

Influence of Infrastructure and Work Motivation on Teacher's Performance in Patra Mandiri Palembang High School

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Abstract: The three effects on teacher's performance at SMA Patra Mandiri Palembang that this study seeks to identify and describe are: 1) the impact of school infrastructure; 2) the impact of work motivation; and 3) the combined impact of school infrastructure and work motivation. Teachers at SMA Patra Mandiri 1 and 2, SMA Fitra Abdi, comprising 86 teachers, comprised the population and sample in this study. Data gathering methods: 1) an interview; 2) an observation; and 3) documentation. Techniques for data analysis with the SPSS software package for Windows version 26: the tests for normality, linearity, multicollinearity, and heteroscedasticity. Simple linear regression, multiple linear regression, multiple correlation (R), determinant (R²), and the F test are all methods for testing hypotheses. The findings of this study show that in SMA Patra Mandiri Palembang, infrastructure, motivation to collaborate, and facilities have a significant and beneficial influence on teacher's performance.

Keywords: Infrastructure, Teacher's Performance, Work Motivation

A. Introduction

Education plays a crucial role in the growth of a nation. It helps create intelligent, morally upright people and teaches students about the advancement of science and technology, all of which are crucial for improving a country's situation. Education is another way that people try to learn more in order to develop their values, attitudes, and conduct. Education is a business that not only offers benefits but also satisfies a fundamental human need that is occasionally thought to have fallen short of expectations. Schools are formal and informal educational establishments that play a crucial part in developing and creating educational personnel. The public's willingness to participate in education and learning is shaped in large part by the professional educational staff. A complete person can only be formed and developed through the acquisition of basic knowledge, skills, and attitudes, which schools are supposed to be able to supply. In order for Indonesian citizens to become knowledgeable, productive, and fiercely competitive individuals in local, national,

and international relations, the implementation of national education must guarantee equity and improve education in the midst of global changes.

Teachers are one of the human resources in schools and are crucial to the educational process; they play a significant role and bear a lot of responsibility for the success of the educational process. The accomplishment of educational objectives is also significantly influenced by teacher's performance. The effectiveness of an effective and efficient teaching and learning process is significantly influenced by the performance of the teacher. If educational goals are met and good student learning outcomes are obtained, then quality graduates will be produced. Performance issues are raised by a variety of parties; student performance or that of their parents or guardians will be felt by students. To obtain good performance, many attempts were done. According to Law No. 14 of 2005, a teacher's proficiency in the necessary competences, including pedagogic competence, personal competence, social competence, and professional competence, can demonstrate their effectiveness as educators.

According to a statute requiring the government to pay attention to education, the education sector must receive at least 20% of the State Income Expenditure Budget and 20% of the Regional Revenue Expenditure Budget, as well as monies other than teacher salaries and official education costs. The State Income Expenditure Budget and the Regional Revenue Expenditure Budget administer the wages of government-appointed professors and lecturers, therefore everyone will undoubtedly be interested in how well they are performing. Teachers must be actually proficient in their subject matter and have the capacity to provide the best possible instruction. Many internal and external influences, as well as one another, affect teachers' ability to perform at their best.

The availability of suitable educational facilities and infrastructure is one of several elements that substantially influences how well educational programs perform during the teaching and learning process. One of the crucial and essential resources in supporting the educational process in schools are the infrastructure and facilities for education. Good management of the infrastructure and facilities of schools is essential to achieving this objective (Cindy et al., 2022).

Usman (2012) claims that a number of variables, including salaries, infrastructure, physical labor conditions, leadership, and facilities, can all affect teachers' performance. The findings of research conducted by Fauziana (2017), which indicate that infrastructure and work environment together have a favorable and significant influence on teacher's performance, confirm this opinion.

Facilities in the school infrastructure considerably assist teachers in their work. According to Barnawi & Arifin (2017), teachers who have complete and suitable

infrastructure would perform better than those who do not. This demonstrates that an educational institution's appropriate infrastructure has a significant impact on the good performance of teachers, and that an inadequate infrastructure would likewise negatively impact their performance. Teachers will be helped by supporting infrastructure in doing their tasks. Facilities are any furniture, supplies, or tools that are specifically employed in the instructional process at a school.

An educational institution's infrastructure and facilities are part of an endeavor to meet general educational aims and specific learning objectives as effectively and efficiently as possible. Thus, it is clear that infrastructure and facilities are fundamentally significant components that support and facilitate the implementation of all school plans (Ananda & Banurea, 2017). According to Government Regulation of the Republic of Indonesia Number 32 of 2013 regarding National Education Standards, which include standards, content, processes, graduate competencies, standards for educators and education staff, standards for facilities and infrastructure, management standards, financing, and standards for academic assessment. In accordance with the growth and development of students' physical, intellectual, social, emotional, and psychological potential, it is stated in the "National Education System Law" that both formal and non-formal education units provide facilities and infrastructure that meet educational needs.

Infrastructure and facilities at schools are a determinant in how well the teaching and learning process is done, and they must adhere to minimal requirements. The National Education Standards, which set minimum requirements for study rooms, sports facilities, places of worship, libraries, laboratories, and other learning spaces required to support the learning process, including the use of information and communication technology, are the standards for infrastructure in the National Education System. Regulation of the Minister of National Education Number 24 of 2007 concerning Facilities and Infrastructure Standards specifies the infrastructure standards for elementary schools/Madrasah Ibtidaiyah (SD/MI), junior high schools/Madrasa Tsanawiyah (SMP/MTS), and high schools/Madrasah Aliyah (SMA/MA).

There are two different types of educational facilities, depending on whether they are being used or not, namely: 1) Running out of educational facilities. Consumable educational resources are any supplies or equipment that, when employed, can be exhausted fairly quickly. Chalk is one example of a substance used by teachers and students for practice. Additionally, there are teaching aids that can alter shape, such as cardboard, iron, and wood, which are frequently utilized by instructors. Examples include paper, lightbulbs, and computer ink; 2) Reliable educational infrastructure. All materials or equipment that can be used constantly and for a sizable amount of time constitute durable educational facilities. For instance, school benches, computers, atlases, globes, and some sporting goods.

There are two categories of instructional infrastructure in schools, namely: 1) Educational facilities such as theory rooms, library rooms, skill practice rooms, and lab rooms that are specifically utilized for teaching and learning: 2) Educational infrastructure, such as office space, school canteens, land and roads leading to schools, restrooms, school health business rooms, teachers' rooms, principals' rooms, and parking lots, that is not used for the teaching and learning process but that nonetheless directly supports it (Ananda & Banurea, 2017). In practice, however, schools face a number of challenges when supplying the necessary educational infrastructure. The provision of inadequate or complete facilities, cost restrictions, the lack of educational infrastructure to support learning that is proportionate to the number of students and teachers in the school, as well as a stock of infrastructure that is not in line with students' needs all result in infrastructure facilities being only stored in warehouses and deteriorating over time before being used.

Due to the fact that there are still many school principals and facility and infrastructure representatives who are unable to manage the management of educational infrastructure properly and appropriately, issues like these can arise from a lack of management by all parties in the school. In fact, the extent to which the educational infrastructure supporting the learning process in schools is complete is one of the markers to decide if a school is of good quality or not. The public's view of a school's quality will improve with stronger and more complete educational infrastructure. It is crucial to take the issue of facilities and infrastructure seriously since it has a significant impact on how smoothly the educational process operates. The availability of the required books and other learning infrastructure in line with the demands and growth of science and knowledge is also supportive of the teacher's performance in educational activities if supported by comprehensive learning resources and comprehensive learning media. Because of this, learning activities can be carried out more comfortably and effectively provided the learning resources are complete and work to support these activities. The outcome of the teacher's work, which is represented in how to design, administer, and assess the learning process is teacher's performance as a gauge of the success of education in schools (Sawianti et al., 2019).

Teacher work motivation is a factor that affects teacher's performance in addition to school infrastructure considerations. In order to improve teacher effectiveness, motivation is crucial. A person's or a group's motivation can affect their involvement in employment and other activities that result in objectives and fulfillment. The teacher has a strong desire to be involved in school activities, complete all of the assignments and work that is assigned on a regular basis, and can devote himself to all of the assignments and work voluntarily because of the comfort and pleasure that is based on strong motivation. This desire comes from within himself. A person's behavior that develops within the context of motivation as a need-driven management philosophy. Thus, it may be claimed that a person is motivated to act

in a way that leads to accomplishing goals by their needs. Teachers may be motivated to work harder if they receive enough pay, enjoy their jobs, have growth chances, and feel appreciated for their accomplishments.

Hersberg contends that rewards, accomplishments, promotions, and responsibilities are only a few of the elements that can fulfill and inspire people to do effectively at work. All of these serve as powerful motivators. In the meantime, institutional policies and administration, supervision (supervisor), interpersonal interactions, working conditions, status, sense of security at work, and remuneration are all potential sources of employee unhappiness (Farida. U & Hartono. S, 2016). The significance of motivation because it influences, disseminates, and promotes human behavior, making people want to put in extra effort and be excited about getting the best results. Because the principal/manager assigns tasks to his subordinates in order for them to perform successfully and contribute to the intended goals, motivation is becoming more and more crucial. A teacher needs particular abilities in order to change knowledge and learning for students in addition to motivation.

Students must be given the chance to grow even though the teacher is not the only source of information in the classroom. In order for students to learn on their own, a teacher's primary responsibility is to encourage comprehension in addition to imparting knowledge. The capacity to discover oneself and learn independently is thought to be teachable (Nasution, 2010). Insufficient competence, a safe and healthy work environment, possibilities for knowledge expansion, a sense of belonging, work motivation, work discipline, and other elements are just a few that have an impact on teachers' effectiveness (Supardi, 2014). The infrastructure and facilities at the school might have an impact on teacher's performance in addition to work motivation.

Based on preliminary observations made by researchers on March 5, 2021, at Patra Mandiri Palembang High School, it is known that learning activities take place from 7.00 WIB to 14.15 WIB. According to preliminary observations made by researchers, teacher motivation and performance at Patra Mandiri High School are in a declining state because of the following factors: 1) many teachers arrived late during the learning process; 2) they frequently neglected their assignments; 3) they did not prepare lesson plans; and 4) they did not engage in professional development. According to preliminary observations, another issue is that Patra Mandiri Palembang High School's infrastructure is inadequate and limited, and the management is subpar. Examples include the school's lack of adequate language lab facilities, limited access to literacy books in the school library, and a lack of tools and practicum materials in the science laboratories (physics, chemistry, and biology). There is little doubt that these limitations could impact how well students learn in classrooms.

According to prior research by Ardiana (2017) titled *The Effect of Work Motivation on the Performance of SMK Accounting Teachers in Madiun City*, the issues are that principal visits are not optimal in class, the teacher does not prepare learning materials, for example the Madiun implementation plan that “the issues are that principal visits are not optimal in class, the teacher has not prepared learning tools such as after conducting study, it was shown that, with a contribution of 80.6%, work motivation has a favorable impact on the performance of accounting teachers. The remaining 19.4% of accounting teacher’s performance is determined by other elements not related to the research.

Regarding the *Influence of Infrastructure and Teacher Work Motivation on Teacher Teaching Performance and Their Impact on Student Learning Achievement at Pharmacy Vocational Schools in Majalengka Regency*, according to Permana (2016), the issue arises because teacher motivation to achieve is thought to be immeasurable, perceptions about teaching performance have not been measured, the teacher’s performance is not in line with the expected target, and the low quality of the infrastructure contributes to this. The study’s findings indicate that infrastructure and amenities have a favorable and significant impact on the performance of teachers at the Pharmacy Vocational High School in Majalengka Regency. This is demonstrated by the 4,896-tuple results with a significance level of 0.000. H_0 is refused since H_1 is accepted and the significance value is less than 0.05, hence H_1 is accepted. In Majalengka Regency, there is a favorable and significant relationship between teacher work motivation and students’ academic success. This is demonstrated by the 3,899-tuple results with a significance level of 0.000. H_0 is refused since H_1 is accepted and the significance value is less than 0.05, hence H_1 is accepted. Infrastructure and teacher work motivation have a favorable and significant impact on the effectiveness of Pharmacy Vocational School teachers in Majalengka Regency. This is demonstrated by the findings of the calculation of the 39.75 F count with significance level 0.000. H_0 is rejected because the significance value is less than 0.05, which means that H_1 is accepted. The effectiveness of teachers has a good and significant impact on students’ academic accomplishment in Majalengka Regency’s Pharmacy Vocational Schools. The findings of the 12,827-person t count with a significance level of 0.000 demonstrate this. H_0 is refused since H_1 is accepted and the significance value is less than 0.05, hence H_1 is accepted.

The actual state of the teachers’ performance at SMA Patra Mandiri Palembang demonstrates a downward trend in both work motivation and performance, as shown by the teachers’ tardiness, failure to prepare lesson plans (RPP), inability to effectively use technology and communicate, and decreased participation in activities. Professional growth as well as the still insufficient and constrained infrastructure of schools. If this is permitted to go on, it will eventually have an impact on how well teachers facilitate learning.

The existing parasara facilities at Patra Mandiri High School were insufficient and still limited, and the management was still not at its best, thus the author chose the infrastructure variable. Because of a decline in work motivation and teacher's performance at SMA Patra Mandiri, the authors chose the variables of work motivation and teacher's performance for this study in order to determine the impact of these variables on raising academic standards. The author decided to examine "The Influence of Infrastructure and Work Motivation on Teacher's performance at Patra Mandiri Palembang High School" as a result of the aforementioned issues.

B. Methods

The study was carried out at the Plaju and Sei Gerong Komperta-based Patra Mandiri 01 and Patra Mandiri 02 Palembang High Schools. Since March 5th, 2021, researchers have started conducting observations at the study location. Between September 2021 and November 2021, the study was conducted. Quantitative research is used in this kind of study. Infrastructure (X1) and teacher work motivation (X2) are the quantitative variables to be investigated in relation to teacher's performance (Y). All the data gathered will then be examined quantitatively after jointly testing two hypotheses about infrastructure (X1) and teacher job motivation (X2) on teacher's performance (Y). All of the teachers at SMA Patra Mandiri 01 Palembang and SMA Patra Mandiri 02 Palembang, as well as the number of teachers with permanent foundation teacher status and non-permanent foundation teachers, served as the study's population. Census sampling or samples. saturation, in which every member of the population is sampled, was used for this study's sampling. The writers employ the methods of observation, documentation, and questionnaires to gather study data. Utilize SPSS version 26 to evaluate the validity and reliability.

C. Results and Discussion

Effect of Infrastructure (X1) on Teacher's Performance (Y)

Based on the results of the analysis, it can be stated that school infrastructure and work motivation have a joint effect on teacher's performance at SMA Patra Mandiri Palembang. As for the results of the statistical descriptive analysis it is known that the school infrastructure variable on the indicators of teaching tools and media is the indicator that has the most major influence on teacher's performance, which is shown from the results of the descriptive analysis calculation of the frequency distribution of the infrastructure variable-variable results obtained by 0% of respondents who answered very much no agree, 32% of respondents who answered

disagree, 27% of respondents who answered in doubt, 37% who answered agreed, and 4.4% of respondents who answered strongly agreed.

Research variable X1 has a significant effect on variable Y and has a positive value. It is evident from the simple linear regression equation which states that a constant value of 22.891 means that if infrastructure (X) has a value of 0, then teacher's performance (Y) has a positive value of 22.891. The regression coefficient for infrastructure (X) has a value of 0.635, meaning that if infrastructure (X) increases by 1 unit, then the teacher's performance (Y) will increase by 0.635. The regression coefficient for infrastructure (X) has a value of 0.635, meaning that infrastructure (X) has increased positively with teacher's performance (Y), the more infrastructure increases, the teacher's performance will also increase. Based on the simple regression test, the value of t count is 8.284 and t table = 1.663, then t count > t table, which means Ho1 is rejected and Ha1 is accepted. Thus it can be concluded that partially there is a significant influence of school infrastructure on teacher's performance at SMA Patra Mandiri Palembang.

Infrastructure can have a positive influence on teacher's performance at SMA Patra Mandiri Palembang. Teacher's performance would also increase with complete, well-managed infrastructure and effective management. Teachers perform differently in schools with complete versus incomplete infrastructure facilities. Learning will be more engaging and maximized with the presence of complete learning media as the presence of complete infrastructure will encourage and motivate teachers to carry out the process of learning activities. Teachers will be better able to manage the teaching and learning process in class. Teachers will be able to attain the required learning objectives and perform as well as possible. Teachers will perform better than those who do not have access to adequate infrastructure if they have access to adequate and full facilities and amenities. At SMA Patra Mandiri Palembang, teachers perform better when the facilities and infrastructure are better and more complete.

The study's findings are consistent with those of (Angrainy et al., 2020). According to the study's findings, infrastructure has an impact on teachers' performance, the work environment also has an impact, and infrastructure and the work environment together have an impact. According to t-count (2.551) > table (1.993), infrastructure facilities have an impact on teachers' performance. It is evident from f-count = 11.514 > F-table = 3.128 that infrastructure and work environment have a combined impact on the performance of State Middle School teachers in the Sekayu District, and the magnitude of the influence of variables X1 and X2 on the value of Y is consistent with the equation of the line $Y = 60.635 + 0.160X1 + 0.356X2$. Meanwhile, the degree of the coefficient of determination of 24.8 percent shows the size of the contribution of the line equation X1 to Y. The researcher's conclusion from this study is that there are both differences and similarities between the earlier studies and this one. The

focus of Angrainy, Fitria, and Fitiani's research is on different components of the variables being researched and in different locations, while the similarities include both looking at infrastructure and teacher's performance.

According to Suwarko & Samidjo (2016) research, infrastructure has a very large favorable impact on instructors' performance at the Kebumen Branch of the Tamansiswa College Association Foundation. This demonstrates how supportive infrastructure with complete amenities will be able to enhance teacher's performance at the Tamansiswa Unity Foundation, Kebumen Branch. It will also make them comfortable so they can work better. The P value test statistic (Sig.) = 0.000 was calculated as a result of the linearity test of infrastructure (X3) on teacher's performance (Y). The three data have a linear regression model, as demonstrated by the P value of 0.05. This is demonstrated by the infrastructure variable's t test, which had a test coefficient of $t = 3.576$ and a significance level of 0.000, or less than 0.05. This indicates that infrastructure has a big impact on how well teachers perform. The infrastructure variable's relative weight in determining teacher's performance is 23.04%. The researcher's conclusion from this study is that there are both differences and similarities between the earlier studies and this one. The focus of Suwarko & Samidjo's research differs from theirs in that it is conducted in a different region and focuses on different parts of the variables under investigation, whereas both studies examine infrastructure and teacher's performance.

Effect of Work Motivation (X2) on Teacher's Performance (Y)

According to the results of the calculation of the descriptive analysis of the frequency distribution of the variable work motivation, the indicator with the most significant impact on teacher's performance is the challenging job indicator. The results show 0% of respondents who answered strongly disagree, 16% of respondents who answered disagree, 30% of respondents who answered were unsure, 49% of respondents who answered agreed, and 5% of respondents who answered in agreement. According to the regression equation, the constant (a) = 21.087 indicates that if the teacher's performance (Y) is positive and their motivation (X) is 0, then their performance (a) = 21.087. Work motivation (X) has a regression coefficient of = 0.638, which indicates that if work motivation (X) increases by one unit, teacher's performance (Y) will also increase by 0.638. The coefficient is positive, indicating a positive correlation between work motivation and teacher's performance; the greater the rise in work motivation, the greater the rise in teacher's performance. Based on a straightforward regression test, H_0 is rejected and H_a is accepted when the value of t count = 8.612 > from the price of t table = 1.663. Thus, it can be said that work motivation at SMA Patra Mandiri Palembang has a major impact on teacher's performance to some extent.

The output of Model Summary from Table 4.20 yielded multiple correlation results (R) of 0.685, indicating a 0.685 correlation between the variables. Given that the numerous correlation values range from 0.600 to 0.799, it can be said that X2 and Y have a “strong” relationship. It may be said that at SMA Patra Mandiri Palembang, work motivation has a significant impact on teacher’s performance. Uno (2012) defines teacher job motivation as a strategy used to influence instructors’ behavior and inspire genuine attempts to meet predetermined objectives. A teacher’s performance will improve if they are highly motivated internally to carry out their tasks as educators. The study’s findings are consistent with those of Ristianey et al., (2021). The study’s findings indicate that work motivation enhances teacher’s performance. Test findings for the variable Motivation (X2) on Performance (Y) obtained a coefficient with a value of $B = 0.585$, while Teacher Certification (X) on Performance (Y) obtained a value of $B = 0.276$. Accepted, haha. Therefore, it may be said that performance and motivation are related. According to the research findings that the second alternative hypothesis (Ha2) is declared accepted, there is a positive and significant influence of motivation on the performance of State Junior High School teachers in Kertapati District, Palembang. Work motivation is important for every teacher to have in order to improve performance. The researcher’s conclusion from this study is that there are both differences and similarities between the earlier studies and this one. The research of Ristianey, Harapan, and Destiniar differs in that it focuses on particular characteristics of the variables being researched and is conducted in a different area, yet their studies on teacher job motivation and performance are similar.

The effects of principal leadership and teacher work motivation on teacher work discipline at SMP Negeri 11 Prabumulih were examined by (Rusnita et al., 2021). The findings of this study demonstrate that the research draws conclusions. (1) The direction of the school principal of SMP Negeri 11 Prabumulih affects teacher work behavior. A 43.0% correlation exists between the teacher’s work discipline and the principal’s direction. (2) There is a connection between teachers’ job enthusiasm and their level of discipline at SMP Negeri 11 Prabumulih. There is a 44.7% correlation between teacher job discipline and motivation. (3) The work discipline of teachers at SMP Negeri 11 Prabumulih is influenced by both the principal’s leadership and the teachers’ work motivation. Together, teacher work motivation and principal leadership can impact work discipline to the tune of 80.5%, with the remaining 19.5% being explained by characteristics not covered in this study. While both studies on teacher motivation are being conducted, there are differences between Rusnita, Arafat, and Mulyadi’s research and this one in terms of the factors being examined and the research sites.

Effect of Infrastructure (X1) and Work Motivation (X2) on Teacher's Performance (Y)

According to the results of the descriptive analysis of the frequency distribution of teacher's performance variables, there were 0% of respondents who answered strongly disagree, 12% who disagreed, 7% who were unsure, 50% who agreed, and 30% who answered agreed. This indicates that the indicator of classroom learning is the indicator that has the greatest impact on teachers' performance. The study's findings indicate that the double correlation (R) The Model Summary output from Table 4.21 displays a value $(R) = 0.746$, indicating a correlation of 0.746 between the infrastructure variable (X1) and the work motivation variable (X2) on the teacher's performance variable (Y). A positive number indicates that the impact of work motivation (X2) and infrastructure (X1) on teacher's performance (Y) is favorable. The performance of the teachers will improve to a greater extent as a result of improved and more complete school infrastructure as well as increased levels of employee enthusiasm. It may be said that there is a "strong" association between X1 and X2 to Y because the multiple correlation values range from 0.600 to 0.799. At SMA Patra Mandiri Palembang, it can be said that the physical environment of the school and employee motivation have a significant impact on teacher's performance. The Ho3 hypothesis is rejected because the ANOVA test resulted in F-count of 52.103 > F-table of 3.956, indicating that there is a significant linear relationship between infrastructure variables and work motivation variables on teacher's performance variables. This finding indicates that Ho3 is rejected. Ho is rejected because the significant value of 0.000 is less than 0.05, indicating that the infrastructure and work motivation at SMA Patra Mandiri Palembang have a substantial impact on teacher's performance.

Based on the study's findings, it can be concluded that improving teacher's performance is also influenced by the infrastructure and facilities available to teachers for the implementation of instruction, as well as by the availability of books and other teaching resources for both teachers and students that facilitate the efficient conduct of instructional activities in the classroom. Teachers can be encouraged and motivated to strengthen their instructional skills by using learning resources including teaching aids, computer/laptop LCD projectors, and internet networks. Additionally, having sufficient practice/laboratory spaces, thorough practicum resources, and a competent school library can all help teachers perform better. The presence of a sufficient and comprehensive infrastructure in schools has a significant impact on raising teacher's performance.

According to Jamaris & Martini (2013), motivation is an activity that moves and chooses to be taken in the direction of the desired outcome. The following are indications of motivation, which can be defined as internal and external encouragement in a person to make changes in behavior: 1) There is a need and a

want to do things, 2) There is encouragement and a need to do things, 3) There are hopes and ideals, 4) There is a nice atmosphere, and 5) There are interesting things to do. According to the study's findings, infrastructure plays a 45% role in how well teachers perform. At SMA Patra Mandiri Palembang, it can be said that there is a high correlation between infrastructure and teacher's performance. The variables that affect work motivation have a 46.9% effect on teacher's performance, according to the percentage contribution. This indicates that in SMA Patra Mandiri Palembang, work motivation has a considerable impact on teacher's performance. Therefore, it may be said that work motivation, as opposed to infrastructure, has a stronger impact on teacher's performance at SMA Patra Mandiri Palembang.

Infrastructure and job motivation, then, have an impact on teachers' performance at SMA Patra Mandiri Palembang. The aforementioned theories lend support to this. The improvement in teacher's performance will also be impacted by how complete and adequate the school infrastructure is, as well as how high the work motivation is among the staff. The research findings are consistent with those of Alhusaini et al., (2020) research findings allow us to draw the conclusion that work motivation affects teacher's performance. According to the findings of the t-test analysis, this study demonstrates that: 1) work motivation has a significant impact on teacher's performance; 2) work discipline has a significant impact on teacher's performance; and 3) work motivation and work discipline together have a significant impact on teacher's performance. As X_1 and X_2 have a combined effect of 0.000 0.005 on Y and the F-count value is $80.579 > F\text{-table } 3.09$, it may be said that H_{a3} is accepted, indicating that X_1 and X_2 have a considerable impact on Y . In this research we can infer from this that there are some distinctions and overlaps between earlier research and the work being done now. While both studies look at teacher motivation and performance, there are differences between Alhusaini, et al (2020) and this one regarding the factors examined and the research site.

Zulfakar et al., (2020) with the title "Implementation of Academic Supervision in Improving Teacher's performance." This research shows that the results of academic supervision can improve teacher's performance at SD Negeri 16 Gelumbang. The results of the study stated that the academic supervision process was carried out by the school principal through several stages, namely 1) planning of academic supervision activities; 2) implementation of academic supervision; 3) provide feedback on the results of academic supervision; and 4) follow up the results of academic supervision. The tools for conducting assessments are in the form of supervision instruments, namely 1) instruments for evaluating the administration of learning devices; 2) instrument for evaluating RPP; 3) instruments for evaluating the implementation of learning; 4) instrument for learning evaluation assessment; instruments for follow-up; instrument for assessing teacher's performance. The outcomes of academic supervision may enhance the effectiveness of teachers at SD Negeri 16 Gelumbang. 40% of the instructors fell into the very good group and 60%

fell into the reasonably good category after receiving positive feedback and the findings of the principal's follow-up assessment of teacher academic supervision. Therefore, it can be said that academic monitoring results can enhance teacher's performance at SD Negeri 16 Gelumbang. The findings of this study enable the researcher to draw comparisons and distinctions between earlier studies and the present study. The parallels between Zulfakar, et al, (2020) study and this study's focus on teacher's performance are outweighed by differences in the factors examined and the research setting.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn; 1) There is an influence of infrastructure on teacher's performance at SMA Patra Mandiri Palembang; 2) There is an influence of work motivation on teacher's performance at SMA Patra Mandiri Palembang; 3) There is an influence of infrastructure and work motivation together on teacher's performance at SMA Patra Mandiri Palembang. The influence of infrastructure and work motivation together on teacher's performance at SMA Patra Mandiri Palembang is 55.7%, while the remaining 44.3% is influenced by other factors not examined in this study

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