Educational Management

The Influence of Leadership Style, Work Climate and Facilities and Infrastructure On Teacher Performance with Motivation Work as Variables Mediation at the Sub-district Public Elementary School Sirampog Brebes Regency

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Article Info	Abstract
	This study aims to determine the role of work motivation in mediating the influence of leadership style, work climate, and infrastructure on the performance of public elementary school teachers in Sirampog Regency. This study was conducted using a quantitative method, and data collection was carried out using valid and reliable research instruments. The population in this study consisted of public elementary school teachers, with a sample selected using the Slovin formula. Data analysis was conducted using multiple linear regression, mediation testing with the Sobel test, and path analysis. The results of the study indicate that work motivation as a mediating variable is able to mediate the influence of leadership style and work climate on teacher performance, as evidenced by significant results and calculated Z values exceeding the critical Z value. On the other hand, work motivation does not have a positive and significant mediating effect on the relationship between infrastructure and teacher performance, as indicated by non-significant results and calculated Z values below the critical threshold. Overall, the findings show that improving work motivation, leadership style, and a supportive work climate has a significant influence on enhancing teacher performance.

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INTRODUCTION

Education is one of the main pillars in build source Power superior human beings, in the end will push progress something nation. Educational process ideally push student For active and creative in develop its potential, so that formed intelligent, moral person noble, and have values spirituality, as put forward by (Feriyanto, 2014). Quality education Alone refers to various interconnected components related, such as improvement welfare through allowance profession, teacher quality, equality teacher distribution, improvement curriculum, availability source learning, adequate facilities and infrastructure, and climate conducive learning (Ministry of National Education, 2008) .

In order to achieve objective education the government must notice influencing factors to organization education, which is one of them is performance power educator performance power educators (teachers) must improved to participate as well as in reach objective education (Risdiantoro, 2021).

Teacher performance is behavior real displayed by the teacher when carry out task as power educators, good in activity teaching, guiding or in carry out task addition (Supardi, 2013). According to Saondi & Suherman (2010) there is eight factor main influencing factors teacher performance in operate task education that is personality and dedication , development profession, ability teaching, style leadership head school, communication, relationships with society, discipline, welfare and climate Work .

Head school play a role strategic in integrate teacher competence with climate conducive work through implementation style proper leadership. Democratic and supportive leadership assessed capable increase motivation as well as teacher commitment in carry out task professionalism (Robbins & Judge, 2017). Head effective schools No only play a role as leader administrative, will but also as craftsman improvement quality education with create supportive environment growth and development teacher potential so that matter This impact positive on the climate school in a way overall (Yahyuni et al., 2024).

Work climate covers atmosphere psychological and social in the environment work that can felt by the individual supportive environment like existence cooperation between teachers, open communication and award to performance will encourage teachers to Work more good and feel valued (Wirawan, 2007). According to (Alfiyah & Indiarto, 2023) climate good job can increase satisfaction Work employees, who then can increase Spirit work and motivation, so that they become more productive and high-performance more good, especially If supported by adequate facilities and infrastructure .

Based on regulations issued Government of the Republic of Indonesia No. 19 of 2005 concerning standard national education, explained with firm about standard facilities and infrastructure education, article 42 states that every unit education must own facilities that include furniture, equipment education, educational media, books and resources Study other materials finished use, and other necessary equipment For Support a regular and sustainable learning process. Facilities and infrastructure school is also a factors that are not lost important in influence teacher performance. existence adequate facilities, such as room comfortable class, equipment complete teaching, and access to technology information, can greatly support an effective learning process (Djonu et al., 2023). Availability adequate facilities and infrastructure, such as facility learning, technology, and resources Power education is very important for effectiveness teaching. good facilities support teachers in implement method innovative and interactive teaching without adequate facilities, teachers will difficulty in carry out an optimal learning process (Fudin, 2020).

Third factor the namely style leadership, climate work and facilities infrastructure No stand Alone in influence Teacher performance. Rahayu et al., (2023) , stated that the relationship between these factors and teacher performance is often mediated by work motivation. Work motivation is also greatly influenced by the principal's leadership, work environment, and supporting facilities. A principal who is able to provide appreciation, create a comfortable work environment, and provide adequate work facilities will increase teacher morale.

Based on the results of observations and interviews with the Head of the Sirampog District Regional Coordinator with the initials MT regarding the problems found in the Sirampog District Public Elementary School, Brebes Regency, it was still found that teacher performance was not optimal. This can be seen from several indications, including: (1) the role of the principal is less than optimal in carrying out leadership so that teachers tend to be passive in building cooperation with the principal (2) less than optimal supportive work environment or climate; (3) minimal facilities and infrastructure

used by teachers in the learning process so that teachers are limited in creative and interactive learning; (4) minimal desire of teachers to improve their abilities through training. This research focused on the influence of leadership style, work climate, and facilities and infrastructure on teacher performance with work motivation as a mediating variable. The aim is to determine the extent to which the work motivation variable is able to mediate the variables of leadership style, work climate, and facilities and infrastructure on teacher performance in an effort to improve the quality of teacher performance.

METHOD

Study this use approach quantitative with type study explanatory research, which aims For explain connection causal between variables free, variable mediation, and variables bound. Approach This chosen For test in a way empirical influence style leadership, climate work and facilities infrastructure to teacher performance with motivation Work as variables mediation. Data collection was carried out with use instrument research, data analysis is of a nature statistics, with objective For test hypothesis that has been set (Sugiyono, 2017). Research This conducted at the State Elementary School in the District Sirampog Brebes Regency which consists of from 33 schools . The population in this study was all teachers at SDN Sirampog District.

The sampling technique used in this study is the probability sampling technique with proportional random sampling, namely a technique carried out by determining the number of samples proportionally from each school according to the number of existing teachers, so that each teacher has the same opportunity to become a respondent (Ghozali, 2018).

Samples used based on formula Slovin as many as 134 respondents. The variables used in The research includes: The dependent variable is Teacher Performance (Y). The independent variables are Leadership Style (X1), Work Climate (X2), and Facilities and Infrastructure

(X3) and the Mediating Variable or intervening variable in this research is Work Motivation (Z).

RESULTS AND DISCUSSIONS
Validity and Reliability Test

Based on the results of the validity test that has been carried out, this shows that There is good validity in all items for each variable contained in the following table:

No.	Variable	Number of Items	Calcu-lated R Value	Descrip-tion
1	Teacher Perfor-mance (Y)	28	R-calcu-lated > 0.158	All items are valid
2	Leadership Style (X1)	30	R-calcu-lated > 0.158	All items are valid
3	Work Cli-mate (X2)	20	R-calcu-lated > 0.158	All items are valid
4	Facilities and Infra-structure (X3)	20	R-calcu-lated > 0.158	All items are valid
5	Work Moti-vation (Z)	19	R-calcu-lated > 0.158	All items are valid

Cronbach's Alpha value is greater than 0.70 (Ghozali, 2018). In this study, reliability testing was conducted using SPSS version 25.0 . The results of the research instrument reliability test are presented in the following table.

No.	Variable	Cronbach's Alpha	Description
1	Teacher Perfor-mance (Y)	> 0.70	Reliable
2	Leadership Style (X1)	> 0.70	Reliable
3	Work Climate (X2)	> 0.70	Reliable
4	Facilities and In-frastructure (X3)	> 0.70	Reliable
5	Work Motivation (Z)	> 0.70	Reliable

Based on the results of the analysis in table 13.3, it shows that all variables have a Cronbach's Alpha Coefficient value > 0.7 so it can be concluded that the instruments of Leadership Style, Work Climate, Facilities and

Infrastructure, Teacher Performance and Work Motivation have good reliability.

Normality test

Based on normality test results can known mark significance of 0.200 (>0.05), then can it is said that the data is distributed normally .

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		134
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.49971219
Most Extreme Differences	Absolute	.048
	Positive	.039
	Negative	-.048
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Multicollinearity test

A suitable regression model is a model without existence symptom multicollinearity (tolerance > than 0.1 and VIF value < than 10). Based on results analysis 1 and 2 can known Leadership Style, Work Climate and Infrastructure Variables on Teacher Performance with Motivation Work as variables mediation get VIF value < than 10 with significance > than 0.1 so that No happen multicollinearity in the variables used in study This .

Heteroscedasticity test

Based on results analysis can known mark Significance of Leadership Style of 0.345, the Work Climate variable of 0.056, the variable of Facilities and Infrastructure of 0.955 and Motivation Work 0.074 value is > 0.050 which means that good variable data independent and variables mediation in research This avoided from symptom heteroscedasticity and reasonableness used For test study with multiple linear regression test model.

Hypothesis Testing

The Influence of Leadership Style (X1) on Work Motivation (Z)

Based on the results of the analysis of the influence of Leadership Style (X1) on the Work Motivation variable (Z), a significance value of 0.000 <0.05 was obtained with a calculated T value of 14.125> Ttable 1.978, namely there is a positive and significant influence between the Leadership Style variable on Work Motivation so that hypothesis 1 is accepted

The Influence of Work Climate (X2) on Work Motivation (Z)

Based on the results of the analysis of the influence of the Work Climate variable (X2) on the Work Motivation variable (Z), a significance value of 0.000 <0.050 was obtained with a calculated T value of 4.377> Ttable 1.978, so it can be concluded that there is a positive and significant influence between the Work Climate variable and Work Motivation, thus the second hypothesis is accepted .

The Influence of Facilities and Infrastructure (X3) on Work Motivation (Z)

Based on the results of the analysis of the influence of the Infrastructure variable (X3) on the Work Motivation variable (Z), a significance value of 0.058 was obtained > 0.05 with a calculated T value of -1.913 < Ttable 1.978, so it can be concluded that there is a negative and insignificant influence between the Infrastructure variable and Work Motivation, thus the 3rd hypothesis is rejected .

The Influence of Work Motivation (Z) on Teacher Performance (Y)

Based on the results of the analysis of the influence of the Work Motivation variable (Z) on the Teacher Performance variable (Y), a significance value of 0.019 <0.05 was obtained with a calculated T value of 2.369> Ttable 1.978, so it can be concluded that there is a positive and significant influence between the Work Motivation variable and the Teacher Performance variable, thus the 4th hypothesis is accepted.

The Influence of Leadership Style (X1) on Teacher Performance (Y)

Based on the results of the analysis of the influence of the Leadership Style variable (X1) on Teacher Performance (Y), a significance value of 0.002 <0.05 was obtained with a calculated T value of 3.217> Ttable 1.978, so it can be concluded that there is a positive and significant

influence between the Leadership Style variable and Teacher Performance, thus the 5th hypothesis is accepted .

The Influence of Work Climate (X2) on Teacher Performance (Y)

Based on the results of the analysis of the influence of the Work Climate variable (X2) on Teacher Performance (Y), a significance value of 0.067 was obtained > 0.05 with a Tcount value of 1.847 < Ttable 1.978, so it can be concluded that there is no positive and significant influence between the Work Climate variable on Teacher Performance, thus the 6th hypothesis is rejected.

The Influence of Facilities and Infrastructure (X3) on Teacher Performance (Y)

Based on the results of the analysis of the influence of the Facilities and Infrastructure variable (X3) on Teacher Performance (Y), a significance value of 0.827 was obtained > 0.05 with a calculated T value of 0.219 < Ttable 1.978, so it can be concluded that there is no positive and significant influence between the Facilities and Infrastructure variable on Teacher Performance, thus the 7th hypothesis is rejected.

The Influence of Leadership Style (X1) on Teacher Performance (Y) Through Work Motivation (Z)

Based on the calculation results, it is known that the direct influence value of Leadership Style (X1) on Teacher Performance (Y) is 0.370, while the indirect influence given by Leadership Style (X1) on Teacher Performance (Y) through Work Motivation (Z) as a mediating variable is 0.581, so that the indirect influence value is > compared to the direct influence value. After conducting testing with the Sobel test, it can be seen that the significance value is 0.019 < 0.05 with Z count of 10.455 > Z table 1.96. Based on these data can concluded that There is connection positive and significant mediation. This show that in a way No Direct Leadership Style on Teacher Performance through Motivation Work as variables mediation influential in a way positive and significant so that hypothesis 8th accepted.

The Influence of Work Climate (X2) on Teacher Performance (Y) Through Work Motivation (Z)

Based on the analysis results, it is known that the direct influence value of Work Climate on Teacher Performance is 0.157 while the indirect influence given by Work Climate on Teacher Performance through Work Motivation as a mediating variable is 0.229 so that the indirect influence value is > compared to the direct influence value. After conducting testing with the Sobel test, it can be seen that the significance value is 0.037 < 0.05 with Z count of 2.082 > Z table 1.96. Based on these data can concluded that There is connection positive and significant mediation . This show that in a way No Direct Work Climate on Teacher Performance through Motivation Work as variables mediation influential in a way positive and significant so that hypothesis 9th accepted

The Influence of Facilities and Infrastructure (X3) on Teacher Performance (Y) Through Work Motivation (Z)

Based on the calculation results above, it can be seen that the value of the direct influence of Facilities and Infrastructure on Teacher Performance is 0.015, while the indirect influence given by Work Climate on Teacher Performance through Work Motivation as a mediating variable is 0.0096, so the value of the indirect influence is < compared to the value of the direct influence. After conducting testing with the Sobel test, the significance value is 0.138> 0.05 with Z count of 1.483> Z table 1.96. Based on these data, it can be concluded that there is no significant mediation relationship between the Facilities and Infrastructure variable and Teacher Performance through Work Motivation as a mediating variable, so that hypothesis 10 is rejected.

CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that Work Motivation successfully mediates the influence of Leadership Style. in a way positive and significant to teacher performance obtained mark coefficient correlation of 0.709 and the calculated

T value amounting to 11,552 with significance 0.000. Work Climate through motivation Work influential positive and significant to teacher performance obtained mark coefficient correlation of 0.566 and t count amounting to 3,749 with significance amounting to 0,000. Meanwhile , the infrastructure through motivation Work influential negative and no significant to proven teacher performance with mark coefficient correlation of 0.251 with t count of -1.910 with mark significance of 0.058.

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