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The Influence of Professionalism and Infrastructure on Performance Through Work Motivation in Elementary School Teachers in Tanjung District, Tabalong Regency

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A B S T R A C T

This study aims to (1) analyze the effect of professionalism on teacher performance at public elementary schools in Tanjung District, (2) analyze the effect of infrastructure on teacher performance, (3) analyze the effect of professionalism on teacher work motivation, (4) analyze the effect of infrastructure on teacher work motivation, (5) analyze the effect of teacher motivation on teacher performance, (6) analyze the effect of professionalism on teacher performance through work motivation, and (7) analyze the effect of infrastructure on teacher performance through work motivation. This research uses a quantitative approach with questionnaires, observation, and document analysis. Data analysis was conducted using SEM-PLS version 4.0. The study was conducted in public elementary schools in Tanjung District, with a sample of civil servant teachers and government employees under work agreements. The results indicate that infrastructure significantly affects teacher performance, with a t-statistic value of 6.210 (> 1.96) and a p-value of 0.000 (< 0.05). The original sample estimate value is 0.672, which indicates a positive influence of infrastructure (67.2%) on teacher performance. Thus, infrastructure has a significant effect on teacher performance in public elementary schools in Tanjung District

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INTRODUCTION

Education is a basic human need essential for improving the quality of human resources. According to Law No. 20 of 2003 on the National Education System, education aims to develop students' potential to possess spiritual strength, intelligence, and necessary skills. Government Regulation No. 19 of 2005 establishes eight National Education Standards, one of which is the educator standard directly related to graduate quality. Therefore, improving teacher performance becomes a crucial key.

According to Arifin (2017), teacher performance is the success of teachers in carrying out educational tasks in accordance with predetermined responsibilities. Teacher performance is influenced by various factors, including competence, work motivation, discipline, school leadership, and government policies (Abdullah, 2020). Supardi (2016) further explains that environment, individual characteristics, organizational characteristics, and job characteristics also affect teacher performance.

Nurmila's (2013) research shows that facilities and infrastructure have a significant influence on teacher performance. Similarly, Sudika's (2018) study identifies a positive relationship between professional attitudes, work discipline, and work experience with teacher performance. Teacher performance evaluation is essential to assess work achievements, career planning, and provide improvement opportunities. According to Supardi (2016), aspects evaluated in individual performance include work quality, initiative, ability, and communication.

Teacher professionalism, as explained by Kunandar (2014), is a commitment to continuously improve professional abilities. Wijaya (2018) adds that professionalism includes the alignment between teachers' abilities and the demands of their tasks. In addition to professionalism, the availability of facilities and infrastructure also influences teacher performance. Depdiknas (2007) distinguishes facilities as tools directly used in the educational process, while infrastructure supports the process indirectly.

Ilhamna, M (2020) research proves that facilities and infrastructure have a 0.49% influence on teacher performance at Palebon Vocational School in Semarang. Motivation is also an essential factor in improving teacher performance, both intrinsic and external (Hamzah, 2014). Nasharawati's (2023) study shows that work motivation positively affects teacher performance at Madrasah Tsanawiyah Negeri 2 Enrekang.

In Tanjung District, various issues persist in teacher performance. Based on observations in November 2023, some teachers were unable to properly utilize facilities such as libraries and computer laboratories. Monotonous teaching methods and a lack of skills in using technology were also obstacles. This condition was exacerbated by the low ANBK 2023 results, particularly in numeracy skills, which only averaged 50.27 across 33 elementary schools.

Factors affecting teacher performance in Tanjung District include suboptimal professionalism, inadequate facilities and infrastructure, and insufficient work motivation. Based on this background, this study is titled "The Influence of Professionalism and Facilities on Performance Through Work Motivation Among State Elementary School Teachers in Tanjung District, Tabalong Regency."

The study aims to address critical questions, such as whether professionalism and facilities significantly influence teacher performance and work motivation and how work motivation mediates these relationships.

LITERATURE REVIEW

Job Performance Theory

Job performance is the level of success an employee achieves in completing their tasks. According to Kasmir (2015), individual performance is the basis for organizational performance, which is influenced by individual characteristics, motivation, expectations, and management's assessment of work achievements. Kasmir (2015) identifies three factors that determine performance: task performance, citizenship behavior, and counterproductive behavior. Additionally, performance includes the ability to complete tasks according to expertise, availability of technology, and the willingness to strive for optimal results.

Scriber, in the Bantam English Dictionary, defines performance as the process of doing, carrying out, and fulfilling duties and responsibilities according to expectations. Adawiyah (2015) states that performance is the achievement reached by an individual in carrying out the tasks assigned. Rivai (2005) emphasizes that performance is the result achieved within the scope of authority and responsibility, while adhering to laws and ethics. Wibowo (2011) adds that performance is the manifestation of ability in the form of tangible work that can be measured and compared to the standards set by the organization.

According to Mangkunegara (2002), the characteristics of employee performance include high responsibility, risk-taking ability, realistic goals, comprehensive work plans, and the use of concrete feedback. Mangkunegara (2007) also mentions that performance is influenced by both ability and motivation, which are a combination of attitude and work situation. Management support, individual competence, and organizational support also play a role in determining performance (Simanjuntak, 2011). Arikunto (2003) highlights that the performance of lecturers is influenced by internal factors such as motivation and personality, as well as external factors like infrastructure and work environment.

Motivation Theory

Motivation is a set of attitudes and values that influence individuals to achieve specific goals according to their personal objectives. These attitudes and values act as a driving force, prompting individuals to behave in ways that help them reach their goals. The motivation consists of two components: the direction of work behavior (working to achieve goals) and the strength of behavior (the effort exerted by individuals at work). Motivation includes unique feelings, thoughts, and past experiences, which are part of both internal and external

relationships in organizations. According to Rivai (2009), motivation is a series of attitudes and values that guide individuals to achieve specific objectives. Arep (2013) defines motivation as the key driving force behind one's motivation to work. Motivation is often also seen as the driving factor behind one's behavior. Robbins (2008) defines motivation as a process that explains the intensity, direction, and persistence of an individual in reaching goals. Based on these definitions, it can be concluded that: (1) work motivation is an essential component in any organization, functioning as a tool to achieve desired goals; (2) work motivation serves two main purposes within individuals: to fulfill personal needs and desires as well as organizational objectives; and (3) work motivation is effective only if an individual has confidence in their ability to advance and succeed within the organization.

Sutikno (2012), citing Abraham Maslow, explains a motivation theory based on a hierarchy of needs that outlines five levels of human needs: 1) physiological (basic), 2) safety (emotional and physical), 3) social (group belonging), 4) esteem (self and others), and 5) self-actualization (fulfillment, maturity, wisdom). Maslow's theory is grounded in two key assumptions: 1) humans always strive for growth and advancement, and 2) individuals seek to fulfill more basic needs before addressing higher-level desires. Motivational factors stem both from internal individual needs (needs, goals, attitudes, and abilities) and from external organizational elements such as pay, job security, co-workers, supervision, praise, and the job itself.

Indicators of work motivation, as identified by Sedarmayanti (2015), include several key elements. Salary is a vital factor for employees as it fulfills both personal and family needs while serving as a driving force to encourage employees to work with enthusiasm. Effective supervision is also crucial, as it enhances productivity by ensuring that work processes are organized, clear instructions are provided, and adequate resources are available. In addition, a harmonious work environment plays a significant role in motivating employees, as positive and supportive relationships between colleagues and superiors are essential for achieving work goals. Recognition of achievements serves as another powerful motivator, as employees who are acknowledged for their accomplishments tend to experience greater job satisfaction and motivation. Lastly, the desire for achievement drives employees to excel in their tasks, with successful performance fostering further motivation to take on new challenges and goals. Those with a strong need for achievement are often more willing to take calculated risks to meet their objectives and continue improving in their roles.

Profesionalism Theory

Professionalism is often defined as the conduct, skills, and qualities expected from someone in a professional role. According to Soetjipto (2009), the term "professional" relates to the behavior and performance expected from someone in a profession, emphasizing expertise and competence. A professional is not only defined by their skills but also by their adherence to professional norms, focusing on the best interest of their clients rather than personal gain. Maister (2008) further highlights that a true professional is someone who

passionately pursues excellence in their work, maintaining high standards without compromising their values for money. A professional is driven by the love for their work and the desire to help others, rather than personal prestige or financial rewards.

Luki Natika (2023) adds that professional behavior is characterized by knowledge, self-regulation, and commitment to ethical conduct. In education, professionalism requires teachers to possess not only subject knowledge but also the ability to engage with students in meaningful ways. Kunandar (2014) describes professionalism as the expertise and responsibility inherent in any profession, underscoring the importance of continual learning and growth.

Furthermore, teachers must adhere to specific qualities for professionalism. These include having broad knowledge, mastery over curriculum content, technological proficiency, and the ability to integrate educational tools into the learning process effectively. A professional educator is also expected to be a role model, demonstrating ethical behavior, good character, and a genuine passion for teaching. As Bafadal (2014) notes, teachers should possess a vision and innovative actions, ensuring that they can meet their students' needs while staying committed to their professional standards.

Facilities and Infrastructure

Infrastructure and facilities play a crucial role in the educational process, ensuring that learning activities align with the curriculum effectively. To achieve this, a proper needs analysis is essential to ensure that these facilities are both efficient and effective. According to Depdiknas (2007), "facilities are anything that can be used as a tool to achieve objectives, such as tools and media." Mulyasa (2004) emphasizes that learning facilities refer to equipment directly used by teachers and students, such as classrooms, desks, and teaching media. Kasan (2000) further states that educational facilities are tools directly related to achieving educational goals, including libraries and laboratories.

In contrast, Depdiknas (2007) defines infrastructure as supporting elements that facilitate the implementation of educational activities. Daryanto (2008) adds that infrastructure includes elements like school buildings, playgrounds, and access roads, which indirectly support the learning process. Makin (2010) extends this by referring to educational infrastructure as facilities that indirectly support teaching and learning, such as school gardens, playgrounds, and roads.

In summary, learning facilities aim to facilitate the delivery of teaching materials, while infrastructure aims to support the smooth operation of education by providing necessary physical environments. According to the Minister of Education Regulation No. 24 of 2007, key indicators for infrastructure include land area, building requirements, safety measures, and essential spaces like classrooms, libraries, administrative offices, and recreational areas. The infrastructure should be planned and implemented to ensure safety, accessibility, and long-term sustainability, which is vital for creating a conducive learning environment.

This research is titled "The Influence of Professionalism and Infrastructure on Performance through Work Motivation in Elementary School Teachers in Tanjung District, Tabalong Regency" There are four variables in this study: Professionalism as the Exogenous variable (X1), Infrastructure as the Exogenous variable (X2), Performance as the Endogenous variable (Y), and Motivation as the Mediating variable (Z).

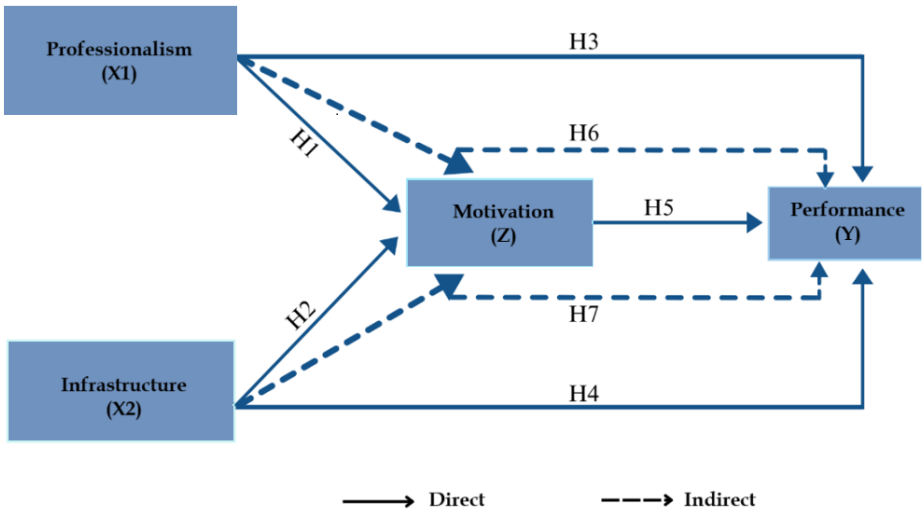

Figure 1. Conceptual Framework

Hypothesis:

H1: Professionalism → Motivation
H2: Infrastructure → Motivation
H3: Professionalism → Performance
H4: Infrastructure → Performance
H5: Motivation → Performance
H6: Indirect effect (Professionalism on Performance through Motivation)
H7: Indirect effect (Infrastructure on Performance through Motivation)

METHODOLOGY

This study uses a quantitative research design, which focuses on testing and validating hypotheses through various data processing methods. Quantitative research, as described by Kanuk (2000) and Malhotra (2006) involves data collection techniques, sample design, constructing instruments and quantifying data and applying statistical analysis. This study uses a questionnaire distributed to a predetermined sample. The independent variables are professionalism and infrastructure, which influence the dependent variable, performance, with work motivation as the intervening variable. These variables are defined based on previous studies, which guide the measurement and data collection in this study. The study population amounted to 80 people and with the Slovin technique the sample was 33 respondents. The data analysis technique used Partial Least Square (PLS) In this study there were four variables studied, namely:

Table 1. Operational Variables

Operatioanal Variabels	Indicators	Measurement Scale
Performance (Y)	1. Lesson Planning 2. Lesson Implementation 3. Lesson Assessment (Law No. 14 of 2005, Article 35 Paragraph 1)	Likert
Motivation (Z)	1. Salary 2. Supervision 3. Work Relationship 4. Recognition/Awards 5. Success (Sedarmayanti, 2015)	Likert
Professionalism (X1)	1. Good Skills 2. Broad Knowladge 3. Mastery of Curriculum 4. Mastery of Learning Media 5. Mastery of Technology 6. Good Role Model 7. Good Personality (Law No. 23 of 2005)	Likert
Infrastructure (X2)	1. Land 2. Buildings 3. Equipment/Facilities (Permendiknas No. 24 of 2007)	Likert

Source: Primary Data Processing Results (2024)

Populatiom and Sampling

The population in this study refers to the area to be researched. According to Sugiyono (2011), the population is the area of generalization consisting of objects/subjects with certain qualities and characteristics determined by the researcher for study. The study population is the teachers of public elementary schools in Tanjung District, totaling 49 schools. The selected schools have the largest number of teachers, students, and complete facilities. To determine the sample size, the Solvin technique is used:

$$n = \frac{N}{N.e^2+1} = = \frac{49}{49.0,1^2+1} = = \frac{49}{1,49} = \quad = 32,88 = 33 \text{ respondent}$$

Description:

n : Number of samples

N : Total Population

e : Precision set at 10%

This study utilizes both primary and secondary data sources. Secondary data, as defined by Sugiyono (2010), is data that is collected through intermediaries or documents, such as the online reports from public elementary schools in the Tanjung subdistrict regarding the number of civil servants and government employees with work agreements for the 2023-2024 period. Primary data, on the other hand, is collected directly from the research subjects, specifically Civil Servant Teachers and Government Employees with Work

Agreements in the public elementary schools of Tanjung, as explained by Situmorang (2012). To gather data, three methods are employed: questionnaires, direct observations of teaching activities, and documentation, which involves reviewing records such as teacher supervision, student report cards, and other relevant materials. Data analysis is conducted using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS), which is appropriate for data that may not follow a normal distribution. This approach, conducted through the Smart PLS software, integrates both measurement model and structural model testing, and is considered a flexible, "soft modeling" technique that can handle smaller sample sizes, making it suitable for the study's objectives.

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

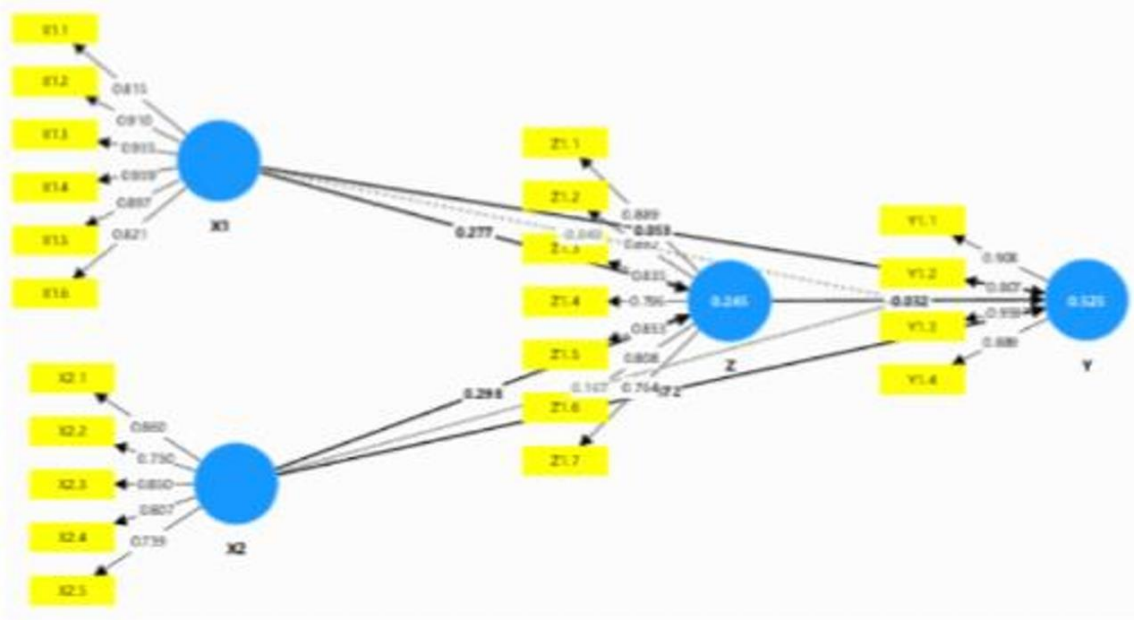

Figure 2. Calculate Alghoritm Output

An indicator can be said to have met the requirements of the discriminant validity test if it meets> 0.7

Table 2. Outer Model

	Professionalism	Infrastructure	Performance	Motivation
X.1.1	0,815			
X1.2	0,910			
X1.3	0,935			
X1.4	0,939			
X1.5	0,897			
X1.6	0,821			
X2.1		0,860		
X2.2		0,730		
X2.3		0,850		
X2.4		0,807		
X2.5		0,739		
Y1			0,908	
Y2			0,807	
Y3			0,959	
Y4			0,889	
Z1				0,889
Z2				0,892
Z3				0,835
Z4				0,796
Z5				0,853
Z6				0,808
Z7				0,764

Source: Primary Data Processing Results (2024)

X1 = Professionalism; X2 = Infrastructure; Y= Performance; Z= Motivation

The table above shows that each indicator in the research variable has a cross loading value> 0.7. This means that the cross loading value has met the rule of thumb and the assumption of discriminant validity with a level> 0.7 so that the variables in this study can be used as good research constructs.

Reliability Test

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. Cronbach's Alpha and Composite Reliability

	Cronbach's Alpha	Composite Reliability
Professionalism (X1)	0.945	0.957
Infrastructure (X2)	0.875	0.898
Motivation (Z)	0,929	0,941
Performance (Y)	0.914	0.940

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.

Goodness of Fit (GoF) Test

Goodness of Fit testing is used to determine whether your data to measure the relationship between variables is good or not. There are 2 indicators used in this test, namely the coefficient of determination and the model fit test.

Coefficient of Determination

Table 4. Outer R-Squared

	R Square	*R Square Adjusted*
Performance (Y)	0,525	0,463
Motivation (Z)	0,245	0,208

Source: Primary Data Processing Results (2024)

The amount of R-Squared performance construct has a value of 0.525. This means that the percentage of performance explained by other constructs is 52.5% and the remaining 47.5% is explained by other variables outside the proposed research model. The R2 value of the motivation construct has a value of 0.245. This means that the percentage of motivation explained by other constructs is 24.5% and the remaining 75.5% is explained by other variables outside the proposed research model.

Q-Square Test

The results of Q-Square testing on performance variables and motivation variables can be seen in the following calculations:

Tabel 5. Q-Square Calculation Results

No	Variable	Q Square Calculation Results	Q-Square Level	Description
1	Performance	0.116375	> 0	Relevant
2	Motivation	0.116375	> 0	Relevant

Source: Primary Data Processing Results (2024)

Q Square is used to assess the predictive relevance of a model and its parameter estimates. If Q Square exceeds zero, the model has good predictive relevance (Abdillah, 2015). For the performance and motivation variables, Q-Square is calculated as follows:

Q-Square Performance and Motivation $= 1 - (1 - R1^2)(1 - R2)$
$= 1 – (1 - 0.525)(1 - 0.245)$
$= 1 – (0.475)(0.755)$
$= 1 – 0.883625$
$= 0.116375$

Since the Q-Square value of 0.116375 is > 0, the model has good predictive relevance for performance and motivation.

Hypothesis Test

Hypothesis testing using smart PLS 4 in this study is seen in the p-values on the path coeffient in bootstraping to determine between variables.

Table 6. Statistical Hypothesis Test

	Original Sample	Sample Mean	Standard Deviation	t Statistic	P Value
Professionalism → Motivation	0,227	0,273	0,183	1,512	0,131
Infrastructure → Motivation	0,289	0,309	0,186	1,604	0,109
Professionalism → Performance	0,053	0,059	0,171	0,312	0,755
Infrastructure → Performance	0,672	0,695	0,108	6,210	0,000
Motivation -> Performance	-0,032	-0,066	0,168	0,192	0,109
Professionalism -> Motivation -> Performance	-0,040	-0,033	0,176	0,225	0,822
Infrastructure -> Motivation -> Performance	0,167	0,149	0,156	1,067	0,286

Source: Data Processed (2024)

The results of testing the research hypothesis are as follows:

H1: Professionalism significantly affects teacher motivation in Tanjung District public elementary schools. The p-value is 0.131 > 0.05, indicating no significant effect.

H2: Infrastructure significantly affects teacher motivation. The p-value is 0.109 > 0.05, showing no significant effect.

H3: Professionalism significantly affects teacher performance. The p-value is 0.755 > 0.05, indicating no significant effect.

H4: Infrastructure significantly affects teacher performance. The p-value is 0.000 < 0.05, indicating a significant effect.

H5: Teacher motivation significantly affects teacher performance. The p-value is 0.848 > 0.05, indicating no significant effect.

H6: Professionalism affects teacher performance through motivation. The p-value is 0.822 > 0.05, showing no significant effect.

H7: Infrastructure affects teacher performance through motivation. The p-value is 0.286 > 0.05, indicating no significant effect.

DISCUSSION

Hipotesis 1: The influence of professionalism has a significant effect on teacher motivation

The study's first hypothesis, which proposed that professionalism significantly influences teacher motivation, was ultimately rejected. The research findings indicated an insignificant relationship, as the t-statistic value of 1.512 was below the critical value of 1.96, and the p-value of 0.131 exceeded the 0.05 significance threshold. With an original sample estimate of 0.277, the findings suggest that professionalism positively influences teacher motivation by 27.7%, albeit insignificantly. These results contradict Maister's (2008) theory, which asserts that professionals must have clear goals, love their profession, and enjoy helping others to achieve excellence.

The study also contrasts with previous research by Nurmila et al. (2023) titled The Influence of Pedagogical Competence, Facilities, and Teaching Motivation on Teacher Performance in Ulubongko District, Tojo Una-Una Regency. Their findings revealed a positive and significant influence of pedagogical competence, facilities, and teaching motivation on teacher performance, both partially (t-statistic > t-table, $p < 0.05$) and simultaneously (F-statistic > F-table, $p < 0.05$). Among these variables, teaching motivation was found to be the most dominant factor, contributing 49.82% to teacher performance.

The discrepancy in findings could be attributed to various challenges in teacher professionalism. These include low teacher competence, inadequate motivation for self-improvement, uneven teacher distribution, lack of awareness and enthusiasm for knowledge sharing, politically influenced transfers and placements, limited ability to write and implement classroom action research, and a tendency among teachers to seek easier tasks rather than professional growth. These factors highlight the complex issues affecting teacher motivation despite the theoretical assumption of professionalism's positive role.

Hypothesis 2: The influence of infrastructure has a significant effect on teacher motivation

The second hypothesis, which proposed that facilities significantly influence teacher motivation, was ultimately rejected based on the study findings. The t-statistic value of 1.604 was below the critical value of 1.96, and the p-value of 0.109 exceeded the 0.05 threshold. Despite an original sample estimate of 0.298, indicating a positive influence of 29.8%, the effect was deemed statistically insignificant. This outcome aligns with Makin's (2010) theory, which emphasizes that supporting facilities, such as school grounds, gardens, and access roads, indirectly contribute to the teaching process. Learning facilities aim to simplify the delivery of educational materials, while infrastructure supports the overall education process through necessary tools and equipment for both teachers and students.

The study's findings are consistent with prior research by Nasharawati (2022) titled The Influence of Facilities, Work Capability, and Work Motivation on Teacher Performance at Madrasah Tsanawiyah Negeri 2 Enrekang. The research found a positive but insignificant influence of facilities on teacher performance, a significant influence of work capability, and a positive but insignificant influence

of work motivation. Collectively, facilities, work capability, and work motivation showed a significant and positive impact on teacher performance.

The findings suggest that while adequate facilities can support teaching activities and help achieve desired learning outcomes, their influence on teacher motivation is limited. Optimizing these resources is expected to facilitate effective learning and ultimately enhance the quality of education. Nonetheless, the study highlights the complexity of factors influencing teacher motivation beyond mere facility provision.

Hipotesis 3: The influence of professionalism on teacher performance

The third hypothesis, which proposed that professionalism significantly affects teacher performance, was ultimately rejected. The research findings showed an insignificant relationship, as the t-statistic value of 0.312 was below the critical value of 1.96, and the p-value of 0.755 exceeded the 0.05 significance threshold. The original sample estimate of 0.053 indicated a positive but minimal effect of 5.3% on teacher performance. These findings are in line with Wijaya's (2018) theory, which suggests that teacher professionalism involves a commitment to continuously improving professional abilities and developing effective strategies in line with job requirements. Professionalism ensures a match between bureaucratic capabilities and task needs, forming a foundation for professional and efficient public service personnel.

Despite these findings, the study contradicts previous research by Seila Riknina et al. (2022) titled The Influence of Teacher Professionalism on Teacher Performance at SDS Islam Terpadu Al Munadi. Their results indicated a significant relationship, with a t-statistic of 2.234 and a p-value of 0.049 (t-statistic ≥ t-table, 2.234 ≥ 2.042). This difference highlights contextual factors that may affect teacher performance outcomes.

The insignificant effect of professionalism on teacher performance in State Elementary School Tanjung may stem from internal and external factors, such as school environment, family, government, and societal influences. To achieve professional teachers, it is crucial for educators to cultivate self-awareness and a strong commitment to professional growth. A teacher with a genuine passion for teaching is more likely to carry out tasks wholeheartedly and with dedication, thereby improving performance. This underscores the importance of fostering a mindset of continuous development to enhance teacher performance.

Hipitesis 4:The effect of infrastructure facilities has a significant effect on teacher performance

The research findings reveal that facilities and infrastructure significantly influence teacher performance, as indicated by a t-statistic value of 6.210, which exceeds the critical value of 1.96, and a p-value of 0.000, which is below the 0.05 significance threshold. The original sample estimate of 0.672 implies that facilities and infrastructure positively contribute 67.2% to teacher performance. Consequently, Hypothesis 4 is accepted. The variable related to facilities and infrastructure comprises five statements, with a total score of 886 and an average of 4.03. Based on the continuum line, the average score falls within the 3.4 to 4.2 interval, indicating that respondents perceive the facilities and infrastructure as satisfactory. These findings suggest that well-equipped school facilities encourage

teachers to complete their tasks, particularly since not all teachers in State Elementary School Kecamatan Tanjung are adept at using advanced technology. Adequate facilities significantly support teachers' work, simplifying their tasks and enhancing their performance.

This aligns with Kasan's (2000) theory, which states that educational facilities directly contribute to achieving educational goals, such as classrooms, books, libraries, and laboratories. Learning facilities are essential for facilitating material delivery, while infrastructure supports educational administration by providing tools and equipment for teaching and learning activities.

The findings are consistent with Ilhamna (2020) research, which revealed that facilities positively influenced teacher performance by 0.49%. Moreover, factors such as work climate (74.3%) and motivation (0.53%) also contributed to teacher performance, while compensation had no significant effect (-6.86%). The study underscores that fulfilling and effectively utilizing facilities can enhance teacher performance in State Elementary School Kecamatan Tanjung, leading to more efficient and effective educational processes.

Hipotesis 5: The influence of teacher motivation has a significant effect on teacher performance.

The research findings indicate that teacher motivation does not significantly influence teacher performance, as evidenced by a t-statistic value of 0.192, which is below the critical value of 1.96, and a p-value of 0.848, exceeding the 0.05 significance threshold. The original sample estimate of -0.032 suggests a negative impact, indicating that teacher motivation contributes -3.2% to teacher performance. As a result, Hypothesis 5 is rejected. The motivation variable consists of seven statements, with a total score of 1177 and an average of 3.82. Based on the continuum line, the average score falls within the 3.4 to 4.2 interval, categorizing respondent perceptions of motivation as good.

These findings align with Maslow's theory, which posits two fundamental assumptions: humans have an innate desire to develop and progress, and they prioritize fulfilling basic needs before pursuing higher-level ones. In this context, teachers must first address fundamental requirements before higher motivational factors can effectively enhance their performance.

The study's results contrast with Fitri Sovia Nery's (2020) research, which examined the influence of work motivation on teacher performance at Madrasah Aliyah Negeri (MAN) Tebing Tinggi. Her findings revealed that self-actualization needs significantly impacted teacher performance, while other motivational factors, including physical needs, security, socialization, and esteem, collectively had a positive effect on teacher performance based on the F-test.

In conclusion, the insignificant influence of motivation on teacher performance in State Elementary School Kecamatan Tanjung may be attributed to poor working conditions and limited educational budgets. These constraints can hinder the availability of essential resources, such as school infrastructure and teaching materials, ultimately affecting teacher motivation and performance.

Hipotesis 6: The influence of professionalism has a significant effect on teacher performance through work motivation.

The research findings indicate that professionalism does not significantly influence teacher performance through work motivation, as demonstrated by a t-statistic value of 0.225, which is below the critical value of 1.96, and a p-value of 0.822, exceeding the 0.05 significance level. The original sample estimate of -0.040 suggests that professionalism positively impacts teacher performance through motivation by only 4%. Consequently, Hypothesis 6 is rejected. The performance variable consists of four statements, with a total score of 665 and an average of 3.78. Based on the continuum line, the average score falls within the 3.4 to 4.2 interval, indicating that respondent perceptions of performance are categorized as good.

These results align with Wibowo's (2011) theory, which defines performance as the embodiment of one's abilities in the form of tangible work outcomes. In the educational context, teacher performance reflects their achievements in carrying out tasks and responsibilities at school.

However, this study contrasts with previous research by Nurmila et al. (2023), which found that pedagogical competence, infrastructure, and teaching motivation had a positive and significant influence on teacher performance both partially (thitung > ttabel; $p < 0.05$) and simultaneously (Fhitung > Ftabel; $p < 0.05$). Among these factors, teaching motivation was identified as the most dominant variable, contributing 49.82% to teacher performance.

In conclusion, professionalism does not significantly affect teacher performance through work motivation. This may be due to the fact that professional educators tend to demonstrate good performance by meeting national competency standards as mandated by the Ministry of National Education Regulation No. 16 of 2007, which requires teachers to meet academic and competency qualifications. As a result, motivation is not emphasized as a determinant in improving teacher performance, as professional competence directly enhances their effectiveness.

Hipotesis 7: The influence of infrastructure has a significant effect on teacher performance through work motivation.

The research findings indicate that educational infrastructure does not significantly influence teacher performance through work motivation. This is demonstrated by a t-statistic value of 1.067, which is below the critical threshold of 1.96, and a p-value of 0.286, which exceeds the 0.05 significance level. The original sample estimate of 0.167 suggests that educational infrastructure positively affects teacher performance through motivation by only 16.7%, leading to the rejection of Hypothesis 7. This finding contradicts Kasan's (2000) theory, which defines educational infrastructure as essential tools directly contributing to educational goals, such as classrooms, books, libraries, and laboratories. Learning facilities aim to ease the delivery of teaching materials, while educational infrastructure supports the organization of educational processes.

The study's results align with previous research by Nasharawati (2022), titled The Influence of Educational Infrastructure, Work Ability, and Work Motivation on Teacher Performance at Madrasah Tsanawiyah Negeri 2 Enrekang. Her findings revealed a positive but insignificant influence of educational

infrastructure on teacher performance. Additionally, work ability had a significant positive effect, while work motivation also showed a positive but insignificant effect on teacher performance. Collectively, these variables positively and significantly influenced teacher performance.

In conclusion, educational infrastructure proves to have an insignificant effect on teacher performance through work motivation. This may be attributed to teachers' ability to utilize existing facilities directly. When infrastructure is well-maintained and accessible, it can foster a sense of enthusiasm among teachers, leading to better job execution and indirectly enhancing performance. Conversely, inadequate infrastructure may hinder teacher performance, highlighting its essential role in supporting educators' tasks.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussions in this study, the conclusions are as follows: professionalism does not significantly affect teacher performance and motivation at Public Elementary Schools in the Tanjung District. However, facilities and infrastructure have a significant effect on teacher performance but no significant effect on teacher motivation. Additionally, teacher motivation does not significantly affect teacher performance, and professionalism and facilities have no significant effect on teacher performance through work motivation. Based on these results, several recommendations are made. Teachers are encouraged to attend training and seminars to enhance their skills, with schools offering incentives for participation. Schools in the Tanjung District are advised to improve their facilities to support teaching and learning, including seeking funding from various sources such as the government or community donations. Furthermore, school principals should motivate teachers by providing rewards, fostering a positive work environment, and promoting harmonious relationships. Lastly, teachers are encouraged to create a comfortable and safe learning environment, focusing on classroom cleanliness, student communication, and appropriate teaching methods.

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