

THE EFFECT OF WORK FACILITIES AND MOTIVATION ON TEACHER PERFORMANCE AT SDIT TUNAS ILMU TANJUNGPINANG

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ABSTRACT

The purpose of this study was to determine the influence of work facilities and motivation on teacher performance at SDIT Tunas Ilmu Tanjungpinang. Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. This research uses quantitative methods. The research sample used was a saturated sample of 50 people. The data collection technique in this study was to use a 5-point likert scale in the form of a questionnaire with a total of 30 questions. The data analysis method is carried out using the validity test analysis method, reliability test, normality test, and hypothesis test. The results of this study show that work facilities affect teacher performance with a significant level ($0.001 < 0.05$), and motivation affects teacher performance with a significant level ($0.000 < 0.05$), the conclusion of this study is that there is an influence of work facilities and motivation together on teacher performance at SDIT Tunas Ilmu Tanjungpinang with a significant level ($0.000 < 0.05$).

Keywords

Work Facilities; Motivation; Teacher Performance

INTRODUCTION

Facilities in an educational institution are the main things that must be considered. Components of infrastructure facilities are urgently needed, especially that the implementation of activities requires tools and facilities that can expedite the process of transforming knowledge and skills needed by teachers (Sinen, 2017). Because the availability of facilities and infrastructure will support academic activities and support the realization of intensive learning. In addition, the role of the teacher in teaching is also very important because of the teacher's involvement in using the facilities in the teaching and learning process. If the condition of school facilities is inadequate, such as inadequate buildings, incomplete laboratories, damaged or insufficient school benches, and many other problems related to school facilities because all of this will affect students' abilities. With complete facilities that support teaching and learning activities, teachers are also expected to be able to optimize their performance.

This statement is also supported by the results of research by Heriati and Daulay (2020) with the title "The Effect of Work Environment, Work Facilities and Motivation on Teacher Performance at the Azadin Anhar Education Foundation, Wampu District, Langkat Regency" shows that work facilities have a positive and significant effect on teacher performance at the Azadin Anhar Education Foundation, Wampu District, Langkat Regency. Another study by (Meylani & Ramlawati, 2017) with the title "The Effect of Competence, Facilities and Motivation on the Performance of Public High School Teachers in Kolaka Regency" states that motivation has a positive and significant influence on the performance of public high school teachers in Kolaka Regency.

Regarding the performance of teachers at SDIT Tunas Ilmu Tanjungpinang, even though coaching is carried out every week for teachers and staff, it is still not satisfactory. This is also supported by National Education Standards data and PMP (Educational Quality Assurance) Radar Data which are reviewed in terms of the Standards of Educators and Education Personnel.

Table 1. National Education Standards

	Achievement of 2016	Achievement of 2017	Achievement of 2018	Achievement of 2019	Achievement of 2020	Tanjung Pinang City 2020	Kepulauan Riau Province 2020	National 2020
Graduation Competency Standards	6.32	6.32	6.65	6.99	6.96	5.84	5.81	5.83
Content Standards	5.69	6.3	6.61	6.88	6.68	5.42	5.44	5.57
Process Standards	6.04	6.85	6.93	6.99	6.4	5.57	5.23	5.25
Graduate Competence Standards	5.92	6.47	5.94	6.99	6.85	6.39	6.15	6.17
Educators and Educational Staff Standards	3.48	2.84	3.76	4.99	4.61	5.82	6.02	5.9
Educational Facilities and Infrastructure Standards	5.46	4.73	4.48	5.3	3.55	4.32	4.61	4.45
Education Management Standards	4.63	6.33	6.45	6.92	6.79	5.98	5.65	5.71
Finance Standards	4.85	6.21	6.21	6.99	5.71	5.56	5.43	5.51

Source: Quality Report Card of the Directorate General of Early Childhood, Primary and Secondary Education of the Ministry of Education and Culture (2020)

Based on the above data in Figure 1, it can be seen that the standards of educators and education staff, and standards of educational facilities and infrastructure are still not optimal so that the attention of school principals is needed to improve education quality assurance in accordance with above average national education standards rating is 66.6.

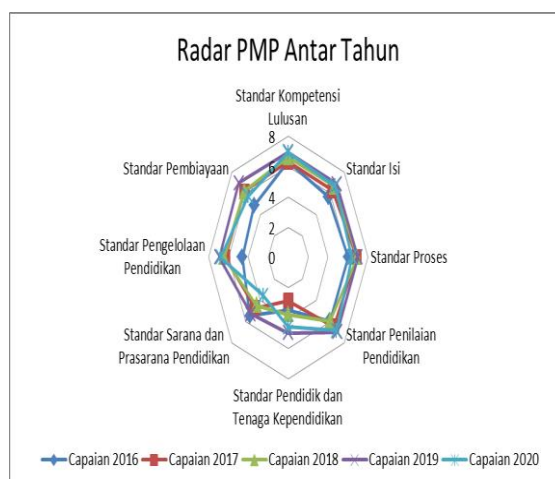


Figure 1. PMP Radar (Educational Quality Assurance)

Source: Quality Report Card of the Directorate General of Early Childhood, Primary and Secondary Education of the Ministry of Education and Culture (2020)

Then on the PMP (Education Quality Assurance) radar in Figure 2 we can also see that the standards of educators and education staff have increased significantly from year to year, but have not yet reached the SNP standard (National Educator Standard) with a value of 6.66 so that attention is needed from the school principal in paying attention to the standards of educators and teaching staff where teaching staff are also very influential on the development of education and the progress of the nation. This is also one of the important factors to improve the quality of learning in schools, especially SDIT Tunas Ilmu Tanjungpinang.

From the explanation above, it can be understood that the performance of SDIT Tunas Ilmu teachers is allegedly still not satisfactory. This is thought to be influenced by several factors including facilities and motivation, so it is necessary to conduct more in-depth research in order to obtain optimal teacher performance solutions. The purpose of this study was to determine the influence of work facilities and motivation on teacher performance at SDIT Tunas Ilmu Tanjungpinang

METHODS

This study uses an associative quantitative research approach. Associative research is research that aims to determine the effect of the independent variable X on the dependent variable Y and how close the influence of facilities and motivation is on teacher performance at SDIT Tunas Ilmu Tanjungpinang. According to Siyoto & Sodik the quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of a research design (Ahyar, 2020).

Data collection technique

The data collection method is a method used by researchers to obtain data that is relevant to the research objectives. The data collection methods used in this study are:

a. Questionnaire

Questionnaire is a data collection technique through a list of questions (questionnaire) which will be distributed to parties directly related to the problem to be studied (Ayer et al., 2016).

b. Literature review

Sugiyono (2019) states literature study is a theoretical study and other references related to the problems and scope of research, values, culture, and social norms that develop in the research area. In this literature study method, researchers search for data through references, journals, and articles on the internet.

Population and Sample

The population used in this study were all teachers at SDIT Tunas Ilmu Tanjungpinang, in this case the researchers focused more on teachers as a population, namely 50 teachers, along with data on the population of teachers at SDIT Tunas Ilmu Tanjungpinang.

Table 2. Data on the Number of Teachers at SDIT Tunas Ilmu Tanjungpinang

No	Description	Teacher
1	Man	15
2	Woman	35
Total Number of Teachers		50

Data Source: Education Management Data SDIT Tunas Ilmu Tanjungpinang (2022)

According to Ahyar (2020), the sample is part of the number and characteristics possessed by the population. In this study the sampling technique used was saturated or census sampling which is a technique for determining samples taken from the entire population used (Sugiyono, 2018). Sampling in this study was all SDIT Tunas Ilmu teachers as many as 50 people.

Variable Operational Definitions

Table 3. Variable Operational Definitions

Variable Definitions	Indicator	grain Statement	Scale Measurement
Facilities are everything in the form of facilities or tools used to facilitate office activities so that employees or employees can carry out their work properly. (Anggara, 2020)	1. Machinery and Equipment.	1,2	Likert
	2. Infrastructure.	3,4	
	3. Office supplies.	5,6	
	4. Equipment in the office.	7,8	
	5. Supporting elements (Anggara, 2020).	9,10	
Maslow stated that motivation is the provision of driving force that creates the excitement of a person's work, so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction at work. (Mankunegara, 2017)	1. Physiological Needs.	1,2	Likert
	2. need for security,	3,4	
	3. the need to feel a sense of belonging,	5,6	
	4. The Need for Self-Esteem.	7,8	
	5. Self-actualization (Mankunegara, 2017).	9,10	
Teacher performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs and implementing learning programs and evaluating learning programs. Uno and Lamatenggo (Koswara & Rasto, 2016)	1. Work quality	1,2	Likert
	2. Speed or accuracy of work	3,4	
	3. Initiative at work	5,6	
	4. Work ability	7,8	
	5. Communication and Lamatenggo (Koswara & Rasto, 2016)	9,10	

Source: Data Processing Results (2022)

Data analysis technique

The data analysis technique used in this study is to test the quality of the data, namely the validity and reliability tests. The classic assumption test consists of the normality test, heteroscedasticity test, multicollinearity test, autocorrelation test. Hypothesis testing is done by testing multiple linear regression, t test, F test and coefficient of determination (R^2)

RESULTS

Effect of Work Facilities (X1) on Teacher Performance (Y)

Based on the results of the t-test, the variable work facilities has an effect on teacher performance. This is shown from the results of the t test $>$ t table ($3.596 > 2.01174$), and a significant value ($0.001 < 0.05$), thus work facilities (X1) have a positive effect on teacher performance (Y). According to Buchari (Rasdi, 2021) stated that work facilities are physical equipment to provide convenience to its users so that the needs of users of these facilities can be met. Therefore, in implementing education, facilities are needed that can support teaching and learning activities, in carrying out their activities.

This result is in line with the research of Rodi et al. (2020) entitled The Effect of Discipline and Work Facilities on Teacher Performance (Study at SMKN 1 Grati) with the result t count $4.258 >$ t table 1.993 and Sig. $0.000 >$ Sig. 0.05 and in line with the research of Meylani and Ramlawati (2017) entitled The Effect of Competence, Facilities and Motivation on the Performance of State High School Teachers in Kolaka Regency with the results of Sig. The work facility variable is $0.000 < 0.05$.

Effect of Motivation (X2) on Teacher Performance (Y)

Based on the results of the t-test, the motivational variable influences teacher performance. This is shown from the results of the t test $>$ t table ($3.922 > 2.01174$), and a significant value ($0.000 < 0.05$), thus motivation (X2) has a positive effect on teacher performance (Y). According to Sagir, work motivation is an aspect that encourages to carry out a particular activity (Bahri & Chairatun Nisa, 2017). This result is in line with the research by Jumika et al. (2015) entitled The Effect of Teacher Work Motivation on Teacher Performance at SMP Negeri 6 Pekanbaru with the results of tcount $11,383 >$ ttable $1,697$ and Sig. $0.000 >$ Sig. 0.05 and in line with Sedarmayanti and Safer (2016) entitled The Effect of Work Motivation on Elementary School Teacher Performance in Cluster One, Neglawangi Village, Kertasari District, Bandung Regency with the results. The comparison obtained tcount = $10,421 >$ ttable = $1,684$ with a significance value = $0\% < 5\%$.

Effect of Work Facilities (X1) and Motivation (X2) on Teacher Performance (Y)

The variables of work facilities and motivation together influence teacher performance. This can be seen from the results of the F test $>$ F table ($31,771 > 3.19$), with a significant ($0.000 < 0.05$), thus the variable work facilities (X1) and motivation (X2) together have a positive effect simultaneously on performance teacher (Y). Facilities in an educational institution are the main things that must be considered. The infrastructure component is urgently needed, especially that the implementation of activities requires tools and facilities that can expedite the process of transforming knowledge and skills needed by teachers. As educational professionals, teachers have different work motivations from one teacher to another. This will result in differences in teacher performance in improving the quality of education. Motivation teachers at work are described as factors that encourage teachers to carry out their duties and foster high enthusiasm for teaching. Therefore this research is supported by Heriati and Daulay's research (2020) entitled The Effect of Work Environment, Work Facilities and Motivation on Teacher Performance at the Azadin Anhar Education Foundation, Wampu District, Langkat Regency. With the results obtained, the calculated F value $>$ F table or ($14.558 > 2.87$) and the effect is 0.540 or 54.00% .

CONCLUSION

Work facilities have a partially positive and significant effect on teacher performance. This is shown from the results of the t test $>$ t table ($3.596 > 2.01174$), and a significant value ($0.001 < 0.05$), thus work facilities (X1) have a positive effect on teacher performance (Y). Which means that the greater the work facilities provided to teachers, the higher the level of teacher performance.

Motivation has a positive and significant effect partially on teacher performance. This is shown from the results of the t test $>$ t table ($3.922 > 2.01174$), and a significant value ($0.000 < 0.05$), thus motivation (X2) has a positive effect on teacher performance (Y). Which means the greater the motivation given to the teacher, the higher the level of teacher performance.

Work facilities and motivation have a positive and significant effect simultaneously on teacher performance. This can be seen from the results of the F count $>$ F table test ($31,771 > 3.19$), with a significance ($0.000 < 0.05$). Which means the greater the work facilities and motivation provided to teachers, the higher the level of teacher performance.

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