

## **The Influence of Principal's Leadership and Facilities on Teachers' Performance**

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Article History: Received on 5 January 2026, Revised on 6 February 2026,  
Published on 7 April 2026

**Abstract:** This study aims to analyze the influence of principal's leadership and infrastructure on the performance of public junior high school teachers in Suak Tapeh District, Banyuasin Regency. This study is motivated by the condition of teachers' performance that still needs to be improved, as seen from low professionalism, teaching motivation, and limited facilities that support the learning process. While previous studies have focused more on motivation, academic supervision, or teacher competence, this study fills the gap in research by simultaneously examining the influence of principal's leadership and infrastructure in public schools in rural areas. The approach used is quantitative with an ex post facto method on all 105 public junior high school teachers in Suak Tapeh District and used as a saturated sample. Data were collected through a Likert scale questionnaire that has been tested for validity and reliability, as well as documentation. Data analysis was conducted using simple and multiple linear regression using SPSS version 26. The results showed that principal's leadership has a positive and significant effect of 29.6% on teachers' performance, while infrastructure has an effect of 31.7%. Simultaneously, these two variables have an effect of 37.8%. These findings confirm that effective leadership and adequate school facilities play a crucial role in improving teachers' performance. The novelty of this study lies in combining these two variables in the context of secondary schools in rural Banyuasin.

**Keywords:** Principal's Leadership, School's Facilities, Teachers' Performance

### **A. Introduction**

Teachers' performance is a strategic factor determining the quality of the learning process and outcomes in educational institutions. Teachers serve not only as instructors but also as planners, implementers, and evaluators of learning. In the context of professionalism, teachers are required to develop systematic learning plans, implement learning effectively, evaluate learning outcomes objectively, contribute to school development, and engage in continuous self-development in line with the demands of scientific and technological developments.

The teachers' performance assessment standards stipulated in Regulation of the Minister of Education and Culture Number 28 of 2016 concerning Standards for School/Madrasah Principals and reinforced by the opinions of experts such as Mulyasa (2018) and Buchori (2020), emphasize that teachers' performance is influenced by individual abilities, motivation, professional commitment, and work environment support. This support includes the principal's leadership, organizational culture, and the availability of adequate facilities. Therefore, improving teachers' performance cannot be separated from the principal's managerial role and the condition of available facilities.

However, preliminary observations at a public junior high school in Suak Tapeh District, Banyuwangi Regency, indicate that teachers' professional duties still face various obstacles. A particularly prominent phenomenon is the delay in preparing and submitting learning materials, such as lesson plans (RPP), teaching modules, and evaluation instruments, among others. This situation indicates that some teachers have not yet implemented the lesson planning aspect optimally. Furthermore, some teachers are teaching in ways that do not align with their academic background, thus impacting their ability to master the material and determine appropriate learning methods. The learning process is still dominated by a lecture-based approach, with limited interaction between teachers and students. This indicates that the implementation of the learning process does not fully reflect the expected active, creative, and enjoyable learning.

The use of media and teaching aids is also still suboptimal. Many teachers fail to utilize relevant media in delivering material, even though their use can enhance student understanding. This low utilization of learning media impacts the effectiveness of learning and reduces the opportunity to create an innovative learning environment. Limited infrastructure is one contributing factor to these issues. According to information from the vice principal, learning support facilities, such as library books, sports equipment, learning media, and other supporting devices, are still very limited. This inadequate infrastructure limits teachers' creativity in developing various learning methods that are appropriate to the material and student characteristics.

Beyond facilities, the quality of the principal's leadership is another significant factor. Observational findings indicate that the implementation of leadership functions, particularly those related to coaching, supervision, and providing guidance to teachers, has not been optimal. Yet, the principal plays a crucial role in developing teacher professionalism through ongoing coaching and fostering a school climate that supports the teaching and learning process.

Conceptually, various previous studies have shown that principal's leadership and infrastructure are related to teachers' performance. However, there is still a research gap, particularly regarding how these two variables simultaneously influence teachers' performance in the context of junior high schools in certain areas such as

Suak Tapeh District. Most previous studies only examined one variable or were conducted in areas with relatively better infrastructure conditions. Furthermore, empirical problems encountered, such as delays in the preparation of learning materials, mismatched teaching backgrounds, lack of interaction in learning, and minimal use of learning media, have not been comprehensively studied in relation to principal's leadership and infrastructure. This indicates the need for research that examines the relationship between these two variables on teachers' performance in depth and contextually. Given these conditions, a study related to the influence of principal's leadership and the availability of facilities on teachers' performance in public junior high schools in Suak Tapeh District is very important to conduct. This research is expected to provide more comprehensive empirical evidence regarding the various factors that influence teachers' performance, while also generating recommendations that can be used by schools and the Education Office to improve the quality of the learning process. In addition, the findings of this study also have the potential to support efforts to fulfill National Education Standards and encourage improvements in the quality of education in Banyuasin Regency.

The research problem formulations include: 1) Does the principal's leadership contribute significantly to teachers' performance at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency? 2) To what extent do facilities influence teachers' performance at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency? 3) Do the principal's leadership and facilities have a simultaneous influence on teachers' performance at Public Junior High Schools in Suak Tapeh District, Banyuasin Regency?

## **B. Methods**

This research was conducted at a public junior high school located in Suak Tapeh District, Banyuasin Regency. The research took place from June 2025 to August 2025. This study used quantitative methods to analyze the data and draw conclusions from the findings. Quantitative methods are based on the philosophy of positivism, which emphasizes objective observation of phenomena, then processed using statistical techniques to produce conclusions that can be generalized without being bound by the context of time or situation, especially through numerical data. According to Sugiyono (2019), *ex post facto* research is conducted after an event occurs, with the aim of exploring factors suspected to cause changes in behavior, symptoms, or phenomena in the independent variable. Meanwhile, Sukmadinata (2022) explains that a research method is a series of procedures based on basic assumptions, philosophical foundations, research questions, and research design that includes procedures, time, data sources, and data collection and analysis techniques. Based on this theoretical basis, this study applies a quantitative method with an *ex post facto* approach because it is in accordance with the research objectives, namely to examine the influence of principal's leadership and teacher work motivation on teacher

competence, with a focus on the causes of changes that have occurred in these variables.

The population is the primary source of research data and can be human or non-human, such as institutions, groups, or regions providing research information. Determining the population is crucial because the research results will be generalized to that group. Based on this theoretical basis, the population in this study includes all teachers at Suak Tapeh Public Middle School, Banyuasin Regency, as shown in the following table.

**Table 1. Research Population**

No.	Units	Number of Teachers
1	SMPN 1 Suak Tapeh	45
2	SMPN 2 Suak Tapeh	28
3	SMPN 3 Suak Tapeh	32
Total		105

This study used a saturated sampling technique, namely all members of the population were used as samples. Thus, all 105 teachers included in the population were used as respondents in this study. The data collection technique used in this study was a questionnaire based on a Likert scale with four answer choices: Always (SL), Often (SR), Rarely (JR), and Never (TP) (Sugiyono, 2019). The questionnaire was distributed via a Google Form link to all 105 teachers of Public Junior High Schools in Suak Tapeh District, Banyuasin Regency, who were the research sample. The research instrument consisted of 30 statements about principal's leadership, 30 statements about infrastructure, and 30 statements about teachers' performance. This study applied data analysis techniques in the form of simple correlation and multiple linear regression using the SPSS for Windows version 26 program. The stages of analysis carried out included: (1) descriptive analysis, (2) testing the analysis prerequisites, and (3) hypothesis testing. Descriptive analysis was used to obtain an overview of the distribution of data on each research variable categorically. This technique aims to describe variables related to the influence of principal's leadership and infrastructure on the performance of public junior high school teachers in Suak Tapeh District, Banyuasin Regency. At this stage, the researcher utilized the SPSS for Windows version 26 program.

## **C. Results and Discussion**

### **The Influence of Principal's Leadership on Teachers' Performance**

The results of the study show that principal's leadership has a significant influence on teachers' performance. The regression analysis produced a coefficient of 0.582, indicating that an increase in the quality of principal's leadership is directly

proportional to an increase in teachers' performance. This finding is supported by the results of the t-test, where the calculated t of 5.492 is greater than the t-table of 1.983, and the significance value is  $0.000 < 0.05$ . Thus, principal's leadership is proven to provide a real contribution to the implementation of teacher professional duties. The R Square value of 0.296 indicates that 29.6% of the variation in teachers' performance is influenced by leadership factors, while the rest is influenced by other variables outside the study.

Empirically, teachers tend to demonstrate more optimal work performance when under the leadership of a communicative, visionary principal who is able to build a conducive work environment. Principals who provide structured direction, conduct effective coaching and supervision, reward teacher achievement, and demonstrate empathy are able to foster motivation, commitment, and a strong work ethic. Thus, principal's leadership is not only an administrative function, but also a strategic role that drives teacher morale and professionalism. This is in line with the views of Nawawi (2019); Mulyasa (2018); Suhertian (2021); and Soetopo (2018), who emphasize the central role of principals in shaping the work culture of educators.

Conceptually, leadership is viewed as the process of influencing individuals or groups to effectively achieve common goals (Yukl & Gardner, 2020; Northouse, 2021). In the educational context, the principal plays a role in creating a supportive learning climate, guiding teachers to ensure optimal learning, and ensuring that every element of the school operates under the same vision and mission (Leithwood et al., 2020; Yuliati, 2018; Wahjosumidjo, 2019; Hendarman & Rohanim, 2018). Several previous studies, such as those by Herawati et al. (2021); Murtiningsih et al. (2019); Kusumawati (2016); and Damiati (2020), consistently found that principal's leadership significantly influences teachers' performance, motivation, and discipline, both partially and simultaneously.

The main difference between this study and previous studies lies in the combination of variables analyzed. This study not only assesses the influence of leadership but also includes infrastructure as a supporting factor for teachers' performance at Suak Tapeh Public Junior High School, Banyuasin Regency. Thus, this study broadens the understanding that teachers' performance is influenced not only by the principal's leadership but also by the quality of the available educational facilities. These findings confirm that learning success is greatly influenced by the synergy between effective leadership and adequate infrastructure, which together encourage teachers to work more productively, professionally, and with a quality-oriented focus.

### **The Influence of Facilities on Teachers' Performance**

The results of the study revealed that infrastructure has a significant influence on teachers' performance. The regression coefficient of 0.782 and the calculated t value of 7.922, which is higher than the t table of 1.983 with a significance of 0.000, indicate that

improving the quality of school facilities contributes directly to increasing teacher effectiveness in carrying out the learning process. The R Square value of 0.317 indicates that 31.7% of the variation in teachers' performance is explained by the condition of infrastructure, while the rest is influenced by other factors outside the scope of the study.

Practically speaking, teachers supported by adequate infrastructure tend to be able to conduct learning in a more structured, creative, and efficient manner. The availability of comfortable classrooms, learning media, teaching aids, libraries, and other supporting facilities creates a conducive learning environment. These conditions also increase teacher comfort and enable the use of innovative learning methods. Conversely, limited facilities often hinder the effectiveness of learning and diminish the quality of teacher professionalism.

Theoretically, infrastructure is a fundamental component of the education system, contributing to the success of the learning process and the achievement of learning outcomes (Karwono, 2017; Pribadi, 2019; Sanjaya, 2022; Roestiyah, 2018; Gunawan, 2021). National regulations, such as Minister of Education, Culture, Research, and Technology Regulation No. 22 of 2023, emphasize that every educational unit must meet minimum standards for facilities. However, its implementation often faces constraints related to budget, geographic conditions, and school management.

Previous research, such as that conducted by Wiguna (2020); Mesir (2020); and Mokoginta et al., (2021), also showed that infrastructure significantly influences teacher professionalism and student learning outcomes. The similarity between this study and previous studies lies in the focus on infrastructure as a crucial variable, while the differences lie in the combination of supporting variables and the research context. These findings confirm that providing adequate infrastructure is a crucial strategy for sustainably improving the quality of learning and teachers' performance.

### **The Influence of Principal's Leadership and Facilities on Teachers' Performance**

The results of the study show that principal's leadership and infrastructure, when analyzed simultaneously, have a significant impact on teachers' performance. This is evidenced by the calculated F value of 37.363, which far exceeds the F table value of 3.09, with a significance level of 0.000, thus indicating that these two factors play a significant role in improving teachers' performance.

The significant influence of these two variables is reflected in the R-square value of 0.378, meaning that 37.8% of the change in teachers' performance can be explained by the combination of principal's leadership and infrastructure. This figure is higher than the influence of both variables separately, indicating that teachers' performance will develop optimally if effective leadership is supported by adequate school facilities.

In everyday school practice, the combination of good leadership and available facilities creates a more comfortable and productive work environment. A principal who is able to lead effectively will be able to facilitate and maximize the use of existing facilities. Conversely, adequate infrastructure helps teachers implement the principal's directives and policies into the learning process more effectively.

Teachers can perform at their best when they have adequate learning facilities and receive direction, motivation, and guidance from the principal. The harmony between effective leadership and adequate infrastructure is a factor that drives increased teacher professionalism and the quality of their work in carrying out their educational duties.

The theory underlying teachers' performance in this study is explained by Rusyan (2019), who states that teachers' performance encompasses the implementation of learning both inside and outside the classroom, as well as various other tasks such as managing school administration and learning, guidance and service activities for students, and assessment activities. Zahroh (2022) adds that performance is a comprehensive description of how someone determines their work goals and achievements. Furthermore, Mulyasa (2018) emphasizes that teachers' performance is related to the learning process, which is continuously developed for improvement, so that educational goals can be achieved through learning activities carried out in a directed and targeted manner by teachers.

According to Law Number 141 of 2018 concerning teachers' performance, professional educators have the primary duty of educating, teaching, guiding, directing, training, assessing, and evaluating students at the early childhood education (PAUD) and elementary and secondary levels. This regulation emphasizes that teachers are professional educational personnel with distinct work characteristics from other professions. Due to their professional status, teachers are required to possess specific abilities, skills, and competencies to optimally carry out their duties and functions.

Teachers' performance itself is influenced by various factors. Buchori (2020) explains that there are several aspects that influence the quality of teachers' performance, namely: 1) Personal/individual factors, including knowledge, skills, abilities, self-confidence, motivation, and commitment possessed by each teacher; 2) Leadership factors, which are related to the ability of the principal or leader to provide direction, encouragement, motivation, and work support; 3) Team factors, which include the quality of cooperation, support, trust between teachers, cohesiveness, and solidarity in work groups; 4) System factors, including work systems, facilities provided by the school, organizational processes, and the work culture that develops within the school environment.

According to Supardi (2023), improving teachers' performance is inseparable from a series of systematic efforts undertaken by schools. He explained that performance

enhancement can begin with how schools accept and facilitate new teachers, including assigning teaching assignments that align with their areas of expertise and competencies. Furthermore, the formation and implementation of teacher working groups or subject teacher meetings serve as professional forums for designing learning, discussing classroom problems, and finding alternative solutions.

Implementing administrative and academic supervision is also a crucial step, as the results form the basis for coaching, improvements, and more targeted policymaking. Furthermore, Supardi emphasized that the coaching provided covers administrative, academic, and career development aspects for teachers, all of which need to be supported by opportunities to participate in training at various levels. He also emphasized the importance of rewarding teachers who demonstrate good performance and imposing sanctions on teachers who lack discipline. Other equally important efforts include assigning additional tasks to new teachers and strengthening family ties within the school environment, which can be built through informal meetings among members of the school community.

The results of this study do not contradict previous research, but rather strengthen the researchers' suspicions regarding the factors influencing teachers' performance. Research by Hatemu et al. (2020) showed that organizational culture, competency, and teacher certification had a significant influence, both partially and simultaneously, on teachers' performance. The similarity between that study and this study lies in the focus on teacher quality, while the differences are evident in the research objects and the scope of the locations used.

In another study, Agustin et al., (2023) also examined the influence of principal's leadership style and school organizational culture on teachers' performance. Their findings indicate that both variables, both partially and together, significantly contribute to improving teachers' performance. Similarities with this study lie in the focus on principal's leadership variables, while a key difference lies in the infrastructure variable, which in this study was included as a primary factor influencing teachers' performance at Suak Tapeh Public Middle School, Banyuasin Regency.

Mardalena et al., (2020), in their study on academic supervision and teacher professional competence, also found that both significantly influence teachers' performance, both partially and simultaneously. They emphasized that teachers' performance can improve if teachers receive consistent academic supervision and possess adequate professional competence. Although their study shares similarities with this study in terms of focusing on teachers' performance and the role of the principal, the difference lies in the variables used. This study specifically includes infrastructure as a determining variable that can strengthen or weaken the influence of leadership in improving teachers' performance.

Overall, the findings of previous studies strengthen the theoretical basis of this study, while also demonstrating that teachers' performance is the result of the interaction of various factors, including principal's leadership, infrastructure, competence, organizational culture, and quality of supervision. Thus, this study provides a new contribution by confirming that the combination of principal's leadership and adequate infrastructure plays a crucial and complementary role in improving teachers' performance in the context of Suak Tapeh Public Junior High School, Banyuasin Regency.

#### **D. Conclusions**

Teachers perform better when led by a principal who provides direction, guidance, and exemplary work practices. A principal who is communicative, disciplined, and visionary and able to create a harmonious work environment has been shown to encourage teachers to work more professionally. A leader who is present in teachers' daily lives through coaching, supervision, and moral support is a key driver of increased motivation, enthusiasm, and work quality in schools. Teachers can carry out learning more effectively when supported by complete facilities, comfortable classrooms, appropriate learning media, and adequate equipment. The availability of good infrastructure allows teachers to develop creativity, apply a variety of learning methods, and create an engaging and meaningful learning process for students. Thus, educational facilities are not merely complementary but are a key component influencing the quality of teachers' performance. Teachers' performance improves optimally when effective leadership goes hand in hand with the availability of adequate facilities. A principal who is able to manage the school well, motivate teachers, and ensure the provision of necessary infrastructure can create a school atmosphere conducive to improved performance. In other words, the quality of education in schools will improve if these two factors are managed simultaneously and complement each other. Overall, this study confirms that teachers' performance is influenced not only by personal competency, but also by managerial factors and the physical school environment that supports their work. Future research is expected to expand the focus of the study to other variables that influence teachers' performance, such as organizational culture, professional competency, academic supervision, digital leadership, and work motivation. Research using a mixed methods approach is also highly recommended to obtain richer and more in-depth data. Furthermore, the research object can be expanded to different school levels to provide broader reach and allow for comparison between educational units.

#### **E. Acknowledgement**

We thank all beloved friends in SMPN 4 Rantau Bayur, Banyuasin, and Universitas PGRI Palembang, for the kind help and support.

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