

Analysis of the Influence of Incentives, Infrastructure, and Work Environment on Teacher Performance at Dhira Bhakti Foundation Malang, Indonesia

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ABSTRACT

This study aims to describe incentives, work environment infrastructure, and teacher performance, analyze incentives, infrastructure, and work environment simultaneously affect teacher performance, analyze incentives, infrastructure, and work environment partially affect teacher performance, and analyze among variables. incentives, infrastructure, and work environment that have a dominant effect on teacher performance at the Dhira Bhakti Foundation Malang. The number of samples in this study was 88 respondents. The data analysis technique used multiple regression analysis. The results of the analysis show that incentives, infrastructure, and work environment simultaneously have a significant effect on teacher performance, which means that to improve teacher performance it is necessary to provide fair incentives, adequate and functioning infrastructure when needed, and a good work environment. Incentives, infrastructure, and work environment partially have a significant effect on teacher performance, which means that the better incentives for teachers can improve teacher performance. The more complete the infrastructure needed in the learning process can improve teacher performance. Better working environment conditions can improve teacher performance. Infrastructure has a dominant effect on teacher performance, this shows that the main thing that can improve teacher performance is infrastructure. The more complete the infrastructure needed in the learning process can improve teacher performance. Better working environment conditions can improve teacher performance. Infrastructure has a dominant effect on teacher performance, this shows that the main thing that can improve teacher performance is infrastructure. The more complete the infrastructure needed in the learning process can improve teacher performance. Better working environment conditions can improve teacher performance. Infrastructure has a dominant effect on teacher performance, this shows that the main thing that can improve teacher performance is infrastructure.

Keywords: Incentives, Infrastructure, Work Environment, Teacher Performance.

1. INTRODUCTION

Human resources who work at the school are the principal, teachers and management staff. According to Sahertian, education resources include manpower, funds, facilities and infrastructure [1]. The teacher is an important and measurable element that determines the quality of the school, because the teacher as the implementer of education goes directly to educational goals. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have the power of self-control, religious spirituality, intelligence, personality, skills and noble morals needed by students, society, nation and state.

Teacher performance is the level of success of the teacher in carrying out tasks compared to various possibilities, such as standard work results, pre-determined work goals that have been mutually agreed upon. The teacher is one of the important and measurable elements determining the quality of the school, because the teacher as the implementer of education goes directly to the goals of education. Teacher performance is measured in carrying out their duties as teachers and educators. According to Djamarah, as a teacher the teacher is tasked with pouring a number of teaching materials into the brains of students, while the teacher as an educator is tasked with guiding and fostering students to become immoral, capable, active, creative and independent [2].

School efforts to improve teacher performance, one of which is by providing incentives, with the aim of stimulating teachers to further improve their professionalism in achieving the goals of educational institutions. In line with what has been done by the Dhira Bhakti Malang Foundation in an effort to improve teacher performance, there are still many shortcomings that the Foundation must immediately fix. This can be seen from the fact that there are still teachers who have not felt the impact of the incentives. Teachers think that the incentives provided by the Foundation have not been able to cover the shortage of daily needs, besides that the socialization of incentives has not been comprehensive. The high and low level of teacher performance is

closely related to the incentive system implemented by the foundation where teachers work. Providing inappropriate incentives can have an effect on improving teacher performance. Establishing an incentive system is not easy. Foundations must pay attention to applicable regulations and also the various factors that affect the size of teacher incentives. Incentives are a driving factor for teachers to work better so that their performance can increase. The research results of Sari et al. [3], as well as Ratnasari and Mahmud [4] found that incentives affect teacher performance. However, the results of research by Pasaribu and Irsutami found that incentives did not affect teacher performance [5]. Incentives are a driving factor for teachers to work better so that their performance can increase.

According to Barwani and Arifin, external factors that affect teacher performance are salary, infrastructure, physical work environment and leadership [6]. Teacher performance cannot be separated from the influence of existing infrastructure. No matter how great a teacher's mastery of science and technology is, without the support of adequate infrastructure, the expected results cannot be achieved maximally. In addition, learning media and other teaching tools are used as an effort to eliminate verbalism in children's learning situations and efforts towards achieving the teaching goals themselves. The success of teachers in teaching and learning activities is supported by the completeness of learning resources available in schools. Teaching and learning activities need to be supported by the existence of the required books and other learning facilities. Rationally, learning activities are carried out optimally, if the learning resources are complete and function to support teaching and learning activities. The results of the research by Djatmiko [7], Pramono [8], and Suwarko [9] prove that infrastructure has an effect on teacher performance.

A pleasant work environment is the dream of all teachers in the school. A good work environment will make teachers work in pleasant conditions and will cause work to be completed on time. A fresh workplace, guaranteed safety and health can trigger someone to work because there is peace when carrying out various tasks that are responsible. This environment usually focuses or emphasizes the physical condition of the place. Measuring instruments for the condition of the place include room, temperature, and noise. This means that all of this can affect teacher performance when carrying out activities. The research results of Sari [10], Iskandar and Juhana [11], Oktiayani and Nainggolan [12] found that the work environment affects teacher performance.

The Dhira Bhakti Malang Foundation is one of the Catholic private educational institutions that manages education starting from Kindergarten, Elementary, Middle School and Vocational High Schools, which were founded by Ursuline nuns. As an Indonesian Ursuline school that instills love for Indonesia's culture, nation and homeland by respecting the plurality of cultures and religions and developing care for others and nature. Dhira Bhakti Malang Foundation organizes quality and integrated education as well as prepares students for higher education and is ready for society. Dhira Bhakti Malang Foundation has teachers who are patient, friendly and responsible. The provision of good salaries in schools is expected to be able to increase teacher effectiveness and performance and reduce unwanted things such as demanding a salary increase.

In addition to this phenomenon, another thing that often becomes a complaint by most teachers is that there are still many education managers who are still lacking in managing infrastructure so that the infrastructure resources owned by schools are less functional and developed, even though if the infrastructure resources are owned functioned and developed properly, this will be a very important force for the school in achieving the goals it has aspired. Other problems that occur in the management of facilities and infrastructure are insufficient learning resources (books, teaching aids, media), inadequate maintenance and utilization, and there are some teachers who do not make optimal use of existing facilities and infrastructure due to a lack of ability to operate props and media or because they are afraid of the damage caused. Meanwhile, the damaged facilities and infrastructure have not been removed from the inventory list and the maintenance of the facilities and infrastructure is still not optimal, causing the condition to be no longer good for use in the teaching and learning process. The work environment in the foundation decreases the quality of teachers due to unclear job descriptions, no adequate authority, no challenging work targets, low communication patterns, for example teachers and teachers or principals and students, less harmonious work relationships, and inadequate work facilities, a work environment that is created less comfortable also makes someone feel unhappy. A good work environment can improve teacher performance, teachers can work safely and comfortably if supported by a conducive work environment.

2. LITERATURE REVIEW

2.1. Teacher Performance

Saondi and Suherman state that teacher performance is the ability shown by the teacher in carrying out a task or job [13]. Supardi argues that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by improving student learning achievement [14]. Barwani and Arifin, suggest that teacher performance is the level of success of teachers in carrying out tasks according to their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve organizational goals [6].

2.2. Incentive

According to Panggabean incentives are "rewards in the form of money given to those who can work beyond a predetermined standard [15]." Furthermore, Hasibuan argues that incentives are "additional remuneration given to certain employees whose performance is above standard performance [16]." Incentives according to Sarwoto are "a means of motivation that can be given a limit of incentives or impulses that are given deliberately to workers so that in them there will be greater enthusiasm for achievement for the organization [17]." Mangkunegara argues that incentives are "a form of money given by organizational leaders to employees so that they work with high motivation and achievement in achieving organizational goals as recognition of work performance and employee contributions to the organization [18]."

2.3. Infrastructure

According to Makawimbang educational facilities are all sets of furniture, equipment, and materials that are directly used in the teaching and learning process at schools [19]. Barwani and Arifin suggest that infrastructure is the entire basic equipment that indirectly supports the implementation of the teaching and learning process in schools [6]. Furthermore, Rohiat states that infrastructure is all movable and immovable objects needed to support the implementation of teaching and learning activities, either directly or indirectly [20]. Such as, blackboards, desks, libraries, parking, chairs, reading books, classrooms, leadership rooms, canteens, and others.

2.4. Work environment

Sedarmayanti defines the work environment as follows: "the environment is a process used by strategic planning to monitor the environmental sector in determining opportunities / threats to the organization / company [21]." Soedarso states that: "The work environment is an environment where employees can carry out their daily tasks with all the work facilities and infrastructure needed to carry out these tasks" [22].

2.5. Hypothesis

Based on the theoretical foundation and conceptual framework that has been described, the following research hypotheses can be formulated:

- 1) It is suspected that incentives, infrastructure and work environment simultaneously have a significant effect on the performance of teachers at Dhira Bhakti Foundation Malang.
- 2) It is suspected that incentives, infrastructure and work environment partially have a significant effect on the performance of teachers at Dhira Bhakti Foundation Malang.
- 3) It is suspected that infrastructure has a dominant influence on the performance of teachers at the Dhira Bhakti Foundation Malang.

3. RESEARCH METHODS

3.1. Operational Definition of Research Variables

a. Incentive

Incentives are rewards received by teachers for performance that exceeds standards. The incentive indicator used in the research is material incentives.

b. Infrastructure

Infrastructure facilities are facilities provided by the school in the learning process at school. The indicators used are:

- a) Furniture
- b) Educational tools and media

c. Work environment

Work environment is an environment around employees because they work to achieve common goals. The indicator used is the non-physical work environment

d. Teacher Performance

Performance is the work achieved by the teacher in accordance with standard assignments within a certain period. The indicators used are:

- a) Ability to prepare lesson plans
- b) Ability to carry out learning
- c) Ability to exercise interpersonal relationships
- d) Ability to carry out assessment of learning outcomes and the ability to carry out enrichment programs

3.2. Population and Sample

Population is the totality of all possible values, both counting results and quantitative and qualitative measurements rather than certain characteristics regarding a complete and clear group of objects (Sudjana) [23]. Another definition states that a population is a group of objects, whether humans, symptoms, test scores, objects or events (Arikunto) [24]. The population in this

study were all teachers at the Dhira Bhakti Foundation Malang, totaling 113 teachers. The sample is the smallest part of the population that still has the characteristics and characteristics of the population to be subject to research. Taking the sample size in this study using the Slovin formula, in order to obtain a total sample of 88 teachers. The sampling technique uses proportional random sampling: In random sampling, each class in the population has the opportunity to be sampled. Proportional is used to determine the number of samples in each class.

3.3. Data analysis technique

The data analysis technique used is multiple regression analysis. Multiple Linear Regression Analysis is used to determine the effect of incentives, infrastructure, and work environment on teacher performance at Dhira Bhakti Foundation Malang, multiple linear regression is used with the help of the SPSS program with the equation:

$$Y = a + b1X1 + b2X2 + b3X3 + e$$

Information :

- Y = Teacher professionalism
- a = constant numbers
- b1..b3 = regression coefficient
- X1 = character
- X2 = compensation
- X3 = teaching experience
- e = confounding variable

4. RESULTS AND DISCUSSION

4.1. Multiple Regression Analysis

From the results of data processing using the SPSS assistance program, the analysis results are obtained as in the following table:

Table 1
Recapitulation of the Results of Multiple Linear Regression Analysis

Variable	Regression Coefficient	t count	Sig.	Information
Incentive (X1)	0.135	2,554	0.012	Significant
Infrastructure (X2)	0.315	3,870	0,000	Significant
Work environment (X3)	0.225	2,695	0.009	Significant
Constant	1,350			
R	0.766			
Adjusted R square	0.572			
Fcount	39.767			
Sig. F	0.000			
n	88			
The dependent variable = teacher performance (Y)				
F table = 2.72				
t table = 2,000				

Based on the recapitulation table, the following multiple regression equation is obtained:

$$Y = 1.350 + 0.135 X1 + 0.315 X2 + 0.225 X3$$

Based on this equation, it can be explained as follows:

- α = 1.350 is a constant, which means that if all independent variables are incentives (X1), infrastructure (X2), and work environment (X3) are 0, then the magnitude of the teacher performance variable is 1.350.
- β_1 = 0.135 is the amount of the incentive-free variable regression coefficient (X1), the regression coefficient is positive, indicating that the incentive has a unidirectional effect on teacher performance, meaning that the more incentives are given, the teacher's performance increases, assuming the variables of infrastructure (X2) and work environment (X3) are constant. . Meanwhile, the effect of incentives on teacher performance is 0.135.
- β_2 = 0.315 is the magnitude of the regression coefficient for the infrastructure independent variable (X2), the regression coefficient is positive, indicating that infrastructure has a unidirectional effect on teacher performance, meaning that the better infrastructure, it causes teacher performance to increase with the assumption that the incentive variable (X1), and the work environment (X3)) a fixed amount. While the influence of infrastructure on teacher performance is 0.315.
- β_3 = 0.225 is the magnitude of the regression coefficient for the independent variable work environment (X3), the regression coefficient is positive, indicating that the work environment has a direct effect on teacher performance, meaning that the better the working environment conditions, the teacher's performance increases, assuming the incentive variable (X1),

and infrastructure (X2) a fixed amount. Meanwhile, the influence of the work environment on teacher performance is 0.225.

The multiple correlation coefficient (R) of 0.766 indicates a strong relationship between incentives (X1), infrastructure (X2) and work environment (X3) along with teacher performance (Y). Determined coefficient value (Adjusted R square) of 0.572. This coefficient of determination means that incentives (X1), infrastructure (X2) and work environment (X3) together can contribute to teacher performance by 57.2%, while the remaining 42.8% is caused by other variables not included in the research.

4.2. Hypothesis test

a. First Hypothesis Test

To test the first hypothesis which states that incentives, infrastructure and work environment simultaneously have a significant effect on teacher performance at the Dhira Bhakti Foundation Malang, using the F test. $\alpha = 5\%$, $df_1 = 3$, and $df_2 = 84$ at 2.72; this means that $F_{count} > F_{table} (39.767) > 2.72$ while the probability value is smaller than $\alpha = 0.05$ ($0.000 < 0.05$), then H_0 is rejected and H_a is accepted, which means that the independent variables: incentives, infrastructure, and work environment simultaneously have a significant effect on teacher performance. Thus the first hypothesis is statistically tested.

b. Second Hypothesis Test

To test the second hypothesis which states that incentives, infrastructure and work environment partially have a significant effect on teacher performance at the Dhira Bhakti Foundation Malang, using the t test. Based on the t test results obtained as follows:

- 1) The results of the t-test for the incentive variable obtained the value of $t = 2.554$ while the value of $t_{table} = 2,000$ so that $t_{count} > t_{table}$ or a significance value of $0.012 < 0.05$, so H_0 was rejected or H_a was accepted, and it was proven that the incentive variable (X1) had a significant effect on teacher performance (Y).
- 2) The results of the t-test for the infrastructure facilities variable obtained $t_{count} = 3.870$ while the t_{table} value = 2,000 so that $t_{count} > t_{table}$ or a significance value of $0.000 < 0.05$ so H_0 was rejected or H_a was accepted, and it was proven that the infrastructure variable (X1) had a significant effect on teacher performance (Y).
- 3) The results of the t test for the work environment variable obtained $t_{count} = 2.695$ while the value of $t_{table} = 2,000$ so that $t_{count} > t_{table}$ or a significance value of $0.009 < 0.05$ so H_0 was rejected or H_a was accepted, and it was proven that the work environment variable (X1) had a significant effect on teacher performance (Y).

Based on the results of the t test, it shows that incentives, infrastructure and work environment partially affect teacher performance. Thus the second hypothesis is statistically tested.

c. Third Hypothesis Testing

To test the third hypothesis which states that infrastructure has a dominant influence on the performance of teachers at the Dhira Bhakti Foundation Malang, using the t test and seeing the size of the regression coefficient of each variable. Based on the results of the t test, it is evident that incentives, infrastructure and work environment partially have a significant effect on teacher performance. Meanwhile, to find out which variables have a dominant effect on teacher performance, by looking at the size of the regression coefficient that affects teacher performance. The independent variable that has the largest and significant coefficient is the variable that has a dominant influence on teacher performance. Based on the results of multiple regression analysis, it can be seen that the largest regression coefficient value, namely infrastructure is 0.398, This means that infrastructure has a dominant effect on teacher performance. Thus the third hypothesis can be accepted or statistically tested.

4.3. Discussion of Research Results

4.3.1. Description of incentives, infrastructure, work environment and teacher performance

The incentives provided to teachers are adequate. The main contribution to the incentive is that teachers who excel are awarded honors. Providing incentives can motivate teachers to be more enthusiastic in the teaching and learning process. With adequate incentives, the teacher does not have thoughts of earning money outside of school and is constantly concentrating on carrying out tasks. As Sarwoto's opinion states that incentives are a means of motivation that can be given a limit of stimulants or impulses that are given deliberately to workers so that they arise a greater enthusiasm for achievement for the organization [17].

Infrastructure facilities are formed by furniture and educational tools and media. The main thing that can form infrastructure is furniture, which is reflected in the school having adequate educational furniture. Adequate infrastructure plays an important role in supporting the learning process, supporting the success of the teaching and learning process, because complete facilities and infrastructure will be able to help achieve predetermined teaching goals. As the opinion of Sambodo which states that all equipment, materials and furniture that directly or indirectly support the implementation of the education process in schools [25].

The work environment at school is in good condition, seen from a harmonious relationship between fellow teachers, all teachers have the opportunity to advance and security at work makes teachers feel comfortable at work. The work environment in the school can support the learning process. As Sedarmayanti's opinion states that the work environment is an environment which

is a process used by strategic planning to monitor the environmental sector in determining opportunities / threats to organizations / companies [21].

Teacher performance is shaped by the ability to formulate learning plans, the ability to carry out learning, the ability to carry out interpersonal relationships, the ability to carry out assessment of learning outcomes and the ability to carry out enrichment programs. The main thing that can shape teacher performance is the ability to carry out assessment of learning outcomes, reflected in managing and checking the results of the assessment. Teacher performance for schools is an important thing, because it can show the school's success in achieving goals. Teacher performance shows how far the things that the teacher has done can fulfill and satisfy the community as service users. Teacher performance is one of the determinants of the success of any educational effort. As Supardi which states that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement [14]. Teacher performance is related to the task of planning teaching, managing the learning process, as well as assessment and evaluation. Planning means, educators can make the learning process at least in context. As managers, it means that educators should produce teaching and learning activities that are conducive to learning process. Meanwhile, as an evaluator means that the teacher can assess and evaluate the learning outcomes of students themselves. Teacher performance is related to the task of planning teaching, managing the learning process, as well as assessment and evaluation. Planning means, educators can make the learning process at least in context. As managers, it means that educators should produce teaching and learning activities that are conducive to learning process. Meanwhile, as an evaluator means that the teacher can assess and evaluate the learning outcomes of students themselves. Teacher performance is related to the task of planning teaching, managing the learning process, as well as assessment and evaluation. Planning means, educators can make the learning process at least in context. As managers, it means that educators should produce teaching and learning activities that are conducive to learning process. Meanwhile, as an evaluator means that the teacher can assess and evaluate the learning outcomes of students themselves.

4.3.2. The Effect of Incentives, Infrastructure and Work Environment Simultaneously on Teacher Performance

Incentives, infrastructure and work environment simultaneously affect teacher performance. This shows that the provision of adequate incentives and supported by complete infrastructure, as well as good working conditions improve teacher performance. The teacher is a key element in the education system, especially in schools. Teachers have a great moral duty and responsibility to the success of students. Incentives as a means of motivating teachers to work with optimal abilities. The provision of incentives is intended to meet the needs of teachers and families.

In conducting teacher learning, of course, it requires infrastructure that can support its performance so that learning can take place attractively. With the support of adequate learning infrastructure, teachers not only deliver material orally, but also by writing and demonstrating according to the infrastructure that the teacher has prepared.

Teachers who work in good working conditions will create high productivity. Therefore, the school always pays attention to the conditions of the work environment for teachers, both the work environment such as lighting or light at work, temperature or air temperature at work and security at work, so that they will get results in accordance with the goals to be achieved by the school. The condition of the work environment determines the smooth running of a job. If the work environment allows, then the teachers will make the work place fun in carrying out their work activities, so as to reduce fatigue which in turn will lead to an increase in teacher performance. With a sense of comfort and pleasure will influence someone to be more active, diligent and enthusiastic at work and vice versa when the work environment is bad it will result in decreased teacher performance. Thus the leadership is expected to always strive for more adequate facilities and infrastructure at the school so that teachers will feel comfortable working, besides that the leadership is expected to always create a harmonious relationship with the teacher so that teachers always feel treated fairly in the work environment.

4.3.3. Effect of Incentives, Infrastructure and Work Environment Partially on Teacher Performance

Teacher incentives have a significant effect on teacher performance, which means that the better teacher incentives in terms of teacher cognitive flexibility and teacher personal psychology can improve teacher performance. The teacher incentive indicator that makes the biggest contribution to improving teacher performance is the cognitive flexibility of the teacher, which is reflected in the time when the lesson starts. Therefore, incentivized professional teachers must master the curriculum, be skilled in using learning methods, speak the material of all subjects, have a high commitment to their duties, have discipline in the broadest sense, have a good personality, have a healthy physique, master scientific knowledge. or broad knowledge and have good skills. As the opinion of Hasibuan which states that incentives are additional remuneration given to certain employees whose performance is above the standard performance[16]. The results of this study support Pasaribu and Irsutami [5], Sari et al. [3], Ratnasari and Mahmud [4] who state that incentives have an effect on performance.

Infrastructure has a significant effect on teacher performance, which means that the more adequate infrastructure in schools can improve teacher performance. The infrastructure and infrastructure indicator that made the biggest contribution to improving teacher performance was furniture, as reflected in the administrative furniture that was in good condition. Educational facilities are one of the supporting factors for the success of teachers. As Rohiat's opinion states that infrastructure is all movable and

immovable objects needed to support teaching and learning activities, either directly or indirectly [20]. Such as, blackboards, desks, libraries, parking, chairs, reading books, classrooms, leadership rooms, canteens, and others. It can be compared between teachers who are equipped with adequate facilities and infrastructure with teachers who are not equipped with adequate infrastructure. Teachers who are equipped with adequate infrastructure will show better performance than teachers who are not equipped with adequate infrastructure advice. The results of this study support the results of this study in line with Djatmiko [7], Pramono [8], Suwarko [9] which states that infrastructure has an effect on performance.

The work environment affects teacher performance, which means that if the school environment is created paying attention to non-physical aspects of the work environment, the goal of achieving high teacher performance will be achieved. The work environment indicator that makes the greatest contribution to improving teacher performance is that all teachers have the opportunity to advance. The existence of a conducive work environment can provide a sense of comfort in the teacher to always give the best results from the teacher at school. As Soedarso's opinion states that the work environment is an environment where employees can carry out their daily tasks with all the work facilities and infrastructure needed to carry out these tasks [22]. Teachers will be able to carry out their activities properly to achieve optimal results if supported by a good environmental condition. The results of this study are in line with Sari [10], Iskandar and Juhana [11], Oktiyani and Nainggolan [12] which state that the work environment affects performance.

4.3.4. Infrastructure has a dominant influence on teacher performance

Infrastructure has a dominant effect on teacher performance, which means that the main thing that can improve teacher performance is infrastructure. Infrastructure is one of the most vital objects in supporting the achievement of educational goals in the learning and teaching process. The ability of teachers and institutions in fulfilling educational facilities and infrastructure will greatly affect the teaching and learning process in schools. Teachers need learning infrastructure to support learning activities. In addition to the ability of teachers to organize learning activities, support from learning infrastructure is very important in helping teachers. The more complete and adequate the learning facilities owned by a school will make it easier for teachers to carry out their duties as educational personnel. Likewise with the atmosphere during learning activities. Learning facilities must be developed in order to support the teaching and learning process. Given the importance of infrastructure in learning activities, students, teachers and schools will be directly related. Students will be more assisted by the support of learning infrastructure. Not all students have a good level of intelligence so that the use of learning infrastructure will help students, especially those who have weaknesses in participating in learning activities. For teachers, it will be helped by the support of infrastructure facilities. Learning activities will also be more varied, interesting and meaningful. The school is obliged to be the party most responsible for the management of all activities carried out. Apart from providing, the school also maintains and maintains the infrastructure it already has. The results of this study are in line with Djatmiko [7], Pramono [8], Suwarko [9] which states that infrastructure has an effect on performance.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

- 1) The results of descriptive statistics show that the incentives given to teachers are adequate. The main contribution to the incentive is that teachers who excel are awarded honors. Infrastructure facilities are formed by furniture and educational tools and media. The main thing that can form infrastructure is furniture, which is reflected in the school having adequate educational furniture. The work environment at school is in good condition, seen from the harmonious relationship between fellow teachers, all teachers have the opportunity to advance and safety at work makes me feel comfortable at work. Teacher performance is shaped by the ability to formulate learning plans, the ability to carry out learning, the ability to carry out interpersonal relationships, the ability to carry out assessment of learning outcomes and the ability to carry out enrichment programs.
- 2) Incentives, infrastructure and work environment simultaneously have a significant effect on teacher performance, which means that to improve teacher performance it is necessary to provide fair incentives, adequate and functioning infrastructure when needed and a good work environment.
- 3) Incentives, infrastructure and work environment partially have a significant effect on teacher performance, which means that the better incentives for teachers can improve teacher performance. The more complete the infrastructure needed in the learning process can improve teacher performance. The better working environment conditions can improve teacher performance.
- 4) Infrastructure has a dominant effect on teacher performance, this shows that the main thing that can improve teacher performance is infrastructure.

5.2. Suggestion

- 1) It is better if the school always gives appreciation for the achievements that have been achieved by outstanding teachers.

- 2) We recommend that the school ensure that the reference books needed by students are available in the library and maintained periodically.
- 3) The school creates a comfortable work environment so that the teaching and learning process can run well.
- 4) For future researchers, it is hoped that they can carry out research development using other independent variables, so that they can have a better influence on teacher performance.

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