

**TEACHER PERFORMANCE REVIEWED FROM PROFESSIONAL COMPETENCIES,  
INFRASTRUCTURE FACILITIES, MOTIVATION, AND WORK DISCIPLINE  
(Study on Education Staff at SMP Batik Surakarta)**

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**Abstract :** *This study aims to test and analyze professional competency variables, infrastructure, motivation, and work discipline on teacher performance at SMP Batik Surakarta. This research method uses a quantitative descriptive research design. The population is all teachers of SMP Batik Surakarta which amounts to 46 people. The sampling technique in this study is census technique or saturated sample as many as 46 people. Data retrieval using questionnaires and data analysis using SPSS 22.00 for multiple linear regression analysis calculations, F tests, t-tests, and determination coefficients. The results showed that professional competence, infrastructure, motivation, and work discipline affect teacher performance. Based on statistical tests obtained adjusted R square (R<sup>2</sup>) of 73.7% which showed that 73.7% changes in teacher performance variables were explained by variables of professional competence, infrastructure, motivation, and work discipline, while the remaining 26.3% were influenced by other variables that were not studied, such as leadership, employee satisfaction, and school culture.*

**Keywords:** *Teacher Performance, Professional Competence, Infrastructure, Motivation, and Work Discipline,*

## **1. Introduction**

Education is a place to improve the quality of qualified human resources and compete competitively in the outside world. Humans can pursue education to expand knowledge to shape values, attitudes, and behaviors. The role of teachers becomes one of the resources that determine the success of education, especially in learning and teaching activities in schools. Professional teacher performance is expected to be one of the steps to realize success in education. Teachers are positioned as the vanguard in the implementation of the teaching and learning process. Teachers play an important role in the effort to create competent and qualified graduates to produce professional human resources (Cahyono, 2018).

Professional teachers have good basic teaching skills, understand or master materials, and have loyalty to their duties. Teachers are required to have competence, one of which is professional competence. This competency emphasizes sufficient knowledge and insight about the content of the subjects, so that it is necessary to create a good learning process. A teacher's performance can be influenced by how much the teacher mastered the competencies needed to become an educator.

Mastery of the amount of competence by teachers can be done in various ways, one of which is by certification test. Suci, (2018) Concluded that teacher professional competence has a positive and significant effect on teacher performance. The competence of teachers who are getting professional in doing their work, the concert will be improved as well (Dewi, 2015).

Other factors, including infrastructure facilities, also influence teacher performance improvement. Educational facilities and infrastructure are some of the few essential resources—facilities and infrastructure as a picture of an institution's progress in fully supporting learning activities. Infrastructure means indirect tools to achieve the goal. The utilization of infrastructure plays a vital role in the advancement of education. Lack of support in utilizing good infrastructure influences teaching and learning activities not to run optimally (Mundilarno, 2018). Schools with adequate infrastructure facilities lack management in terms of quality and quantity so that their existence can not be maintained continuously. Aprilliyani (2017) argues that the school infrastructure is complete but underutilized so that the teacher's performance is not optimal. Many schools are also unable to carry out activities perfectly because there is no infrastructure.

On the other hand, teachers as professionals have different work motivations from one teacher to another. Motivation is needed for teachers in carrying out their duties to improve the success of the learning process. Without high motivation, teachers will not perform well (Alwi, 2018). So it can be said that teachers who will not perform well will feel bored because there is no driving element. The teacher teaches because there is something that motivates him to work. Cahyono (2018) Concluded that motivation has a significant favorable influence on teacher performance.

Motivation can encourage a teacher to work professionally, diligently, and with discipline. Therefore, teacher performance can be influenced by the discipline of each teacher. Discipline for teachers is an integral part of carrying out their duties and obligations. Thus, a teacher's discipline becomes a significant demand to have in efforts to support and improve performance (Aprilliyani, 2018). Research conducted by Purwoko (2018) shows a positive and considerable influence of teacher discipline on teacher performance. At the same time, the study conducted by Sutama (2016) stated that work discipline shows a significant impact on teacher performance.

This research was conducted at SMP Batik Surakarta. Teacher performance is still lacking, this is seen as the most negligible achievement achieved by schools, teachers, or students in this school, such as the lack of professional competence for teachers and the still number of late teachers. Factors that cause this, one of which is the less supportive facilities, among others, the lack of procurement of printers and wifi facilities that have not been evenly distributed as a support for the learning process. Teachers need learning facilities to support learning activities. In addition to teachers' competence in organizing learning activities, the support of teaching facilities is essential in helping teachers. Based on existing problems and the availability of relevant research results, this study tests and analyzes the influence of professional competencies, infrastructure, motivation, and work discipline on teacher performance.

Based on the problems outlined above, a hypothesis is needed to make research and problem solving more targeted. The hypotheses in this study are as follows:

H1: Professional Competencies (X1), Infrastructure (X2), Motivation (X3), and Work Discipline (X4) have a significant impact on teacher' performance SMP Batik Surakarta.

H2: Professional Competencies (X1) has a significant impact on teacher' performance of SMP Batik Surakarta.

H3: Infrastructure Facilities (X<sub>2</sub>) have a significant impact on teacher' performance of SMP Batik Surakarta.

H4: Motivation (X<sub>3</sub>) has a significant impact on teacher' performance of SMP Batik Surakarta.

H5: Discipline (X<sub>4</sub>) has a significant impact on teacher' performance of SMP Batik Surakarta.

## 2. Research Method

This study uses a quantitative descriptive approach with the dependent variable is performance of teachers of SMP Batik Surakarta and the independent variables are Professional Competency (X<sub>1</sub>), Infrastructure (X<sub>2</sub>), Motivation (X<sub>3</sub>), and Work Discipline (X<sub>4</sub>). The population in this study is all teachers at SMP Batik Surakarta which numbered 46 people. The sampling technique used in this study is census technique or saturated sample, where all 46 teachers as a research sample. This study uses multiple linear regression statistical data analysis techniques with SPSS 23.00 . program

## 3. Results And Discussion

### A. Multiple Linear Regression

Table 1.  
Multiple Regression Test

Variable	Coef	t stat	Sig. t
(Constant)	-5,877	-2,391	0,021
Professional Competency (X <sub>1</sub> ),	0,270	2,600	0,013
Infrastructure (X <sub>2</sub> )	0,510	4,310	0,000
Motivation (X <sub>3</sub> )	0,311	2,470	0,018
Discipline (X <sub>4</sub> )	0,212	2,192	0,034
R square	0,760		
F statistik	32,482		
Sig. F	0,000		

Based on the calculation results of spss computer program version 22.00 obtained the following equation:

$$Y = -5,877 + 0,270 X_1 + 0,510 X_2 + 0,311 X_3 + 0,212 X_4$$

Based on the linear regression equation above can be concluded as follows:

- 1) a = The constant of -5,877 states that if the variables of Professional Competency (X<sub>1</sub>), Infrastructure (X<sub>2</sub>), Motivation (X<sub>3</sub>), and Work Discipline variables (X<sub>4</sub>) are considered constant or non-existent, then the Performance of Teachers of SMP Batik Surakarta will decrease by 5,877.
- 2) b<sub>1</sub> = 0.270, the value of professional competency regression coefficient (X<sub>1</sub>) of 0.270 which means that each increase in professional competency variables (X<sub>1</sub>) will improve teacher performance by 0.270 assuming without other independent variables

meaning Infrastructure Facilities (X2), Motivation (X3) and Variable Discipline Work (X4) remain.

- 3)  $b_2 = 0,510$ , coefficient of infrastructure regression (X2) of 0.510 which means that each increase in infrastructure variable (X2) will improve teacher performance by 0.510 assuming without other independent variables means Professional Competency (X1), Motivation (X3) and Variable Work Discipline (X4) remain.
- 4)  $b_3 = 0,311$ , Motivation regression coefficient value (X3) of 0.311 which means that each increase in Motivation variable (X3) will improve teacher performance by 0.311 assuming without other independent variables means Professional Competency (X1), Infrastructure Facilities (X2) and Variable Work Discipline (X4) remains.
- 5)  $b_4 = 0,212$ , the regression coefficient value for the work discipline variable (X4) of positive 0.212 means that each increase in the work discipline variable (X4) will improve the teacher's performance by 0.212 assuming that without other independent variables it means Professional Competence (X1), Infrastructure Facilities (X2), and Motivation variable (X3) remains.

## B. Hypothesis Test

### F Test

Based on test F in table 1 above that the calculated F score of 32,482 is greater than the table F (2.60) with a significance value of  $0.000 < 0.05$ , it can be interpreted that there is a simultaneous and significant influence between professional competency variables, infrastructure, motivation, and work discipline on teacher performance variables, so that H1 Approved.

### T Test

**Table 2.**  
**T Test Analysis Results**

Description	Tscore	T <sub>table</sub>	Sig.	Description
Professional Competency (X <sub>1</sub> )	2,600	2,020	0,013	H <sub>2</sub> Approved
Facilities (X <sub>2</sub> )	4,310	2,020	0,000	H <sub>3</sub> Approved
Motivation (X <sub>3</sub> )	2,470	2,020	0,018	H <sub>4</sub> Approved
Work Discipline (X <sub>4</sub> )	2,192	2,020	0,034	H <sub>5</sub> Approved

Based on the results of t test analysis as in Table 3 above can be known that:

- a. Professional competency variables have a value of tscore (2,600) > ttable (2,020) with a significance value (p value) of  $0.013 < 0.05$ . This means that H<sub>2</sub> is Approved meaning that professional competence affects teachers' performance at SMP Batik Surakarta.

- b. Variable infrastructure has a value of t score (4,310) > t table (2,020) with a significance value (p value) of  $0.000 < 0.05$ . This shows that H3 is Approved meaning that infrastructure facilities affect teachers' performance at SMP Batik Surakarta.
- c. Motivation variable has a value of t score (2,470) > t table (2,020) with a significance value (p value) of  $0.018 < 0.05$ . This means that H4 was received to influence teachers' performance at SMP Batik Surakarta.
- d. Work discipline variables have a value of t score (2,192) > t table (2,020) with a significance value (p value) of  $0.034 < 0.05$ . This means that H5 is Approved and shows that work discipline affects teachers' performance at SMP Batik Surakarta.

#### Determination Coefficient Test ( $R^2$ )

Based on table 1 above, the adjusted value of R Square is 0.737 which means the variability of teacher performance variables that can be explained by professional competency variables, infrastructure, motivation, and work discipline of 73.7% while 26.3% is explained by other variables not studied in this study, such as leadership, employee satisfaction, and school culture.

#### 4. Conclusion

Based on the results of research and discussion, it can be concluded professional competence, infrastructure, Motivation, and work discipline positively and significantly on teachers' performance at SMP Batik Surakarta. T test results show Professional Competence has a significant effect on the performance of teachers. Infrastructure facilities have a significant impact on the performance of teachers. Motivation has a significant effect on the performance of teachers of SMP Batik Surakarta. Work Discipline has a significant effect on the performance of teachers of SMP Batik Surakarta. Adjusted R square ( $R^2$ ) value of 73.7%. This showed that 73.7% of teacher performance variable changes were explained by variables of professional competence, infrastructure, motivation, and work discipline, while the remaining 26.3% were influenced by other unexamined variables, such as leadership, employee satisfaction, and school culture.

#### Suggestion

Based on the above conclusions, researchers presented some suggestions as follows:

1. Researchers then need to add other independent variables that can affect teacher performance, such as leadership, employee satisfaction, school culture, etc. In addition, it is necessary to add qualitative methods so that the data obtained can be more complete using in-depth interview methods with respondents.
2. Researchers can then add research subjects by expanding the research object to one school and in several educational schools in Surakarta.

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