



## The Influence of Facilities and Infrastructure, Motivation, Compensation on the Performance of Public Elementary School Civil Servant Teachers in North Aceh Regency

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### Abstrak

Penelitian ini bertujuan untuk menganalisis Pengaruh Sarana dan Prasarana, Motivasi, Kompensasi Terhadap Kinerja Guru PNS Sekolah Dasar Negeri di Kabupaten Aceh Utara. Populasi dalam penelitian adalah keseluruhan guru PNS yang mengajar di SD Negeri di Kabupaten Aceh Utara khususnya di K3S Kutamakmur Kabupaten Aceh Utara sebanyak 29 sekolah dengan jumlah guru PNS sebanyak 225 orang. Dengan sampel sebanyak 144 orang. Teknik pengumpulan data dalam penelitian ini dengan cara penyebaran kuesioner atau angket. Pengolahan data dalam penelitian ini menggunakan SPSS for windows. Hasil penelitian menunjukkan bahwa sarana prasarana secara parsial mempunyai pengaruh positif signifikan terhadap kinerja guru PNS dengan nilai koefisien sebesar 0,277. Motivasi secara parsial mempunyai pengaruh positif signifikan terhadap kinerja guru PNS dengan nilai koefisien sebesar 0,277. Kompensasi secara parsial mempunyai pengaruh positif signifikan terhadap kinerja guru PNS dengan nilai koefisien sebesar 0,383. Sarana prasarana, motivasi, kompensasi secara simultan (bersama-sama) mempunyai pengaruh positif signifikan terhadap kinerja guru PNS Sekolah Dasar Negeri di Kabupaten Aceh Utara.

**Kata Kunci :** Sarana prasarana, motivasi, kompensasi dan kinerja guru

### Abstract

*This research aims to analyze the influence of facilities and infrastructure, motivation, compensation on the performance of state elementary school civil servant teachers in North Aceh Regency. The population in the study were all civil servant teachers who taught in public elementary schools in North Aceh Regency, especially in K3S Kutamakmur, North Aceh Regency, 29 schools with a total of 225 civil servant teachers. With a sample of 144 people. The data collection technique in this research is by distributing questionnaires. Data processing in this research uses SPSS for Windows. The research results show that partial infrastructure has a significant positive influence on the performance of civil servant teachers with a coefficient value of 0.277. Motivation partially has a significant positive influence on the performance of civil servant teachers with a coefficient value of 0.277. Partial compensation has a significant positive influence on the performance of civil servant teachers with a coefficient value of 0.383. Infrastructure, motivation, compensation simultaneously (together) have a significant positive influence on the performance of state elementary school civil servant teachers in North Aceh Regency.*

**Keywords:** Infrastructure, motivation, compensation and teacher performance



## Introduction

Facilities and infrastructure are two components that can influence teacher performance (Bakhtiar, 2015; Damanik, 2019; A. T. Hasibuan & Prastowo, 2019a). Facilities and infrastructure can be described as driving motors that have the ability to move at the speed desired by the driving force (A. T. Hasibuan & Prastowo, 2019b; Yulandari, 2023; Yulianti, Rika, 2020). In terms of education, infrastructure and facilities are very important because they are needed. Educational infrastructure and facilities can help the learning process (Ahmad, 2021; Bararah, 2020; Nurstalis et al., 2021). One of the resources that determines school quality is facilities and infrastructure, which need to be updated along with advances in science and technology (Abidin, 2021; Inayah et al., 2021; Widiyanto, 2021). Management of facilities and infrastructure is very important to support educational goals and support national development (Megasari, 2020; Siswanto & Hidayati, 2020). To do it right requires a strong conceptual understanding.

In research conducted by (Marliya et al., 2020) it was concluded that there is a significant influence of infrastructure on teacher performance in State Middle Schools in West Prabumulih District. Research conducted by (Afrianto, 2023) shows that there is a significant influence between facilities and infrastructure on the performance of teaching staff. Research conducted by (Fudin, 2020) shows that the performance of teachers at SMA Negeri I Matan Hilir Utara Ketapang Regency is influenced by the infrastructure at the school at a moderate level.

The results of initial observations carried out by researchers in several state elementary schools in North Aceh Regency found that teacher performance was still less than optimal, this was supported by data from the results of teacher performance assessments carried out by school principals. The results of teacher supervision show the following indications: (1) some teachers are less than optimal in planning effective and interesting learning materials. This can be caused by a lack of teaching skills, a lack of knowledge about the material being taught, or a lack of ability to design activities that support the achievement of learning objectives. (2) In implementing learning, some teachers who are less successful may not be able to convey

material clearly, create a positive learning environment, or use effective teaching methods. This inability can come from a lack of ability to communicate, interact with students, or an inability to adapt to challenges in the learning process. (3) Some teachers are not optimal in evaluating learning, teachers who are less than optimal may be less able to objectively assess student achievement, or may not use appropriate evaluation methods to assess the achievement of learning objectives. This could include a lack of understanding of evaluation techniques, or a lack of ability to provide constructive feedback to students.

Another thing that researchers can see from initial observations is that there is a negative tendency that compensation has no effect on teacher performance. This can be seen from observations which show that the performance of some civil servant teachers who have received compensation in the form of certification allowances is still far from what was expected. Apart from that, there is a lack of motivation that can encourage teachers to show their best performance, and the facilities and infrastructure in schools are poorly equipped, especially those related to technology. As a result, it is difficult to improve teacher performance. In this regard, the author is interested in conducting scientific research, based on the descriptions on the previous page, so the author took the title, "The Influence of Facilities and Infrastructure, Motivation, Compensation on the Performance of State Primary School Civil Servant Teachers in North Aceh Regency.

## Method

This research uses a quantitative approach, which converts all data or information into numbers and uses statistics (Darna & Herlina, 2018; A. T. Hasibuan et al., 2022; Sholikhah, 2016). (Sugiyono, 2019) states that quantitative method research is an approach that is based on positivist philosophy and is used to study certain populations or samples. This research is descriptive because the researcher is trying to get information about current phenomena (Anggito Albi & Johan Setiawan, 2018; Zellatifanny & Mudjiyanto, 2018). The time of the research was carried out from January to April 2024. The research location was carried out at the Public Elementary School in K3S Kutamakmur, North Aceh Regency

which covers two sub-districts totaling 29 schools. The number of samples in this study was 144 people. To determine the number of samples, the Slovin formula (Amin et al., 2023; S. M. Hasibuan, 2018; Marajari, 2017) is used, as follows:

$$n = \frac{N}{1 + (N \cdot e^2)}$$

$$n = \frac{225}{1 + (225 \cdot (0,05)^2)} = \frac{225}{1,5625} = 144$$

**Keterangan:**  
 n = jumlah sampel  
 N = Jumlah Populasi  
 e = Presisi 5%

### Result and Discussion

Respondents in this study were elementary school civil servant teachers throughout the district. North Aceh, especially in the Kutamakmur K3S work area, numbering 144 people. Respondent characteristics are described based on gender, age, and rank/class.

#### a) Description of respondents based on gender

Table 4.1 Respondents by Gender

No	Gender	Amount	Percentage %
1	Man	45	31.2%
2	Woman	99	68.8%
Total		Total	Total

Source: SPSS 26 data processing

Based on table 4.1, it can be described that the majority of respondents were women (68.8%) and men (31.2%).

#### b) Description of respondents based on age

Table 4.2 Respondents by Age

No	Age	Total	Percentage %
1	32 – 35	4	2,8%
2	36 – 39	17	11,8%
3	40 – 43	22	15,3%
4	44 – 47	33	22,9%
5	48 – 51	22	15,3%
6	52 – 55	31	21,5%
7	56 – 59	15	10,4%
Total		144	100%

Source: SPSS 26 data processing

Based on table 4.2 above, respondents were dominated by teachers aged 44 - 47 years (22.9%), namely 33 teachers. And there are only 4 teachers aged between 32 - 35 years (2.8%)

#### c) Description of respondents based on rank/class

Table 4.3 Respondents by Rank/Group

No	Rank/Class	Total	Percentage %
1	III/a	50	34,7%
2	III/b	7	4,9%
3	III/c	16	11,1%
4	III/d	37	25,7%
5	IV/a	12	8,3%
6	IV/b	22	15,3%
Total		144	100%

Source: SPSS 26 data processing

Based on table 4.3, it can be described that the respondents with the highest rank/class were III/a (34.7%). This shows that the majority of district elementary school civil servant teachers. North Aceh, especially in the K3S Kutamakmur work area, has the rank of Junior Administrator, III/a or holds the functional position of First Teacher. This discussion focuses on decisions resulting from hypothesis testing, as an effort to answer the formulation of the research problem. The analysis results from hypothesis testing are described as follows:

### The Influence of Infrastructure on Teacher Performance

Answering the problem formulation and first hypothesis in this research can be observed from the results of the regression analysis in Table 4.22. From the table it is known that infrastructure has a significant positive influence on teacher performance with a sig value = 0.000 < 0.05 with a coefficient value of 0.277. This coefficient shows that the better or more complete the infrastructure in the school, the better the performance of civil servant teachers. This finding is in line with the research results of (Marliya et al., 2020). "The Influence of Infrastructure and Work Environment on Teacher Performance in State Middle Schools in West Prabumulih District" with research results showing that simultaneously there is a significant influence of infrastructure and work environment on teacher performance in State Middle Schools in West Prabumulih District (R=53 .5%); partially there is a significant positive influence of infrastructure on teacher performance in State Middle Schools in West Prabumulih District.

(Barnawi, 2012) explains that school facilities and infrastructure really support teachers' work. Teachers who have complete and adequate facilities and infrastructure will show better performance than teachers who do not (Amini et al., 2021; Firman & Hidayat, 2022; Rohmah et al., 2020) This shows that school facilities and infrastructure greatly influence teacher performance, and a lack of facilities and infrastructure will result in poor performance (Komar, 2020; Sampurno & Wibowo, 2015; Zhahira et al., 2022).

The results of interviews with several teachers found that inadequate facilities and infrastructure will greatly affect teacher performance because limited facilities and infrastructure will limit teachers' work in the teaching and learning process. Apart from that, teachers who are unable to use technology-related facilities and infrastructure mean that existing facilities and infrastructure in schools are unable to improve performance.

Facts at the research site show that the infrastructure in several schools is still very minimal so it has a big impact on the performance of teachers. On this basis, to be able to improve teacher performance, efforts must also be made to provide complete and adequate infrastructure in schools.

### **The Influence of Motivation on Teacher Performance.**

To answer the problem formulation and second hypothesis, it can be observed from the results of the regression analysis in Table 4.22. The table shows that motivation has a positive and significant influence on teacher performance with  $P = 0.000 < 0.05$  with a coefficient value of 0.277. This coefficient shows that the better the teacher's motivation, the better the teacher's performance. This finding is in line with the research results of (Dongoran, 2020) "The Influence of Principal Leadership, School Climate and Work Motivation on the Performance of MAN 2 Model Medan City Teachers" The results of the research show that there is a positive and significant influence of work motivation on the performance of MAN 2 Model Medan City teachers with a coefficient value of 0.399.

(Uno, 2023) explains that teacher work motivation is a process used to encourage teacher behavior so that they strive to achieve real goals. Facts at the research site show that

teachers who always develop themselves by participating in training will have high motivation in carrying out their duties, in this case teaching.

### **The Effect of Compensation on Teacher Performance.**

To answer the problem formulation and third hypothesis, it can be observed from the results of the regression analysis in Table 4.22. The table shows that compensation has a significant positive influence on teacher performance with a sig value =  $0.000 < 0.05$  and a coefficient value of 0.383. The findings of this research show that the better the compensation obtained, the better the performance of civil servant teachers in public elementary schools throughout North Aceh District. This finding is in line with the research results of (Siswadi et al., 2021) "The Influence of Compensation and Work Environment on the Performance of Teachers at the Al Jam'iyatul Washliyah Amplas Medan College" where the results of the research show that there is a significant influence between compensation on teacher performance at the Al Jam'iyatul Washliyah Amplas Medan College. With a constant value of 0.352, it proves that compensation has a positive effect on teacher performance and has a significant value of  $0.008 < 0.05$ , this shows that compensation has a significant effect on teacher performance.

Compensation is one of many variables that influence teacher performance (Imroatun & Sukirman, 2016; Rahmat, 2022; Syamra, 2016). This is in accordance with the view which states that one way for management to improve work performance, motivate and increase employee job satisfaction is through compensation (Meithiana Indrasari et al., 2018; Rismawati & Mattalata, 2018; Saputra, 2018).

Facts at the research site show that wages received are in accordance with the level of education and receiving benefits in the form of health and family benefits that are appropriate to the job are very important in supporting teacher performance. Thus, to be able to improve teacher performance in schools, it is necessary to implement good compensation.

### **Conclusion**

Based on the results of research and discussion of the problem formulation which is based on the results of analysis and hypothesis

testing regarding the influence of infrastructure, motivation, compensation on the performance of State Primary School Civil Service Teachers in North Aceh Regency which was carried out in the previous chapter, the conclusions from this research can be drawn as follows: following:

1. From the research results, it is known that partial infrastructure has a significant positive influence on the performance of State Elementary School PNS teachers in North Aceh Regency with a coefficient value of 0.277, a t-count value of  $5.253 > 1.977$  (ttable) and a sig value of  $0.000 < 0.05$ . This means that the better the infrastructure in the school, the better the performance of PNS teachers at State Elementary Schools in North Aceh Regency.
2. From the research results, it is known that motivation partially has a significant positive influence on the performance of State Elementary School PNS teachers in North Aceh Regency with a coefficient value of 0.277, a t-count value of  $3.864 > 1.977$  (ttable) and a sig value of  $0.000 < 0.05$ . This shows that the better the teacher's motivation, the better the performance of civil servant teachers.
3. From the research results, it is known that partial compensation has a significant positive influence on the performance of State Primary School Civil Servant teachers in North Aceh Regency with a coefficient value of 0.383, a t-count value of  $5.765 > 1.977$  (ttable) and a sig value of  $0.000 < 0.05$ . This shows that the better the compensation, the better the performance of State Elementary School PNS teachers in North Aceh Regency.
4. From the research results, it is known that infrastructure, motivation, compensation simultaneously (together) have a significant positive influence on the performance of State Primary School Civil Service Teachers in North Aceh Regency with an Fcount value of  $134.289 > Ftable$  value of 2.669 and a sig of  $0.000 < 0.05$ .
5. From the research results it is known that the Adj R Square value is 0.737 or 73.7%. The coefficient of determination value shows that the variables Infrastructure, Motivation and Compensation are able to explain the teacher performance variable by 73.7% while the remaining 26.3% is explained by other variables.

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