Article

THE EFFECT OF INFRASTRUCTURE AND WORK ENVIRONMENT ON PRIVATE MADRASAH TSANAWIYAH TEACHERS' PERFORMANCE IN CENTRAL JAKARTA

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ABSTRACT

Teachers' performance can be influenced by limited educational facilities and infrastructure, such as small classrooms, insufficient learning equipment, and inadequate facilities. The lack of access to technology, like computers and multimedia devices, can hinder the use of diverse teaching methods and innovations. Additionally, an unsafe work environment and poor building conditions can negatively impact teachers' well-being and performance. This study aims to examine: 1) The impact of infrastructure on the performance of private Tsanawiyah Madrasah teachers in Central Jakarta, 2) The effect of the work environment on teacher performance, and 3) The relationship between infrastructure and the work environment. The study uses a quantitative approach. The population consists of 184 teachers from Tsanawiyah Madrasah in Central Jakarta. Using the Slovin formula, the sample size was determined to be 124 teachers. The findings show that: 1) Infrastructure facilities (X1) account for 41% of the impact on teacher performance (X3), with the remaining 59% influenced by factors not explored in this study. 2) The work environment (X2) accounts for 45.4% of the impact on teacher performance (X3), while 54.6% is influenced by other factors. 3) Infrastructure facilities (X1) account for 67.9% of the impact on the work environment (X2), with the remaining 32.1% influenced by other factors not examined in this study.

Keywords: Infrastructure, Work Environment, Teacher Performance

INTRODUCTION

In Indonesia, efforts to consistently improve the quality of education are closely coordinated with initiatives to enhance educational facilities and infrastructure. According to the National Education System Law, every educational institution (both formal and non-formal) is responsible for providing the resources necessary for students to achieve their full academic, personal, social, and emotional potential.

The principal of a school has the responsibility to establish and nurture a supportive culture that enhances effectiveness in all aspects of school activities. A positive school culture or climate plays a significant role in influencing student learning outcomes. The school principal is accountable for cultivating this culture during the learning process (Sembiring, 2020; Lian & Artanti, 2020). In recognizing the importance of culture in shaping the learning environment, cooperation among all school members—including the principal, teachers, and staff—is essential. It is evident that the creation of such a culture is a collective responsibility and must be approached with dedication and loyalty.

The strategy developed in the implementation of integrated quality management within educational institutions positions these institutions as service providers, or in other words, as service industries. Educational institutions should deliver services that meet the expectations of their "customers" (students and their families), and thus, must adhere to quality standards. This perspective highlights the importance of all components of the educational system—input, process, and output—not just a focus on individual aspects of education. This approach also extends to the fulfillment of learning facilities and supporting infrastructure. In addition to the provision of these resources, it is crucial that proper management, in line with national standards, is implemented to fully support the learning process. The low quality of education in schools is often attributed to strategic areas that require strengthening, including policies regarding the quality of infrastructure, teachers, school management, work environment, and other factors.

Teachers' performance in the classroom is a critical factor in achieving educational goals (Marphudok, et al, 2020; Gunawan, 2019). As the central figures in education, the quality of teacher performance directly impacts student outcomes. Several factors influence teachers' performance, such as: (1) salary, (2) infrastructure, (3) physical work environment, and (4) leadership.

Teachers' performance is often influenced by limitations in educational facilities and infrastructure, such as narrow classrooms, lack of learning equipment, and inadequate facilities. Insufficient access to educational technology, such as computers and multimedia devices, can hinder the use of varied teaching methods and innovations in the learning process. Additionally, unsafe work environments and poor building conditions can have a negative impact on teachers' well-being and performance. Poorly maintained or inadequate building conditions, such as insufficient ventilation and lighting, create an environment that is not conducive to learning.

The Private Tsanawiyah Madrasah in Central Jakarta, based on preliminary studies, faces several challenges. These include teachers who struggle to optimize classroom learning and limited use of learning facilities. The available infrastructure is insufficient, with no science laboratory, disorganized parking areas, and inadequate classrooms. This leads to the splitting of classes into morning and afternoon shifts and results in unengaging teaching methods, which ultimately affects teachers' performance. However, some teachers continue to carry out their duties effectively.

Teachers' performance refers to the assessment and evaluation of how a teacher fulfills their duties and responsibilities in the educational environment. Several aspects influence teachers' performance, such as classroom skills, relationships with students, collaboration with colleagues, and their impact on the growth and progress of the school. Teachers' performance has a direct and significant impact on classroom learning activities, encompassing the various ways teachers facilitate and influence students' learning processes.

As the front line of education, teachers' performance in the classroom is a key factor in achieving educational goals. Students' success in school is directly influenced by how well teachers perform their tasks. To address existing issues, serious attention must be given to improving educational infrastructure and the work environment. Enhancing these aspects will not only improve teachers' well-being but also have a positive impact on the overall quality of education.

Nevertheless, many instructors still fall short of expectations in managing their classrooms. The National Accreditation Board for Schools and Madrasahs (BAN-SM) reviewed data from 2020 and 2021 to assess school and madrasah performance. A decline in performance was noted in 22.6% of

schools and institutions. The state of school facilities and the surrounding environment has also been examined by Sri Sumiyati, a student from IAIN Samarinda.

Of all the factors influencing teachers' performance, only 25.9% are directly related to teachers' work. Other variables, such as school leadership, income, and personal attributes like knowledge, skills, talent, self-confidence, motivation, and dedication, contribute to 74.1%. This includes the abilities of managers and leaders to inspire, guide, and assist educators in their work. Contextual factors (situations), such as external pressures and changes, as well as trust and closeness with teammates, team cohesion, and the support and enthusiasm from colleagues, all play a role in how well an organization (school) performs.

Good teacher performance is achievable when educational facilities support teaching innovations. Spacious classrooms, equipped with modern tools and technology, allow teachers to apply creative and interactive teaching methods. Adequate facilities also create a comfortable and conducive learning environment for students.

Teacher effectiveness can be enhanced in a supportive and cooperative workplace. Positive relationships between staff, students, and parents create a pleasant work atmosphere and boost morale. This also supports collaboration among teachers to share ideas and effective teaching experiences.

By providing supportive facilities and a conducive work environment, a school can create the conditions that enable teachers to perform at their best and positively impact students' learning experiences.

Based on observations conducted by researchers in several high schools, some teachers fail to implement lesson plans during instruction, while others do not have lesson plans at all, relying only on textbooks. This reflects a profile of teachers whose performance remains low, with teaching approaches that are monotonous and lack sufficient preparation.

Teachers continue to use very simple teaching preparations, fail to fully utilize the curriculum references required, and are inconsistent in implementing lesson plans (RPP). This affects the teaching process, as many teachers still dominate the class with verbal instruction and rely on their past experiences over time, without embracing new methods, teaching media, or modern assessment systems. Many still teach by rote, without adequate planning.

Another challenge is that, while schools may have completed their infrastructure, its benefits are not fully realized by the teachers, leading to suboptimal teacher performance. Teachers continue to rely on conventional learning media. This issue is further supported by interviews with teachers from a high school in Pedamaran district, who noted that although the infrastructure is largely complete, the facilities, especially for learning activities, are not fully utilized (Kusumaningrum. Et al, 2019; Kusumaningrum. Et al, 2017; Gunawan, & Sulistyoningrum, 2016). The limited teaching time and the high demand for learning aids mean teachers predominantly use textbooks during the learning process.

In addition to facilities and infrastructure, the work environment also significantly affects teacher performance. A conducive work environment fosters professional attitudes and actions that align with teachers' responsibilities and roles (Gunawan, 2011; Kusumaningrum. Et al, 2017; Gunawan. Et al, 2018; Nursalina. Et al; 2021). A positive work environment enhances teachers' ability to perform their duties effectively, while a poor environment can hinder their performance, limiting their ability to maximize educational outcomes.

METHOD

In this study, the method used is a causal survey with a path analysis approach. The distribution of instruments in the form of questionnaires to collect data on the influence of facilities and infrastructure (X1) and work environment (X2) on teacher performance (X3) of Madrasah Tsanawiyah in Central Jakarta. The design of the research problem constellation is depicted as follows:
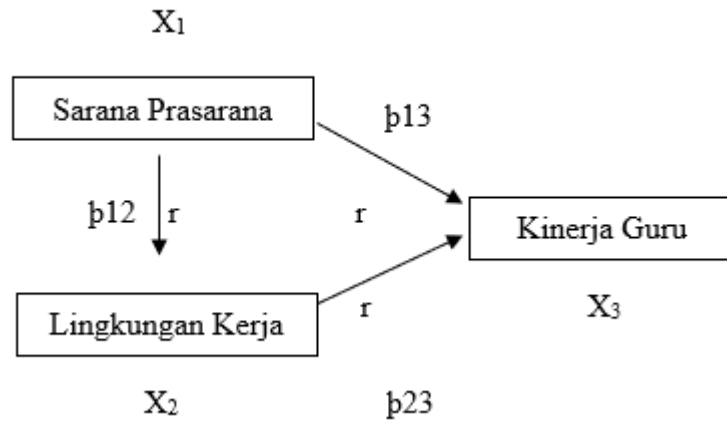
Description:
X1: Facilities and Infrastructure
X2: Work Environment
X3: Teacher Performance
þ13: Effect of X1 on X3
þ23: Effect of X2 on X3
þ12: Effect of X1 on X2

This study investigates the problem by utilizing current information from a population and is a type of quantitative research that uses descriptive analytical methodology. In an effort to get a comprehensive picture of the factors that influence infrastructure (X1), workplace (X2), and educator effectiveness (X3). Research that uses a design is known as quantitative research. The purpose of this study is to collect quantitative numerical data from a specific population or sample using validated instruments that represent the dimensions and indicators of variables (Wirawan, 2012: 152). This research is characterized by causal research with the aim of identifying changes in a component that are related to changes in one or more other variables, (Suryabrata, 2013: 24).

Hopefully, descriptive techniques will produce data, which can then be processed and analyzed to draw conclusions. The entire population studied will be the target of the findings.

The population of the study was 184 teachers of Madrasah Tsanawiyah Central Jakarta with a sample of 124.

A questionnaire was used as a means of collecting information for this study. Giving a group of people a series of predetermined written questions and asking them to fill them out is known as a questionnaire. Closed and indirect surveys were used, which implies that respondents provide previously known responses. The following information can be obtained from this survey method: Facilities and Infrastructure (X1) and Work Environment (X2) in this study were used to identify Teacher Performance (X3) of Madrasah Tsanawiyah in Central Jakarta using an indirect questionnaire filled out by teachers and school leaders. Furthermore, a scoring weight table was created for the Teacher Performance instrument assessment using a Likert scale. With five alternative answers, namely: very good (SB), good (B), quite good (C), not good (TB) very bad (STB). This study includes three variables to be collected, the influence of facilities and infrastructure, work environment and teacher performance.

FINDINGS AND DISCUSSION

The Influence of Facilities and Infrastructure (X1) on Teacher Performance (X3)

The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t-count

of 9,203 are significant at 0.001. Because the t-count is greater than the table (9,203> 1,979) the significance does not exceed 5% (0.001 <0.050) then Ha is accepted H0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.410. This shows that 41% of Facilities and Infrastructure (X1) have an impact on Teacher Performance (X3), while the remaining 59% are influenced by other factors not examined in this study.

In line with the research found by Dyah Fauziana (2017) teacher performance has been positively influenced by the facilities and infrastructure in schools. This can be interpreted that infrastructure can have a positive effect on the performance of teachers at Private Middle Schools in Central Jakarta. In terms of infrastructure and teacher performance, Nopi (2022) strengthens it. Educators whose classrooms have adequate resources will outperform their colleagues whose classrooms lack these resources. Thus, efforts to improve teacher performance can be carried out by providing infrastructure facilities that support learning and to improve teacher performance, especially the performance of teachers at Private Middle Schools in Central Jakarta.

The Influence of the Work Environment (X2) on Teacher Performance (X3)

The results of the t-test calculation of the Work Environment variable (X2) with a t count of 10,082 are significant at 0.001. Because the t count is greater than the table (10,082> 1,979) the significance does not exceed 5% (0.001 <0.050) then Ha is accepted H0 is rejected, it can be said that the Work Environment (X2) has a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.454. This shows that 45.4% of the Work Environment (X2) has an impact on Teacher Performance (X3), while the remaining 54.6% is influenced by other factors not examined in this study.

In line with research found by Rifa Elfita, Zulhaini, Ikrima Mailani (2019) the Work environment has a strong impact on teacher performance. This means that the work environment can have a positive impact on teacher performance, especially on the performance of teachers at Private Junior High Schools in Central Jakarta. The influence of the work environment on teacher performance is reinforced by Fauzia Agustini (2011) "the work environment of an organization is the nature of the work environment or psychological environment in the organization that is felt and considered by teachers to be able to influence their attitudes and behavior towards their work." Thus, a good work environment will improve teacher performance and provide a positive impact.

The Influence of Facilities and Infrastructure (X1) on the Work Environment (X2)

The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t count of 10,064 are significant at 0.001. Because the t count is greater than the table (10,064 > 1,979) the significance does not exceed 5% (0.001 < 0.050) then Ha is accepted H0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on the Work Environment (X2). The results of the R Square calculation are 0.679. This shows that 67.9% of Facilities and Infrastructure (X1) have an impact on the Work Environment (X2), while the remaining 32.1% are influenced by other factors not examined in this study. In line with research conducted by Bella Saphira (2014) that facilities and infrastructure greatly affect the working environment conditions it is necessary to adjust the facilities and infrastructure that is done regularly or adjust the surrounding circumstances. This means that facilities and infrastructure can provide positive things to the work environment, especially to the work environment of teachers of Private Middle Schools in Central Jakarta.

CONCLUSION

In this chapter, the author will analyze and explain the research results, then draw conclusions from the findings. The following are the conclusions of the findings of this study:

1. The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t count of 9,203 are significant at 0.001. Because the t count is greater than the table (9,203> 1,979) the significance does not exceed 5% (0.001 <0.050) then Ha is accepted H0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.410. This shows that 41% of Facilities and Infrastructure (X1) have an impact on Teacher Performance (X3), while the remaining 59% are influenced by other factors not examined in this study.

2. The results of the t-test calculation of the Work Environment variable (X2) with a t-count of 10,082 are significant at 0.001. Because the t-count is greater than the table (10,082 > 1,979) the significance does not exceed 5% (0.001 < 0.050) then Ha is accepted H0 is rejected, it can be said that the Work Environment (X2) has a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.454. This shows that 45.4% of the Work Environment (X2) has an impact on Teacher Performance (X3), while the remaining 54.6% is influenced by other factors not examined in this study.

3. The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t-count of 10,064 are significant at 0.001. Because t count is greater than the table (10.064 > 1.979) is significant not exceeding 5% (0.001 < 0.050) then Ha is accepted H0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on the Work Environment (X2). The result of the R Square calculation is 0.679. This shows that 67.9% of Facilities and Infrastructure (X1) have an impact on the Work Environment (X2), while the remaining 32.1% are influenced by other factors not examined in this study.

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