

The Influence of Infrastructure and Teachers' Work Motivation on the Teachers' Professionalism

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Abstract: This study aims to analyze the influence of educational facilities and infrastructure, as well as teachers' work motivation, on the professionalism of public junior high school teachers in Suak Tapeh District. Employing a quantitative ex post facto approach, the research surveyed all 105 teachers from three state schools using validated questionnaires, with data analyzed via simple and multiple regression in SPSS. The results demonstrate that both factors have a significant positive influence: facilities account for 25.3% of the variance in professionalism, while work motivation explains 28.8%. Their combined simultaneous influence contributes 28.7%. The novelty of this study is its localized focus, integrating these two critical variables into a single empirical model within a specific Indonesian district context. A key practical implication is that school administrators and policymakers must adopt a dual strategy, concurrently improving physical infrastructure and implementing programs to enhance intrinsic teacher motivation to effectively raise professional standards. This research contributes by providing empirical evidence of these interconnected relationships and offering a targeted framework for improving educational quality in similar regional settings.

Keywords: Teachers' Professionalism, Teachers' Work Motivation, School's Infrastructure

A. Introduction

Problems in education and teaching are complex because they are influenced by various interrelated factors. One of the main factors that plays a crucial role is the teacher. Teachers serve as a central element in learning activities, as the success of the teaching and learning process depends heavily on their role and quality. In carrying out their duties, teachers are responsible for conveying learning materials to students through effective interaction and communication. The level of teacher success in conveying material is greatly influenced by the smoothness of the established communication, as good communication will determine the extent to which learning messages are received and understood by students.

Schools are also a crucial factor contributing to student learning outcomes. The better the quality of instruction provided by schools and the higher the students' learning abilities, the more optimal the learning outcomes achieved. Teachers have a moral responsibility to society to carry out their educational duties with honesty, sincerity, and dedication. Therefore, mastery of knowledge alone, even if extensive, is not enough to qualify someone as a teacher without a professional commitment to carrying out their duties.

Essentially, education is realized through the teaching and learning process, which is a form of communication. This process involves conveying learning messages from the source, namely the teacher, to the recipient, namely the student, through various channels or supporting facilities. The messages conveyed take the form of learning materials outlined in the curriculum, making the effectiveness of this communication process key to successful learning.

In the learning process, teachers act as transmitters of learning messages, while students serve as recipients of those messages. The teacher's position in teaching and learning activities is both strategic and decisive. This strategic role is evident in the teacher's authority to determine the depth and breadth of learning materials, while the decisive nature is evident in the teacher's ability to select and determine the teaching materials to be delivered to students. However, the implementation of learning will not achieve optimal results without the support of adequate facilities and infrastructure.

To align learning outcomes with educational goals, teachers are required to possess professionalism in managing the learning process. Sukadi (2019) explains that teachers are educators whose primary task is to teach, namely to develop the creative, emotional, and volitional aspects of students as an implementation of the ideal educational concept. Teachers' professionalism is also reflected in personality characteristics, such as cognitive flexibility and psychological openness. With these characteristics, teachers are expected to be able to work competently and carry out their duties professionally. Furthermore, Kurniasih (2020) states that the teaching profession is a job that demands specialized expertise. As professionals, teachers' duties include educating, teaching, and training. Educating is oriented towards developing life values, teaching is related to the development of science and technology, while training is directed at developing students' skills.

A qualified teacher is characterized by their ability to develop learning materials, manage the learning process effectively, and develop personal competencies in line with developments in the world of education to ensure they remain informed. Furthermore, teachers are also required to master teaching materials in their field of expertise. To fulfill this role, teachers must possess specific qualifications and competencies, as stated by Trianto (2021). Teachers are the spearhead of educational implementation because, in addition to their role as instructors, they also function as

guides, facilitators, and motivators for students. The teacher's position in learning is strategic because they determine the depth and breadth of the material, and they are also decisive because they have the authority to select and determine the learning materials to be presented (Zahroh, 2022). Therefore, teachers' professionalism is a primary factor in determining educational success.

However, the achievement of teachers' professionalism cannot be separated from the support of the work environment. One factor influencing teachers' professionalism is the availability of educational facilities and infrastructure. Facilities and infrastructure function to support the implementation of learning, both in the form of physical facilities such as classrooms, libraries, laboratories, sports fields, tables, chairs, and whiteboards, as well as learning media such as projectors, teaching aids, sports equipment, art supplies, and books. Limited facilities can hinder teachers from delivering learning materials effectively.

Provisions regarding minimum standards for educational facilities and infrastructure at each level of education emphasize that every educational unit is required to provide facilities that support the implementation of a sustainable educational process (Minister of Education, Culture, Research, and Technology Regulation Number 22 of 2023). Sagala (2019) states that educational facilities are tools used directly to achieve educational goals, such as learning guidebooks, stationery, learning media, and the like. Meanwhile, educational infrastructure is a facility that is not used directly but functions to support the learning process, such as classrooms, libraries, and laboratories.

Besides facilities and infrastructure, another factor that plays a crucial role in supporting teachers' professionalism is work motivation. Work motivation is a drive originating from within and outside an individual that influences work behavior toward achieving specific goals. In the context of education, teachers' work motivation reflects a teacher's level of dedication, creativity, and commitment to carrying out their professional duties as educators.

Uno (2020) explains that teachers' work motivation is a process that encourages teachers to direct their behavior toward concrete efforts to achieve predetermined goals. Teachers will be motivated to carry out their work if they possess motivation, whether from within themselves or from their surroundings. Internal motivation needs to be continuously improved because without it, a person will have difficulty achieving desired goals. In the workplace, motivation is a crucial factor that drives someone to complete tasks on time and in accordance with predetermined targets.

Teachers' work motivation functions as a driving force that drives teachers in carrying out tasks, directing work behavior in accordance with formulated goals, and selecting actions by setting aside activities that do not support the completion of work. Hamalik (2018) states that the functions of motivation include: (1) encouraging the emergence

of behavior or actions, because without motivation no action will occur; (2) directing behavior towards achieving desired goals; and (3) driving individuals in working, where the strength or weakness of motivation will affect how quickly or slowly a job is completed.

Based on initial data obtained by researchers, in Suak Tapeh District, Banyuasin Regency, there are three State Junior High Schools (SMP), namely SMP Negeri 1 Suak Tapeh with 45 teachers, SMP Negeri 2 Suak Tapeh with 28 teachers, and SMP Negeri 3 Suak Tapeh with 32 teachers. Observations at the three public junior high schools showed that, according to the vice principals for infrastructure and curriculum, the educational facilities are still limited and inadequate. The available facilities and infrastructure are not yet able to optimally meet the learning needs of teachers or students. At SMP Negeri 1 Suak Tapeh, there are 15 classrooms available for study groups. Only 10 projectors are available for learning, leaving a shortage of 5. Science teaching aids, such as test tubes, are available for 15, but 8 are damaged. The computer laboratory has 30 computers, but only 22 are usable, while 8 have suffered minor damage. SMP Negeri 2 Suak Tapeh has 8 classrooms for 5 study groups. Only 1 projector is available for learning, while supporting facilities such as an internet connection, a science laboratory, and a computer laboratory are not yet available. Other facilities and infrastructure, such as sports and arts equipment, are partially available but are still limited. SMP Negeri 3 Suak Tapeh has 9 classrooms for 6 study groups. Only 3 projectors are available for learning, while internet and computer laboratory facilities are not yet available. The library's reading collection is incomplete, and sports and arts equipment are limited.

In addition to limited facilities and infrastructure, researchers also obtained information that at SMP Negeri 1, SMP Negeri 2, and SMP Negeri 3 Suak Tapeh, there are still a number of teachers who have not demonstrated the level of work motivation in accordance with expected performance. This is evident from the number of teachers arriving late and the lack of two-way interaction in the learning process, such as question and answer activities between teachers and students. During the implementation of learning, teachers tend to dominate the delivery of material, while students are passive, only listening to the teacher's explanation. This condition causes innovative, active, and enjoyable learning to not run optimally. Furthermore, based on the explanation of the vice principal, teachers' professionalism has not fully demonstrated the expected results. This is evident from the fact that there are still teachers who do not master the learning material, low skills in research and scientific writing, limitations in professional development, and a lack of understanding of the foundations and insights of education. In learning practices, some teachers also do not utilize media or teaching aids to support learning.

Ideally, teachers deliver learning materials by utilizing media or teaching aids that are appropriate to the characteristics of the material being taught, so that the learning process can take place more effectively and efficiently. The use of appropriate learning

media is expected to improve the quality of learning and provide more optimal results. Based on the background description, research on the influence of infrastructure and teachers' work motivation on teachers' professionalism is important to be carried out. The formulation of the research problem is 1) Do facilities (infrastructure) at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency affect teachers' professionalism? 2) Is teachers' professionalism at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency influenced by teachers' work motivation? 3) Is there an influence of infrastructure and teachers' work motivation simultaneously on the professionalism of Public Junior High School teachers in Suak Tapeh District, Banyuasin Regency? The author then formulated the research hypothesis as follows: H1: There is a positive and significant influence of infrastructure and facilities on teachers' professionalism at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency. H2: There is a positive and significant influence of work motivation on teachers' professionalism at Public Middle Schools in Suak Tapeh District. H3: There is a positive and significant influence of infrastructure and work motivation simultaneously on teachers' professionalism at Public Middle Schools in Suak Tapeh District.

B. Methods

This research applies a quantitative approach based on the philosophy of positivism. This approach was chosen to objectively examine phenomena through systematic and accurate variable measurement procedures. Objectivity in this study is realized through data transformation into numerical representations and statistical analysis to answer the problem formulation. The results of this analysis are expected to produce valid generalizations of conclusions without being bound by the limitations of time context or specific situations. This research was conducted at three junior high school education units in the Suak Tapeh District area, namely SMP Negeri 1 Suak Tapeh, SMP Negeri 2 Suak Tapeh, and SMP Negeri 3 Suak Tapeh. The research subjects focused on all educators (teachers) working at the three institutions. The series of research activities, from data collection to processing, is scheduled to last for three months, starting from July to September 2025. In terms of its nature, this research uses an *ex post facto* design. In line with Sugiyono's theory (2019), this method is used to examine events that have occurred to identify causal factors or things that trigger changes in the research variables. In this context, researchers do not provide treatment or manipulation of variables, but rather analyze facts related to infrastructure and work motivation that have actually occurred and influenced teachers' professionalism in the field.

Independent Variable (X_1) : Infrastructure

Independent Variable (X_2) : Teachers' Work Motivation

Dependent Variable (Y) : Teachers' Professionalism

The population in this study was all teaching staff (teachers) at public junior high schools in Suak Tapeh District, Banyuasin Regency. The details of the distribution of population members are presented in the following table:

Table 1. Research Population

No.	Unit	Quantity			Teachers' Quantity
		PNS	P3K	Honorary	
1	SMPN 1 Suak Tapeh	15	18	12	45
2	SMPN 2 Suak Tapeh	5	9	14	28
3	SMPN 3 Suak Tapeh	4	16	12	32
Quantity					105

(Source: Regional Coordinator of Suak Tapeh District, Banyuasin Regency, 2025)

Sugiyono (2019) states that a sample represents a portion of the population's size and characteristics. In line with this, Handayani (2020) defines sampling as a process of selecting elements of a population aimed at understanding the nature or character of research subjects, so that the results can be generalized to the entire population. Based on these considerations, this study employed a saturated sampling technique (census). According to Sugiyono (2019), saturated sampling is a sampling procedure in which all members of the population are included as respondents. This technique is particularly effective when the population size is relatively small or when the researcher aims to minimize the level of generalization error. Therefore, the sample in this study included all teaching staff at SMP Negeri 1, SMP Negeri 2, and SMP Negeri 3 Suak Tapeh, with a total of 105 teachers as respondents.

Sugiyono (2019) explains that a data collection method is a systematic strategy for obtaining information, while a data collection technique is the operational procedure for implementing that method. In line with this view, Arikunto (2019) emphasizes that research effectiveness is highly dependent on the accuracy of the data collection and classification techniques used. Based on this theoretical framework, this study employed two main techniques: questionnaires and documentation. This study applied simple correlation analysis and multiple linear regression to process the data, utilizing SPSS version 26 for Windows software. The data processing procedure was carried out systematically through three main stages: descriptive statistical presentation, analysis requirements testing, and finally, hypothesis verification.

C. Results and Discussion

The findings of this research indicate that all tested variables show significant contributions, both individually and simultaneously. Based on the processed data, several main points can be concluded: (1) the availability of infrastructure is proven to influence the level of professionalism of educators; (2) teachers' work motivation is a driving factor for their professionalism; and (3) collaboration between school facilities and collective work motivation has a real impact on the professional quality

of teachers at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency. An in-depth explanation of each of these findings is outlined in the following sections.

The Influence of Facilities and Infrastructure on Teachers' professionalism

Based on the results of the first hypothesis testing through statistical analysis of the t-test, the calculated t value was obtained at 3.785. The decision-making criteria stipulate that H_a is accepted if the calculated t is greater than the t table, and conversely H_a is rejected if the calculated t is smaller. The t-table value was obtained using a significance level of $\alpha = 5\%$ divided by two for two-sided testing (2.5%) and degrees of freedom $df = n - k = 105 - 2 = 104$, where n is the number of samples and k is the number of independent variables. Based on the calculation, the t-table is 2.291. Because the calculated t (3.785) > t table (2.291), then H_0 is rejected and H_a is accepted. Thus, it can be concluded that infrastructure has a positive and significant influence on the professionalism of teachers at Suak Tapeh Public Middle School, Banyuasin Regency.

Furthermore, based on the analysis of the coefficient of determination from simple linear regression, the R value in the Model Summary was recorded at 0.493, which indicates a fairly strong relationship between variables X_1 (infrastructure) and Y (teachers' professionalism), with a correlation coefficient in the range of 0.400–0.599. The Standard Error of Estimate or standard deviation obtained of 0.12472 indicates how much variation in predictions in the model; the smaller this value, the better the model accuracy. These results indicate that the R^2 value is 0.253, meaning that infrastructure contributes 25.3% to teachers' professionalism, while the rest is influenced by other factors. Thus, the more complete and high-quality infrastructure a school has, the greater its influence on teachers' professionalism.

From a theoretical perspective, Hernawan (2022) stated that learning resources are a crucial component in supporting student success. Learning success needs to be evaluated comprehensively, encompassing both the process and outcomes, including cognitive, affective, and psychomotor aspects. Meanwhile, Minister of Education, Culture, Research, and Technology Regulation Number 22 of 2023 stipulates that every educational unit is required to provide facilities and infrastructure that meet minimum standards to support the sustainability of the educational process. However, in practice, many schools face budget constraints, geographical constraints, or suboptimal management.

Karwono (2017) divides educational facilities into several categories: 1) teaching aids such as books and teaching aids; 2) practical tools, such as sports or laboratory equipment; 3) stationery, such as whiteboards, books, pens, and computers; and 4) educational media that encourage learning activities. Pribadi (2019) adds that the main function of facilities and infrastructure is to create comfort, increase satisfaction, accelerate the learning process, increase productivity, and improve the quality of learning outcomes. Sanjaya (2022) emphasizes that learning facilities support the

smooth learning process, both at school and at home. Roestiyah (2018) divides learning facilities into direct facilities (teaching aids, teaching aids, educational media) and indirect (land, buildings, other physical facilities).

Previous research is also relevant to the findings of Hapizoh et. al., (2020); and Herry et al., (2020) who found that principal leadership and infrastructure have a positive and significant effect on the performance of state vocational school teachers in Prabumulih City, both partially and simultaneously. Wiguna's (2020) research reported that the availability of infrastructure supporting physical education learning in state junior high schools throughout Banjar District was mostly in good condition, although management needed to be improved. Mesir (2020) concluded that the availability of infrastructure and student activity had a significant effect on the learning achievement of Buddhist Religious Education at SMP Negeri 3 Kaloran. Mokoginta et al. (2021) explained that infrastructure and facilities at the research location still need to be developed, for example, clean water networks, telecommunications, docks, processing industry facilities, and community education facilities.

All previous studies share a common focus on facilities and infrastructure, but differ in supporting variables, research methods, and location context. These studies provide a strong foundation for the current study, which examines the influence of facilities and infrastructure on the professionalism of public junior high school teachers in Suak Tapeh District, Banyuasin Regency.

The Influence of Teachers' work Motivation on Teachers' professionalism

Based on the results of the second hypothesis test with simple linear regression analysis, the constant coefficient was obtained at 2.636, while the coefficient for the variable X_2 (teachers' work motivation) was 0.160. Thus, the simple linear regression equation can be written as $\hat{Y} = 2.636 + 0.160 X_2$. This equation is used to explain the effect of teachers' work motivation on the professionalism of teachers at Suak Tapeh Public Middle School, Banyuasin Regency. The t-test results show that the calculated t value is 5.543. Based on the testing criteria, H_a is accepted if the calculated t is greater than the t table. With degrees of freedom $df = n - k = 105 - 2 = 104$ and a significance level of $\alpha = 0.05$ (with a two-sided division of 2.5%), the t table is obtained at 2.636. Because the calculated t (5.543) > t table (2.636), H_0 is rejected and H_a is accepted. Thus, it can be concluded that teachers' work motivation has a significant partial influence on teachers' professionalism at Suak Tapeh State Middle School.

The results of the determination coefficient analysis show that the R value in the Model Summary is 0.533, which indicates a fairly strong relationship between teachers' work motivation and teachers' professionalism, with the correlation category being between 0.400–0.599. The Standard Error of Estimate of 0.13122 is used to assess the extent of the prediction variation; the smaller this value, the better the resulting

model. The R^2 value of 0.288 indicates that teachers' work motivation contributes 28.8% to teachers' professionalism, while the rest is influenced by other factors.

According to Uno (2020), teachers' work motivation is a process that drives teachers to direct their behavior toward achieving specific goals, whether derived from internal or external motivation. This motivation is crucial for teachers to complete work on time and according to goals. According to Hamalik (2018), the functions of motivation include: encouraging behavior, directing actions toward goals, and driving work to be completed effectively. Sardiman (2018) adds that motivation helps teachers act periodically, determine direction, and choose effective actions to achieve goals.

Poerwadarminata (2019) explains that motivation is formed from internal and external factors, including: the drive to fulfill physical needs, the motive for psychological needs, the need to overcome deficiencies, and the desire to obtain something. Sukadi (2022) emphasizes that these factors influence teachers' work motivation in achieving optimal results. Uno (2020) adds that motivation is formed from desire, encouragement, hope, appreciation, and an environment that supports interesting activities. Purwanto (2018) emphasizes the function of motivation as a driver, determining the direction of action, and selecting behavior to achieve predetermined goals.

Previous research also supports these findings. Herawati et al. (2021) found that teachers' work motivation and principal leadership significantly influenced teacher performance, both partially and simultaneously. Nurnaningsih & Sunarto (2022) concluded that teacher professional competence and work motivation significantly influenced teacher performance in public junior high schools in West Prabumulih District, with a combined contribution of 64.2%. Alhusaini et al. (2020) reported that work motivation and discipline significantly influenced teacher performance. Damayani et al. (2020) stated that principal leadership and work motivation significantly influenced teacher performance, both partially and simultaneously. Ristianey et al. (2021) found that teacher certification and work motivation had a positive influence on teacher performance.

The difference between previous studies and the current study lies in the variables examined. The current study emphasizes the influence of infrastructure and teachers' work motivation on teachers' professionalism at Suak Tapeh Public Middle School, Banyuasin Regency, while previous studies examined work motivation, principal leadership, certification, or professional competence. Therefore, this study complements previous findings and places a specific focus on teachers' professionalism related to infrastructure and work motivation.

The Influence of Facilities and Infrastructure and Teachers' work Motivation Together on Teachers' professionalism

Based on the results of the third hypothesis test with multiple linear regression analysis, the calculated F value was obtained at 8.347. The test criteria state that the alternative hypothesis is accepted if the calculated $F > F$ table. Based on the numerator degree of freedom 2 (the number of independent variables) and the denominator degree of freedom 104 (the number of samples minus the number of independent variables and minus one), the F table value can be calculated using the Excel program with the formula =FINV(0.05,2,104), which produces 0.349 (Prayitno, 2018). Because the calculated F (8.347) is greater than the F table (0.349), it can be concluded that the hypothesis is accepted, which indicates that infrastructure and teachers' work motivation together have a significant influence on the professionalism of teachers at Suak Tapeh State Middle School, Banyuasin Regency.

The results of the coefficient of determination analysis show an R value of 0.509, indicating a fairly strong relationship between the independent variables (X_1 and X_2) and the dependent variable (Y). The Standard Error of Estimate of 0.12193 indicates a variation in prediction; the smaller the value, the better the model used. The R^2 value of 0.287 indicates that the combination of infrastructure and teachers' work motivation contributes 28.7% to teachers' professionalism, while the rest is influenced by other factors not examined in this study. This means that improving the quality of infrastructure and teachers' work motivation will be directly proportional to the improvement of teachers' professionalism.

According to Danim (2019), professionalism is a dynamic effort to optimize task performance to achieve professionalism by improving competency quality. Teachers' professionalism encompasses expertise and authority in the field of education, which serve as the basis for job performance. Sanjaya (2022) adds that professional teachers' work is based on knowledge gained from reputable educational institutions, enabling their performance to be scientifically accountable. Rusman (2019) emphasizes that teachers not only dedicate themselves to the nation but also educate, guide, train, and develop the curriculum. The teaching profession demands specialized skills that require specific education and training to be considered professional.

In line with this, Kristiawan (2017) stated that professional teachers must possess teaching competencies acquired through formal education and professionalization, both before entering the profession (pre-service) and during their career (in-service). Triwiyanto (2021) added that professional teachers possess adequate intellectual abilities, mastery of specific subject areas, and effective communication skills. Kurniasih (2020) and Matin & Nurhattati (2022) emphasize the importance of pedagogical competency, the ability to design learning, and to be an educator, manager, administrator, supervisor, innovator, motivator, counselor, facilitator, and evaluator.

Previous research also supports these findings. Mardalena et al. (2020) found that academic supervision and teacher professional competence significantly influence teacher performance. Rosyada et al. (2021) concluded that teacher pedagogical competence improves learning quality. Nurnaningsih & Sunarto (2022) showed that teacher professional competence and work motivation significantly influence teacher performance. Hapizoh et al. (2020) confirmed that teachers' professionalism and principal supervision impact teacher performance.

Based on the results of this study, it can be concluded that the higher the quality of infrastructure, teacher certification, and work motivation, the higher the level of teachers' professionalism in carrying out their duties. In other words, improving these two factors together significantly contributes to improving the professionalism of teachers at Suak Tapeh Public Middle School, Banyuasin Regency.

D. Conclusions

In summary, this study confirms that both the availability of adequate educational facilities and strong teachers' work motivation are key determinants of teachers' professionalism at Suak Tapeh Public Junior High School, with each factor reinforcing the other. The key finding is that while each element independently contributes to professional behavior, their combined effect creates a significant synergy, establishing a supportive environment where physical resources and psychological drive together elevate teaching standards, foster innovation, and enhance overall educational quality. The primary practical implication is that school improvement strategies must be integrated, simultaneously investing in the modernization and accessibility of school infrastructure while implementing systemic programs to cultivate and sustain teacher motivation through recognition, support, and professional development. Simply addressing one aspect in isolation will yield limited results. For future research, it is recommended to investigate the specific types of facilities and motivational factors that have the most potent impact, and to conduct qualitative studies to understand the lived experience of teachers navigating these resources. Furthermore, expanding this inquiry to include other potential variables, such as school leadership styles, peer collaboration networks, or community involvement, would provide a more comprehensive model for understanding and fostering teachers' professionalism in similar educational contexts.

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