, including environmental factors and infrastructure. At Tunas Wiyata Vocational School, the work environment is not yet considered conducive, leading to delays in the teaching and learning process, resulting in suboptimal performance of teachers and staff. Additionally, some teachers have not yet utilized the available facilities and infrastructure effectively. Infrastructure at Tunas Wiyata Vocational School also faces various challenges, such as poor building conditions, inadequate availability of study room equipment, and office spaces that do not meet expectations. Furthermore, there is a limited supply of teaching media and aids necessary for diverse teaching methods that adapt to classroom needs. This study aims to examine: 1) The influence of the work environment on employee performance, 2) The influence of infrastructure on employee performance, and 3) The combined influence of the work environment and infrastructure on employee performance at Tunas Wiyata Vocational High School. The research uses a quantitative descriptive method, analyzing numerical data to understand relationships between variables within a population. Simple and multiple regression analyses were used, with 49 respondents participating in the study. Based on the research results, it was found that the work environment and infrastructure variables influenced the performance of SMK Tunas Wiyata teachers, both partially and simultaneously.

To cite this article: Wijaya, A., Selamat, Selamat. (2024). The Influence of Work Environment and Infrastructure Facilities on Teacher Performance at SMK Tunas Wiyata. *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*, 4(01), 44-52. <https://doi.org/10.24967/esp.v4i01.3377>

INTRODUCTION

Every institution engaged in services and business has goals to be achieved and hopes to develop and be able to compete in the business world, whether it is a state-owned or private institution, the institution must have a good business strategy to achieve a goal, namely by developing one of the company's valuable assets, namely human resources (Mahendra & Asmawi, 2022). Human resources must be managed and

maintained properly in order to produce quality employees and can make an optimal contribution to the company. Quality Human Resources (HR) are HR must have many talents and be accompanied by a noble personality, and must be able to keep up with the times and have global competitiveness. Quality human resources will provide their best performance for the institution where they work. In order to achieve the best performance owned by employees, special attention is needed to all factors that affect

performance, including environmental factors and infrastructure.

The role of human resources in educational organizations such as schools is the basic capital in determining whether or not the goals of the organization have been achieved, where the spirit of work determines the progress and progress of an organization (Abrori & Muali, 2020). Many organizations are experiencing changes in an increasingly competitive environment, where employee dissatisfaction may be more prevalent. If dissatisfaction occurs, the stability and success of the organization will be hampered. The running of organizational activities is influenced by several factors, including environmental factors and infrastructure that support the operations of an organization. Both factors are interconnected and also affect the performance of employees in the organization.

One factor that is highly desired by workers to increase their work productivity is a good work environment (Ayunasrah et al., 2022). A good work environment or atmosphere will have a good influence on all parties, both on workers, leaders or on the results of their work. The work environment is an internal and external condition that can affect morale so that work can be expected to be completed faster and better (Jufrizen & Rahmadhani, 2020). By creating a good working environment in the company, it will be able to support a good working atmosphere as well, which will lead to high work motivation and can arouse the enthusiasm of employees to achieve good performance.

The work environment can create a binding working relationship between the people in the environment. Therefore, it should be endeavored that the work environment must be good and conducive because a good work environment will make teachers feel comfortable and eager to carry out each of their tasks (Jufrizen &

Rahmadhani, 2020) while the work environment is the material and psychological conditions that exist in the company or where the person is at work. (Rahman et al., 2019). Thus the work environment is everything that is around the teachers that can affect him in carrying out the tasks assigned physically and non-physically.

The workplace is a space established based on shared interests, yet it still requires a fundamental readiness within each individual, as uniting the thoughts of many idealistic people is not easy. A comfortable environment greatly affects one's performance. The environment in question refers to the physical environment, specifically the structure of the buildings within the school. If the buildings are poorly organized, the principal or teachers cannot effectively supervise their students.

A good working environment is one that is safe, peaceful, clean, not noisy, calm and free from all kinds of threats and disturbances that can prevent employees from working optimally (Aoliso & Lao, 2018), so that it will increase work motivation which will then improve teacher performance. A comfortable working environment and high motivation can lead to increased teacher performance in learning (Citra et al., 2022). Teachers who are passionate about teaching can be seen from their perseverance in carrying out tasks, tenacity, and high interest in solving problems, full of creativity and so on. This will have an impact on the final results that can create good performance.

In addition to the work environment, the availability of facilities and infrastructure that support teachers' performance is equally important for schools. The education process must be able to accommodate the necessary components of facilities and infrastructure required for effective learning. If these needs are not met, it can disrupt and even hinder the educational

process. A suitable workplace, along with adequate facilities, infrastructure, and tools, as well as a positive working atmosphere, will help employees feel comfortable and motivated in fulfilling their responsibilities. A well-provided work environment enables them to work efficiently, contributing to productive and beneficial performance for the school.

Good work environment conditions are characterized by the creation of a comfortable atmosphere for employees to carry out daily work activities in the office. A conducive environmental situation, for example support from superiors, work colleagues, adequate facilities and infrastructure will create its own comfort and will spur good performance. Conversely, an uncomfortable working atmosphere due to inadequate facilities and infrastructure and unmaintained safety and comfort factors will have a negative impact resulting in not maximizing teacher performance.

The phenomenon occurring at SMK Tunas Wiyata, Way Tuba, indicates that the work environment cannot yet be considered conducive. Although there is a harmonious relationship among teachers in terms of non-physical aspects, this is not supported by the physical work environment or adequate facilities and infrastructure. Many work tools are damaged or not functioning properly, or are in poor condition, including computers, air ventilation, desks and chairs, as well as the library.

The existing conditions create obstacles in the teaching and learning process so that teacher performance is less than optimal. In addition, at SMK Tunas Wiyata Way Tuba there are still teachers who have not fully carried out the very important roles and functions of

teachers (Erdalaila et al., 2024), including still using the lecture learning method without utilizing existing technological facilities and infrastructure to support the education process. There are still teachers who do not provide enough motivation to their students to explore information about a subject, which hinders the students' creativity in developing their knowledge.

In terms of infrastructure, SMK Tunas Wiyata Way Tuba Way Kanan Regency is also constrained by various problems, starting from the condition of the building, as well as the lack of availability of equipment / learning space equipment. In addition, limited media and teaching aids are needed by teachers to facilitate the diversity of teaching methods that suit the needs of the class.

Facilities and infrastructure standards are national education standards that relate to minimum criteria regarding learning spaces for sports, places of worship, libraries, laboratories, workshops, places to play, places to be creative, and places for recreation and other learning resources needed to support the learning process including the use of information and communication technology. Educational facilities include learning tools, teaching aids, teaching or educational media. Infrastructure is all kinds of tools, equipment, or objects that can be used to facilitate or make comfortable the implementation of education.

Overall, the current state of facilities and infrastructure at SMK Tunas Wiyata Way still lacks much of the necessary supporting equipment. This is evident from the conditions outlined in the data presented in Table 1 below.

Table 1. Condition of Infrastructure Facilities of SMK Tunas Wiyata

No	Room Name	Condition	Description
1	Teachers' Room	Sufficient	Should be enhanced for teachers' literacy and numeracy facilities to improve teacher performance.
2	Teachers' Room	Sufficient	To improve teacher performance, more units should be added to match the teacher-to-student ratio.
3	Classrooms	Only 1 LCD available	Ideally, each classroom should have an LCD to enhance the teacher's learning activities, with a ratio of 17 classrooms.
4	Library	Existing	However, the books are incomplete, so students must find materials from other sources.
5	Computer Lab	Existing	Air conditioning should be installed to create a comfortable learning environment.
6	Department Lab	Existing	Wi-Fi equipment is inadequate, and the practical equipment is incomplete.
7	Sports Field	Complete	Needs repair.

Achieving optimal teacher performance cannot be separated from the influence of competency issues and infrastructure as described above. With these conditions, it has a direct impact on teacher performance that is not optimal.

Some previous studies that underlie this research are studies conducted by (Angrainy et al., 2020; Damayanti, 2018; Marliya et al., 2020), which state that facilities and infrastructure and work environment have a joint effect on the performance of junior high school teachers. According to Rachman et al., (2022), teacher performance must continue to be improved through supporting factors such as complete facilities and infrastructure so that they can motivate teachers to be enthusiastic in carrying out learning and a conducive work environment so that teachers feel safe and comfortable in carrying out their duties.

This study is different from previous studies that discussed similar topics at the Junior High School (SMP) level, because this study was conducted at a vocational school, namely SMK Tunas Wiyata. Focusing on SMK provides a more specific perspective on the work environment and infrastructure that are relevant to the context of vocational education, which of

course has different characteristics and needs compared to SMP.

This study aims to examine: 1) The influence of the work environment on employee performance, 2) The influence of infrastructure on employee performance, and 3) The combined influence of the work environment and infrastructure on employee performance at SMK Tunas Wiyata.

RESEARCH METHODS

This study uses a descriptive quantitative approach. In this study, the population is the subject under study, namely all teachers at SMK Tunas Wiyata, Way Tuba, Way Kanan Regency, totaling 51 people. The number of samples was all teachers, after deducting the author and the principal, so that the total was 49 teachers.

The variables in this study consist of 2 independent variables and a dependent variable. The independent variables consist of the work environment (X1) and infrastructure (X2), while the dependent variable is teacher performance (Y).

The data collection technique in this study is the Questionnaire Technique. In this study, Likert scale measurement was used. In order to obtain good data from respondents, the questionnaire as a

research data collection instrument must meet validity and reliability requirements. Hypothesis testing using multiple linear regression tests and determination coefficient tests.

RESULTS AND DISCUSSION

Data that has passed the prerequisite test, then continued with the hypothesis

test. Here are the results of the hypothesis test:

Work Environment (X1) on Performance (Y)

The results of the calculation between the work environment variables (X1) and teacher performance (Y) are as follows.

Table 2. Results of the t-test on the work environment (X1) on performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.415	2.834		1.911	.062
Work Environment	.843	.073	.860	11.574	.000

a. Dependent Variable: Performance

Based on the results of the T test in table 2 above, the significance value (sig.) of the work environment variable (X1) is 0.000. because the sig. value is < probability 0.05, so it can be concluded that there is an influence of the Work Environment variable (X1) on the Performance variable (Y).

This is in line with the research results by Badrianto & Ekhsan (2020) which states that there is an influence of the work environment on employee performance. A good working environment contributes significantly to the productivity and effectiveness of individual performance. According to Adam et al., (2020), Performance is the answer to the statement of what results someone has achieved after doing something. This shows that performance does not only depend on individual abilities, but is also influenced by external factors, including the work environment. Aspects of the work environment, such as a supportive atmosphere, adequate

facilities, and good interpersonal relationships, play an important role in facilitating teachers to achieve optimal performance.

Regarding SMK Tunas Wiyata, if this school is able to create a positive work environment, then it is likely that teacher performance will improve. This is in line with the findings of Wahyudi et al. (2022) which emphasizes that a good work environment will have a direct impact on teacher performance. Thus, school administrators should focus on improving and developing the work environment, such as providing adequate facilities, creating a collaborative atmosphere, and supporting teacher professional development, in order to achieve better learning outcomes.

Infrastructure (X2) on Performance (Y)

Based on the results of the study, the data on the effect of the infrastructure on Performance is obtained as follows:

Table 3. Results of the t-test on the Infrastructure (X2) on performance (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.195	3.430		1.515	.137
Work Environment	.849	.088	.814	9.622	.000

a. Dependent Variable: Performance

Based on the results of the T test in table 3 above, the significance value (sig.) of the infrastructure variable (X2) is 0.000. because the sig. value is < probability 0.05, so it can be concluded that there is an influence of the Infrastructure (X2) on Performance (Y).

This result is in line with Fudin (2020) research, which states that infrastructure has an impact on teacher performance in schools. This results in line with Slameto's opinion in Sari & Wakijo (2017), which states that one of the prerequisites for successful learning is the availability of sufficient facilities. When teachers have access to sufficient resources, they can be more effective in delivering material and innovating in teaching. In addition, teachers can design more varied and interesting teaching methods. This will certainly contribute to student engagement and better learning outcomes.

It should be noted that the success of teachers in learning activities is supported by the completeness of learning resources available at school, including

infrastructure (Sawianti et al., 2019). When infrastructure, such as classrooms, teaching aids, and educational technology, are optimally available, teachers can focus more on developing student competencies.

This finding supports Legiwati (2016) research, which found that one of the important factors in supporting the success of both students in the teaching and learning process is the availability of comprehensive supporting infrastructure and facilities. Thus, investment in educational infrastructure and the provision of adequate facilities and infrastructure should be a primary concern for school administrators and the government. With these efforts, it is hoped that teacher performance can improve, which will ultimately have a positive impact on student learning achievement.

Work Environment (X1) and Infrastructure (X2) on Performance (Y)

Based on the results of the study, the results of simultaneous hypothesis testing were obtained as follows :

Table 4. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	512.282	2	256.141	78.271	.000 ^b
Residual	150.534	46	3.272		
Total	662.816	48			

Based on the results of the F test in table 4 above, the significance value (sig.) is 0.000. because the sig. value is < probability 0.05, so it can be concluded that There is a simultaneous influence of the Environment (X1) and Infrastructure (X2) variables on Performance (Y).

The Work Environment (X1) and Infrastructure (X2) significantly influence teacher performance (Y) simultaneously, as both create mutually supportive conditions for effectively carrying out teaching tasks. A positive work environment, which includes a conducive atmosphere, good relationships among colleagues, and comfortable facilities, can

enhance teachers' motivation and job satisfaction. When teachers feel valued and supported, they tend to be more enthusiastic and productive.

On the other hand, adequate infrastructure, such as teaching aids and educational technology, enables teachers to deliver material more effectively and engagingly. Both factors interact with each other; a good work environment encourages the utilization of infrastructure, while comprehensive infrastructure maximizes the potential of the work environment. Moreover, these conditions contribute to increased motivation and involvement in

professional development, as teachers feel they have everything needed to succeed. Thus, both a good work environment and adequate infrastructure significantly impact the quality of teaching and classroom management, ultimately

creating a positive learning experience for students.

Determination Coefficient Test

The calculation of the coefficient of determination test using SPSS 23 is as follows:

Table 5. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.773	.763	1.809

a. Predictors: (Constant), Infrastructure, Work Environment

Based on the results of the Determination Coefficient Test in table 5 above, the results of the calculation of the level of simultaneous correlation between the Work Environment (X1) and Facilities and Infrastructure (X2) together (simultaneously) against the Performance variable (Y) obtained a score of 0.879 which is included in the Very Strong category, namely (0.800 - 1.000).

The results of the Coefficient of Determination (R^2) showed a score of 0.773, which means $0.773 \times 100\% = 77.3\%$. It can be concluded that the influence of the Work Environment and Infrastructure on Performance is 77.3%, while the remaining 22.7% is due to other factors not examined in this study.

These findings highlight the importance of focusing on the

development and improvement of the Work Environment and Infrastructure in efforts to enhance employee performance. Additionally, further research is needed to identify other factors that may contribute to performance, allowing for more comprehensive interventions to achieve optimal outcomes. This study can serve as a foundation for policymakers in formulating better strategies to improve performance in the educational environment.

Multiple Linear Regression Test

Based on the results of the study, the data obtained from the multiple regression calculation of Work Environment (X1) and Infrastructure Facilities (X2) on Performance (Y) are as follows:

Table 6. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.542	2.902		.876	.386
Work Environment	.581	.123	.592	4.712	.000
Infrastructure	.337	.131	.323	2.570	.013

a. Dependent Variable: Performance

Based on the table 6 above, the Regression Model can be made:

$$Y = 2.542 + 0.581 X_1 + 0.337 X_2 + et$$

This result provides two important pieces of information regarding the influence of two variables, namely the Work Environment (X1) and Infrastructure (X2) on teacher performance. First, for every one-point

increase in the Work Environment variable (X1), teacher performance will increase by 0.581 points. This indicates that a better work environment significantly contributes to performance improvement. Second, if the Infrastructure variable (X2) increases by one point, teacher performance will increase by 0.337 points. Although there is

a positive influence from infrastructure (X2), the contribution is not as significant as that of the work environment (X1). Therefore, it can be concluded that the Work Environment (with a coefficient value of 0.581) has a greater impact on improving employee performance compared to Infrastructure (with a coefficient value of 0.337) at SMK Tunas Wiyata, Way Tuba, Way Kanan Regency.

CONCLUSIONS AND SUGGESTIONS

Based on data analysis and discussion, the following conclusions are obtained: 1) there is an influence of the Work Environment (X1) on Performance (Y) at SMK Tunas Wiyata Way Tuba, Way Kanan Regency; 2) there is an influence of Infrastructure on Performance at SMK Tunas Wiyata Way Tuba, Way Kanan Regency; and 3) There is an influence of the Work Environment and Infrastructure together on Performance at SMK Tunas Wiyata Way Tuba, Way Kanan Regency.

Based on the research findings above, the following suggestions are provided: 1) the importance of a work environment with adequate facilities to help employees improve their performance; 2) the need for sufficient infrastructure to encourage teachers to optimize their performance; and 3) the necessity for leaders to provide supervision and motivation to teachers, so that tasks can be completed in accordance with the established quality and work targets.

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