

The Influence of Environmental Conditions and Facilities on Teacher Performance Mediated by Motivation in Remote Elementary Schools in Bintang Ara District Tabalong Regency

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ABSTRACT

The teacher performance phenomenon in remote elementary schools of Bintang Ara District, Tabalong Regency shows several issues: (1) teachers lack full responsibility in performing their duties; (2) they have not developed their capabilities optimally; (3) they are less skilled in learning implementation; and (4) they are not proud of their learning outcomes. This study aims to analyze the influence of environmental conditions and infrastructure on teacher performance mediated by motivation. Using quantitative methods with SEM-PLS analysis and involving 62 teachers as samples, the findings reveal that environmental conditions have a significant positive impact on teacher performance and motivation (p-value 0.000 < 0.05). Facilities and infrastructure also positively influence teacher performance and motivation (p-value 0.007 < 0.05). Motivation significantly enhances teacher performance (p-value 0.011 < 0.05). Furthermore, the work environment and infrastructure positively affect teacher performance through motivation in remote elementary schools of Bintang Ara District, Tabalong Regency

INTRODUCTION

Education plays a pivotal role in shaping the progress of a nation by nurturing individual potential. Teachers are essential components of this system, responsible for fostering effective and high-quality learning environments. However, in remote areas such as Bintang Ara District in Tabalong Regency, factors including the environment, facilities and infrastructure, and teacher motivation significantly affect teacher performance. Teachers serve as professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students across educational levels, from early childhood to secondary education, as stipulated by statutory regulations (Law No. 14 of 2005 on Teachers and Lecturers).

The professional status of teachers aims to implement the national education system and achieve its goals. These include developing students into individuals who are faithful, noble, healthy, knowledgeable, capable, creative, independent, and responsible within a democratic society. Teachers are the driving force behind educational activities, acting as the "heart" of schools and directly influencing the quality of education. In developed nations, teacher education and training often precede school establishment, highlighting their fundamental importance. Quality education relies heavily on competent teachers, as even the most comprehensive educational programs will falter without them.

Teacher performance stands as a crucial determinant of educational success. The effectiveness of educational institutions often hinges on the performance of their educators. Schools naturally seek optimal performance from teachers since it significantly affects their reputation and success. For those who have undergone professional development yet exhibit poor performance, workload adjustments and coaching are necessary as part of ongoing professional development (Ministry of National Education Regulation No. 35 of 2010).

In Bintang Ara District, several performance issues among teachers have been identified: (1) insufficient responsibility in task execution, (2) limited skill development, (3) inadequate teaching competence, and (4) a lack of pride in teaching outcomes. These challenges require immediate attention, as they adversely impact educational effectiveness and quality.

Performance is essential for both individuals and organizations in achieving productivity. According to Widyasari, as cited by Edwardin (2006), performance refers to the results achieved by individuals or groups within a specific work environment, measured against established standards. Factors such as role clarity, competence, work environment conditions, and motivation significantly influence performance. Enhancing teacher performance thus necessitates addressing both personal competencies and external work conditions.

A conducive work environment plays a critical role in enhancing teacher performance. The International Labour Organization (ILO) emphasizes the importance of creating suitable work conditions for teachers to optimize their performance. Positive relationships between teachers, colleagues, and school

administrators are crucial for fostering such an environment. According to Mulyasa (2013), harmonious relationships between teachers, parents, and the community contribute to a conducive work atmosphere. A supportive environment motivates teachers to perform their duties effectively.

In Bintang Ara District, challenging school environments hinder teacher performance. Schools are often remote, with difficult access exacerbated by poor road conditions, particularly during the rainy season. Teachers who struggle to navigate these roads frequently arrive late or miss school altogether. These challenges limit teaching innovation, as teachers often stick to basic methods without exploring more effective strategies.

Another critical factor is the availability of school facilities and infrastructure. Schools in remote areas typically face resource constraints, including limited access to learning materials, electricity, and internet connectivity. These limitations hinder teachers' ability to access teaching resources and integrate technology into their lessons. Additionally, many teachers in these regions lack familiarity with information technology, restricting their professional development.

Improving school facilities and infrastructure is essential for enhancing teacher performance. Adequate resources enable teachers to carry out their duties more efficiently and effectively. Access to stable internet connections and well-equipped learning environments supports the delivery of higher-quality educational materials and encourages teaching innovation.

Motivation is equally crucial in influencing teacher performance. High motivation drives teachers to excel, while low motivation impairs their effectiveness. In Bintang Ara District, many teachers experience monotonous and unchallenging work environments, leading to dissatisfaction and limited personal development. To address this, schools and the government must offer incentives, training, and development opportunities.

Work motivation encompasses both intrinsic and extrinsic factors. According to Robbins & Judge (2015), motivation involves the direction, intensity, and persistence of effort toward achieving goals. In education, these goals include improving learning quality and developing student competencies. High teacher motivation directly correlates with better performance and overall educational success.

This study aims to analyze the influence of environmental conditions, facilities and infrastructure, and motivation on teacher performance in remote elementary schools in Bintang Ara District, Tabalong Regency.

LITERATURE REVIEW

Teacher Performance Theory

Performance is the output or result of a process carried out by an individual to meet predefined objectives. According to Smith in Mulyasa (2005:136), performance is "output driven from processes, human or otherwise," meaning that performance is the outcome of a specific process. Mulyasa (2005) further explains that performance can be viewed as work achievement, implementation, or accomplishment. It serves as an indicator of an organization's operational effectiveness, measured against established standards.

Prawirasentono (1999:2) defines performance as "the work result that can be achieved by an individual or group within an organization, based on their authority and responsibility, to reach the organization's goals legally, ethically, and morally." Dessler (1997:513) adds that performance compares actual work results with established standards. Thus, performance is the achievement attained by an individual through a process to meet desired outcomes or standards.

Teacher performance is characterized by competencies every educator must possess. According to Kusmianto (1997:49), teacher performance standards include working individually with students, planning lessons, utilizing learning media, involving students, and demonstrating active leadership. The Indonesian Law No. 20 of 2003, Article 39, Paragraph (2), also emphasizes that educators must plan, implement, assess learning, and engage in research and community service.

Soedijarto (1993) identifies four skills essential for teachers: (1) lesson planning, (2) conducting teaching and learning processes, (3) assessing student progress, and (4) building relationships with students. Additionally, several factors influence teacher performance, including individual abilities, motivation, support, and organizational relationships (Gibson, 1987). Mulyasa (2007:227) highlights factors like motivation, task interest, responsibility, and principal support.

Teacher performance can be measured through indicators such as lesson planning, implementation, evaluation, and relationships with students and colleagues.

Motivation Theory

Motivation and learning are closely intertwined, with motivation acting as the driving force that pushes individuals to engage in activities to achieve their goals. According to Sardiman (2007), motivation is the active force that triggers behavior, while Husaini Usman (2006) defines it as the inner desire that motivates action toward achieving specific goals. Motivation is vital in learning, as it influences the energy, emotions, and psychological states of individuals, thereby driving them to pursue their objectives. It can be categorized into intrinsic and extrinsic types. Intrinsic motivation comes from within the individual, where learning is pursued because it is personally meaningful, such as the enjoyment of reading. Extrinsic motivation, on the other hand, is driven by external rewards, like praise or good grades (Muhibbin Syah, 1999).

Motivation serves several key functions: it activates and energizes individuals, provides direction towards their goals, and helps in selecting behaviors aligned with these goals (Sardiman, 2007). Oemar Hamalik (2001) further adds that motivation stimulates action and guides behavior toward goal achievement. Motivation's role in learning is undeniable, as it drives students to focus, engage, and persist in their studies. Highly motivated students demonstrate enthusiasm, dedication, and sustained effort, while unmotivated students may lack focus and show reluctance.

For effective learning outcomes, motivation is crucial. When teachers provide positive reinforcement and encouragement, students feel more invested in their learning. Motivation fosters better performance and engagement in the learning process. Hamalik (2001) emphasizes that motivation is essential in determining the success or failure of students' learning activities and requires teachers to be creative and imaginative in nurturing it.

School Environment Theory

The word "environment" comes from "lingkung," which means surroundings, area, or circle. The school environment, according to Supardi (2018), is "the sum of all living and non-living things, as well as all conditions in the space we occupy." Another definition suggests that it includes all materials and stimuli, both inside and outside the individual, which can be physiological, psychological, or socio-cultural in nature.

According to Yusuf (2017), a school is a formal educational institution that systematically carries out guidance, teaching, and training programs to help students develop their potential in moral, spiritual, intellectual, emotional, and social aspects. The school environment encompasses all living and non-living things, as well as conditions within the educational institution that systematically implements educational programs to help students develop their potential. Thus, the environment consists of everything in the surrounding area that directly or indirectly influences an individual's character or traits.

Based on these definitions, the school environment includes living elements, such as human relationships, starting with the family, which is the first and most important educational environment. Education from the family begins in the womb and during early childhood (pre-school). Other material aspects include the schoolyard, its facilities, fences, parking areas, and the classroom's arrangement—all of which contribute to creating an ideal educational environment. Furthermore, the socio-cultural environment, such as the surrounding community, plays an important role in the school's educational success. A poor or unsupported environment can negatively impact the school and students' development.

The environment significantly influences students' learning process. It encompasses physical surroundings, climate, soil, natural conditions, culture, and social groups (Azizah, 2013). A healthy environment fosters positive influences, resulting in improved academic performance (Azizah, 2013). According to Azizah (2013), the key elements for a healthy school environment include: (1) Playgrounds; (2) Shaded trees; (3) Proper sanitation systems and

water absorption wells; (4) Adequate waste disposal facilities; (5) A supportive surrounding environment; (6) Strong, healthy school buildings

The school environment, where students grow and develop, significantly impacts their personality and academic success. According to Sukmadinata (2015), the school environment includes: (1) The physical environment, including facilities and learning resources; (2) Social environment, covering relationships among students, teachers, and staff; (3) Academic environment, which pertains to the school's learning atmosphere and extracurricular activities

A conducive school environment, both physically and socially, can foster productive and positive work habits, creating a better learning experience for students (Surya, 2018).

Facilities and Infrastructure in Education

Education plays a vital role in human development, guiding individuals toward more civilized lives. To advance a nation's intelligence, quality education must be provided to all members of society. However, this requires various components, such as teachers, students, and facilities and infrastructure. As stated by Suharsimi Arikunto, "Educational facilities are all the resources needed in the teaching and learning process, whether movable or immovable, to ensure smooth, organized, effective, and efficient educational goals" (2008).

Educational facilities include tools and equipment used directly in education, such as classrooms, desks, chairs, teaching aids, and learning media (Mulyasa, 2003). On the other hand, educational infrastructure refers to the supporting elements that indirectly contribute to education, such as courtyards, gardens, and parks (Bafadal, 2002). Though distinct, they are often mentioned together. The National Education System Law No. 20 of 2003, Article 45(1), emphasizes that "Each formal and non-formal education unit shall provide facilities and infrastructure that meet educational needs in accordance with the growth and development of physical, intellectual, social, emotional, and psychological potential of students" (Darmono, 2007).

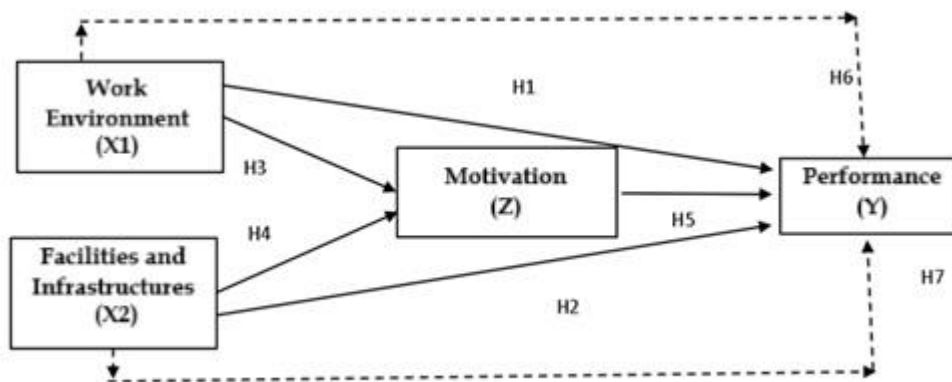
Facilities and infrastructure are crucial for effective learning. When students are motivated and provided with proper facilities, their learning outcomes improve. Research shows that using both hearing and sight allows students to absorb 55% of material, and incorporating movement raises absorption to 80-90% (Binti Maunah, 2009). Properly maintained facilities also help teachers deliver engaging lessons, further supporting student achievement.

Educational facilities can be categorized based on their function. These include: (1) **Teaching Tools:** Items like books, teaching aids, writing tools, and practical equipment; (2) **Teaching Aids:** Tangible objects or activities that help students grasp concepts; (3) **Teaching Media:** Tools that act as intermediaries to enhance the teaching process, such as audio, visual, and audiovisual media.

These can be consumable (e.g., chalk, markers) or durable (e.g., desks, computers). Facilities can be movable (e.g., filing cabinets) or immovable (e.g., buildings). Additionally, educational infrastructure includes areas directly used for teaching, such as classrooms and laboratories, and indirectly supporting areas, such as offices and cafeterias.

The word "media" comes from Latin, meaning intermediary or messenger (Arief S. Sadiman, 2007). Media supports teaching, particularly through sight and sound. There are three types: audio, visual, and audio-visual. Teaching media can stimulate motivation, enhance communication, and help students improve their understanding. Examples include blackboards, maps, and videos. Effective use of media clarifies messages, engages students, and supports independent learning (Azhar Arsyad, 2000; Susilana & Riyana, 2009).

This research is titled "The Influence of Work Environment and Facilities on Teacher Performance Mediated by Teacher Work Motivation in Elementary Schools in Remote Areas of Bintang Ara District, Tabalong Regency." There are four variables in this study: Work Environment as the Exogenous variable (X1), Facilities as the Exogenous variable (X2), Teacher Performance as the Endogenous variable (Y), and Motivation as the Mediating variable (Z).



Source: Researcher's Data Analysis, 2023

Figure 1. Conceptual Framework

Hypothesis:

- H1: Work Environment → Motivation
- H2: Facilities and Infrastructure → Performance
- H3: Work Environment → Performance
- H4: Facilities and Infrastructure → Motivation
- H5: Motivation → Performance
- H6: Direct effect (Work Environment on Performance through Motivation)
- H7: Direct effect (Facilities and Infrastructure on Performance through Motivation)

METHODOLOGY

This research provides a comprehensive description to understand the problems faced, the concepts involved, the methodology used, hypotheses, data collection techniques, and data analysis procedures. This study is categorized as explanatory research, exploring the relationships between variables and their cause-and-effect links through hypothesis testing. A quantitative approach is used, which emphasizes cause-and-effect reasoning, hypothesis development, and theory testing, often involving experiments and surveys that require statistical data (Emzir, 2018:28). The research was conducted at a primary school in the remote Bintang Ara District, Tabalong Regency, involving 63 teachers, including civil servants, government contract employees, and honorarium staff. A sample of 62 teachers was selected using total sampling. Data collection included observation, documentation, and questionnaires distributed to teachers in the area.

Data processing and analysis are conducted using regression analysis and Partial Least Squares (PLS), a Structural Equation Modeling (SEM) approach based on variance. PLS-SEM aims to build theory and predict relationships between latent variables (Ghozali & Latan, 2015). The analysis utilizes SmartPLS software with bootstrapping to handle small sample sizes without normality assumptions. Descriptive statistics are used to summarize the data, and the measurement model is evaluated for convergent and discriminant validity, with reliability assessed using Cronbach's Alpha and Composite Reliability (Ghozali & Latan, 2015). The structural model assesses predictive power through R-Square, F-Square, and path coefficients. Finally, indirect effects are tested using bootstrapping, with moderating variables like years of service tested for their impact on the independent and dependent variables.

RESULTS

PLS SEM Test Results

In SEM PLS testing will be carried out using two approaches, namely testing the outer model, namely to determine the validity of the data obtained in the field both in terms of Validity Test and Reliability Test, and the second is testing the inner model, namely to determine the relationship between the variables used in this study.

Outer Model Testing

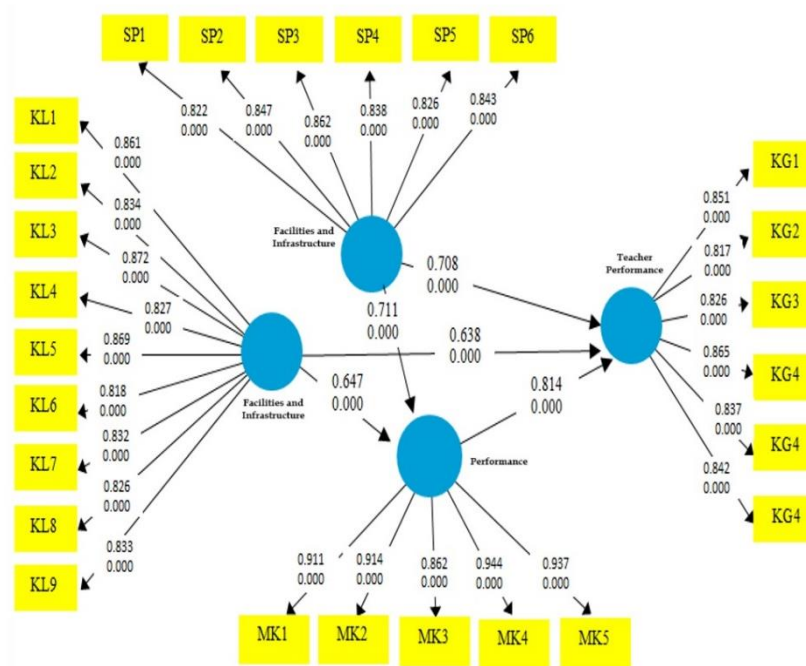


Figure 2. Calculate Algorithm Output

The *convergent validity* value is an indicator that is assessed based on the correlation between the *item score / component score* and the *construct score*, which can be seen from the *standardized loading factor* which describes the magnitude of the correlation between each measurement item (indicator) and its construct. The results can be seen in the following table.

Table 1. Outer Model (Weights of Loading)

	Teacher Performance	Environmental Conditions	Facilities and Infrastructure	Motivation
KL1		0,861		
KL2		0,834		
KL3		0,872		
KL4		0,827		
KL5		0,869		
KL6		0,818		
KL7		0,832		
KL8		0,826		
KL9		0,833		
MK1				0,911
MK2				0,914
MK3				0,962
MK4				0,944
MK5				0,937
SP1			0,822	
SP2			0,847	
SP3			0,862	
SP4			0,838	
SP5			0,826	
SP6			0,843	
KG1	0,851			
KG2	0,817			
KG3	0,826			
KG4	0,865			
KG5	0,837			
KG6	0,842			

Source: Primary Data Processing Results (2024)

KL = Environmental Condition; SP = Facilities and Infrastructure; MK = Motivation; KG = Teacher Performance

Determinant Validity

The validity test is carried out with the discriminant validity test on the *cross loading output*, which is as follows.

Table 2. Discriminant Validity Test

	<i>Rsquare</i>	<i>Adjusted RSquare</i>
Teacher Performance	0,848	0,812

Source: Primary Data Processing Results (2024)

The resulting R-Square value of 0.848 indicates that the independent variables (Environmental Conditions, Facilities and Infrastructure, and Motivation) in this study explain 84.8% of the variance in the dependent variable (Teacher Performance), leaving 15.2% attributed to other factors not included in the study. Additionally, the Adjusted R-Square value of 0.812 shows that any changes in the independent variables, whether increases or decreases, will result in an 81.2% impact on changes in teacher performance.

Composite Reliability

The reliability test is to pay attention to the results of the composite reliability value and Cronbach's alpha value. Cronbach's Alpha is a reliability test that is carried out to strengthen the results of composite *reliability*. The expected value is > 0.6 for all constructs, as shown in the following table:

Table 3. Composite Reliability

	Cronbach's Alpha	Composite Reliability
Environmental Conditions (X1)	0.874	0.809
Facilities and Infrastructure (X2)	0.849	0.907
Motivation (Z)	0,884	0,834
Teacher Performance (Y)	0.831	0.881

Source: Primary Data Processing Results (2024)

Based on the results of the reliability test, it shows that all research factors have a *Cronbach* alpha value greater than 0.7 and a *composite reliability* value that is also greater than 0.7 so that all research factors can be declared reliable.

Average Variance Extracted (AVE)

The *Average Variance Extracted* method is used to evaluate *discriminant validity* for each construct and latent variable. The expected AVE value is > 0.5.

Table 4. Average Variance Extracted

	<i>Average Variance Extracted</i>
Environmental Conditions (X1)	0.733
Facilities and Infrastructure (X2)	0.704
Motivation (Z)	0.821
Teacher Performance (Y)	0,693

Source: Primary Data Processing Results (2024)

Based on the results of the value, *Average Variance Extracted* shows that all research factors have a value greater than 0.5 so that all research factors have a strong construct value.

Inner Model Testing

R-Square (R²)

Table 5. R Square and Adjusted R Square

	<i>R Square</i>	<i>R Square Adjusted</i>
Environmental Conditions (X1)	0,762	0,746
Facilities and Infrastructure (X2)	0,814	0,776
Motivation (Z)	0,808	0,731

Source: Primary Data Processing Results (2024)

Based on the analysis results in the table, the *R Square* value of the Environmental Condition variable of 0.762 indicates a strong PLS model in predicting a strong 76.2% with an *Adjusted R Square* value of 74.6%. The Facilities and Infrastructure variable of 0.814 indicates a strong PLS model in predicting a strong 81.4% with an *Adjusted R Square* value of 77.6%. The Motivation variable of 0.808 indicates a strong PLS model in predicting a strong 80.8% with an *Adjusted R Square* value of 73.1%.

Q-Square (Q²)

The *goodness of fit* assessment is known from the *Q-Square* value. The *Q-Square* value has the same meaning as the *coefficient determination (R-Square)* in the determinant analysis, where the higher the *Q-Square*, the better or more *fit the* model is with the data. The results of the calculation of the *Q-Square* value are as follows:

$$Q_Square = 1 - [(1 - R^2_1) \times (1 - R^2_2)] = 1 - [(1 - 0,848) \times (1 - 0,848^2)] = 1 - [(1 - 0,848) \times (1 - 0,719)] = 1 - (0,152 \times 0,281) = 1 - 0,043 = 0,957.....(1)$$

Based on the results of the above calculations, the *Q-Square* value is 0.957. This shows that the amount of diversity of research data that can be explained by the research model is 95.7%. While the remaining 4.3% is explained by other variables that are outside this research model. Thus, from these results, this research model can be declared to have good *goodness of fit*.

Research Hypothesis Testing

Testing the research hypothesis is based on the significant value at the *probability value (P-Value)* where the analysis results show the following.

Table 6. Statistical Hypothesis Test

	Original Sample	Sample Mean	Standard Deviation	t Statistic	P Value
Environmental Conditions -> Motivation	0,086	0,712	0,279	5,745	0,000
Environmental Conditions -> Teacher Performance	0,094	0,643	0,373	6,081	0,000
Facilities and Infrastructure -> Motivation	0,077	0,514	0,305	5,246	0,007
Facilities and Infrastructure -> Teacher Performance	0,081	0,675	0,228	6,175	0,000
Motivation -> Teacher Performance	0,119	0,429	0,201	4,686	0,011
Environmental Conditions -> Motivation -> Teacher Performance	0,163	0,547	0,241	6,244	0,000
Facilities and Infrastructure -> Motivation -> Teacher Performance	0,184	0,609	0,125	5,758	0,000

Source: Data Processed (2024)

Based on this table, it can be seen the influence of each factor *in the* independent variable on the Work Achievement factor, namely based on the *p-value* and t-statistic value. The value of the t table is based on the value of *degree freedom (df) = N-1-k* or $62 - 1 - 3 = 68$ is 1.995. The results of testing the research hypothesis are as follows.

The study's hypothesis testing results show that Environmental Conditions significantly affect both Motivation ($t = 5.745$, $p = 0.000$) and Teacher Performance ($t = 6.081$, $p = 0.001$). Facilities and Infrastructure also have a significant impact on both Motivation ($t = 5.246$, $p = 0.007$) and Teacher Performance ($t = 6.175$, $p = 0.000$). Additionally, Motivation itself significantly influences Teacher Performance ($t = 4.686$, $p = 0.011$). The mediating role of Motivation was also confirmed, as the Work Environment affects Teacher Performance through Motivation ($t = 6.244$, $p = 0.000$), and Facilities and Infrastructure similarly influence Teacher Performance through Motivation ($t = 5.758$, $p = 0.000$). In all cases, the t statistical values exceeded the t table threshold

of 1.995, and the p values were below 0.05, confirming the acceptance of all seven hypotheses tested in the study.

DISCUSSION

Analysis of the Relationship between Environmental Conditions and Teacher Performance

The findings on the relationship between environmental conditions and teacher performance indicate a significant correlation. This is evidenced by the calculation result where the t-statistic value is 5.745 with a p-value of 0.000. The t-statistic value is greater than the t-table value ($5.745 > 1.995$), and the p-value is less than 0.05. Therefore, the first hypothesis (H1), which states that environmental conditions significantly influence teacher performance, is accepted. This implies that favorable environmental conditions have a highly significant impact on teacher performance in remote elementary schools in the Bintang Ara District, Tabalong Regency.

Analysis of the Relationship between Environmental Conditions and Motivation

The findings on the relationship between environmental conditions and motivation indicate a significant correlation. This is evidenced by the calculation result where the t-statistic value is 5.745 with a p-value of 0.000. The t-statistic value is greater than the t-table value ($5.745 > 1.995$), and the p-value is less than 0.05. Therefore, the first hypothesis (H1), which states that environmental conditions significantly influence motivation, is accepted. This indicates that favorable environmental conditions have a highly significant impact on teacher motivation in remote elementary schools in the Bintang Ara District, Tabalong Regency.

This finding aligns with the research by Rahim et al. (2021) entitled *The Influence of Managerial Capabilities on Teacher Motivation through Motivation as an Intervening Variable at SD Negeri 228 Sarolangun*. The results showed that managerial capabilities positively and significantly influenced motivation, and work motivation positively and significantly influenced teacher motivation. Furthermore, managerial capabilities through motivation as an intervening variable had a positive and significant effect on teacher motivation at SD N 228 Sarolangun.

Analysis of the Relationship between Facilities and Infrastructure and Teacher Performance

The findings on the relationship between facilities and infrastructure and teacher performance indicate a significant correlation. This is evidenced by the calculation result where the t-statistic value is 6.175 with a p-value of 0.000. The t-statistic value is greater than the t-table value ($6.175 > 1.995$), and the p-value is less than 0.05. Therefore, the fourth hypothesis (H4), which states that facilities and infrastructure significantly influence teacher performance, is accepted. This implies that adequate facilities and infrastructure have a significant impact on teacher performance in remote elementary schools in the Bintang Ara District, Tabalong Regency.

Analysis of the Relationship between Facilities and Infrastructure and Motivation

The findings on the relationship between facilities and infrastructure and motivation indicate a significant correlation mediated by motivation. This is evidenced by the calculation result where the t-statistic value is 4.686 with a p-value of 0.011. The t-statistic value is greater than the t-table value ($4.686 > 1.995$), and the p-value is less than 0.05. Therefore, the fifth hypothesis (H5), which states that motivation significantly influences teacher performance, is accepted. This implies that adequate facilities and infrastructure have a significant impact on teacher motivation in remote elementary schools in the Bintang Ara District, Tabalong Regency.

Analysis of the Relationship between Motivation and Teacher Performance

The findings on the relationship between motivation and teacher performance indicate a significant correlation mediated by motivation. This is evidenced by the calculation result where the t-statistic value is 4.686 with a p-value of 0.011. The t-statistic value is greater than the t-table value ($4.686 > 1.995$), and the p-value is less than 0.05. Therefore, the fifth hypothesis (H5), which states that motivation significantly influences teacher performance, is accepted. This implies that motivation has a highly significant impact on teacher performance in remote elementary schools in the Bintang Ara District, Tabalong Regency.

Analysis of the Relationship between Work Environment and Teacher Performance through Motivation

The findings on the relationship between the work environment and teacher performance through motivation indicate a significant correlation mediated by motivation. This is evidenced by the calculation result where the t-statistic value is 6.244 with a p-value of 0.000. The t-statistic value is greater than the t-table value ($6.244 > 1.995$), and the p-value is less than 0.05. Therefore, the sixth hypothesis (H6), which states that the work environment influences teacher performance through motivation, is accepted. This implies that a conducive work environment has a highly significant impact on teacher performance through motivation in remote elementary schools in the Bintang Ara District, Tabalong Regency.

Analysis of the Relationship between Facilities and Infrastructure and Teacher Performance through Motivation

The findings on the relationship between facilities and infrastructure and teacher performance through motivation indicate a significant correlation mediated by motivation. This is evidenced by the calculation result where the t-statistic value is 6.244 with a p-value of 0.000. The t-statistic value is greater than the t-table value ($6.244 > 1.995$), and the p-value is less than 0.05. Therefore, the sixth hypothesis (H6), which states that the work environment influences teacher performance through motivation, is accepted. This implies that adequate facilities and infrastructure have a significant impact on teacher performance through motivation in remote elementary schools in the Bintang Ara District, Tabalong Regency.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study conducted at the Elementary Schools in the Remote Areas of Bintang Ara District, Tabalong Regency, it can be concluded that the environmental conditions, facilities and infrastructure, and motivation have a significant positive effect on teachers' performance. Furthermore, motivation mediates the impact of environmental conditions and facilities and infrastructure on teachers' performance. To improve the quality of education, it is recommended that the school focus on strengthening student relationships through character education to improve environmental conditions, and enhance the functionality of the library by coordinating with the Education Office to build library spaces in every school. Additionally, training on lesson plan development should be organized to improve teachers' abilities in lesson planning. Lastly, to boost teachers' motivation, the school should provide opportunities for teachers to participate in activities that enhance their competencies, especially those organized by the government, so that teachers feel they have the opportunity to grow and advance their careers, even when working in remote areas.

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