Building Teacher Performance through Work Facilities and Workload in Elementary Schools in Perumnas Antang

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Article Info

Abstract

Teacher performance plays a crucial role in determining the quality of education at the elementary school level, as teachers serve as key actors in delivering instruction and developing students' competencies. However, teacher performance may be influenced by external factors such as work facilities and workload. This study aims to analyze the influence of work facilities and workload on teacher performance in elementary schools in Perumnas Antang. The research employed a quantitative approach using multiple linear regression analysis. The population consisted of all 34 elementary school teachers in Perumnas Antang, and a saturated sampling (census) technique was applied, meaning all population members were included as respondents. Data were collected through a Likert-scale questionnaire and analyzed using SPSS version 26. The results indicate that work facilities do not have a significant partial effect on teacher performance (t = 0.943; Sig. = 0.354 > 0.05), while workload has a significant effect (t = 4.807; Sig. = 0.000 < 0.05). Simultaneously, work facilities and workload significantly influence teacher performance (F = 13.672; Sig. = 0.000), with an R^2 value of 0.503, indicating moderate explanatory power.

INTRODUCTION

Teacher performance is a key element in determining the quality of education delivery at the elementary school level. At this stage, teachers function not only as transmitters of knowledge but also as builders of character and foundational competencies for students. The success of the educational process largely depends on how effectively teachers carry out their professional responsibilities in a consistent and meaningful manner. Therefore, efforts to improve educational quality cannot be separated from initiatives aimed at enhancing teacher performance as the primary actors in the learning process.

In the context of educational management, teacher performance reflects the ability of teachers to plan, implement, and evaluate learning activities in accordance with established professional standards. (Dewi & Karliha, 2024) emphasize that teacher performance can be measured through effective lesson planning, quality classroom implementation, and accurate assessment of student learning outcomes. Similarly, (Jalil, 2020; Lala et al., 2023) explains that teacher performance encompasses competencies in classroom management, instructional

delivery, and interaction with students. Thus, teacher performance is not merely the completion of tasks, but a comprehensive representation of professional competence and instructional effectiveness.

In practice, teacher performance is influenced by both internal and external factors. One important external factor is the availability of work facilities. Work facilities refer to the infrastructure and resources provided by the institution to support teaching and learning activities. These include adequate classrooms, instructional media, information technology tools, and supporting administrative resources. According to (Hermawan, 2022; Lala et al., 2024; Martini & Bastaman, 2025), adequate work facilities can enhance employee motivation and productivity in carrying out their duties. (Jufrizen & Hadi, 2021) further argue that work facilities represent organizational support that contributes directly to operational effectiveness and performance achievement. In the educational setting, sufficient facilities enable teachers to conduct learning activities more effectively and systematically, whereas limited facilities may hinder creativity and reduce instructional quality.

In addition to work facilities, workload is another important determinant of teacher performance. Workload refers to the quantity and complexity of tasks assigned to teachers within a specific period. It includes not only teaching hours but also lesson preparation, student evaluation, administrative documentation, and participation in extracurricular and school-related activities. (Ali Nurdin & Samudi, 2024; Martini & Bastaman, 2025) define workload as the demand placed on individuals to complete tasks in accordance with their competencies and available time. When workload is proportionally distributed, it can strengthen professional responsibility and productivity. However, excessive workload may lead to stress, fatigue, and decreased teaching quality (Yulianti & Muhyarsyah, 2022). Therefore, managing workload effectively is essential to maintain both instructional effectiveness and teachers' psychological well-being.

Elementary schools in Perumnas Antang experience similar challenges. Some schools still face limitations in supporting learning facilities, including incomplete instructional media and less representative classroom conditions. At the same time, teachers are confronted with increasingly complex administrative demands due to evolving educational policies (Yuliyanti et al., 2025). Additional responsibilities beyond teaching, such as curriculum-based reporting and involvement in school programs, further increase workload within limited timeframes (Azki et al., 2025; Muntasir & Konadi, 2022). These conditions highlight the practical relevance of examining how work facilities and workload contribute to teacher performance.

From a theoretical perspective, organizational support theory suggests that employees tend to perform better when they perceive adequate institutional support, including sufficient facilities and manageable workload. Adequate facilities create a conducive working environment, while balanced workload prevents burnout and promotes sustained productivity. Therefore, both variables are conceptually linked to teacher performance and deserve empirical examination.

Based on this background, this study aims to analyze the influence of work facilities and workload on teacher performance in elementary schools in Perumnas Antang. The findings are expected to provide empirical insights into the determinants of teacher performance and serve as a reference for school administrators and policymakers in designing more effective and sustainable strategies to improve educational quality.

METHOD

This study employs a quantitative approach grounded in the positivist paradigm (Santosa, 2018), aiming to empirically examine the influence of work facilities and workload on teacher performance. The quantitative approach is selected because it allows variables to be measured objectively through statistical analysis. The variables in this study consist of work facilities (X1) and workload (X2) as independent variables, and teacher performance (Y) as the dependent variable. The research was conducted from November to December 2025 in elementary schools located in Perumnas Antang.

The research procedure began with problem identification, literature review, hypothesis formulation, development of research instruments, validity and reliability testing, data collection, data analysis, and finally report writing and conclusion drawing. The data used in this study are primary data collected through questionnaires distributed to teachers as respondents. The research instrument uses a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) to measure respondents' perceptions regarding statements related to the research variables (Sujarweni, 2015).

Work facilities in this study are measured through several aspects, including the availability of instructional media and teaching aids, the adequacy of supporting facilities such as books and information technology devices, the level of classroom comfort and safety, and teachers' access to digital learning resources. Workload is measured based on weekly teaching hours, the complexity of administrative tasks related to teaching, additional responsibilities beyond classroom instruction, and the suitability of workload with teachers' capacity and available time. Meanwhile, teacher performance is measured through the ability to prepare lesson plans, the quality of classroom instruction, classroom management skills, accuracy in conducting learning evaluations, and students' learning outcomes.
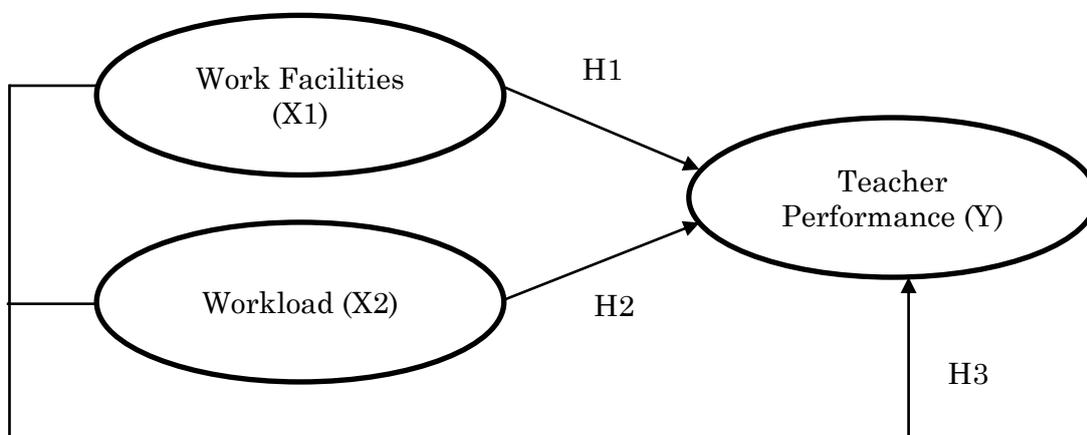

Figure 1. Conceptual Framework

The population of this study consists of all elementary school teachers in Perumnas Antang, totaling 34 teachers. A saturated sampling (census) technique was employed, meaning that all 34 members of the population were included as respondents (Schaufeli et al., 2002). This technique was chosen to obtain a comprehensive understanding of the influence of work facilities and workload on teacher performance.

Data analysis was conducted using multiple linear regression analysis with the assistance of statistical software. Prior to hypothesis testing, validity and reliability tests were performed to ensure that the research instrument was appropriate and consistent. Classical assumption tests including normality, multicollinearity, heteroscedasticity, and autocorrelation tests were

also conducted to ensure that the regression model met statistical requirements. The regression model used in this study is expressed as

$$Y = a + b_1X_1 + b_2X_2 + e,$$

Where Y represents teacher performance, X_1 represents work facilities, X_2 represents workload, a represents the constant, b_1 and b_2 represent regression coefficients, and e represents the error term. The t-test was used to examine the partial effect of each independent variable, while the F-test was used to examine their simultaneous effect. Additionally, the coefficient of determination (R^2) was used to determine the extent to which work facilities and workload explain variations in teacher performance. Through this approach, the study is expected to provide empirical evidence regarding the role of work facilities and workload in enhancing teacher performance in elementary schools in Perumnas Antang.

RESULTS AND DISCUSSION

Table 1. Respondent Characteristics (n = 34)

Characteristics	Category	Frequency	Percentage
Gender	Male	16	47.1%
	Female	18	52.9%
Age	21-30 years	5	14.7%
	31-40 years	14	41.2%
	41-50 years	7	20.6%
	51-60 years	8	23.5%
Educational Level	Bachelor's Degree	26	76.5%
	Master's Degree	7	23.5%
Teaching Experience	< 10 years	19	55.9%
	11-20 years	9	26.5%
	21-30 years	3	8.8%
	31-40 years	2	5.9%
	41-50 years	1	2.9%

Source: Processed SPSS version 26 data, 2026.

Based on Table 2, the total number of respondents in this study was 34 teachers. In terms of gender, the majority of respondents were female (52.9%), while male teachers accounted for 47.1%. Regarding age distribution, most respondents were between 31–40 years old (41.2%), followed by those aged 51–60 years (23.5%), 41–50 years (20.6%), and 21–30 years (14.7%). In terms of educational level, the majority of teachers held a Bachelor's Degree (76.5%), while 23.5% had a Master's Degree. Based on teaching experience, most respondents had less than 10 years of experience (55.9%), followed by 11–20 years (26.5%), 21–30 years (8.8%), 31–40 years (5.9%), and 41–50 years (2.9%). These results indicate that the respondents are relatively diverse in terms of age and teaching experience, with most holding undergraduate qualifications.

Validity Test

Table 3. Validity Test Results

Indicator	r count	r table	Sig. Value	Description
X1.1	0.715	0.338	0.521	Valid
X1.2	0.591	0.338	0.655	Valid
X1.3	0.653	0.338	0.566	Valid
X2.1	0.535	0.338	0.757	Valid

X2.2	0.554	0.338	0.692	Valid
X2.3	0.460	0.338	0.689	Valid
Y.1	0.597	0.338	0.646	Valid
Y.2	0.701	0.338	0.782	Valid
Y.3	0.689	0.338	0.911	Valid
Y.4	0.987	0.338	0.000	Valid

Source: Processed SPSS version 26 data, 2026.

The table 3 presents the results of the validity test conducted using SPSS version 26. The r-table value in this study is 0.338. An item is considered valid if the calculated r-value (r-count) is greater than the r-table value (r-count > 0.338). Based on the results, all indicators for work facilities (X1), workload (X2), and teacher performance (Y) have r-count values higher than 0.338. Therefore, all questionnaire items are declared valid and appropriate for use in this study.

Reliability Test

Table 4. Reliability Test Results

Indicator	Cronbach's Alpha if Item Deleted	Description
X1.1	0.885	Reliable
X1.2	0.873	Reliable
X1.3	0.877	Reliable
X2.1	0.879	Reliable
X2.2	0.876	Reliable
X2.3	0.868	Reliable
Y.1	0.872	Reliable
Y.2	0.889	Reliable
Y.3	0.881	Reliable
Y.4	0.873	Reliable

Source: Processed SPSS version 26 data, 2026.

Based on Table 4, the reliability test results indicate that all indicators have a Cronbach's Alpha if Item Deleted value above 0.70 (Ghozali, 2018). The values range from 0.868 to 0.889, demonstrating a high level of internal consistency. In general, a research instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70. Therefore, all questionnaire items measuring work facilities (X1), workload (X2), and teacher performance (Y) are declared reliable. This means that the research instrument has good consistency and is appropriate for further data analysis.
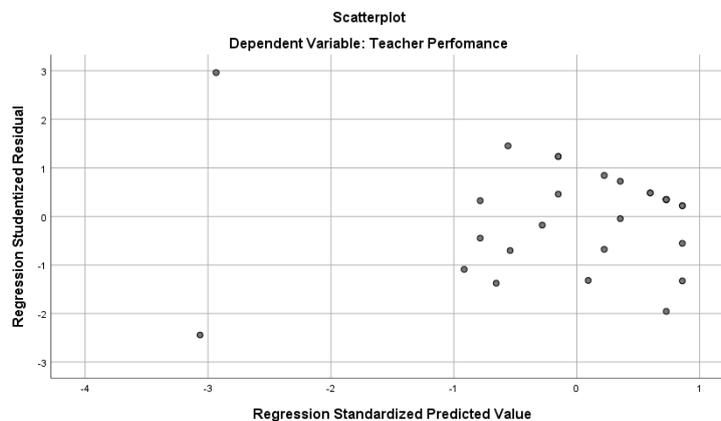
Heteroscedasticity Test

Figure 2. Heteroskedastisitas (Scatterplot)

Figure 2 presents the results of the heteroscedasticity test using a scatterplot. The scatterplot shows the distribution of residual values against the predicted values. Based on the figure, the data points are randomly distributed above and below the zero line on the Y-axis and do not form a specific pattern (Sujarweni, 2015). This indicates that there is no heteroscedasticity problem in the regression model. Therefore, it can be concluded that the variance of the residuals is constant (homoscedastic), and the regression model meets one of the classical assumption requirements.

Multicollinearity Test

Tabel 5. Multicollinearity Test

No.	Variable	Collinearity statistics		Description
		Tolerance	VIF	
1.	Work Facilities	0.951	1.052	Free from multicollinearity
2.	Workload	0.951	1.052	Free from multicollinearity

Source: Processed SPSS version 26 data, 2026.

Based on Table 5, the results of the multicollinearity test show that the variables work facilities and workload each have a Tolerance value of 0.951 and a Variance Inflation Factor (VIF) value of 1.052. A regression model is considered free from multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10 **(Ghozali & Latan, 2015)**. Since both variables meet these criteria, it can be concluded that the regression model in this study does not suffer from multicollinearity. Therefore, the variables of work facilities and workload can be included simultaneously in the regression analysis without excessive correlation between the independent variables.

Autocorrelation test

Table 6. Autocorrelation Test

Durbin-Watson	Description
2.104	No autocorrelation

Source: Processed SPSS version 26 data, 2026.

The autocorrelation test was conducted using the Durbin–Watson method to determine whether there is correlation among the residuals in the regression model. The analysis produced a Durbin–Watson value of 2.104. With a sample size of 34 (n = 34) and two independent variables (k = 2), the Durbin–Watson table at the 5% significance level shows a lower bound (dL) of approximately 1.33 and an upper bound (dU) of approximately 1.59. Since the obtained DW value (2.104) lies between dU and (4 − dU), it indicates that no autocorrelation is present. Therefore, the regression model satisfies the classical assumption of no autocorrelation.

Partial Test (t-test)

Table 7. Partial Test (t-test)

Variable	t count	t table	Sig. Value	Description
Work Facilities	0.943	2.039	0.354	don't have a significant effect
Workload	4.807	2.079	0.000	have a significant effect

Source: Processed SPSS version 26 data, 2026.

The partial test (t-test) was conducted to examine the individual effect of each independent variable on teacher performance by comparing the calculated t-value (t-count) with the t-table value at a 5% significance level. Based on the results, the Work Facilities variable

has a t-count value of 0.943, while the t-table value is 2.039. Since t-count < t-table (0.943 < 2.039) and the significance value is 0.354 > 0.05, it can be concluded that work facilities do not have a significant effect on teacher performance (Ghozali, 2018). Meanwhile, the Workload variable has a t-count value of 4.807 and a t-table value of 2.079. Since t-count > t-table (4.807 > 2.079) and the significance value is 0.000 < 0.05, it can be concluded that workload has a significant effect on teacher performance. Thus, in this study, only workload is proven to have a significant influence on teacher performance, while work facilities do not show a significant effect.

Simultant Test (F-test)

Table 8. Simultant Test (t-test)

F count	F table	Sig. Value	Description
13.672	3.300	0.000	have a significant effect

Source: Processed SPSS version 26 data, 2026.

The F-test was conducted to examine the simultaneous effect of the independent variables on teacher performance. Based on the results, the calculated F-value (F-count) is 13.672, while the F-table value is 3.30. Since F-count > F-table (13.672 > 3.300) and the significance value is 0.000 < 0.05, it can be concluded that work facilities and workload simultaneously have a significant effect on teacher performance. Thus, the regression model is statistically significant and suitable for explaining the influence of the independent variables on teacher performance.

Coefficient of Determination Test

Table 9. Coefficient of Determination Test

R square	Adjusted R square
0.503	0.466

Source: Processed SPSS version 26 data, 2026.

Based on the results, the R Square value is 0.503, while the Adjusted R Square value is 0.466. This indicates that 50.3% of the variation in teachser performance can be explained by the independent variables, namely work facilities and workload. Meanwhile, the remaining 49.7% is influenced by other factors outside the model that were not examined in this study. The Adjusted R Square value of 0.466 shows that after adjusting for the number of independent variables, 46.6% of teacher performance variation is explained by the regression model. This suggests that the model has a moderate explanatory power.

CONCLUSIONS AND SUGGESTION
The Effect of Work Facilities on Teacher Performance

The partial regression results indicate that work facilities do not have a statistically significant effect on teacher performance, as reflected by a t-value of 0.943, which is lower than the t-table value of 2.039, and a significance level of 0.354 (> 0.05). These results demonstrate that improvements in physical facilities alone are not sufficient to significantly enhance teacher performance in elementary schools in Perumnas Antang. From a theoretical perspective, work facilities are part of organizational support mechanisms that are expected to improve employee productivity. Organizational Support Theory suggests that when employees perceive institutional support such as adequate facilities they are more likely to demonstrate higher commitment and performance. However, the findings of this study indicate that the presence of facilities does not automatically translate into measurable performance improvements. This

suggests that other factors may play a more dominant role. Field conditions in Perumnas Antang reveal that although some schools face limitations in instructional media and technological resources, teachers continue to perform their professional duties effectively. This situation can be explained by the characteristics of the respondents. The majority of teachers are within the productive age group of 31–40 years (41.2%), and 55.9% have less than 10 years of teaching experience. Additionally, most teachers hold a Bachelor's degree (76.5%) and a substantial proportion hold a Master's degree (23.5%). These characteristics indicate a relatively young, professionally active, and academically prepared workforce. Teachers in the early and middle stages of their careers tend to exhibit higher motivation, adaptability, and commitment. As a result, they may compensate for facility limitations through creativity, innovation, and professional dedication. This finding is consistent with (Sahrul et al., 2022), who argue that teacher performance is not solely determined by infrastructure but also by intrinsic motivation and professional responsibility. Therefore, work facilities function as enabling factors rather than primary determinants of performance.

The Effect of Workload on Teacher Performance

In contrast, workload has a statistically significant effect on teacher performance, with a t-value of 4.807, exceeding the t-table value of 2.079, and a significance level of 0.000 (< 0.05). This strong statistical evidence confirms that workload is a critical variable influencing teacher performance in the studied schools. Workload in this context encompasses teaching hours, administrative documentation, lesson preparation, student evaluation, digital reporting systems, and participation in extracurricular activities. The increasing administrative demands driven by evolving educational policies intensify teachers' responsibilities beyond classroom instruction. Considering that 55.9% of respondents have less than 10 years of teaching experience, workload becomes a particularly sensitive factor. Teachers in the early stages of their careers are still strengthening pedagogical competence and professional stability. Excessive workload may therefore create higher stress levels and reduce instructional effectiveness. This supports the argument of (Yulianti & Muhyarsyah, 2022), who emphasize that disproportionate workload negatively affects teacher performance and psychological well-being. From a workload theory perspective, performance declines when task demands exceed individual capacity. Balanced workload allows teachers to allocate time for lesson preparation, classroom engagement, and evaluation effectively. Conversely, overload reduces preparation time and instructional quality. Therefore, workload management emerges as a decisive factor in sustaining teacher performance.

The Simultaneous Effect of Work Facilities and Workload on Teacher Performance

The simultaneous regression analysis (F-test) reveals an F-value of 13.672, which exceeds the F-table value of 3.300, with a significance level of 0.000 (< 0.05). This confirms that work facilities and workload collectively have a significant effect on teacher performance. Furthermore, the coefficient of determination (R^2) is 0.503, indicating that 50.3% of the variance in teacher performance is explained by work facilities and workload, while the remaining 49.7% is influenced by other factors outside the model. The Adjusted R^2 value of 0.466 suggests moderate explanatory power after accounting for the number of independent variables. Although work facilities do not show a significant partial effect, their interaction with workload contributes meaningfully to overall performance outcomes. This finding implies that teacher performance is multidimensional and shaped by a combination of structural and task-related factors. Facilities may create a supportive environment, while workload directly affects teachers' operational capacity and psychological resilience. In the specific context of Perumnas Antang

where the teaching workforce is relatively young and predominantly holds undergraduate qualifications the influence of workload becomes more pronounced than physical facilities (Lala & Firman, 2026). Younger teachers may be more adaptable to limited infrastructure but more vulnerable to excessive administrative burdens. Therefore, strategies aimed at improving teacher performance should adopt a comprehensive approach. While upgrading facilities remains important for long-term educational quality, immediate attention should be directed toward ensuring fair workload distribution, reducing unnecessary administrative burdens, and supporting teachers' professional development. Sustainable teacher performance depends not merely on infrastructure, but on the balance between organizational support and task demands within the school system.

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