Influence of School Infrastructure and Work Environment on the Performance of High School Teachers

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ABSTRACT
This study attempts to review and analyze the influence of infrastructure and the working environment of the performance high school teacher, this study using a method of quantitative research and design shaped study the influence of. The population of this research as many as people that is teachers 105 subdistrict Pedamaran high school teacher consisting of 3 high school that is 1 Pedamaran public senior high schools, senior high school and senior high school, the sampling method of technique used in this research is the total the sampling method of, data collection techniques using a questionnaire. In the research, hypothesis in included is the partial t test, the simultaneous f test, a correlation coefficient (r) and coefficients determination (R^2). The result of this research suggests that: (1) infrastructure of schools have an effect positive and significantly to the performance of high school teacher in subdistrict Pedamaran; (2) influential positive working environment and significantly to the performance of high school teacher; and (3) infrastructure of school and workplace significant impact on the performance of high school teacher subdistrict Pedamaran.

Keywords: School Infrastructure, Performance Teacher, Work Environment

1. INTRODUCTION

Of the school principal has a duty to create or form and supporting culture to strengthen the effective in everything done in school. The healthy school culture or climate will affect. student learning achievements at school. The school principal responsible for building culture in the implementation of the learning process [1], [2]. School in view culture so significant in influencing learning done in schools, needed to be cooperation between all the, school starting from principal, teachers, and all staff. It showed that the formation of culture is the responsibility of all people school, Conducted with earnestness and loyalty high

The strategy developed in the use of integrated quality management in the world education is an educational institution positioned itself as an institution merit or in other words to be a service industry. Institutions that provide a service (service) in accordance with the wishes of customers (customer), for that reason, in positioning education institutions as the service industry must comply with the quality. This sense not emphasized a component in the education system, but more to all components of the education system which is, input the process of, and output nor the school. So, did in the fulfillment of facilities and supporting infrastructure learning. In addition to the fulfillment of it should also accompanied by proper management and in accordance with national standard that applies, learning and a runway in order to fully support the learning. Low quality of schools is actually

developed, strategic area especially on strengthening its policies. That is all good, pertaining to such as lack of quality of school infrastructure, the quality of teachers, school management, work environment and other.

The performance of teachers in learning is a major factor in the achievement of a goal education [3], [4], because teachers is the main in the world high education the low quality of performance of teachers led to achievement students in a school. An increase in the performance of teachers in learning influenced several factors among other: (1) salaries, (2) infrastructures, (3) environmental conditions physical labor, and (4) leadership.

From the results of the observation made researchers in some high schools, some teachers have lesson plans not in implemented at the time of learning, some teachers who do not have lesson plans during the process learning, only based on the book package. As a picture, profile teachers whose performance is still low consisting of the teaching in a monotonous manner and without sufficient preparation.

Teachers still use preparation teach by very simple, not fully use reference curriculum required, and inconsistent in the implementation of scenario lesson plans (RPP). That which is with the teaching process and on teachers still dominant talk uses the method, and also that the teachers who taught only based on the experience in his past from time to time, so they feel memorized outside the head and do not want is changing with new thing, including the methods of learning, the

use of the media, the assessment system that is less understood are, teach in rote / without preparation teaching.

Another constraint is schools that means of infrastructure have been completed, but its benefits were less than done by teachers and so the performance of teachers optimal because there are still teacher use media which conventional in learning. This is further strengthened by interviews; unity high school teachers one senior high school are located in subdistrict Pedamaran and to provide information. That advice infrastructure in schools have started to complete only the use of facilities especially for learning activities has not been fully provided [5], [6], [7], because of the use of the use of especially props, takes a lot, while the condition time learning is limited, so teachers greater use of facilities textbooks to the learning process.

In addition to, facilities and infrastructure factors that also affects the performance of teachers are. working environment. A work environment conducive to promote the creation of the attitudes and the act of professional in the job done in accordance with fields and responsibilities of each [8], [9], [10]. Good working environment will facilitate their work better, also if not well, work environment but the performance of teacher's education is not maximal.

2. METHODS
2.1 *Types of Research*

This study used research methodology and design study quantitative research influence, shaped the influence between the third variable know the independent variable or free infrastructure (X1), Workplace (X2), and variable dependent or bound on teacher performance (Y). The second set the free (X1) and (X2) connected bound the variable (Y) with a pattern the relation between variables X1 with Y, the relation between variables X2 with Y together with a y and relations X1 and X2 with variable Y.

2.2 *The Subject and Data*

This research is subject to the senior high school in 105 teachers in the Pedamaran High School. Data collection in this study using a questionnaire, that sort of infrastructure (X1), workplace (X2) and performance teacher (Y). Questioners formerly used were tested and reliability validation first from test scores validation note that r count all items about t test; value r table, thus all about the research is valid and it is reliable. The testing of hypotheses to research it uses linear regression multiple, test t and feasibility study model.

3. RESULTS AND DISCUSSION

From the data analysis known to scatter data on this research the distribution of normal and free from multicollinearities symptoms, heteroskedasticities, autocorrelation, so that data to research this is worth to undergone a hypothesis. Influence on performance infrastructure senior high school teachers in subdistrict Pedamaran. T-count obtained value of 15,468 & 1,65978 with probabilities a significant degree of 0,000; α 0,05. While to yield linear regression he obtained the = 0.085 + 0.229X1. From these figures means that

infrastructure significant high school on performance in subdistrict Pedamaran.

The infrastructure on the performance of a high school teacher in subdistrict Pedamaran. Obtained t-count value of 12,588 < 1,65978 with probabilities a significant degree of 0,000 (Table 1). While to yield linear regression, he obtained equation = 0.089 + 0.7660X2. From the means that the workplace significant on performance teacher high school in district Pedamaran. Influence infrastructure and environment on performance senior high school teachers, the t test the shows t-table and sig < 0,005 (Table 2).

Table 1 Coefficients

Model		Unstandardized Coefficients		Stand. Coeff		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.859	.056		2.514	.013
	LingkunganKerja	7.660	7.019	.778	12.588	.000

a. Dependent Variable: Kinerja Guru

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836^a	.699	.696	2.752

From the determination that it obtained the $R^2 = 0.836$ infrastructure and workplace contributor 69,9% on changes in on teacher performance influence infrastructure schools to head a teacher in high school subdistrict Pedamaran.

Table 3 Coefficients

Model		Unstandardized Coefficients		Stand Coeff		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.859	.056		2.514	.013
	SaranadanPrasarana	13.427	5.340	.836	15.468	.000

Research shows the t-count of 15,468 < 1,65978 with probabilities a significant degree of 0,000 < 0,05 (Table 3). The test can be concluded ho were rejected and h1 accepted which would mean there are significant influence on the performance of infrastructure. Teachers. The influence of infrastructure of the head of school and workplace performance of teachers in high school teacher against Pedamaran subdistrict.

Table 4 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2062.778	2	1031.389	199.015	.000^a
	Residual	528.612	102	5.182		
	Total	2591.390	104			

Based on the calculation on feasibility test, model obtained the count of 199.015 > F$_{table}$ 5,67 worth significantly by 0,019 < 0,05 (Table 4). This table shows

that infrastructure and workplace simultaneously (simultaneously) influence the performance of a high school teacher in Pedamaran. This research in line with previous research has been done by Lian [2] the influence of school facilities and infrastructure and workplace on performance of teachers, while teaching staff of the director general.

Performance of teachers was also influenced by the leadership of the school principal and teacher motivation [11], [12], [13]. From explaining above, then the researcher assumes that a work environment where fun for teachers through improving harmonious relations with superior or subordinate [14], [15], supported by facilities and infrastructure adequate is in place to work will give positive impact for teachers, so that performance of teachers will increase [16].

4. CONCLUSION

The research, can be summed up as follows: (1) is influence welfare between infrastructure of the performance of teachers; (2) any impact between to significant operating environment on teacher performance; and (3) there are significant influence of infrastructures and workplace dependent on variables a teacher.

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