



DOI: <https://doi.org/10.38035/sijse.v3i1>
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Factors Affecting Physical Education Teacher Performance: Work Environment and School Facilities and Infrastructure

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Abstract: Literature Review of factors of work environment and school infrastructure affecting the performance of physical education teachers is a scientific article with the aim of analyzing whether teacher performance is influenced by the work environment and school infrastructure. Qualitative approach method with literature review method to explore and analyze the relationship between work environment, school infrastructure and teacher performance. The results of this article are: 1) Work environment affects teacher performance; 2) School infrastructure affects teacher performance. Apart from these 2 exogenous variables that affect the endogenous variable of teacher performance, there are many other factors including communication, discipline, organizational climate.

Keywords: Work Environment, School Facilities and Infrastructure, Teacher Performance.

INTRODUCTION

Physical education is an important component in the education system that aims to develop the physical, mental, social, and emotional aspects of students through structured physical activities. The success of physical education is greatly influenced by the quality and performance of teachers in designing and implementing an effective and enjoyable learning process. Physical education teachers are expected to be able to guide students to be active, healthy, and have a sporty character. In practice, teacher performance is not only determined by personal abilities but also by external factors such as the work environment and available facilities and infrastructure.

A comfortable work environment can increase teacher enthusiasm and loyalty in carrying out their duties. Iswandi et al. (2021) stated that the work environment plays a significant role in improving teacher performance because it can affect motivation and job satisfaction. Physical education teachers who work in a supportive environment tend to be more enthusiastic in guiding students in various physical activities that require cooperation and high energy. According to Marpaung and Sinaga (2019), the lack of facilities and infrastructure in physical education learning is a major obstacle in improving the quality of physical education. Therefore, the provision of facilities that meet standards will make it easier for teachers to deliver material and develop students' potential in the field of sports.

Teacher performance is one of the important elements in the success of the educational process in schools. Teachers who perform well will be able to carry out their duties and responsibilities optimally, including in designing, implementing, and evaluating learning. In the context of physical education, teacher performance is not only determined by pedagogical abilities alone, but also by a supportive work environment and the availability of adequate facilities and infrastructure. According to Sari and Nurkholis (2020), the quality of physical education learning is greatly influenced by teacher performance in creating active and enjoyable learning.

This study aims to determine whether the work environment and facilities and infrastructure affect teacher performance. Based on references from the problems that have been explained previously. The questions of the scientific article Literature Review are as follows:

berikut :

1. A Does the work environment affect teacher performance?
2. Do infrastructure and facilities affect teacher performance?

METHOD

This study uses a qualitative approach with a literature review method to explore and analyze in depth the influence of learning methods, learning environments, and motivation on learning interests. Literature reviews are conducted by reviewing various trusted scientific sources, including journals, books, articles, and research reports that are relevant to the topic.

RESULTS AND DISCUSSION

Results

The results of this article based on the background of the problem, objectives and methods are as follows:

Teacher Performance

According to (Supardi., 2020) Teacher Performance is the ability of a teacher to carry out learning tasks at school and be responsible for the students under his guidance. Therefore, teacher performance can be interpreted as a condition that shows the ability to carry out his duties and describes an action displayed by the teacher during learning activities. Teacher performance can be interpreted as the level of success of the teacher in carrying out educational tasks in accordance with his authority and responsibilities, based on predetermined performance standards, during a certain period in order to achieve educational goals (Barnawi., 2014).

According to Abbas (2017) in (Mohamad Muspawi., 2021) Teacher performance is basically more focused on the behavior of an educator in his work and the effectiveness of the educator in carrying out his duties and responsibilities which can influence students towards the desired goals.

According to (Afandi., 2018) there are five indicators of a teacher's performance as follows: 1) Planning Learning; 2) Implementing Learning; 3) Assessing learning outcomes; 4) Guiding and training learners or students; 5) Carrying out additional tasks.

Teacher performance has been widely studied by previous researchers, including: (Palinata, Y. J., Leko, J. J., Mae, R. M., & Selan, M., 2023) , (Sadikin, A., & Rangkuti, Y. A., 2022), (Hasanuddin, M. I., & Normasunah, N., 2021) , (Solehudin, D., 2021).

Work Environment

The work environment is one of the important factors in creating employee performance. Because a clean environment will affect employees in completing their work and will improve organizational performance (Nurjaya., 2021). According to (Mangkunegara.,

2017) the work environment is all the tools and materials faced, the surrounding environment where a person works, his work methods and work arrangements as individuals or groups.

According to (Rahmawati et al., 2021) the work environment is a social, psychological and physical life in the company that affects employees in carrying out their duties.

According to Sedarmayanti (2017) the dimensions and indicators of the work environment are as follows:

- 1) Physical work environment: Lighting, Workspace circulation, room layout, decoration, noise, facilities.
- 2) Non-physical work environment: relationship with leaders and relationships with fellow coworkers

Work Environment has been widely studied by previous researchers, including: Kasra, E., & Ali, H., (2023) , (Irawan, C. R., & Ali, H., 2024) , (Simorangkir, N. Z., & Ali, H., 2024) , (Tannady, H., Lestari, N. C., Supriatna, D., & Mayasari, N., 2022).

School Facilities and Infrastructure

According to (Megasari., 2020) educational facilities are all equipment, materials and furniture that are directly used in the schooling process, while educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. School facilities and infrastructure are one of the supporting factors in achieving the success of the teaching and learning process in schools. Of course, this can be achieved if the availability of adequate facilities and infrastructure is accompanied by optimal management.

Educational facilities and educational infrastructure have differences such as in their respective functions, namely educational facilities to "study subject matter/facilitate delivery," while educational infrastructure is to "facilitate activities/implementation of education." In this sense, the terms "used directly" and "used indirectly" in the education process.

According to (Purnama., 2020) Facilities and infrastructure are categorized as supporting indicators of learning quality. The indicators are: 1) Quality and quantity of learning facilities; 2) Maintenance and management of facilities; 3) Suitability of infrastructure to curriculum needs; 4) Accessibility and security of facilities.

Infrastructure has been widely studied by previous researchers, including: (Soleh, A. M., 2021) , (Aulia, A., & Asfar, A., 2021) , (Pratomo, T. B., & Yuwono, C., 2023) , (Gunawan, A., Mahendra, I. R., & Hidayat, A., 2021).

Discussion

a) Work Environment on Teacher Performance

The work environment is the overall condition in the workplace that includes physical, social, and psychological aspects that can affect a person's comfort and effectiveness at work. In the context of education, a good work environment is very important for teachers to be able to carry out their duties optimally. According to organizational theory, a conducive work environment will encourage productivity, create healthy working relationships, and increase teacher motivation. Especially for physical education teachers, the existence of a supportive work environment is very much needed because they are directly involved in physical activities, use of open spaces, and intensive interaction with students. The work environment includes learning facilities, work climate, relationships with colleagues, and support from school management.

According to (Djafar, H et al., 2021) A good work environment creates a sense of security and comfort for teachers in carrying out their duties, thus having an impact on increasing the quality of performance. In the context of physical education teachers, support from the work environment such as a decent field, sports facilities, and administrative support are important parts that encourage the creation of effective physical learning. That the work

environment, including social relations between teachers and the role of the principal, contributes greatly to improving teacher performance. A harmonious and supportive work environment makes teachers feel appreciated and enthusiastic in carrying out their duties, including in planning and implementing physical education in schools (Melianah, M et al., 2020).

The work environment plays an important role because it can affect teacher performance in carrying out their duties. A good work environment such as work facilities, spatial layout, comfort, relationships with leaders and colleagues, freedom to be creative, will cause teachers to work well and enthusiastically, and conversely a less supportive work environment makes teacher performance less enthusiastic. This can result in decreased student achievement, because the teacher's performance is less enthusiastic.

This research is in line with research conducted by: (Harefa, D., 2020) , (Priyono, B. H., Qomariah, N., & Winahyu, P., 2018) , (Lubis, S., 2020) , (Nugraha, A. P., 2020).

b) School Facilities and Infrastructure on Teacher Performance

School facilities and infrastructure are important components in supporting the success of the learning process. Facilities include all equipment that is directly used in the teaching and learning process, such as teaching aids, books, and learning media, while infrastructure includes supporting facilities such as classrooms, laboratories, libraries, and sports fields. In the context of educational management, the existence of adequate facilities and infrastructure not only supports the student learning process but also has a direct impact on the comfort and effectiveness of the teacher's work. Teachers who work in an environment with complete facilities tend to find it easier to prepare learning plans, carry out learning activities, and evaluate student learning outcomes optimally. Therefore, adequate facilities and infrastructure are considered as one of the main determinants in improving teacher performance in schools.

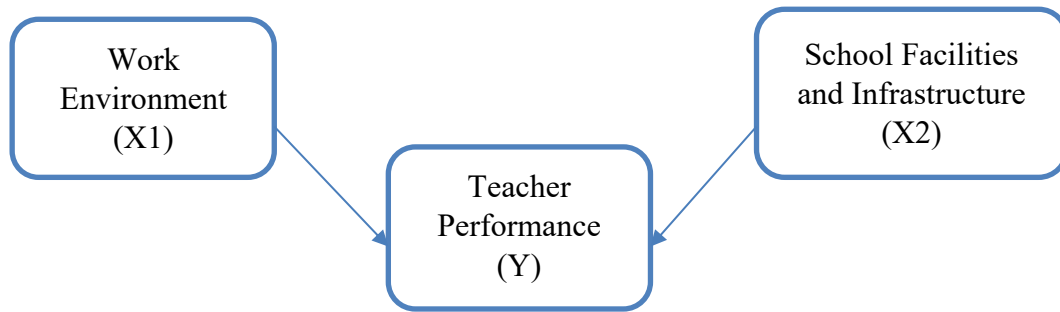
According to (Siti Fatimah J, & Luis Marnisah., 2024) school facilities and infrastructure have a significant effect on teacher performance. In this study, it was stated that the more complete the facilities and infrastructure available at school, the better the teacher's performance in carrying out their duties. The performance in question includes teaching readiness, involvement in school activities, and the ability to deliver material effectively.

According to (Suriyana, N., Sedarmayanti, S., & Zefriyenni, Z., 2024) the completeness of facilities is closely related to increasing teacher motivation and professionalism. In the context of physical education, this can be seen in the readiness of teachers to develop physical activity-based learning tools, organize field learning schedules, and adjust learning methods to the available facilities. Physical education teachers who are supported by complete facilities tend to be more innovative and productive in forming a healthy lifestyle culture in the school environment.

This research is in line with research conducted by: (Rachman, A et al., 2022) , (Abdilah, A. S., 2025) , (Purnama, R., Sudirjo, E., & Fauzi, R. A., 2022) , (Kresnapati, P., 2018).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, then obtained the framework of thinking articles such as below.



Picture 1. Conceptual Framework

And there are many other factors that influence Teacher Performance (Y), including:

- a) Communication : (Sari, N. N., Nursanti, S., & Santoso, M. P. T., 2024). , (Anggraini, E. S., & Utara, S., 2021) , (Puspitosari, R., & Lokananta, A. C, 2021) , (Vitasari, W., 2021) , (Sudarto, S., Rosmalah, R., & Rizky, M. R. M., 2022).
- b) Discipline: (Tampubolon, K., & Sibuea, N., 2022) , (Rianti, E., & Mustika, D., 2023) , (Sari, Y., Sari, N. A., & Suwartini, S., 2024) , (Rivai, A., 2021) , (Aswidar, R., & Saragih, S. Z., 2022).
- c) Organizational Climate: (Suhayat, J., Suwatno, S., & Buchdadi, A. D., 2023) , (Azmi, A., & Kamaruddin, K., 2024) , (Norman, E., Dzulfikar, D., & Sarta, S., 2023) , (Qurochman, A. N., & Wijiningrum, I., 2023) , (Burhanuddin, N. A., Amin, B., & Adil, M., 2021).

CONCLUSION

This study aims to determine whether the work environment and school facilities and infrastructure affect teacher performance. Based on the article's questions, the following conclusions can be drawn from this study: 1) The work environment affects teacher performance; 2) School facilities and infrastructure affect teacher performance.

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