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The Influence of School Facilities and *E-Learning* on The Performance of State Junior High School Teachers

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Abstract: This study aims to identify and describe the facilities school and learning *e-learning* online together- same Against Performance Teacher Junior High School Country Subdistrict Kayuagung. This research is quantitative. Data collection tool using a questionnaire. Data analysis techniques used descriptive analysis tests, t tests, F tests and estimation tests using SPSS 22.00. The results of the analysis state that (1) there is a significant influence between school facilities on the performance of state junior high school teachers in the Kayuagung District; (2) There is a significant influence between e-learning on the performance of state junior high school teachers in the Kayuagung District; (2) There is a jointly significant influence between school facilities and e-learning on the performance of State Junior High School teachers in the Kayuagung District with a large influence of school facilities and *e-learning* on the performance of State Junior High School teachers in the Kayuagung District together. equal to 97.4% and the remaining 2.6% is influenced by other factors not examined in this study.

Keywords: E-Learning, School Facilities, Teacher's Performance.

A. Introduction

Teachers are seen as a key factor in educational institutions because teachers interact directly with students in the teaching and learning process. Danim (2010) suggests that the teacher is someone who is positioned as the vanguard and a central position in carrying out the learning process. The position of the teacher still cannot be replaced by other media, even though currently computer technology is developing rapidly to replace most of human work. Therefore, efforts to improve the quality of education always start with efforts to improve the quality of teacher performance. Teachers must be more dynamic and creative in developing the learning process of students.

Supriadi (2017) in his research results states that there is a positive and significant contribution of the teacher's work ability to student achievement, an increase in the teacher's work ability is followed by an increase in student achievement. To achieve high teacher performance, of course there are several factors that can influence the increase in teacher performance. Wrong one is school facility. Bafadal (2013) argues

that school facilities or educational facilities are all sets of equipment, materials and furniture that are directly used in the educational process at school. While educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in schools.

Infrastructure standards are the minimum criteria for facilities and infrastructure that must be available in educational units in the administration of education. Facilities are anything that can be used as tools and equipment in achieving learning objectives. Infrastructure is the basic facilities needed to carry out the functions of an education unit. Facilities and infrastructure standards are determined by the principles of: supporting the implementation of active, creative, collaborative, fun and effective learning; ensure security, health and safety; friendly to persons with disabilities and friendly to environmental sustainability. Facilities and infrastructure must be available in education units and adapted to the needs of each track, level and type of education (Regulation of the Government of the Republic of Indonesia Concerning National Education Standards No. 57 of 2021 article 25).

Kande (2011) states that the physical environment of the school has a positive and significant relationship with teacher performance. The results of Fitriani (2012) show that work facilities have a significant influence on teacher performance. In addition to school facilities, efforts to improve the quality of education can also maximize current technological developments. Technological developments from simple to sophisticated are utilized in the progress of education today. Advances in science and technology, especially information technology, have had many positive impacts on the advancement of education today.

One manifestation of the use of this information technology is the existence of *e-learning*. In essence, *e-learning* is a learning or learning approach through the use of computer and internet technology approaches. Various developments in information and communication technology provide a wide range of *learning management system* (LMS) applications that can be used to support the learning process to make it more practical and easier. Some of the software developed are *Moodle, Quipper, Edmodo, Google Classroom* and many more.

Google classroom is an LMS application developed by Google that teachers can use in learning. *Google classroom* is a scalable classroom in the current learning process. The *Google Classroom* application can be *downloaded* on students' Android *phones* for free. The learning process through *Google Classroom* is very easy to do, giving assignments really saves time because the teacher gives assignments without paper. In addition, teaching materials can still be accessed even though students are no longer in class. Various conveniences are indeed provided by today's technological advances which support the realization of more effective learning (Zaputra & Sulastri, 2020).

This research was conducted at State Junior High Schools in Kayuagung District (OKU). The researcher chose Public Middle Schools in Kayuagung District by considering that the research location had good access and a strategic location that was easy for researchers to reach so as to provide convenience for researchers to conduct research. In addition, the research location has adequate resources and facilities and infrastructure so that it can support this research.

Observations made by researchers from 10 May 2022 to 20 May 2022 at Public Middle Schools in Kayuagung District. It was stated that Public Middle Schools in the Kayuagung District as a whole had school facilities or educational facilities and infrastructure that were quite good where physical facilities such as classrooms, library rooms, laboratory rooms, leadership rooms, administration rooms, places of worship, counseling rooms, UKS rooms, rooms student organizations, latrines, warehouses, circulation rooms, and places to play/exercise have been owned and are in a good category and should be a means in an effort to improve the performance of state junior high school teachers in Kayuagung District.

The teacher performance indicators found by researchers, it is known that the performance of State Middle School teachers in the Kayuagung District as a whole, especially in the online learning process, is not in good condition. This can be seen from several researchers' findings which indicate a condition where teachers have not been able to maximize technological developments in learning activities. Especially for teachers who are accustomed to face-to-face learning, this condition raises unpreparedness for learning. Changes that occur quickly and suddenly as a result of the pandemic force all teachers to be able to use technology that can connect teachers and students in learning without having to face each other face to face.

In face-to-face learning activities, learning media can be in the form of people, surrounding objects, the environment and anything that can be used by the teacher as an intermediary in conveying subject matter. This will be different when learning is carried out online. All media or tools that the group can actually present, turn into visual media due to distance limitations.

The implementation of online learning, which is considered sudden due to the pandemic, inevitably forces teachers to switch to using *e-learning based learning* as the only possible method for delivering learning material. This is an obstacle for elementary school teachers, because teachers do not yet have readiness from face-to-face learning to online learning.

Neither the school nor the education office has provided training on using online learning support applications. Before determining the application to be used, the teacher discusses with the student's guardian to determine the application to be used,

taking into account ease of use. Based on the results of observations made by researchers, it can be stated that 100% of teachers choose to use the *Whatsapp application* as an online learning tool. In order to monitor student learning progress, each teacher has a class group that is used to carry out and monitor online learning.

The performance of teachers in educational institutions is closely related to the success of the learning process in schools, therefore an effective management of the availability of school facilities is needed. This management does not run optimally if it is not used properly by the teacher. Preliminary observations made by researchers, can be put forward as a general description of the managerial competence of school principals is still not in the high category, where the initial findings of the authors state that school principals have not been able to maximize their managerial role in efforts to improve school quality through improving teacher performance. Preliminary findings also suggest that public junior high schools in the Kayuagung District as a whole already have adequate school facilities to encourage teacher performance improvement. However, the results of the researchers' initial observations revealed that school facilities had not been able to be utilized by most of the State Junior High School teachers in the Kayuagung District in an effort to improve their performance.

Teacher Performance

Rivai (2015) states that performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. In contrast to the opinion expressed by Gomes (2011), giving the meaning of performance as *the record of outcomes produced on a specified job function or activity during a specified time period.* In this definition, the emphasized aspect is the *outcome* resulting from the function of a particular job or activity over a certain period of time. Thus, performance only refers to a series of results obtained by an employee during a certain period and does not include the personal characteristics of the employee being assessed.

Performance combines the quality and quantity of an individual or group work resulting in a particular activity caused by natural abilities or abilities obtained from the learning process and the desire to excel. Mulyasa (2012) explains that performance has a close relationship with productivity because it is an indicator in determining efforts to achieve a high level of organizational productivity. Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon.

Mangkunegara (2014) states that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him. The level of employee performance is closely related to the reward system, including the salary applied by the institution or organization where they work.

Teacher performance is the teacher's willingness to carry out an activity and perfect it in accordance with his responsibilities with the expected results. Teacher performance is the result of work that can be achieved by teachers in learning activities in accordance with their respective authorities and responsibilities in an effort to achieve school goals. Performance is a condition that must be known and confirmed by certain parties to determine the level of achievement of an agency's results related to the vision carried out by an organization or company and to know the positive and negative impacts of an established policy.

According to Yamin & Maisah (2010) factors that influence performance include teacher intrinsic factors (personal/individual) or HR and extrinsic, namely leadership, system, team, and situational. In simple terms, the description is as follows 1) Personal/individual factors, including elements of knowledge, skills, abilities, self-confidence, motivation, and commitment possessed by each individual such as a teacher; 2) Leadership factors, including aspects of the quality of managers and *team leaders* in providing encouragement, enthusiasm, direction, and work support for teachers; 3) Team factors, including the quality of support and enthusiasm given by colleagues in a team, the trust of fellow team members, cohesiveness, and closeness of team members; 4) System factors, including work systems, work facilities provided by school leaders, organizational processes, organizational (school) culture; 5) Contextual (situational) factors, including pressure from changes in the *external* and *internal environment*.

According to Yamin and Maisah, (2010) performance factors are 1) individual performance factors including knowledge, skills, motivation, role; 2) group performance factors include: team closeness, leadership, cohesiveness, team roles, norms; 3) Organizational performance factors include: environment, leadership, organizational structure, choice of strategy, technology, organizational culture, organizational processes. Individual performance is influenced by factors of knowledge, skills, motivation, and the role of the individual concerned. From the above opinion it can be concluded that teacher performance will affect the performance of other teachers and ultimately this teacher's performance will affect school performance.

School facility

School facilities are synonymous with educational facilities and infrastructure. Educational facilities are all devices, equipment, materials and furniture that are directly used in the educational process in schools and educational infrastructure are all basic equipment that indirectly supports the implementation of the educational process in schools (Barnawi & Arifin, 2013). Wahyuningrum (2014) states that facilities are everything that can facilitate and expedite the implementation of a business. Facilities are facilities and infrastructure needed to carry out or expedite an activity (Frisdiantara, 2013).

School facilities and infrastructure are all movable and immovable objects needed to support the implementation of the teaching and learning process in school education institutions, either directly or indirectly. In particular, it can be distinguished between educational facilities and educational infrastructure. School facilities include all goods and equipment used during the educational process at school. School infrastructure are all components that indirectly support the course of the teaching and learning process or all the facilities that existed before the existence of facilities at school such as: roads leading to schools, courtyards, and others (Musfiqon & Widodo, 2016).

Facilities and infrastructure standards are national education standards relating to minimum criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, places to play, places to be creative and recreation, as well as other learning resources needed to support the learning process, including the use of information and communication technology (Sulfemi et al, 2018). It can be concluded that what is meant by school facilities are facilities that either directly or indirectly support the educational process which includes buildings (buildings, classrooms, laboratories), school equipment (books, chalk, paper, chairs, tables), learning media and libraries. School facilities, both mobile and immovable, aim to make the learning process run smoothly, regularly, effectively and efficiently.

E-Learning

Learning is an effort to guide students and create an environment that allows the learning process to occur. In this way, students are not only given fish, but given tools and how to use them to catch fish, and even given the ability to create tools to catch these fish (Siregar & Nara, 2010).

E-Learning is a learning method that utilizes web-based information technology (IT) that can be accessed remotely so that learning is carried out not only in the classroom and at certain hours but can be carried out anytime and anywhere. *E-learning* innovation is a new learning model in education which provides a large role and

function for the world of education. This is to answer the shortcomings and weaknesses of conventional education (education in general), including the limitations of space and time in the process of conventional education. Information technology (IT) that has a standard internet platform can be a solution to this problem because of the nature of the internet, which allows everything to be connected, cheap, simple and open so that the internet can be used by anyone (everyone), anywhere (everywhere), anytime (every time) and free to use (available to everyone) (Keban & Taufik, 2015).

B. Methods

This is *ex post facto* research design. Sugiyono, (2012) suggests that the *ex post facto research design* is research that aims to investigate events that have occurred and then trace back to find out the factors that led to these events. The number of samples is 161 teachers of state junior high schools in the Kayuagung sub-district, which are divided into 6 schools in state junior high schools in the Kayuagung sub-district. Data collection techniques in this study using a questionnaire. The data scale used is a Likert scale. Data analysis techniques used descriptive quantitative analysis techniques, simple regression tests and multiple regression tests using SPSS 22.00.

The hypothesis tested in this study is the effect of independent variables on Principal Managerial Competence (X_1) School Facilities (X_2) and Teacher Performance (Y) both individually and together. The statistical hypothesis is formulated as follows.

Hypothesis 1

H_{01} is rejected if $t_{count} > t_{table}$
H_{01} is accepted if $t_{count} \leq t_{table}$

Hypothesis 2

H_{02} is rejected if $t_{count} > t_{table}$
H02 $_{is}$ accepted if $t_{arithmetic} \leq t_{table}$

Hypothesis 3

H_{03} is rejected if $F_{count} > F_{table}$
H_{03} is accepted if $F_{count} \leq F_{table.}$

C. Results and Discussion

School Facilities in Public Junior High Schools in Kayuagung District

Description of the variable data on school facilities at State Junior High Schools throughout the Kayuagung District consists of descriptive statistics, frequency distributions and percentage categories for each respondent's answer. Each item consisting of 20 questions includes five indicators, namely (1) Land; (2) school buildings; (3) school supplies; (4) teaching media; (5) Library facilities. The results of the descriptive analysis of the school facility variable in the Kayuagung District are based on state junior high schools; the results of category analysis can be stated that school facilities are included in the fairly good category with the highest percentage value being 36.92% for the fairly good category.

E-Learning Statistics at State Junior High Schools in Kayuagung District

e-learning variables at state junior high schools in the Kayuagung District are described in 20 indicator question items 1) Want to include four indicators, namely (1) learning that utilizes electronic technology services; (2) learning that utilizes the advantages of computers (digital media and computer networks); (3) learning that uses teaching materials is independent (self-learning materials); and (4) digital education administration. Descriptive statistical data show that e-learning at State Junior High Schools in the Kayuagung District is in the unfavorable category.

Description of State Junior High School Teachers' Performance Statistics in Kayuagung District

The teacher performance variable consists of 20 question items which contain five indicators, namely (1) the ability to plan lessons; (2) the ability to carry out learning; (3) the ability to assess learning outcomes; (4) the ability to guide and train students; (5) the ability to carry out additional tasks. The results of the descriptive analysis of the performance variables of state junior high school teachers in the Kayuagung District are in the unfavorable category.

Test Data Requirements

Data requirements test is one of the necessary parts in analyzing data. The test data requirements in this study are as follows.

Normality test

The normality test in this study used the *Kolmogrov-Smirnov test* using SPSS 20.00. The

results of the normality test analysis in this study based on the *One-Sample Kolmogorov-Smirnov Test* obtained a sig (2-tailed) value of 0.801. The sig value of 0.801 was greater than 0.05. Thus, it can be stated that all data are normally distributed l.

Linearity Test

To state whether the regression line in this study is linear or not, it is tested by using the coefficient $F_{calculated}$ on linearity or $F_{calculated}$ on *Deviation from linearity*. When using $F_{arithmetic}$: Reject H_0 If $F_{arithmetic} > F_{table}$ or Sig < (0.05) in other cases H_0 is accepted, or it is said to be linear. The result is that *the Deviation from linearity* value is 1.612. Thus, the Sig value > 0.05, meaning that the regression line in this study is linear.

Multicollinearity Test

The multicollinearity test means that there is a perfect or definite linear relationship between some or all of the variables that are independent of the existing model. As a result of this multicollinearity the regression coefficient is not certain and the standard error is infinite. The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. The method for testing the presence of multicollinearity can be seen from *the tolerance value* or *variance inflation* factor (VIF). The limit of *the tolerance value* > 0.1 or the VIF value is less than 10, so there are no symptoms of multicollinearity. Based on the analysis results, it can be seen that the tolerance value and the two independent variables are more than 0.1 and VIF is less than 10. So, it can be concluded that in the regression there is no multicollinearity problem.

Hypothesis test

The Effect of School Facilities on the Performance of State Junior High School Teachers in the Kayuagung District

Based on the simple regression test above, the t-count value is 5.570 > the t-table price is 1.654 where the t-count price is greater than t-table, so Ho 1 is rejected, so that there is a significant influence between school facilities on the performance of teachers in public junior high schools in the district Kayuagung.

E-Learning on the Performance of State Middle School Teachers in the Kayuagung District

Based on the test of the significance of the *e-learning* variable on the performance of state junior high school teachers in the Kayuagung District, it was obtained that the t value was 7.353 ≥ the t table price was 1.654 where the t calculated price was greater

than t table then Ho 2 was rejected, so that there was a significant influence between learning *e-learning* on the performance of state junior high school teachers in the Kayuagung District.

The Mutual Influence of School Facilities and E-Learning on the Performance of State Middle School Teachers in the Kayuagung District

Based on the results of the multiple regression test, the constant value of the regression equation (*a*) is 11,290 and the coefficient value of the independent variable ($b1_{)}$ is 0.019 and the value ($b2_{)}$ is 0.825, so the regression equation is obtained as follows.
$Y = a + b_1 X_1 + b_2 X_2$
$Y = 212.410 + 0.344 X_1 + 0.478 X_2$

This means that teacher performance has increased positively through school facilities and *e-learning*. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of school facilities and e-learning on teacher performance variables. based on the Anova test obtained F count of 1369,609 with a significance level of 0.000 <probability value α 0.05 while F table corresponds to a significance level of 0.05 (3.159) of 2.66 so that F count > F table (151.716 > 3.04) so that Ho_3 is rejected, meaning that there is a jointly significant influence between school facilities and *e-learning* on the performance of teachers in state junior high schools in the Kayuagung District. To find out how much influence the independent variables have on the dependent variable simultaneously, it can be seen in the following *model summary table*. Based on the determination test, the R *squared* value was 0.614, thus the termination coefficient was 61.4%, so it can be concluded that the influence of school facilities and *e-learning* on the performance of state junior high school teachers in the Kayuagung District is 61.4% and the remaining 38.6% is influenced by other factors not examined in this study.

Based on the results of the analysis above, it can be argued that school facilities and *e-learning have* a joint effect on the performance of state junior high school teachers in the Kayuagung District. The results of statistical descriptive analysis show that school facilities in the very good category are 16 or 8.25%, category good amounted to 56 or 28.86%, quite good category of 71 or 36.60%, less category of 51 or 26.29%, and very poor category of 0 or 0%. Analysis results This shows that school facilities are included in the fairly good category with a percentage value of 36.92 %. Then the results of the analysis of statistical descriptions of e-learning with a very good category amounted to 21 or 10.82%, category good amounted to 51 or 26.29%, quite good category of 58 or 29.90%, poor category of 61 or 31.44%, and very poor category of 3 or 1.55%. Analysis results This shows that *e-learning* for state junior high schools in the Kayuagung District is in the unfavorable category.

The results of the analysis of the description of the teacher's performance in very good category amounted to 15 or 7.73%, category good amounted to 50 or 25.77%, quite good category of 61 or 31.44%, poor category of 62 or 31.96%, and very poor category of 6 or 3.10%. Analysis results This shows that the teacher's performance is in the poor category.

Based on a simple regression test, the t-count value is 5.570 > the t-table price is 1.654 where the t-count price is greater than t-table, so Ho $_1$ is rejected, so that there is a significant influence between school facilities on the performance of state junior high school teachers in Kayuagung District. The results of this study state that teacher performance has been positively influenced by existing facilities at school. Complete school facilities will provide encouragement and motivation to teachers in fulfilling their duties in teaching students. Teachers will find it easier to develop their potential to create an effective and interesting learning process. As the results of research from Alhusaini et al (2020) state that there is a significant effect of work motivation on teacher performance.

Therefore, there are differences in teacher performance where schools have good infrastructure and those that are not good. Complete infrastructure facilities will improve the teacher's ability to process teaching and learning activities to be more interesting and maximal and able to achieve the desired learning objectives. Teachers who are equipped with adequate school facilities will show better performance than teachers who are not equipped with adequate facilities and infrastructure. The results of this study are supported by research from Sawianti et al (2019) which states that there is an influence of learning facilities on teacher performance at SMP Negeri 1 Ulaweng, Bone Regency. Prawoto (2019) the effect of infrastructure on teacher performance through motivation has a positive and significant effect.

The results of the study indicate that school facilities have a positive influence on teacher performance. Good school facilities will make teachers feel safe, comfortable in carrying out teaching and learning activities so that teachers are better able to improve their ability to process teaching and learning activities to be more interesting and maximal and able to achieve the desired learning goals.

Then based on the test of the significance of the *e-learning* variable on the performance of state junior high school teachers in the Kayuagung District, it was obtained that the t value was 5.613 ≥ the t table price was 1.654 where the t calculated price was greater than t table then Ho 2 was rejected, so that there was a significant influence between *e-learning* on the performance of state junior high school teachers in the Kayuagung District. Based on the results of the analysis above, it can be stated that *e- learning* can affect teacher performance through increasing the quality of learning. Elyas (2018) suggests that the *e-learning model* is a new breakthrough in the field of teaching and

learning, because it is able to minimize differences in teaching methods and materials, thus providing a more consistent quality standard of learning.

Although there are some drawbacks such as the lack of interaction between teachers and students or even between the students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process. The tendency to ignore academic or social aspects and instead encourage the growth of business/commercial aspects. The learning and teaching process tends towards training rather than education. The teacher's role has changed from those who previously mastered conventional learning techniques, now they are also required to know learning techniques that use ICT. Fifth, students who do not have high learning motivation tend to fail. Not all places have internet facilities. Seventh, lack of personnel who know and have internet skills and lack of mastery of computer languages (Bullen, 2001). However, the *e-learning system* is absolutely necessary to anticipate current developments with the support of information technology where everything is heading to the digital era, both mechanism and content Elyas (2018).

E-learning, teachers can provide different ways in the learning process so as to encourage student motivation and increase learning achievement. Based on the results of research from Ibrahim & Suardiman (2014) which stated that there was an effect of using *e-learning* and the average learning score using *e-learning* was 15.45 higher than conventional learning of 12.09. So, it can be concluded that there is a positive effect of the use *of e-learning* on student achievement at SDN Tahunan Yogyakarta. There is an effect of the use of e-learning on students' learning motivation and the tendency of students' learning motivation to use *e-learning* is higher than conventional learning. So, it can be concluded that there is a positive effect of the use *of e-learning* on the learning motivation of Yogyakarta Annual SDN students. Then research from Rahmatia et al (2017). with the results of the study, stating that $t_{count} \geq t_{table}$ is obtained, namely $4.8 \geq 2.042$, so that H_0 is rejected or H_1 is accepted, it can be concluded that there is an influence of *e-learning media* on students' mathematics learning outcomes in fraction material in class IV SDN 20 Banda Aceh. The ability of students to complete the test questions successfully is 78.12 %.

Based on a simple regression test, the t-count value is 7.353 > the t-table price is 1.654 where the t-count price is greater than t-table, so Ho_1 is rejected, so that there is a significant influence between school facilities on the performance of state junior high school teachers in Kayuagung District. Then based on the test of the significance of the e-learning variable on the performance of state junior high school teachers in the Kayuagung District, the t-value of 5.613 ≥ the t-table price of 1.654 where the t-count price is greater than t-table then Ho 2 is rejected, so there is a $_{significant}$ influence between *e-learning* on the performance of state junior high school teachers in the Kayuagung District.

From the Anova test, the calculated F is 151.716 with a significance level of 0.000 <probability value α 0.05 while the F table corresponds to a significance level of 0.05 (3.159) of 2.66 so that F count > F table (151.716 > 3.04) so that Ho $_3$ is rejected, meaning that there is a jointly significant influence between school facilities and *e-learning* on the performance of teachers in state junior high schools in the Kayuagung District. Based on the R *square value* of 0.614, the termination coefficient is 61.4% so that it can be concluded that the influence of school facilities and *e-learning* on the performance of State Middle School teachers in the Kayuagung District is 61.4% and the remaining 38. 6% is influenced by other factors not examined in this study.

The results of this analysis are supported by research results from Hanum (2013) which states that the implementation of e-learning at Telkom Sandhy Putra Purwokerto Vocational School is in accordance with the quality standards of e-learning implementation in the learning planning component is quite effective with a trend of 77.57%; components of design and manufacture of materials are quite effective with a tendency of 75.14%; e-learning delivery component is quite effective with a trend of 75%; the learning interaction component is quite effective with a tendency of 66.10%; and the evaluation component of the implementation of e-learning is quite effective with a trend of 69.01%. Overall, it can be concluded that the implementation of e-learning as a learning medium at Telkom Sandhy Putra Purwokerto Vocational School is quite effective with a trend level of 77.27 %, this suggests that there are other factors that influence e-learning to be carried out effectively (Bandi & Supriyoko, 2019).

Then research by Taneo (2021) which states that based on the results of the correlation test it is known that the sig. the value is 0.00. Because the value of sig. 0.00.<0.05, it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant influence between e-learning and the effectiveness of subject teachers. On the grounds that the value of R (correlation) is 0.989> 0.05 with big influence (R square) 0.979 or 97.9%.

Then the results of research from Rasdi (2021) which state that work facilities have a fairly close relationship with teacher performance, with a correlation coefficient of 0.490. Determination (r2) of 0.240 this number states that work facilities are able to explain the performance variable for SMPN 8 Jambi City teachers by 24% and vice versa 80% is caused by other variables outside of this study. Work facilities on teacher performance at SMPN 8 Jambi City based on calculations through statistical tests show that count (4.313) > table (2.39238), then the decision Ho is rejected and Ha is accepted. Thus, there is a significant influence between work facilities variables on teacher performance.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

1. There is a significant influence between school facilities on the performance of state junior high school teachers in the Kayuagung District. Based on the simple regression test, the t-count value is 5.570 > from the t- table price of 1.654 where the t-count price is greater than t-table, so Ho $_1$ is rejected.
2. There is a significant influence between e-learning on the performance of state junior high school teachers in the Kayuagung District. Based on the significance test of the e-learning variable on the performance of state junior high school teachers in the Kayuagung District, the t value was 5.613 ≥ the t table price was 1.654 where the t calculated value was greater than t table, so Ho 2 was rejected.
3. There is a jointly significant influence between school facilities and e-learning on the performance of state junior high school teachers in the Kayuagung District. Based on test results ANOVA, obtained F count of 151.716 with a significance level of 0.000 <probability value α 0.05 while F table corresponds to a significance level of 0.05 (3.159) of 2.66 so that F count > F table (151.716 > 3.04) so that Ho $_3$ is rejected.
4. Based on the results of the estimation test, the value of R *square is obtained* of 0.974. Thus, the coefficient of termination is 97.4% so that it can be concluded that the influence of school facilities and *e-learning* on the performance of State Middle School teachers in the Kayuagung District is 97.4% and the remaining 2.6% is influenced by factors others that were not examined in this study.

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