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The Influence Of Facilities and Infrastructure, The Leadership Of The School Principal's Work Discipline On Teacher Performance

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Abstract: The quality of education is very dependent on teacher performance. Teacher performance is the achievement of work results in a certain period. Having teachers who have good performance is influenced by many factors including the leadership of the school principal, facilities and infrastructure and teacher work discipline. This research was conducted at SMA Negeri 1 Mandau, with the aim of the research being to analyze the influence of the principal's leadership, work discipline facilities and infrastructure both partially and simultaneously on teacher performance. This research uses primary data obtained from 63 teachers as a sample. Data collection techniques are carried out using interviews, questionnaires, research files. The data analysis tool was carried out using multiple linear regression, and hypothesis testing was carried out using the t test and F test with an alpha of 5%. Based on the research results, it was concluded that the principal's leadership was proven to have a significant effect on teacher performance. Facilities and infrastructure are partially proven to have a significant effect on teacher performance, work discipline is partially proven to have a significant effect on teacher performance and simultaneously the principal's leadership, facilities and infrastructure and work discipline are proven to have a significant effect on teacher performance.

Keyword: Performance, Leadership, Facilities and Infrastructure, Discipline

INTRODUCTION

Education is a strategic step in building quality human resources. The implementation of the educational process must be able to fulfill the infrastructure components needed during the learning process. Therefore, fulfilling the infrastructure is very important because if the infrastructure cannot be met it will disrupt the educational process and could thwart it. Guided by government regulations no. 19 of 2005 concerning national education standards which explains the standards for national educational facilities and infrastructure in chapter VII Article 42 clearly and emphatically states that first all educational institutions must have facilities which include furniture, educational equipment, educational media, books and other learning resources. , consumables and other equipment needed to support conducive, orderly

and sustainable learning activities. Secondly, every educational institution must have infrastructure which includes land, classrooms, educational unit leadership rooms, educators' rooms, administration rooms, library rooms, laboratory rooms, work shop rooms, production unit rooms, canteen rooms, power and service installations, exercise areas. sports, places of worship, places to play, places to react, and other spaces/places needed for (Fauzan, 2018).

Infrastructure is a very important tool for educational institutions and is part of the eight National Education standards. Because of the importance of infrastructure in the world of education, every agency is racing to meet the standard criteria for educational infrastructure in order to advance a quality learning process (Ristianah, 2018). Then it can be said that educational facilities and infrastructure are places that are well utilized during the educational process that support the process, such as parking lots, sports yards and reading places (Legiwati, 2016). Infrastructure is an educational unit that has the function and role of achieving the learning process from all activities that are guided by the curriculum in the educational unit (Tatang, 2011).

Based on Minister of Education and Culture Regulation No. 34 of 2018 regarding the qualification requirements for infrastructure that must be possessed by senior secondary schools (SMA) as an effort to achieve educational goals, quality infrastructure is needed to create a quality learning process. Use can be said to utilize infrastructure as an activity in advancing education. There are two basics that become a reference and pay attention to every time you use educational attributes, namely effectiveness and efficiency (Barnawi and Arifin, 2012). Management of infrastructure is a very important activity in schools, because its existence will greatly support the success of the learning process in schools. In efforts to procure and utilize infrastructure in schools, a process is needed that starts from planning, procurement, regulation, use and disposal (Indrawan, 2015). Considering the importance of the availability of facilities and infrastructure in the implementation of education, which is thought to be able to influence teacher performance, the fulfillment of facilities and infrastructure is the main thing for stakeholders in this country to pay attention to. Problems that often occur are the allocation of education funds that are not on target as well as policies that are less cloudy in improving the quality of schools, so that the provision of educational facilities and infrastructure is not effective.

Mandau District is one of the administrative areas in Bengkalis Regency. Creating students with good quality is not just the availability of teachers, the existence of facilities and infrastructure is also an important factor to pay attention to. The existence of adequate classrooms, sufficient laboratories and other facilities can determine whether or not the quality of education at the school in question is good or not. The condition of the facilities and infrastructure in every State High School in Mandau will affect the teacher's satisfaction in carrying out their duties and result in the teacher's performance not being optimal. Meanwhile, the existence of facilities and infrastructure can influence whether teacher performance is good or not. This has been proven by Anggi Angrainy, et al (2020), where the results of his research concluded that both partially and simultaneously facilities and infrastructure and the work environment have a significant effect on teacher performance.

Apart from facilities and infrastructure, leadership factors are also thought to influence whether teacher performance and job satisfaction are good or not. Leadership that can protect teachers will create a comfortable working atmosphere, teacher morale will increase and ultimately satisfaction and performance will also increase and vice versa. Whether a school is good or not is really determined by whether or not the principal is good at carrying out activities at the school in question. Based on the results of interviews with several teachers in each school during the pre-survey research, it is known that there are still school principals who cannot carry out their functions properly, and there are also school principals who do not want to know about the condition of their schools. This will certainly affect teacher performance and job satisfaction. The results of research by Aissah Qomaria Azis and Suwatno (2019), concluded

that leadership style has a positive and significant influence on teacher performance. Based on the description above, the problem of this research can be formulated, namely:

1. How do facilities and infrastructure influence teacher performance
2. How does the principal's leadership influence teacher performance?
3. How does work discipline influence teacher performance?
4. What is the influence of facilities and infrastructure, leadership and work discipline simultaneously on teacher performance

The aims of this research are:

1. To analyze and determine the influence of facilities and infrastructure on teacher performance
2. To analyze and determine the influence of the principal's leadership on teacher performance
3. To analyze and determine the influence of work discipline on teacher performance
4. To analyze and determine the influence of facilities and infrastructure, leadership and work discipline simultaneously on teacher performance

METHOD

This research is a type of experimental research. According to Sugiyono (2011), research with an experimental approach is research that attempts to find the influence of certain variables on other variables under strictly controlled conditions. This research was conducted at SMA Negeri 01 Mandau located on Jalan CPI Mandau Education Complex, Bengkalis Regency. The research will be conducted for 4 months starting in May 2022 until August 2023. Population is the total number of analysis units whose characteristics will be estimated, Singarimbun & Effendi (2010). The population in this study were all teachers at SMA Negeri 01 Mandau, Bengkalis Regency, totaling 63 teachers and all of them were used as samples, so the sampling technique was carried out using the census method. This research data uses primary data and secondary data, obtained from questionnaires, interviews, observation and documentation. The stages of data analysis in this research were conducting validity and reliability tests, followed by testing classical assumptions consisting of normalization, multicollinearity and heteroscedasticity tests, and in the final stage hypothesis testing was carried out. Hypothesis testing in this research was carried out using simultaneous tests (F-test) and partial tests (t-test), which were obtained through multiple linear regression analysis, with the following equation :

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Information :

Y = Teacher Performance; X1 = Means and Preasana; X2 = Principal Leadership

X3 = Work Discipline;   α = Constant;   β1, β2, β3= Regression Coefficient; ε = Error Term

Simultaneous hypothesis testing is carried out by comparing the calculated F value with F table at 5% alpha or comparing the calculated F significance value with alpha, the testing criteria are as follows:

a. If the significance of F count < alpha (α=0.05) it is said that there is a significant simultaneous influence of the variables of facilities and infrastructure, principal leadership and work discipline on teacher performance.
b. If the significance of F count > alpha (α=0.05) it is said that there is no significant simultaneous influence of the variables of facilities and infrastructure, principal leadership and work discipline on teacher performance.

Partial hypothesis testing is carried out by comparing the calculated t value with the t table at alpha 5% or comparing the significance value of t calculated with alpha, the testing criteria are as follows:

a. If the significance of t < alpha (α=0.05) it is said that there is a partially significant influence from the variables of facilities and infrastructure, principal leadership and work discipline on teacher performance.

b. If the significance of t> alpha (α=0.05) it is said that there is no partial significant influence of the variables of facilities and infrastructure, principal leadership and work discipline on teacher performance

The correlation coefficient (R) aims to show whether the relationship is strong or weak between the independent variable (workload, motivation) and the dependent variable (performance). The correlation coefficient interval is $-1 < R < 1$. Then the coefficient of determination (R2) aims to see the large or small contribution of the independent variable to the dependent variable. The coefficient of determination value interval is $0 < R2 < 1$.

RESEARCH RESULTS AND DISCUSSION

Validity testing is carried out using product moment correlation, testing is carried out by comparing the correlation significance value (r) with the significance value used (5%). Based on the results of data processing, it is known that there are only five valid statements in the teacher performance variable and three of them are declared invalid. The principal's leadership variable consists of one invalid statement, and seven other statements that can be declared valid. In the teacher work discipline variable, it is known that there is one invalid statement and seven valid statements. The next stage is reliability testing. Reliability testing was carried out using Crounbach's alpha which was compared with the cutt off value. The results of reliability testing can be seen in Table 1

Table 1: Reliability Test Resultsas

No	Variable	Valid Items	*Alpha Cronbach`s*	*Cut Off*	Information
1	Teacher Performance	5	0.875	0.50	Reliable
2	Principal Leadership	7	0.883	0.50	Reliable
3	Work Discipline	7	0.900	0.50	Reliable
4	Facilities and infrastructure	6	0.813	0.50	Reliable

Source: Data Processing Results

From Table 1 you can see the results of reliability testing for each variable. Where the teacher performance variable consists of five valid statements and has a Cronbach's alpha value greater than the cut off value, namely 0.875 > 0.50. These results explain that the five statements related to teacher performance variables are reliable or reliable in determining or measuring the teacher performance variables examined in this research. The principal leadership variable has a Cronbach's alpha value greater than the cut off value, namely 0.883 > 0.50. These results explain that the seven statements related to the principal's leadership variable are reliable in measuring the principal's leadership variable. The teacher work discipline variable from the seven valid statements is known to have a Cronbach's alpha value greater than the cut off value, namely 0.900 > 0.50. These results explain that the seven statements are reliable in determining or measuring the teacher work discipline variables studied in this research.

Normality testing was carried out with P-P Plot of Regression of Standardized Residual, the results of data processing can be seen in Figure 2.
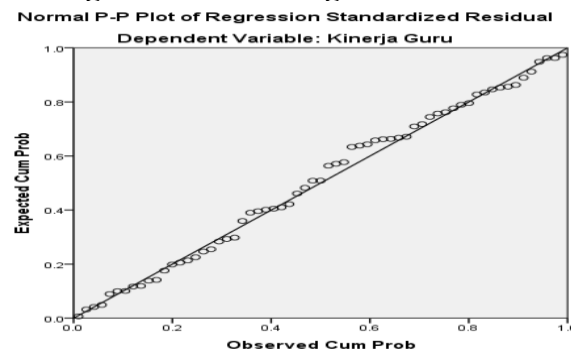
Figure 2: Normality Test Results
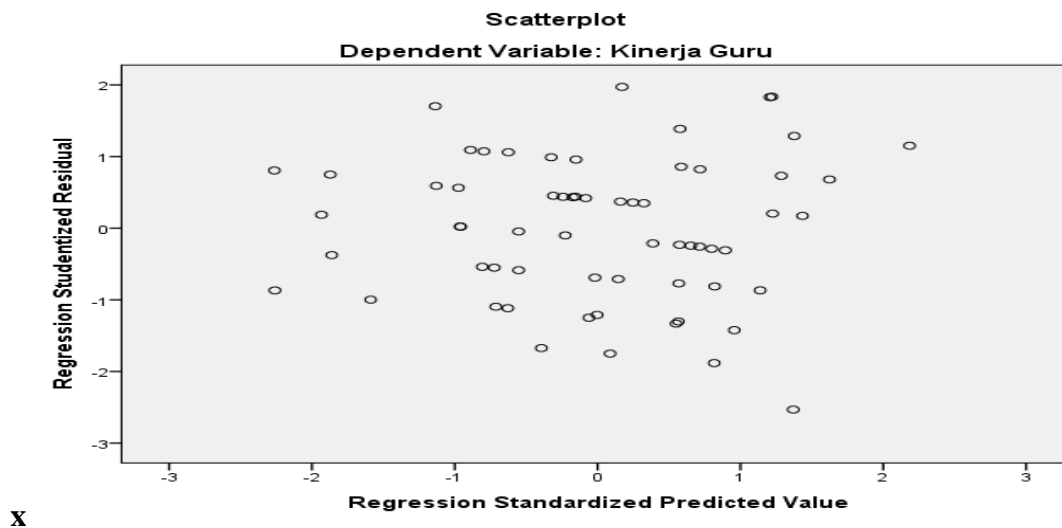**Source: Data Processing Results**

From Figure 1 it can be seen that the residual values in the P-P Plot of Regression of Standardized Residuals are spread along the diagonal line on the curve. Thus the first classical assumption test is fulfilled. The results of the multicollinearity test can be seen in Table 2.

Table 2: Multicollinearity Test Results

No	Variable	VIF	Tollerance	
1	Principal Leadership	1.049	0.953	Free of Multicollinearity Cases
2	Work Discipline	1.015	0.986	
3	Facilities and infrastructure	1.064	0.940	

Source: Data Processing Results

From Table 2 you can see the VIF and Tolerance values for the three independent variables in this research, namely school principal leadership, academic supervision and work motivation. Where the VIF value is around one and the tolerance value is close to one. Therefore, it can be said that in the multiple linear regression model there is no case of multicollinearity. Heteroscedasticity testing is carried out using a scatter plot curve, the results of heteroscedasticity testing are as shown in Figure 3

Figure 2: Normality Test Results
Source: Data Processing Results

From Figure 3 above, it can be seen that there are no points that form a certain regular pattern, and the points in the scatterplot above are spread randomly above or below the number 0 on the y-axis. This means that it shows that there is no heteroscedasticity problem in the multiple linear regression model which will be used as a tool for analysis and hypothesis testing in this research. The results of hypothesis testing can be seen in Table 3.

Table 3: Hypothesis Testing Results

No	Variable	Coefficient	t-test	Significance	Information
1	Constanta	29.225	-		-
2	Principal Leadership	0.746	3.552	0.000	Significance
3	Work Discipline	0.492	4.513	0.000	Significance
4	Facilities and infrastructure	0.316	2.899	0.000	Significance
	F test = 4.440 Sig = 0.014 R = 0.864 R^2=0.746 n = 63 α = 0.05					

Source: Data Processing Results

The regression coefficient for the principal leadership variable from the data processing results in Table 3 was obtained at 0.746. This figure has a positive sign and means that if it is assumed that the principal's leadership has changed for the better by one unit, then teacher performance will increase by 0.746 units assuming other variables are constant and vice versa. From the results of data processing, the calculated t value was 3,552 with a significance level

of 0,000. Hypothesis testing in this study was carried out at an alpha of 5%. This means that the calculated t significance value is lower than the alpha value. These results explain that it is true that there is a significant influence of the principal's leadership variable on the performance of teachers at SMA Negeri 1 Mandau, Bengkalis Regency. This means that if the principal's leadership experiences a change of one unit, then teacher performance will also experience a change of one unit in the same direction of change, assuming other factors are constant. Thus, it can be said that the principal's leadership is one of the factors that can influence whether or not the performance of teachers at SMA Negeri 1 Mandau, Bengkalis Regency is good or not. This means that the first hypothesis in this study is accepted at a 95% confidence level

The regression coefficient for the facilities and infrastructure variable from the data processing results in Table 3 was obtained at 0.492. This figure has a positive sign and means that if it is assumed that facilities and infrastructure have increased or changed in a good direction by one unit, then teacher performance will increase by 0.492 units assuming other variables are constant and vice versa. The results of data processing show that the calculated t value is 4.513 with a significance value of 0.000. These results explain that it is true that there is a significant influence of the facilities and infrastructure variables on teacher performance at SMA Negeri 1 Mandau, Bengkalis Regency. This means that if there is an increase in facilities and infrastructure activities, then teacher performance will increase and vice versa, assuming other factors are constant. Thus, it can be said that facilities and infrastructure are one of the factors that can influence whether teacher professionalism is good or not.

The regression coefficient for the teacher work discipline variable from the data processing results in Table 3 was obtained at 0.316. This figure has a positive sign and means that if it is assumed that teacher work discipline has increased by one unit, then teacher performance will increase by 0.316 units assuming other variables are constant and vice versa. From the results of hypothesis testing, it can be seen that the calculated t value is 2,899 with a significance value of 0.000. These results explain that it is true that there is a significant influence of teacher work discipline variables on teacher performance. This means that if there is a change in teacher work discipline, teacher performance will also increase and vice versa, assuming other factors are constant. Thus, teacher work motivation is one of the factors that can influence teacher performance.

The fourth hypothesis in this research states that in terms of equality there is a significant influence of the variables of principal leadership, facilities and infrastructure and teacher work discipline on teacher performance at SMA Negeri 1 Mandau, Bengkalis Regency. From the results of data processing, it is known that the calculated F value is 4,440 with a significance value of 0.014. Thus, the significance value is lower than alpha, namely 0.014 < 0.05. So the fourth hypothesis in this research is accepted at a 95% confidence level. These results mean that there is a significant influence simultaneously from the variables of principal leadership, facilities and infrastructure and teacher work discipline on teacher performance. This means that whether or not the performance of teachers at SMA Negeri 1 Mandau, Bengkalis Regency is simultaneously determined by the leadership of the school principal, facilities and infrastructure and teacher work discipline. Then, from the results of data processing, a correlation coefficient (R) of 0.864 was obtained. This figure means that there is a strong positive relationship between the variables of principal leadership, facilities and infrastructure and teacher work discipline with teacher performance of 86.4%. From the results of data processing, a coefficient of determination was obtained of 0.746. This figure means that 74.6% of the variation in teacher performance increases or decreases is determined by the principal's leadership, facilities and infrastructure and teacher work discipline, while the remaining 25.4% is determined by other factors outside the model, apart from the principal's leadership, facilities and infrastructure variables. and teacher work discipline.

The results of this research are also in line with previous research conducted by Zahrotul (2017) which stated that work discipline has a significant positive effect on

performance, this shows that the better the discipline, the better the teacher's performance. Research by Primadi (2017) states that work discipline has a significant effect on teacher performance. However, in research conducted by Amin Alhusaini, et al (2020) with the title "The Influence of Work Motivation and Work Discipline on Teacher Performance, the results of the research state that work discipline does not have a positive effect on the performance of Swadhipa Natar Foundation teachers, which means that even though work discipline is improved by a teacher, then it does not have the same performance as the result. This means that previous research rejects the author's hypothesis. From the respondents' responses in the frequency analysis table of questionnaire answers, for the work discipline variable it can be seen that the most dominant work discipline applied at SMA Negeri 1 Mandau is the teacher's statement that he always tries to go to work in accordance with school regulations.

Furthermore, based on the results of hypothesis testing, it shows that there is an influence of the principal's leadership on teacher performance at SMA Negeri 1 Mandau, such as the three aspects that teachers must master in carrying out their duties, namely preparing learning plans, carrying out learning, and carrying out assessment of learning outcomes. The results of this research do not support research conducted by Muhamad Romadhon and Zulela MS (2021), who conducted research entitled The Influence of Principal Leadership on Primary School Teacher Performance, and the results of their research concluded that there was an influence of principal leadership on teacher performance of 15.1 % while the rest is influenced by other factors. There has been no previous research that proves the role of discipline as a moderating variable in looking at the influence of school principal leadership on teacher performance. A school principal who is firm and committed to implementing sanctions or punishment for violations committed by teacher councilors will have an impact on increasing teacher discipline in the school. With good work discipline, the teacher will certainly be able to complete all the tasks for which he is responsible according to the predetermined schedule. As a result of the teacher's good work discipline, the performance of the teacher concerned will improve. Thus, there is an indirect influence of the principal's leadership on teacher performance at SMA Negeri 1 Mandau.

CONCLUSION

1. The principal's leadership has been proven to have a significant influence on teacher performance at SMA Negeri 1 Mandau. This means that the better or more effective the leadership, the teacher performance will increase and vice versa.
2. Facilities and infrastructure have been proven to have a significant effect on teacher performance at SMA Negeri 1 Mandau, Bengkalis Regency. This means that the better the work facilities and infrastructure, the better the teacher's performance and vice versa.
3. Work discipline has been proven to have a significant effect on the performance of teachers at SMA Negeri 1 Mandau. These results explain that the more disciplined a teacher is, the more the teacher's performance will increase and vice versa.
4. The results of this study found that together the principal's leadership, facilities and infrastructure and work discipline were proven to have a significant influence on the performance of teachers at SMA Negeri 1 Mandau.

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