

THE INFLUENCE OF LEARNING FACILITIES ON TEACHER PERFORMANCE AT SMP NEGERI 17, SELAYAR ISLANDS REGENCY

Rinayanti¹, Baharuddin², Muhammad Rusmin B³

^{1, 2, 3} Pascasarjana, Universitas Islam Negeri Alauddin Makassar

¹ rinadiman23@gmail.com, ² bahar.baharuddin@uin-alauddin.ac.id,

³ muhammad.rusminb@uin-alauddin.ac.id

Abstract

This study aims to 1) describe the learning facilities at SMP Negeri 17, Selayar Islands Regency, 2) describe the performance of teachers at SMP Negeri 17, Selayar Islands Regency, 4) analyze the influence of learning facilities on teacher performance at SMP Negeri 17, Selayar Islands Regency. The type of research used is quantitative research (ex post facto) with a methodological approach and an educational management approach. Respondents in this study amounted to 16 people with a sampling technique using a saturated sample method or with a type of Non Probability Sampling, namely a sampling technique if all populations are used as samples. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis using simple regression with the help of the SPSS 28 application. The results of this study indicate that the learning facilities at SMP Negeri 17, Selayar Islands Regency are in the moderate category with an average of 43.75%. The performance of teachers at SMP Negeri 17, Selayar Islands Regency is in the moderate category with an average of 37.5%. There is a positive and significant influence between learning facilities on the performance of teachers at SMP Negeri 17, Selayar Islands Regency with a simple linear regression equation, namely $Y = 23.917 + 0.607X$ with an influence level of 42.5% that adequate facilities at school greatly influence the good performance of teachers.

Keywords: Learning Resources, Teacher Performance

Abstrak

Penelitian ini bertujuan untuk 1) mendeskripsikan sarana pembelajaran di SMP Negeri 17 Kabupaten Kepulauan Selayar, 2) mendeskripsikan kinerja guru di SMP Negeri 17 Kabupaten Kepulauan Selayar, 4) menganalisis pengaruh sarana pembelajaran terhadap kinerja guru di SMP Negeri 17 Kabupaten Kepulauan Selayar. Jenis penelitian yang digunakan penelitian kuantitatif (ex post facto) dengan pendekatan pendekatan metodologis dan pendekatan manajemen pendidikan. Responden dalam penelitian ini berjumlah 16 orang dengan teknik pengambilan sampel dengan menggunakan metode sampel jenuh atau dengan jenis Non Probability Sampling yaitu teknik pengambilan sampel apabila semua populasi digunakan sebagai sampel. Teknik analisis data yang digunakan yaitu analisis statistik deskriptif dan analisis statistik inferensial dengan menggunakan regresi sederhana dengan bantuan aplikasi SPSS 28. Hasil penelitian ini menunjukkan bahwa Sarana pembelajaran yang ada di SMP Negeri 17 Kabupaten Kepulauan Selayar berada pada kategori sedang dengan rata-rata 43,75%. Kinerja guru yang ada di SMP Negeri 17 Kabupaten Kepulauan Selayar berada pada kategori sedang dengan rata-rata 37,5%. Terdapat pengaruh positif dan signifikan antara sarana pembelajaran terhadap kinerja guru SMP Negeri 17 Kabupaten Kepulauan Selayar dengan persamaan regresi linear sederhana yaitu $Y = 23.917 + 0.607X$ dengan tingkat pengaruhnya sebesar 42,5 % bahwa sarana yang memadai di sekolah sangat memengaruhi kinerja yang baik dari guru.

Kata Kunci: Sarana Pembelajaran, Kinerja Guru



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INTRODUCTION

Education is the most crucial component for developing the intelligence and advancement of a nation, as mandated by Pancasila and the 1945 Constitution. Advanced and high-quality education signifies a nation's progress, while poor education indicates a nation's decline. Numerous factors influence educational success, including teachers, students, facilities and infrastructure, the educational environment, and the curriculum. Teachers, as the subject of education, are also crucial to the success of education itself.¹

Teachers are very important as implementers of education, but often there are teachers who do not have the enthusiasm to carry out their duties, both in terms of planning and implementing learning in evaluating learning, which will definitely have an impact on the achievement of goals that are less successful.² Teachers are the most crucial educational subsystem, especially in producing quality students. This is due to their direct interaction with students during the learning process. Teachers are the ones who understand their students' strengths and weaknesses, thus enabling them to create an appropriate learning process for them.

Performance or achievement is the result of a person's work in carrying out tasks and responsibilities based on the quality, quantity and quality of the employee or staff.³ Teacher performance is the result of a person's work over a certain period compared to various possibilities, such as facilities, target standards, or predetermined criteria. Internal and external factors influence teacher performance. Internal factors include motivation, personality, teaching ability, professional development, communication, and health. External factors include salary and compensation, facilities and infrastructure, school climate, and leadership. One factor that influences work results is school facilities and infrastructure. Learning facilities in schools greatly assist teachers' work. Teachers who have adequate and complete facilities and infrastructure will demonstrate better performance than teachers who do not.⁴ This shows that adequate facilities and infrastructure in schools greatly influence the good performance of teachers, while inadequate facilities and infrastructure will also influence the good performance of teachers.

According to Asrori, teacher performance can be defined as the work results achieved by a teacher in carrying out the tasks assigned to him in accordance with his duties and responsibilities to achieve educational goals. In other words, teacher performance can be defined

¹ S. Eko Putro Widoyoko and Anita Rinawat, "Pengaruh Kinerja Guru Terhadap Motivasi Belajar Siswa," *Cakrawala Pendidikan*, no. 2 (2012): 83544.

² Arief M. Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, 2019.

³ Ari Kartiko and Edy Kurniwan, "Metode Bercerita Dengan Teknik Role Playing Untuk Menumbuhkan Akhlak Mulia," *Nazhruna: Jurnal Pendidikan Islam* 1, no. 2 (2018): 201–22.

⁴ Mohammad Arifin Barnawi and Muhammad Arifin, "Kinerja Guru Profesional," *Jogjakarta: Ar-Ruzz Media*, 2012.

as the work results achieved by a teacher in an educational institution or madrasah in accordance with his duties and responsibilities to achieve educational goals.⁵Developing the quality of teacher performance is a complex process that involves many interrelated elements.

Supportive learning resources will assist teachers in carrying out their duties. Resources are all equipment, materials, and furniture directly used in the educational process at school.⁶Classification of facilities includes whether they are consumable or non-consumable, whether they are mobile during use, and their relationship to the teaching and learning process. Meanwhile, infrastructure is all basic equipment that indirectly supports the implementation of the educational process in schools. Infrastructure is divided into two: those used directly and those not used in the learning process. Directly used infrastructure includes classrooms, practice rooms, libraries, and laboratories. Learning resources are crucial for educational institutions because they are components that influence performance and contribute to student success in achieving academic goals. The completeness of learning resources in schools is crucial for teacher success. The availability of books and other learning tools should assist students in learning. Logically, learning activities are most successful when learning resources are complete and function to support them.

The completeness of learning resources in schools is crucial for teacher success. The availability of textbooks and other learning tools should support students in learning activities in a rational manner. Teacher performance, as a benchmark for educational success in schools, is the result of teachers' work in planning, implementing, and assessing the learning process.⁷ Teacher performance is also inextricably linked to the availability of facilities and infrastructure. No matter how proficient a teacher is in science and technology, without adequate facilities and infrastructure, the desired results cannot be achieved optimally. Furthermore, learning media and other teaching tools are used as an effort to eliminate verbalism in children's learning situations and to achieve the teaching objectives themselves.⁸

Based on the results of initial observations by interviewing the Principal at SMP Negeri 17 Selayar, precisely on Tambolongan Island, the Principal said that teachers had difficulty carrying out interactive learning because the learning facilities did not support it, this factor is interesting to research further.

⁵ Mohammad Ali, *Psikologi Remaja: Perkembangan Peserta Didik*, 2011.

⁶ Martinis Yamin and Maisah Maisah, "Standarisasi Kinerja Guru," *Jakarta: Gaung Persada* 14 (2010).

⁷ Nanang Hanafiah, *Konsep Strategi Pembelajaran*, 2012.

⁸ Eko Djatmiko, "Pengaruh Kepemimpinan Kepala Sekolah Dan Sarana Prasarana Terhadap Kinerja Guru Smp Negeri Kota Semarang," *Fokus Ekonomi: Jurnal Ilmiah Ekonomi* 1, no. 2 (2006).

LITERATURE REVIEW

Understanding Learning Facilities

The success or failure of a process to achieve the desired goals in the implementation of education is influenced by, among other things, adequate facilities, human resources, and so on. Educational facilities are all facilities needed in the teaching and learning process, both mobile and stationary, so that the achievement of educational goals can proceed smoothly, effectively, orderly, and efficiently. For example: buildings, classrooms, tables and chairs, and teaching media tools.⁹

According to Suharsimi, as quoted by Prastyawan, learning resources are all kinds of equipment used by teachers to facilitate the delivery of lesson material. From the student's perspective, learning resources are all kinds of equipment used by students to facilitate learning a subject. This means that not only students who need resources but also all educational stakeholders. Meanwhile, the definition of learning resources according to Bafadhal states that educational resources are all equipment, materials, and furniture directly used in the educational process at school, while educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process at school.¹⁰

Mulyasa explained that facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, and teaching tools and media.¹¹ This means that facilities exist to support student activities in education. Without them, effective learning is difficult. Facility management plays a crucial role in ensuring the effective and efficient implementation of the learning process in schools and supporting the achievement of the educational institution's goals.

Based on the definition of facilities above, the author can conclude that facilities are any form of tool, object, facility, or media used to assist and facilitate an activity so that the desired goal can be achieved more effectively and efficiently. For example, in the world of education, books, whiteboards, and laboratories are learning resources.

⁹ Mohamad Mustari, "Manajemen Pendidikan (Cetakan Ke)," *Jakarta: PT RajaGrafindo Persada*, 2015.

¹⁰ Prastyawan Prastyawan, "Manajemen Sarana Dan Prasarana Pendidikan," *Al Hikmah: Jurnal Studi Keislaman* 6, no. 1 (2016).

¹¹ E. Mulyasa, "Manajemen Berbasis Sekolah, Bandung: PT Remaja Rosdakarya," *Cet. VII*, 2004.

Types of Educational Facilities

Various types and characteristics have different functions, making the educational process more engaging for students. Therefore, educational facilities and infrastructure can be viewed based on their types and characteristics, including:¹²

1. Viewed from the type aspect, if viewed from the type aspect, facilities and infrastructure are divided into two types, namely:
 - a. Direct means facilities that are directly used in the learning process, such as: books, stationery, computers, laboratory equipment, libraries.
 - b. Indirect facilities are facilities that are not used in the learning process, but can directly support the learning process, such as: Teaching aids, sports equipment, teacher's room, parking area.
2. In terms of their nature, Barnawi states that educational resources can be classified into three types: whether they are used up or not, whether they are mobile or not, and their relationship to the learning process. These three types of resources can be explained as follows:
 - a. Consumable educational resources are any materials or tools that, when used, can be used up within a relatively short time. Examples include chalk, some chemicals for teacher and student practice, paper, and computer ink. Additionally, there are educational resources and light bulbs. Durable educational resources are those that are used continuously and for a relatively long time. Examples include school desks, typewriters, atlases, globes, some sports equipment, laboratory equipment, and libraries.
 - b. Types of educational facilities reviewed from whether they move when used, there are two types of educational facilities, namely: First, mobile educational facilities, namely mobile facilities which are usually in the form of physical objects and can be moved as needed. Such as filing cabinets, benches and chairs that can be moved or moved anywhere. Second, immobile educational facilities, namely all educational facilities that cannot or are relatively very difficult to move, such as land, buildings, wells and towers and water channels.¹³
 - c. Types of educational facilities reviewed from their relationship to the learning process, namely:

¹² Isnawardatul Bararah, "Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 10, no. 2 (2020): 351–70.

¹³ Rusydi Ananda and Oda Kinata Banurea, *Manajemen Sarana Dan Prasarana Pendidikan*, 2017.

- a) According to behaviorist theory, as written by Asfar, learning media is used to provide stimuli that can trigger learning responses. For example, projectors/LCDs, or visual media, help form associations between images and concepts.¹⁴
- b) Second, according to Heinich et al. in Bhidju's book, teaching aids are included in learning media, namely everything that can be used to convey messages and stimulate the thoughts, feelings, attention and will of students so that it can encourage the learning process.¹⁵ Third, Heinich et al., in Bhidju's book, state that learning resources are any form of material, tool, person, or situation that enables students to acquire knowledge and skills. Learning resources can include books, electronic media, the environment, people, or other learning aids designed or utilized to support the achievement of educational goals.¹⁶

3. Means of Communication

According to Rini Darmastuti, communication is the process of thoughts or feelings by one person (communicator) to another person (communicatee). These thoughts can be in the form of ideas, information, opinions, etc.¹⁷ Communication tools in education are any tools, media, or facilities used to convey information, connect the parties involved in the educational process, and support smooth communication between educators, students, and other school personnel. Several communication tools include:

- a. According to Sibero, the Internet is short for Interconnected Network, a computer network that connects devices such as computers/laptops, smartphones/mobile phones, and Wi-Fi.
- b. Social media, Sadirman et al., stated that media is anything that can be used to convey messages, so that it can stimulate students' thoughts, feelings, attention, and interests in such a way that the teaching and learning process takes place effectively and efficiently as expected. Social media can be in the form of Instagram, WhatsApp, Facebook, etc. Media that can be used in learning include Gmail, Zoom meetings, classrooms, etc.

Management of Learning Facilities

As for the Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning Management Standards, CHAPTER II article 27 paragraphs 1 and 3 states:

¹⁴ AMIT Asfar et al., "Teori Behaviorisme," *Makassar: Program Doktor Ilmu Pendidikan. Universitas Negeri Makassar*, 2019.

¹⁵ Roni Hariyanto Bhidju and Ahlimedia Press, *Peningkatan Hasil Belajar Ipa Melalui Metode Demonstrasi* (Ahlimedia Book, 2020).

¹⁶ Bhidju and Press, *Peningkatan Hasil Belajar Ipa Melalui Metode Demonstrasi*.

¹⁷ Rini Darmastuti et al., *Kolase Komunikasi Di Indonesia* (ASPIKOM dan Buku Litera Yogyakarta, 2017).

Management standards are the minimum criteria regarding the planning, implementation, and supervision of educational activities carried out by educational units so that the implementation of education is more effective and efficient.¹⁸

1. Planning

According to Terry, as quoted by the Directorate General for Improving the Quality of Education and Education Personnel, planning is the process of determining tasks to achieve predetermined goals. Nana Sudjana also stated that planning is a systematic process of making decisions about future actions.¹⁹ Planning educational facilities and infrastructure is a complex undertaking because it must be integrated with national, regional, and local development plans. Planning is an integrated system within these development plans. Planning for needs is aligned with the standards and requirements established in educational programs and the objectives to be achieved.

2. Procurement

Procurement is a series of activities that provide various types of educational facilities and infrastructure as needed to achieve educational goals. The need for facilities and infrastructure can be related to type and specifications, quantity, time, location, price, and accountable sources.

3. Maintenance

According to Sri Minarti, maintenance begins with careful daily use of the item. Special maintenance tasks should be performed by personnel or experts in the field.²⁰ Effective management of facilities and infrastructure is essential for implementing the learning process. This ensures that facilities and infrastructure are neatly arranged, clean, attractive, comfortable, aesthetically pleasing, accessible, and easy to use or utilize in the learning process. Routine and regular maintenance is essential.

4. Utilization

The process of utilizing facilities and infrastructure is a crucial factor in increasing learning effectiveness. Proper and optimal utilization of these facilities will ensure their quality. Continuity between utilization and maintenance will undoubtedly lead to improved management of these facilities and infrastructure. There are two principles in the utilization of educational equipment: effectiveness and efficiency. Effectiveness implies that all use of educational equipment is aimed at facilitating the achievement of the school's educational

¹⁸ Badrudin Badrudin et al., "Standarisasi Pendidikan Nasional," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 2 (2024): 1797–808, <https://doi.org/10.54371/jiip.v7i2.3962>.

¹⁹ Direktur Tenaga Kependidikan et al., "Manajemen Sarana Dan Prasarana Pendidikan Persekolahan Berbasis Sekolah," *Departemen Pendidikan Nasional*, 2007.

²⁰ Sri Minarti, "Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri," *Yogyakarta: Ar-Ruzz Media* 24 (2011).

goals, both directly and indirectly. Efficiency, on the other hand, implies the careful and economical use of all educational equipment to prevent damage, loss, or loss.

5. Deletion

Removal of facilities and infrastructure is the release of facilities and infrastructure from applicable responsibilities for justifiable reasons. Removal is a process aimed at removing or eliminating facilities and infrastructure from the inventory list because they are deemed no longer functioning as expected, particularly for the purposes of implementing school learning.

Benefits of Learning Tools

Learning will be more successful when supported by adequate educational resources, as previously explained. Therefore, the government is constantly striving to improve educational facilities at all levels of education, including elementary school. In utilizing these resources, teachers utilize all resources according to the needs of each subject, the topics discussed, and the achievement of indicators. As facilitators, teachers play a role in providing services to facilitate students in the teaching and learning process.

The benefits of good learning resources will facilitate children's learning activities, making them more enthusiastic about learning. Conversely, a lack of learning resources will result in children being less enthusiastic and passionate about learning. This will undoubtedly impact their academic achievement. Learning resources are also crucial for teachers' success in learning activities, supported by the completeness of learning resources available at the school. Teaching and learning activities need to be supported by the availability of necessary books and other learning resources.²¹

According to Qomar, learning facilities and infrastructure function as educational components that can prevent failure in education. Therefore, the existence of learning facilities and infrastructure is absolutely necessary in the educational process. Facilities function to support the achievement of educational goals in schools. The function of facilities and infrastructure is essentially as an aid in teaching and learning activities.²² Meanwhile, according to Siregar, utilization can be said to be the activity of using educational facilities and infrastructure to support the learning process (teaching and learning) in order to achieve educational goals.²³

²¹ Abdurrahmat Fathoni and Abdul Hamid, *Arsyad, Azhar, Media Pembelajaran, Jakarta: PT Raja Grafindo Persada, 2003. Departemen Pendidikan Nasional, Kamus Besar Bahasa Indonesia, Jakarta: Balai Pustaka, 2005, n.d.*

²² Mujamil Qomar, *Manajemen Pendidikan Islam* (2016).

²³ Ismail Ahmad Siregar, "Pemanfaatan Sarana Dan Prasarana Bimbingan Dan Konseling Sesuai Dengan Standar Pendidikan," *Al-Mursyid: Jurnal Ikatan Alumni Bimbingan Dan Konseling Islam (IKABKI)* 1, no. 1 (2019).

Understanding Teacher Performance

The term "performance" is a translation of the English word "work performance" or "job performance," but in English it is often shortened to simply "performance." In Indonesian, "performance" is also called "work achievement." Performance is defined as the expression of ability based on knowledge, attitude, skills, and motivation in producing something.

According to Payman J. Simanjuk quoted by Ahmad Susanto, performance is the level of achievement of results from the implementation of certain tasks in order to achieve organizational goals, because every individual or organization certainly has goals to be achieved by setting targets or goals. Performance is the result of a person's or organization's work achievements with an appearance that does, describes, and produces something, both physical and non-physical, with instructions, functions, and tasks based on knowledge, attitudes, skills, and motivation.²⁴

Thus, teacher performance is the behavior a teacher exhibits in carrying out their duties as an educator and instructor when teaching in front of a class, according to certain criteria. A teacher's performance is reflected in the activities they perform and the quality of their performance. Performance is the achievement a person attains in carrying out their duties or work over a specific period of time according to the standards, provisions, or criteria established for that job.²⁵

According to Arifin, Bryas and Rue, as quoted by Hary Susanto in his journal, the factors that influence the performance of vocational high school teachers state that performance is how well someone carries out their duties.²⁶ Teacher performance is the achievement a teacher attains in carrying out their duties or work during a specific period according to standards. A teacher's performance is inseparable from the inherent competencies they must master.

Teacher work effectiveness is the level of success of teachers in planning, implementing the learning process, and evaluating learning, so that learning objectives are achieved optimally through the effective and efficient use of various resources and funds. The aspects of teacher performance include planning learning, presenting learning, and conducting evaluations.²⁷

From the discussion above, it can be concluded that teacher performance is the work results or achievements demonstrated by a teacher in carrying out their duties and responsibilities as an educator. This performance reflects the extent to which a teacher is able to carry out their

²⁴ M. Pd Ahmad Susanto, *Manajemen Peningkatan Kinerja Guru Konsep, Strategi, Dan Implementasinya* (Kencana: Prenada Media, 2016).

²⁵ Muhammad Ilyas Ismail, *Guru Sebuah Identitas* (Alauddin University Press, 2013).

²⁶ Hary Susanto, "Faktor-Faktor Yang Mempengaruhi Kinerja Guru Sekolah Menengah Kejuruan," *Jurnal Pendidikan Vokasi* 2, no. 2 (2012): h. 200.

²⁷ Mardhiah Mardhiah, "Pengaruh Tanggung Jawab Profesi, Komitmen Mengajar, Motivasi, Dan Kepuasan Kerja Terhadap Efektivitas Kinerja Guru," *Idaarah: Jurnal Manajemen Pendidikan* 5, no. 1 (2021): 83.

role in planning, implementing, and evaluating the learning process, as well as guiding and developing students to achieve educational goals.

Factors Affecting Teacher Performance

Teachers are a key factor in educational success and are considered to play a crucial role in achieving educational goals, reflecting the quality of education. The role of teachers in carrying out their duties and responsibilities is inseparable from the influence of internal and external factors, which impact changes in teacher performance.²⁸

According to Malthis and Jackson, there are several factors that influence the performance of individual workers, including:²⁹

1. Factors that can influence teacher performance are school climate and learning resources. Hasibuan, in his study by Jasmani Asf and Mustofa, reinforces this theory by stating that the following factors influence performance: mental attitude, education, skills, leadership management, income level, social security, school climate, and learning resources.

2. Their Abilities

Teacher competence is the primary foundation influencing the quality of their professional performance. A teacher with good competence will be able to effectively fulfill their roles as educator, teacher, mentor, and assessor.

3. Motivation

Abraham Maslow's theory of motivation states that every human being has needs (needs, drives, intrinsic and extrinsic factors), the emergence of which is highly dependent on individual interests. Based on this reality, Maslow then created the needs hierarchy theory to answer the level of human needs. According to Maslow, the levels of human needs as employees from the lowest to the highest are:

- a. *Physiological Needs*(Physiological/basic/essential needs)
- b. *Safety Needs*(need for security).
- c. *Social/Affiliation Needs*(need to socialize)
- d. *Esteem Needs*(need for appreciation).
- e. *Self-actualization Needs*(self-actualization needs).

4. Their relationship with the organization

According to Gibson, there are three factors that influence performance, namely:³⁰

²⁸ Badrun Kartowagiran, "Kinerja Guru Profesional (Guru Pasca Sertifikasi)," *Jurnal Cakrawala Pendidikan* 3, no. 3 (2011).

²⁹ Robert L. Mathis and John H. Jackson, "Human Resource Management: Manajemen Sumber Daya Manusia," *Terjemahan Dian Angelia. Jakarta: Salemba Empat*, 2006.

³⁰ M. Gibson, "Manajemen Sumber Daya Manusia," *Cetakan Ke Dua. Jakarta: Erlangga*, 2008.

- a. Individual factors (abilities, skills, family background, work experience, social and demographic level of a person)
- b. Psychological factors (perception, role, attitude, personality, motivation and job satisfaction)
- c. Organizational factors (organizational structure, job design, leadership, reward systems)

Teacher Performance Indicators

An effective teacher is one who successfully implements learning activities and continuously improves student achievement. Effective teachers must meet established and developed requirements and standards. Effective teachers must carry out their educational and teaching duties to the best of their ability. Effective teachers possess commendable qualities and attitudes, are professional, possess a strong work ethic, and demonstrate strong performance.³¹

Three indicators of learning performance, according to Usman, are the ability to plan, implement and evaluate learning. In addition, Davies in Damopolii mentions four general tasks that a teacher has, namely:

1. Planning, namely a teacher's job to compile learning objectives.
2. Organizing, namely the work of a teacher to organize and connect learning resources so that learning objectives can be realized in the most effective and efficient way.
3. Leading, namely the job of a teacher to motivate, encourage, and stimulate students so that they are ready to achieve learning goals.
4. Evaluating, namely the work of a teacher to determine the success of his function in organizing and leading to realize the goals that have been formulated.

According to Michel, as quoted by Supardi, the aspects considered in assessing individual performance (including teachers) are quality of work, promptness, initiative, capability, and communication. Based on this opinion, teacher performance can be assessed based on mastery of knowledge demonstrated through work quality, behavioral skills demonstrated through work speed/accuracy, initiative in work, and communication skills.³²

a. *Quality of Work*(Quality of Work)

This aspect refers to the quality of teacher work, meeting expected standards. In the context of teachers, work quality can be seen in how well teachers deliver subject matter, create a conducive learning environment, and produce high-achieving students.

³¹ S. Supardi, "Sekolah Efektif: Konsep Dasar Dan Praktiknya," Jakarta: PT RajaGrafindo Persada, 2015.

³² Supardi Supardi, *Kinerja Guru: Teori Dan Praktik*, 2013.

b. *Promptness*(Speed/Accuracy of Work)

This aspect relates to a teacher's ability to complete their tasks on time and effectively. For example, a teacher who is able to complete class administration, assign assignments, and provide feedback to students in a timely manner.

c. *Initiative*(Initiative)

This aspect assesses a teacher's ability to take action and generate new ideas in learning. Teachers who demonstrate initiative will consistently seek new ways to improve the quality of learning and actively engage students.

d. *Capability*(Ability):

This aspect includes the teacher's ability to master the subject matter, use various effective learning methods, and manage the class well.

e. *Communication*(Communication):

This aspect assesses a teacher's ability to communicate with students, parents, and colleagues. Effective communication will foster positive relationships and facilitate the learning process.

RESEARCH METHODS

The research method used in this study is quantitative. According to Sugiyono, this type of research is based on the ex post facto method, which is a study conducted to examine an event that has occurred and then examine the factors that may have caused the event.³³With a methodological approach and a scientific approach.

The sample determination in this study was carried out using the Non-Probability Sampling type. This type of Non-Probability Sampling is not selected randomly, so in this study the sample to be taken is all teachers at SMP Negeri 17, Kepuauan Selayar Regency, totaling 16 people. The sampling technique used the saturated sampling method. The saturated sampling method is a sampling technique when all members of the population are used as samples. The methods used in this study are questionnaires and documentation. Then the data processing technique is analyzed using descriptive statistical analysis techniques and inferential statistical analysis techniques.

³³ Dr Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

1. Learning Facilities at State Middle School 17, Selayar Islands Regency

To determine the categorization of learning facilities at SMP Negeri 17, Selayar Islands Regency, all values are grouped into three categories, namely low, medium, and high.

Table 1. Respondent Score Categorization

Value Interval	Frequency (f)	Category	Percentage (%)
54 - 60	6	Low	37.5%
61 - 66	6	Currently	37.5%
67 - 72	4	Tall	25%
Amount	16		100%

Based on the table above, we can see a picture of learning facilities, 43.75% are in the medium category, with a frequency of 7, 31.25% are in the low category with a frequency of 5, and 25% are in the high category with a frequency of 4.

2. Teacher performance at State Middle School 17, Selayar Islands Regency

To determine the categorization of teacher performance at SMP Negeri 17, Selayar Islands Regency, all values are grouped into three categories, namely low, medium, and high.

Table 2. Respondent Score Categorization

Value Interval	Frequency (f)	Category	Percentage (%)
54 - 60	6	Low	37.5%
61 - 66	6	Currently	37.5%
67 - 72	4	Tall	25%
Amount	16		100%

Based on the table above, it can be seen that the research depicts teacher performance, 37.5% are in the medium category with a frequency of 6, 37.5% are in the low category with a frequency of 6, and 25% are in the high category with a frequency of 4.

Inferential Statistics

Inferential statistics are intended to examine the influence of school climate and learning resources on teacher performance at SMP Negeri 17, Selayar Islands Regency. The use of inferential statistics can be carried out, at a minimum, on the condition that the data are normally and linearly distributed, thus requiring normality and linearity tests.

1. Analysis test
 - a. Normality Test

Table 3. Data Normality Test Output

One-Sample Kolmogorov-Smirnov Test		
		Standardized Residual
N		16
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	.93094934
Most Extreme Differences	Absolute	.118
	Positive	.098
	Negative	-.118
Test Statistics		.118
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Testing the normality of school climate data with the following provisions: H_0 : School climate data is normally distributed H_1 : School climate data is not normally distributed The conditions for accepting or rejecting H_0 are as follows: If the $\text{sig} < \alpha$ value is (0.05), then H_0 is rejected and H_1 is accepted. If $\text{sig} > \alpha$ is (0.05), then H_0 is accepted and H_1 is rejected.

Based on the Kolmogorov-Smirnov test, the sig value is 0.200, indicating that the sig value is greater than 0.05, thus H_1 is rejected and H_0 is accepted. Thus, the data is normally distributed and can be further analyzed.

b. Linearity Test

Table 4. Output of the Linearity Test of Learning Tools on Teacher Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	170,271	9	18,919	.503	.830
		Linearity	18,724	1	18,724	.498	.507
		Deviation from Linearity	151,547	8	18,943	.504	.818
	Within Groups		225,667	6	37,611		
	Total		395,937	15			

Testing the linearity of the Y variable data on X with the following provisions: H0: Linear regression line H1: Non-linear regression line The conditions for accepting or rejecting Ho are as follows: If $\text{sig} < \alpha$ (0.05), then H0 is rejected and H1 is accepted If $\text{sig} > \alpha$ (0.05), then H0 is accepted and H1 is rejected. Based on the linearity test above, which is seen from the Deviation from Linearity, a significance value of $> \alpha$ ($0.818 > 0.05$) is obtained, which means that there is a significant linear relationship between the learning facilities variable and teacher performance.

2. Hypothesis Testing

- a. The Influence of Learning Facilities on the Performance of Teachers at State Junior High School 17, Selayar Islands Regency

Hypothesis testing of the influence of learning facilities on the performance of teachers at SMP Negeri 17, Selayar Islands Regency was carried out using simple linear regression analysis, then determination test and F test to determine the magnitude of the influence of variable X (learning facilities) on Y (teacher performance).

1) Simple Regression Analysis

Regression analysis of the influence of learning media on teacher performance was carried out using SPSS version 28 with the following output:

Table 5. Results of Simple Linear Regression Analysis of the Effect of School Learning Facilities on Teacher Performance

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	23,917	7,862		3,041
	Means	.607	.173	.652	3,511
a. Dependent Variable: Teacher Performance					

a. Dependent Variable: Teacher Performance

Based on the table above, the regression analysis output in the coefficients table shows that the Constant value (a) is 23.917 and the regression coefficient value (b) is 0.607. Thus, the regression equation is $Y = 23.917 + 0.607X_2$. This indicates that if learning resources (X) increase by one unit, teacher performance (Y) can be predicted to increase by 0.607 (60.7%) at a constant of 23.917.

2) F test

Significance testing was carried out with the help of SPSS version 28.0 with the following output:

Table 6. Output of Significant Test of the Influence of Learning Facilities on Teacher Performance

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220.31	1	220.31	12.33	.003b
	Residual	297.56	14	21.25		
	Total	517.87	15			
a. Dependent Variable: Teacher Performance						

The output of the significance test of the influence of school climate on teacher performance based on the ANOVA table shows that the F value is 12.33 with a Sig. value of 0.003. The interpretation of the significance test is carried out with the following provisions:

H0: The regression equation coefficient is not significant.

H1 : The regression equation coefficient is significant

The conditions for accepting or rejecting Ho are as follows:

If Sig. < a (0.05), then H0 is rejected and H1 is accepted.

If Sig. > a (0.05), then H0 is accepted and H1 is rejected.

The regression test based on the ANOVA table obtained an F value of 13.33 with a Sig. value of 0.003. The Sig. value of 0.003 is smaller than 0.05, indicating that H0 is rejected and H1 is accepted. Thus, learning media has a significant effect on the performance of teachers at SMP Negeri 17, Selayar Islands Regency.

3) Determination Test

The magnitude of the influence of learning facilities on teacher performance can be seen in the results of the determination test using SPSS version 28 in the following table:

Table 7. Output of Teacher Performance Determination Test on Learning Facilities

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.652a	.0425	0.382	4.23
a. Predictors: (Constant), Means				

Based on the test output results, the coefficient of determination is 0.0425. Thus, the magnitude of the influence of learning facilities on the performance of teachers at SMP Negeri 17, Selayar Islands Regency, is 4.25%, and 95.75% is determined by other factors.

DISCUSSION

Overview of Learning Facilities at State Middle School 17, Selayar Islands Regency

Facilities are all forms of tools, objects, facilities, or media used to assist and facilitate an activity so that the desired goals can be achieved more effectively and efficiently. For example, in the world of education, books, blackboards, and laboratories are learning tools. The success or failure of a process to achieve the desired goals in the implementation of education is influenced by, among other things, adequate facilities, human resources and so on. Educational facilities are all facilities needed in the teaching and learning process, both movable and immovable, so that the achievement of educational goals can run smoothly, effectively, orderly, and efficiently. For example: buildings, classrooms, tables and chairs and teaching media tools.

The description of learning facilities in SMP Negeri 17 Selayar Islands Regency is that the learning facilities do not have much laboratory equipment, library equipment and also technological facilities such as computers, wifi, and LCD projectors which are not evenly distributed or cannot be used in the classroom because there is no electricity in the area so this is what hinders teachers in carrying out their duties and teachers have difficulty creating interactive learning. Based on the results of the study, the description of learning facilities is 43.75% in the medium category, with a frequency of 7, 31.25% in the low category with a frequency of 5, and

25% in the high category with a frequency of 4. Condition of learning facilities in SMP Negeri 17 Selayar Islands Regency.

Overview of Teacher Performance at State Middle School 17, Selayar Islands Regency

Aspects that are seen in assessing individual performance (including teachers), namely quality of work, promptness, initiative, capability, and communication. Based on this opinion, teacher performance can be assessed from mastery of knowledge shown through work quality, behavioral skills shown through speed/accuracy of work, initiative in work, and ability to communicate. The description of teacher performance at SMP Negeri 17 Selayar Islands Regency that in teacher performance indicators where the speed/accuracy of work is still lacking lateness in attendance, and lack of responsibility for work indicates that a professional work culture has not been fully formed. Based on the results of the study, the description of teacher performance is 37.5% in the medium category with a frequency of 6, 37.5% in the low category with a frequency of 6, and 25% in the high category with a frequency of 4.

The Influence of Learning Facilities on Teacher Performance at State Junior High School 17, Selayar Islands Regency

The results of a simple regression analysis where the output of the regression analysis in the coefficients table of the regression equation is $Y = 23.917 + 0.607X_2$. This indicates that if learning facilities (X) increase by one unit, teacher performance (Y) can be predicted to increase by 0.607 (60.7%) at a constant of 23.917. The influence of learning facilities on teacher performance shows a positive influence which is marked by an increase in the value of the learning facilities variable (X) followed by an increase in the value of the teacher performance variable (Y).

Based on the Anova table, the Sig. 0.003 value is smaller than 0.05, which indicates that H_0 is rejected and H_1 is accepted. Thus, learning facilities have a positive and significant effect on the performance of teachers at SMP Negeri 17, Selayar Islands Regency, because adequate learning facilities can support teachers in working optimally. Then, the magnitude of the influence of learning facilities on the performance of teachers at SMP Negeri 17, Selayar Islands Regency based on the determination test is 42.5% and 57.5% is determined by other factors.

The results of this study have demonstrated a positive influence of learning resources on teacher performance. This indicates that school resources are one of the factors influencing work outcomes. Learning resources at school significantly assist teachers in their work. Teachers with adequate and complete facilities and infrastructure perform better than those without. This

suggests that adequate school resources significantly influence teacher performance, while inadequate facilities also impact teacher performance.

CONCLUSION

The conclusions of this study are formulated based on the analysis and discussion outlined in the previous chapter. The conclusions are as follows:

1. The condition of learning facilities at SMP Negeri 17 Selayar Islands Regency based on the results of data analysis interpreted as Mean Score is 60.5 with an average of 16 respondents responding. Based on the results of the study, the description of learning facilities is 43.75% in the medium category, with a frequency of 7, 31.25% in the low category with a frequency of 5, and 25% in the high category with a frequency of 4.
2. Teacher performance conducted at SMP Negeri 17 Selayar Islands Regency Selayar based on the results of data analysis interpreted Mean Score is 62.5 with an average of 16 respondents responding. Based on the results of the study the description of teacher performance 37.5% is in the medium category with a frequency of 6, 37.5% is in the low category with a frequency of 6, and 25% is in the high category with a frequency of 4.
3. Learning facilities at SMP Negeri 17, Selayar Islands Regency have a positive and significant effect of 42.5% with a Sig. value of 0.003 which is smaller than 0.05 which indicates that H0 is rejected and H1 is accepted on teacher performance with a regression coefficient of $Y = 23.917 + 0.607X$.

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