

The Effect of Teacher Competency, Work Motivation and Facilities of Education Influence to Teacher Performance

Ahmad Badawi Saluy^{1*}, Yulmailis²

¹Postgraduate Program, Universitas Mercu Buana, Indonesia

²Magister Management, Universitas Mercu Buana, Indonesia

***Corresponding author**

Ahmad Badawi Saluy

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Abstract: This study aims to examine and analyze the influence of competence, motivation, and facilities of education advice on the performance of teachers XYZ Senior High School Jakarta. The population of all teachers of XYZ Senior High School Jakarta is 50 teachers. The research method used is a quantitative approach and explanatory with survey method. Data were collected using questionnaires given to 50 respondents; with sampling technique used is census. Methods of research analysis used multiple linear regressions. Data processing used software program Statistical Product and Service Solution (SPSS) version 20. The results showed competence, motivation, and infrastructure facilities have a significantly positive effect on teacher performance. The influence of competence, motivation, facilities, and infrastructures shows positive influence to teacher performance. Competence is the greatest variable of influence on teacher performance. The three independent variables namely competence, motivation and means facilities education have a positive and significant effect on teacher performance in XYZ Senior High School Jakarta.

Keywords: Competence, Motivation, facilities and Infrastructure, teacher performance.

INTRODUCTION

The graduation standard students are related to teacher performance. It means how much teacher effort to guide students to achieve graduate competency standards.

To obtain more probable data related to the performance of teachers, the authors use the data students of XYZ Senior High School Jakarta who entered the State University (PTN). Furthermore, the teacher performance of subject teachers at XYZ Senior High School Jakarta can also be seen from the data of the number of students who passed the Olympic selection and the numbers of teachers who are able to guide their students pass the National Science Olympiad (OSN) selection at the district/city level, provincial level, and national level. The teacher performance of OSN is easy to see the performance, because the performance from planning, implementation, until the evaluation of learning is only done by one teacher, so that if the guidance students are able to pass the olympiad selection, the teacher is performing well, and if it is not able to graduate the guidance student, it means the performance of the teacher is low.

Teacher performance can be influenced from other variables such as leadership, organization, motivation, etc. To reinforce the influence of variable Competence, Motivation, facilities and Infrastructure, the researcher conducts a survey of statements related to these variables. The first problem is about Competence, the researcher gives a questionnaire that contains statements about the general competence that can improve the performance of teachers where the pre-survey was given to 17 teachers at XYZ Senior High School Jakarta. In pre-survey at XYZ Senior High School Jakarta, the researcher observed that the competence of the teacher of XYZ Senior High School Jakarta still needs to be improved or upgraded so that further steps are needed in improving teacher competence.

In this pre-survey the researcher defines that there are still things that need to be improved in teacher motivation. To improve teacher motivation, strategic steps are needed to boost teacher motivation in a better direction. Motivation is a factor that encourages a person to work and achieve achievement in teaching. With a high motivation, a teacher can help the school in achieving educational goals. In this pre-survey researchers see still many things that need to be improved such as in facilities and infrastructure. To improve the facilities and infrastructure, strategic steps are needed in a better direction that supports the success of education. Facilities and infrastructure are factors that encourage teachers and students to learn and achieve achievements in education. By complete facilities and infrastructure, teachers can help schools in achieving educational goals.

THEORITICAL REVIEW

Competency

According to Muhaimin [1], competence is a set of intelligence full of responsibilities that must be owned by someone as a condition to be considered capable of carrying out tasks in a particular field of work. According to RI Law no. 14 of 2005 on Teachers and Lecturers Competence is a set of knowledge, skills and behaviors that must be owned, lived and mastered by teachers or lecturers in performing professional duties. Based on the description above the competence of teachers is the ability of a teacher in carrying out his obligations in a responsible and feasible. A competent and professional teacher is an expert teacher in carrying out his profession. The Government has formulated four types of teacher's competence as stated in the Elucidation of Government Regulation No. 19 Year 2005 on National Education Standards as follow:

- Dimensions of Pedagogic Competence. The main purpose of conducting an evaluation in the learning process is to obtain accurate information about the level of achievement of instructional goals by students, so that follow-up learning outcomes will be sought and implemented. Pedagogic competence is reflected of some indicators (1) ability to plan teaching and learning programs, (2) ability to interact or manage teaching and learning process, and (3) ability to conduct assessment.
- Professional Competence Dimensions. According to Moh Arifin [2] professional competence factor is the ability of mastery of learning materials widely and deeply that enables him to guide learners meet the competency standards set in national education standards. The professional competence of teachers is reflected in the indicators (1) the ability to master the subject matter, (2) the ability of research and the preparation of scientific work, (3) the ability of professional development, and (4) understanding of the insights and educational foundations.
- The Dimension of Personality Competence. According to Arifin [2] Personality competence factor is the ability personality steady, stable, mature, wise and authoritative. Teachers in carrying out their duties must be open, critical and skeptical to actualize the mastery of the content of the field of study.
- The Dimension of Social Competence. According to Arifin [2], social competence factor is an educator as a part of society to communicate and get along effectively with learners, fellow educators, education personnel, parents / guardians of students, and the surrounding community. The teacher's social competence in this study will be measured through indicators (1) teacher interaction with students, (2) teacher interaction with principal, (3) teacher interaction with colleagues, (4) teacher interaction with parents, and (5) teacher interaction with the community.

Motivation of Work

According to Notoatmodjo [3] motivation comes from the Latin word *movere* which means encouragement from within man to act or behave. There are two types of motivation, namely Intrinsic and extrinsic motivation. Intrinsic Motivation arises from within the individual himself without any compulsion of the impulse of others, but on the basis of his own volition. While Extrinsic Motivation arises as a result of influence from outside the individual, whether because of the invitation, order, or coercion of others so that with such circumstances human beings want to do something or work.

Facilities and Infrastructure

Bafadal [4] classifies education into several means. It is the point of view of whether or not it is used, based on whether or not the move is used, and based on the relationship with the learning process. Meanwhile, Barnawi [5] said when viewed from the end of the absence of use, there are two kinds of education namely: the use of educational facilities and durable educational facilities. When viewed from the move or not during learning, there are also two kinds, namely moving and not moving. Meanwhile, if seen from the connection of these facilities of learning process, there are three kinds of education, namely learning tools, props, and learning media.

Teacher Performance

Teacher performance will affect the teaching and learning process at school. Good Teacher Performance certainly reflects on their appearance both from the appearance of academic ability and the ability of the profession as a teacher means that is able to manage the teaching in the classroom and educate students outside the classroom as well. Teacher performance will be optimal, when there is integration among the school component of the principal, work facilities, teachers, employees, and students. Elements that need attention in the process of teacher performance assessment by Siswanto [6] are as follows:

- Loyalty; is the determination and ability to obey, execute and practice obedience with patience and responsibility,
- Work Achievement. It is the performance achieved by a worker in performing the tasks and work assigned to him,
- Responsibility. It is the ability of a workforce to complete the tasks and jobs submitted to him with the best and timely and dare to make risks for the decision he took.

RESEARCH METHODOLOGY

This research was conducted by using survey method, with quantitative approach, interval data type and using questionnaire as main instrument to collect data. The quantitative approach is used because the subject and the sample are known, as well as the data collection instruments have been prepared. The population in this study is all teachers of XYZ Senior High School Jakarta DKI Jakarta Province which the total is 50 people. Population of 50 teachers is the sample size (saturated sample) in this study amounted to 50 teachers.

In this research, there are two variables, namely independent variable and dependent variables. Independent variable consists of three types of variables, namely teacher competence, work motivation and infrastructure facilities, while the dependent variable is the performance of teachers XYZ Senior High School Jakarta.

Table-1: Variable Operations

Variables	Dimensions	Indicators
Teacher Competences (X ₁)	Pedagogic Competences (X _{1.1})	Master the characteristics of learners
		Master the theory of learning and the principles of learning
		Curriculum development
		Educational learning activities
		Development of potential learners
		Communication with learners
		Assessment and evaluation
	Personality Competence (X _{1.2})	Act in accordance with national religious, legal, social and cultural norms
	Social Competence (X _{1.3})	Individual shows are adult and exemplary
		Be inclusive, objective, and non-discriminatory. Communication with fellow teachers, educators, parents, and community.
Professional Competence (X _{1.4})	Mastery of the material, structure, concepts, and mindset of scholarship, which supports the subjects being taught	
	Develop professionalism through reflective action	
Work motivation(X ₂)	Intrinsic Motivation (X _{2.1})	Encouragement on the basis of his own will
	Extrinsic Motivation (X _{2.2})	Influence from outside the individual because of an invitation, order, or coercion.
Facilities and Infrastructure(X ₃)	The facilities are consumable (X _{3.1})	Using the infrastructure directly in the KBM
	The facilities are not consumable (X _{3.2})	Using Supporting Facilities in KBM
Teacher Performance(Y)	Loyalty (Y ₁)	The determination and ability to obey, implement and practice obedience with patience and responsibility.
	work performance (Y ₂)	Carry out the duties and work given to him.
	Responsible (Y ₃)	Ability to complete tasks and jobs, timely and dare to make risks for decisions that he took.

Source: Processed from various theories (2018)

Data collecting techniques used in this study are questionnaires. According to Sugiyono [7], questionnaire is a technique of data collection by giving a set of questions or written statement to respondents to be answered.

Analysis Method

The Methods of data analysis in this research inferential statistic and statistical technique that is used to analyze sample data and the result is applied to population. This research uses a 5% chance error and 95% confidence level.

a. Validity Test

Validity test can be used to determine the accuracy of measuring instruments that indicates the level of reliability and validity of measuring instruments. In this research, all data is analyzed by computer program of Microsoft Office Excel and Statistical Product and Service Solution (SPSS) program v. 19.0 for Windows®.

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description of the formula:

- r_{xy} = coefficient of grain-total correlation (*bivariate pearson*)
- N = total samples (subject)
- X = score of each item
- Y = total score (total values for each variable studied)

The test used a two-tailed test with a significance level of 0.05

b. Reliability Test

Test Reliability is conducted to obtain the level of accuracy of data collection tools used. The high reliability is defined by a number called the reliability coefficient (cronbach's alpha). Cronbach's Alpha ranges from 0 until 1. The higher reliability coefficient, the more reliable the measuring tool.

c. Normality Test

Normality test is used to find out whether the population of the analyzed data is normally distributed or not. These data include teacher competence, work motivation and teacher performance. In this research, it will be used One Sample Kolmogorov-Smirnov test by using level of significance 0,05. Data are otherwise normally distributed if the significance is greater than 0.05.

d. Linearity Test

Linearity test aims to determine whether two variables have a linear relationship or not significantly. Two variables are described to have a linear relationship when the significance (linearity) is less than 0.05 (5%). Linearity test consists of two forms, namely the form of relationship between teacher competence on teacher performance and work motivation on teacher performance.

e. Homogeneous Test

Homogeneous test is used to find out whether some variants of the population are the same or not. The underlying assumption in the analysis of variants is the variants of the population are the same.

f. Simultaneous Test (F Test)

Simultaneous significance test or Regression coefficient test together (Test F) is used to determine whether the independent variables significantly influence on the dependent variable or not.

The value of F arithmetic is calculated by the following formula:

$$F_{\text{count}} = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

- Description:
- R^2 : coefficient of determination
 - K : the number of independent variables
 - N : amount of data or cases

- If $F_{\text{count}} \leq F_{\text{table}}$: Multiple relationships are insignificant. (H0 is accepted and H1 is rejected)
- If $F_{\text{count}} > F_{\text{table}}$: Multiple relationships are of significant value. (H0 is rejected and H1 is accepted)

g. Partial Test (t test)

Partial significance test or partial regression coefficient test (t test) is used to find out whether in the regression model of independent variables partially significant effect on the dependent variable.

h. Inter-dimensional Correlation Test

This coefficient shows how big the relationship that occurs between the dimensions on independent variables simultaneously and the dimensions on the dependent variable. R value ranges between 0 until 1.

Table-2: Interpretation Guidance of Correlation Coefficients

Coefficient Interval	Relationship Level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Medium
0.60 - 0.799	High
0.80 - 1.00	Very High

Source: Sugiyono [7]

RESULTS AND DISCUSSION

This research was conducted in XYZ Senior High School Jakarta. This study aims to analyze the influence of teacher competence, work motivation and educational infrastructure facilities to the performance of teachers XYZ Senior High School Jakarta. After going through the process of distributing questionnaires on research samples of 50 teachers, including male respondents of 19 teachers with percentage of 38%, and female sister respondents as much as 31 teachers with a percentage of 62%.

In the questionnaire, there are 60 items statement about four variables. Number of items statement of competency variable are 25, variable motivation are 15, variable of infrastructure are 15, and performance variable are 19. Processed data is result of respondent's answer about influence of teacher competence, work motivation and educational infrastructure facilities to teacher performance.

From the result of data processing using SPSS 20 for windows, it is obtained the result of validity test, reliability test, normality test, linearity test, homogeneity test, partial test (t test), simultaneous test (F test), multiple linear regression test, coefficient of determination test and inter-dimensional correlation test as follows:

Validity Test

On the table 3, the result of competence validity test with each dimension are obtained r count 0,478; 0,691; 0,722. So the result of r arithmetic is greater than r table then it can be interpreted that it is valid. The results can be seen on the table below:

Table-3: Test Results of Teacher Competency Validity

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	102.12	113.251	.478	.945
P2	102.26	110.360	.691	.943
P3	102.30	109.520	.722	.943

Source: Primary data processed 2018

On the table 4, the result of validity test of motivation with each dimension are obtained r count 0,489; 0,552; 0,310. So the result of r arithmetic is greater than r table of 0.2306 then it can be interpreted that it is valid. The results can be seen on the table below:

Table-4: Test Results of Motivation Validity

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	53.64	32.602	.489	.827
P2	53.96	32.284	.552	.824
P3	53.96	34.284	.310	.835

Source: Primary data processed 2018

Table-5: Test Results of Infrastructure Validity

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	49.98	101.408	.624	.937
P2	50.16	96.913	.600	.938
P3	50.14	96.368	.787	.933

Source: Primary data processed 2018

Reliability Test

On the table 6, the reliability test results get an alpha value of 0.800

Table-6: Reliability Test Results

Results of Teacher Competence Reliability	
Cronbach's Alpha	N of Items
.946	25
Results of Motivation Reliability	
Cronbach's Alpha	N of Items
.837	15
Results of Infrastructure Reliability	
Cronbach's Alpha	N of Items
.939	15
Results of Teacher Performance Reliability	
Cronbach's Alpha	N of Items
.943	19

Source: Primary data processed 2018

In the column of reliability test results, alpha value for teacher competence variables is 0.946, work motivation is 0.837, infrastructure facilities is 0.939 and teacher performance is 0.943. Since the three variables obtained that alpha value is greater than 0.800, the instrument of this study is stated reliable.

Normality Test

Table-7: Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Competence	.077	50	.200*	.969	50	.205
Work Motivation	.103	50	.200*	.980	50	.532
Infrastructure	.130	50	.033	.962	50	.103
Teacher Performance	.174	50	.001	.907	50	.071

Source: Primary data processed 2018

Based on the data on table 7, the normality significance test column for teacher performance is 0.071, teacher competence is 0.205, work motivation is 0.532 and infrastructure facilities are 0.103. The four variables are greater than 0.05 meaning that data on teacher performance variables, teacher competence, work motivation and means of infrastructure are normally distributed.

Homogenous Test

Based on the data of the table 8, the three data groups resulted in a significance value that is greater than 0.05. It is between teacher performance and teacher competence of 0.060, teacher performance and work motivation of 0.081 and teacher performance by means of infrastructure of 0.490. It can be concluded that the three groups of data respectively 17.79, 2.146 and 0.961. It means the smaller value, the greater homogeneity. The following table homogeneity is as follow:

Table-8: Homogeneous Test Results

	Levene Statistic	df1	df2	Sig.
Teacher Performance and Teacher Competences	17.079	15	18	.060
Teacher Performance and Work Motivation	2.146	11	28	.081
Teacher Performance and Infrastructure	.961	8	22	.490

Source: Primary data processed 2018

Linearity Test

The data of linearity test results are displayed on the following three tables below:

Table-9: Linearity Test Results of Teacher Performance and Teacher Competencies

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance* Teacher Competencies	Between Groups	(Combined)	2432.947	31	78.482	1.919	.074
		Linearity	1782.198	1	1782.198	43.567	.000
		Deviation from Linearity	650.749	30	21.692	.530	.940
	Within Groups		736.333	18	40.907		
	Total		3169.280	49			

Source: Primary data processed 2018

Table-10: Linearity Test Results of Teacher Performance and Work Motivation

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance* Work Motivation	Between Groups	(Combined)	2339.230	21	111.392	3.758	.001
		Linearity	1890.987	1	1890.987	63.788	.000
		Deviation from Linearity	448.243	20	22.412	.756	.739
	Within Groups		830.050	28	29.645		
	Total		3169.280	49			

Source: Primary data processed 2018

Table-11: Linearity Test Results of Teacher Performance and Infrastructure Facilities

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance* Infrastructure	Between Groups	(Combined)	2059.705	27	76.285	1.513	.163
		Linearity	1031.416	1	1031.416	20.450	.000
		Deviation from Linearity	1028.289	26	39.550	.784	.726
	Within Groups		1109.575	22	50.435		
	Total		3169.280	49			

Source: Primary data processed 2018

Based on the table 9,10 and 11, the three data groups describes significance value on linearity that is less than 0.05. It is between teacher performance variable and teacher competence of 0.000, teacher performance and work motivation 0.000 and teacher performance by means of infrastructure equals to 0.000. So it can be concluded that the three groups of data have a linear relationship significantly.

Partial test (t test)

Table-12: Partial Test Results (Test t) Master Competencies

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.764	7.566		2.480	.017
	Teacher Competence	.554	.071	.750	7.853	.000

Source: Primary data processed 2018

Based on the table 12, the value of t with significance level is 0.05 and the amount of data 50 indicates a value of 2,480. Due to the value of t arithmetic is greater than the value of t table, then H0 is rejected and H1 is accepted. This proves that the first hypothesis proposed is acceptable, that is partially positive influence

Table-13: Partial Results of Work Motivation

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.683	7.181		2.463	.017
	Work motivation	1.037	.123	.772	8.427	.000

Source: Primary data processed 2018

Based on the table 13, the value of t with significance level is 0.05 and the amount of data 50 indicates the value of 2,463. Due to the value of t arithmetic is greater than the value of t table, then H0 is rejected and H2 is accepted. This proves that the second hypothesis proposed can be accepted, that is partially there is a significant positive effect of work motivation on teacher performance.

Table-14: Test of Teacher Performance Regression Coefficient and Infrastructure Facility

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.246	4.928		11.007	.000
	Infrastructure	.438	.090	.576	4.885	.000

Source: Primary data processed 2018

Based on the table 14, the value of t with significance level is 0.05 and the amount of data 50 indicates a value of 4,885. Due to the value of t arithmetic is greater than the value of t table, then H0 is rejected and H3 is accepted. This proves that the third hypothesis proposed can be accepted, that there is a significant positive effect of infrastructure facilities on the performance of teachers

Simultaneous Test (F Test)

Table-15: Simultaneous Results (F Test)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2359.743	3	786.581	44.696	.000 ^a
	Residual	809.537	46	17.599		
	Total	3169.280	49			

Source: Primary data processed 2018

Based on the above table, it is known the significance of 0.000. Due to the significance value is 0.000 less than 0.05, it can be concluded that all the independent variables (Teacher Competence, Work Motivation, Infrastructure Facility together (simultaneous) affect the dependent variable (Performance).

Multiple Linear Regression Test and Coefficient of Determination

To test the hypothesis, it is used multiple correlation analysis and multiple linear regression. The analysis results are displayed on the table 16 below:

Table-16: Multiple Correlation Analysis (R) and Determination (R2)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.859 ^a	.738	.720	4.252	
a. Predictors: (Constant), Infrastructure, Teacher Competences, Work Motivation					
b. Dependent Variable: teacher performance					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	64.14	95.08	77.88	6.907	50
Residual	-7.093	9.938	.000	4.120	50
Std. Predicted Value	-1.990	2.491	.000	1.000	50
Std. Residual	-1.668	2.337	.000	.969	50
a. Dependent Variable: teacher performance					
Source: Primary data processed 2018					

Multiple correlation analysis calculates coefficient value equals to 0.859 while multiple determination equals to 0.737. In conclusion, there is a positive correlation among teacher competence, work motivation and means of infrastructure simultaneously on the teacher performance of 0.859. This relationship can qualitatively be expressed very strongly.

The test of correlation among dimensions

The comparison of strength of relationship among variables can be analyzed by looking at the correlation of them. The comparative correlation strength and level of significance correlation coefficient among variables are displayed on the table below:

Table-17: Interdependent Correlation Analysis

Dependent Variabel	Correlation	Independent Variabel							
		X _{1.1}	X _{1.2}	X _{1.3}	X _{1.4}	X _{2.1}	X _{2.2}	X _{3.1}	X _{3.2}
Y ₁	Pearson Correlation	.690*	.481**	.545**	.588**	.730**	.623**	.510**	.514**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50
Y ₂	Pearson Correlation	.632*	.485**	.580**	.565**	.790**	.601**	.518**	.471**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.001
	N	50	50	50	50	50	50	50	50
Y ₃	Pearson Correlation	.738*	.514**	.669**	.681**	.769**	.550**	.546**	.514**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50

Source: Primary data processed 2018

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the results of research that has been conducted by the writer about the influence of teacher competence, work motivation, and educational infrastructure facilities on teacher performance, the following conclusions are obtained:

- Partially, there is a significant positive effect of teacher competence on teacher performance. It can be interpreted that the regression coefficient of teacher competence has a significant positive effect on teacher performance.
- Partially, there is a significant positive effect of teacher motivation on teacher performance. It can be interpreted that the regression coefficient of teacher motivation has a significant positive effect on teacher performance.
- Partially, there is a significant positive effect of infrastructure facilities on teacher performance. It can be interpreted that the regression coefficient of facilities and infrastructure has a significant positive effect on teacher performance.
- There is a significant positive influence among teacher competence, teacher motivation, and infrastructure facilities on teacher performance.

Suggestions

Based on the results obtained from this study and the conclusion of formulation above, the writers suggest that the need of leadership training for the principal is important because the leadership of the principal will effectively affect the performance of teachers. Increased student achievement will be influenced by the quality of the learning process. The learning process will run well if supported by teachers who have competence or good performance. Teachers who have good performance will be able to boost the spirit and motivation of student learning, which will ultimately improve the quality of learning. In another research, it is hoped that other researchers will be able to analyze other factors that might influence teacher performance, such as organizational culture, job satisfaction, work motivation, compensation, or organizational communication, so that it can add scientific horizons and knowledge insight.

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