



# The Influence of the Coaching System, Infrastructure and Training Education on Teacher Performance Competence

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## ABSTRACT

Numerous factors can be used as indicators of a school's excellence and quality. These factors include the quality of teaching and learning processes in schools, the completeness of facilities and infrastructure, the professionalism of human resources, academic achievement, and the management quality of schools. This study utilizes qualitative case studies. This study collected data through interviews, literary analysis, field observations, and documentation. The investigation took place concurrently with the data collection on the ground in this research. The researcher reduces data obtained by analyzing it, sorting it, focusing on research, and drawing conclusions in all directions. The validity of the data in this study is determined by using triangulation techniques (solutions and methods/techniques), observations, and member controls. As demonstrated in this study, the coaching system, infrastructure, education, and training all directly affect teacher competence. Meanwhile, the coaching system and infrastructure have a direct impact on teacher performance. It has not been established that education and training directly impact the performance of teachers at Pluit Raya Jakarta Junior High School in elementary school. The coaching system, infrastructure, and education do not directly affect teachers' performance at Pluit Raya Elementary School Jakarta. Still, competence does not affect the performance of teachers at Pluit Raya Elementary School Jakarta directly.

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## 1. Introduction

The educational process is centred on the teaching and learning process (Benu, Oedjoe & Basri, 2019). Education is a cornerstone of preparing the human resources necessary to meet the challenges of the modern era. Human resource development in education begins with primary, secondary, and higher education (Firmansyah, Supriyatno & Timan, 2018). Educational facilities and infrastructure play a critical role in meeting academic expectations, namely by facilitating the teaching and learning process (Hasanudin, 2021).

Teachers are critical components of the educational system, particularly in schools. All other members, including curriculum, infrastructure, and costs, will be ineffective if the essence of learning, namely teacher-student interaction, is not of high quality (Hasanudin & Awaloedin, 2020). Teachers play such a critical role in transforming educational inputs. Many experts assert that there will be no change or improvement in school quality without changes or modifications in teacher quality (Kurniawati & Sayuti, 2013). Regrettably, in Indonesian culture, teachers' work remains relatively closed. Even superior teachers, such as principals and supervisors, struggle to obtain data and observe teacher performance in front of students daily. Indeed, the principal or supervisor's class visit program cannot be rejected by the teacher (Lestari, Timan & Sunandar, 2015). However, it is not uncommon for teachers to perform optimally only when they are visited, both in planning and implementation. Then he will resume work as usual, sometimes without adequate preparation or enthusiasm (Nurwulandari & Adnyana, 2019).

One area in which education supervisors place a premium is educational facilities and infrastructure in schools (Nurwulandari, Hasanudin & Melati, 2021). Academic facilities include all equipment and supplies that directly support the educational process, such as textbooks, laboratories, and libraries (Pramono, 2012). At the same time, educational infrastructure is a facility that supports the educational process indirectly, such as the location of school buildings, playing fields, and money (Rahayu & Sutarna, 2016). Thus, educational



facilities and infrastructure are critical, and their management requires serious attention to ensure the carrying capacity of a good learning process (Pratama, 2019). In the educational process, facilities and infrastructure cannot be overlooked because education cannot be implemented effectively without adequate facilities and infrastructure (Nulhaqim. et. All, 2019).

The provision, adequacy, unitization, and management of educational facilities and infrastructure have a significant impact on the quality and standards of schools (Triyono, 2019). School facilities are physical assets that enable effective teaching and learning to take place. Classrooms, laboratories, libraries, equipment, consumables, electricity, water, visual and audiovisual aids, study tables, study chairs, play areas, storage rooms, and toilets are all included in the facilities (Ristianah, 2018). At the same time, the facilities include furniture, educational equipment, educational media, books and other learning resources, consumables, land, classrooms, educator rooms, administration rooms, library rooms, laboratory rooms, workshop rooms, and office rooms. Units of production, canteen rooms, power and service installations, sports facilities, places of worship, places of play, and recreation facilities (Tanjung, 2017).

The advancement of the times necessitates that organizations face intense competition; schools are organizations that provide products in the form of educational services; as a result, schools face competitive pressure and competition from similar organizations; schools also serve as a forum for moulding human resources into prominent personalities both now and in the future. Educational interaction for students through the effective use of existing resources ensures an educational organization's success in achieving its goals (Wahyudi & Pangestuti, 2017). To accomplish the goals of school organizations, increasing the quality of services provides maximum utility for customers, demonstrating that the school is superior to other institutions (Wahyudi, Hasanudin & Pangestuti, 2020; Sidiq & Jalil, 2021). A school organization must adhere to the policies outlined in government regulations regarding the eight National Education Standards; the government prepares this regulation to assist supporters in implementing the standards.

The quality of a good school today may not be the same in the future for various reasons, one of which is the growing needs and desires of consumers. Additionally, the requirement for changes toward continuous quality improvement until the Quality-Meets-Agreed Terms and Changes is met (Widiastuti, 2019). One indicator of high-quality schools is the availability of support for schools' teaching and learning processes, precisely adequate facilities and infrastructure. Integrated quality management is a way of thinking strategically that requires organizations to be more competitive; this case demonstrates how integrated quality can help an organization improve internally and thus become more competitive. Of course, the focal point is the customer's satisfaction as the primary determinant of the good or bad quality of a product or service provided by the organization; this is the foundation for the customer-focused quality challenge. As an educational institution, schools that practice quality management ensures that they can compete against similar organizations (Poluakan. et.all, 2019).

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## 2. Research Methods

This study has qualitative types of case studies. The data collection techniques in this study used interviews, literary studies, field observations and documentation. The analysis coincided with the collection of data on the ground in this research. By analyzing the data, sorting all information by focusing on research and drawing conclusions in all directions, the researcher reduces data obtained in the field. The validity of the data used in this study is monitored using triangulation techniques (solutions and methods/technics), observations and member controls.

## 3. Research Results and Discussion

### 3.1 Planning for Educational Facilities and Infrastructure Needs

A successful management activity, without a doubt, begins with careful and thorough planning.

Planning is necessary to avoid costly errors and failures. Planning for educational facilities and infrastructure is the process of considering and establishing a program for future acquisition of school facilities, educational facilities, and infrastructure to accomplish specific goals. The effectiveness of school facilities and the infrastructure planning process can be determined by how well the procurement meets the needs of school facilities and infrastructure over a specified period.

The school facility and infrastructure planning must adhere to the following principles: Planning for school facilities and infrastructure must be truly intellectual; Planning must be grounded in needs analysis; Planning for school facilities and infrastructure must be realistic, taking into account the realities of the budget; and Visualization of the school facility and infrastructure planning must be clear and detailed, both in terms of quantity, type, and brand.

When planning for educational facilities and infrastructure, two critical steps must be taken: analyzing the needs of existing facilities and infrastructure, and projecting the facilities and infrastructure required in the future.

### **3.2 Procurement of Educational Facilities and Infrastructure**

Procurement of facilities and infrastructure is essentially an effort to carry out the previously prepared plan to procure facilities and infrastructure. The principal or treasurer cannot make every effort to provide facilities and infrastructure on their own. Procurement efforts must be coordinated to ensure effective and accountable implementation. Procurement encompasses all activities aimed at acquiring all goods/objects/services required to carry out tasks. In education, procurement of educational facilities and infrastructure includes all activities to provide all necessary goods and services in support of learning activities for learning activities to run effectively and efficiently and follow the desired outcomes.

Procurement of educational facilities and infrastructure at Pluit Raya Junior High School in Jakarta develops plans for submitting bids for educational facility and infrastructure procurement. The proposal will detail the funds required and raised to the Ministry of National Education, the Provincial APBD, and the City APBD. The government must provide necessary educational facilities in schools. Thus, when it comes to procuring facilities and infrastructure for schools, careful planning must ensure that high-quality educational facilities and infrastructure are available at affordable prices. Their use is also carefully planned to minimize waste. The government hopes that it will provide and maintain the educational facilities and infrastructure necessary for schools to operate effectively and efficiently through this plan.

The procurement of facilities and infrastructure is coordinated with the school's priority scale and allocation of program activities. Efforts to equip schools with facilities and infrastructure contribute to the development of higher educational standards. Pluit Raya Elementary School in Jakarta is currently undergoing a facility and infrastructure upgrade, starting with environmental enhancements, laboratory supplies, repairs to latrines and canteens, procurement of supplies for each class, and procurement of library cabinets, and expansion of internet access.

Financing educational facility and infrastructure acquisitions are accomplished through program budgeting in the field of facilities and infrastructure. These costs are covered through parental assistance and government assistance. The financial resources necessary to ensure the availability of facilities and infrastructure products, as well as grant assistance for proper facility maintenance, must be provided through increased government budget allocations, school self-sufficiency, and community support to foster a positive and sustainable work environment conducive to effective teaching and learning processes in schools. Budgeted funds from the government or guardians of students can be put to good use to ensure that facilities and infrastructure are procured following needs.

The acquisition of facilities and infrastructure at Pluit Raya Elementary School in Jakarta is critical for increasing the effectiveness and efficiency of learning through proper planning. Academic achievement can be impacted by student comfort in the classroom. Principals and coordinators responsible for educational facilities and infrastructure in schools must be more deliberate in their discussions with teachers about redesigning the layout and rethinking learning tools that are currently the primary needs of students and are at least aligned with National Education Standards more disciplined in the classroom. Effective collaboration between school principals, facility and infrastructure managers, and all school personnel can result in high-achieving students.

### **3.3 Distribution of Educational Facilities and Infrastructure**

Distribution is how facilities, infrastructure, and management responsibilities are transferred from one agency to another. Within this limit, two parties are involved: (1) the source party, i.e. the location of the

facilities and infrastructure, and (2) the recipient party, i.e. the recipient of the facilities and infrastructure. Distribution of educational facilities and infrastructure consists of three distinct activities: 1) Distribution planning, 2) Distribution implementation, and 3) Distribution monitoring.

There are two modes of delivery for facilities and infrastructure, namely: 1) direct delivery, in which the facility is delivered directly to the user; and 2) indirect delivery, in which the facility is delivered via a series of terminals, for example, regional offices and provincial education offices, before arriving at the target school. The distribution of facilities and infrastructure is intended for all public and private educational institutions located throughout the country, both in urban and rural areas. And distribution is said to be effective if the facilities provided reach the user in their entirety, in the correct quantity, on time, and at a reasonable cost.

### 3.4 Utilization of Educational Facilities and Infrastructure

Educational facilities and infrastructure are essential for the smooth teaching and learning process; with complete facilities and infrastructure, the need for media and learning tools will be fulfilled, and the teaching and learning process will be good and exciting. Poor and unattractive school building conditions, crowded classrooms, no availability of recreational facilities and aesthetic surroundings will contribute to the poor quality of the teaching and learning process and no achievement of the quality of student education in schools. The existence and quality of facilities and infrastructure will affect the course of the teaching and learning process.

Educational facilities and infrastructure at Pluit Raya Jakarta Junior High School are a means to explore pouring creativity and innovation that can increase student participation. Students make good use of educational facilities and markets in the domain of affective and psychomotor learning. The existence of facilities and infrastructure in an attractive, clean, functional, and comfortable condition can affect students' achievement. When the educational facilities and markets available in schools are well met and well utilized by students, this can be a learning process that shows a bright future for students and can result in better and improved student achievement.

The strategy for controlling the management of educational facilities and infrastructure at Pluit Raya Elementary School Jakarta is carried out by teachers who are specifically assigned to manage educational facilities and infrastructure. All school principals must be responsible for providing facilities and the maintenance of learning equipment so that school residents can make good use of existing facilities. Management of educational facilities and infrastructure in schools must be delegated to school personnel who can take responsibility; if it involves many school personnel in its direction, it is necessary to describe duties and responsibilities for each school personnel clearly.

The control strategy includes the steps taken since the facilities and infrastructure are included as school investment until the facilities and infrastructure are no longer functioning and cannot be used anymore and removed from the school inventory list. According to the MKDK Team, the inventory must be carried out in a detailed, complete, regular and sustainable manner. The stock is carried out to carry out orderly administration and orderly educational facilities, controlling and supervising each facility and infrastructure, supporting the teaching and learning process, and efforts to utilize the maximum use of each educational facility following the objectives and functions of each of the educational facilities.

### 3.5 Maintenance of educational facilities and infrastructure

Maintenance of facilities and infrastructure is the responsibility of the education unit concerned and is carried out regularly and continuously and places existing facilities and infrastructure according to their needs. School administrators play a role in managing and maintaining school facilities, including periodic inspections of facilities and decentralization of maintenance. The need for regular inspections and maintenance is intended to avoid wasting existing facilities and infrastructure and not to destroy the existence of such facilities and infrastructure.

Maintenance of existing facilities and infrastructure in each classroom is the responsibility of each study group and the management of educational facilities and infrastructure. Teachers and students should develop and instil a good maintenance culture. The government should budget for the maintenance of facilities and allocate more funds to schools to manage and maintain school facilities. So maintenance is an activity that continuously or continuously ensures that existing facilities and infrastructure remain in good condition and are always ready to be used.

The obstacle that is often faced by schools in managing facilities and infrastructure based on research results is the lack of students' awareness of building maintenance or maintenance. Several factors other than

age contribute to the damage to school buildings, including weather conditions, density, injury, and new facilities that are expected to maximize the optimal learning environment. This will result in increased school infrastructure costs. It is necessary to pay attention to building maintenance so that building suggestions can be utilized in the long term.

Special care is carried out by a team assigned by the principal to care for and maintain educational facilities and infrastructure in the school. With regular maintenance, it is intended that the service life of the facilities and infrastructure in the long term. The paramount need for the maintenance of school facilities appears in the comprehensive development of a long-term strategy. It is a job in which the maintenance of school facilities and infrastructure is carried out systematically, coordinated, and not holistic. However, emergency maintenance will still be carried out when sudden damage occurs when the officers on duty in the area find it difficult to repair it.

### **3.6 The Influence of the Coaching System on Teacher Competence**

The highest frequency for teachers who received a reasonable and adequate coaching system with a percentage of 40.5%, perfect 12.5%, and not suitable as much as 6.8%. From the calculation results in the coefficient table, the functions of educational supervision in schools are obtained, namely the development function, motor function and control function as follows: 1) With the development function, it means that educational supervision can improve teacher skills in managing the learning process; 2) With the function of motivation, it means that educational supervision can develop teachers' work motivation; and 3) The control function means that educational supervision allows supervisors (principals and supervisors) to exercise control over the implementation of teacher duties.

The improvement of the Pluit Raya Jakarta Junior High School teacher development system will increase teacher competence. The principal's role is to manage the implementation of educational and learning activities in schools. The role of the school supervisor is to provide guidance, academic and managerial supervision in the performance of education in schools, both related to principals and teachers. In teaching supervision, the principal or supervisor directly supervises the teacher. The purpose of teaching supervision is to help teachers develop their abilities to achieve the teaching goals set for their students. Through teaching supervision, it is hoped that the quality of teaching carried out by teachers will increase.

### **3.7 The Effect of Training Education on Teacher Competence**

The highest frequency of teachers at Pluit Raya Jakarta Junior High School who received good training was 51.4%, excellent 13.5%, average 33.8% and less than 1.4%. The calculation results in the coefficient table show that the  $t_{\text{count}}$  is 2,266, which is greater than 2,000  $t_{\text{table}}$ . It means that the path coefficient of the influence of training education on competence (there is a direct influence of training education on competence) contributes 7.45%.

Human resource development, which is described in the career pattern through education and training activities, can be illustrated in the career stages of employees, namely: orientation stage, pre-task training, placement in the context of professional development, and professional maturation stage. Before conducting education and training, it is carried out by first identifying employees' work performance/potential. Relevant technical education and training are needed, followed by selection and assessment to obtain employees who are as much as possible adapted to their talents and interests. Teachers' educational background, additional education and training, and work experience are the assets possessed by teachers. This wealth will support the level of teacher proficiency in their duties.

### **3.8 The Effect of Infrastructure on Teacher Performance Through Teacher Competence**

The calculation results in the coefficient table show that the  $t_{\text{count}}$  value is 2,408, which is greater than 2,000  $t_{\text{table}}$ . It means that the path coefficient of the influence of infrastructure on performance through competence is significant. In other words, there is an indirect influence of infrastructure on performance through teacher competence with a contribution of 6.30%.

Teacher performance is indirectly influenced by infrastructure through the competence of physical education teachers. This is very influential where only sufficient infrastructure will not guarantee a good learning process because there are still some equipment that has not been fulfilled, so if the infrastructure is lacking, it will affect the educational competence and professional competence, if these two competencies are not fulfilled it will affect the performance of a physical education teacher. On the other hand, if the infrastructure is complete, the competence is fulfilled and will show good performance results. Poor infrastructure will affect the competence of teachers because they are not able to facilitate their students during the teaching and learning process so that their performance will indirectly decrease.



#### 4. Conclusions

The coaching system, infrastructure, education, and training all have a direct effect on teacher competence. Meanwhile, the coaching system and infrastructure have a direct impact on teacher performance. Education and training have not been shown to affect teacher performance at Pluit Raya Elementary School Jakarta immediately. The coaching system, infrastructure, and education do not directly affect teachers' performance at Pluit Raya Elementary School Jakarta. Still, competence does not affect the performance of teachers at Pluit Raya Elementary School Jakarta directly.

The process of procuring educational facilities and infrastructure for Pluit Raya Elementary School in Jakarta begins with submitting a proposal. The procurement of facilities and infrastructure is coordinated with the school development team. The group includes the principal, facility and infrastructure managers, teachers, and student's parents through committee meetings. The acquisition of facilities and infrastructure is prioritized following the priority scale of program activities. The government, school, and parental assistance provided the funds. All school residents have utilized Pluit Raya Jakarta Junior High School's educational facilities and infrastructure. The use of facilities and infrastructure such as laboratories and LCD projectors are tailored to the materials and methods employed by subject teachers. Teachers bear complete responsibility for the educational facilities and infrastructure they use.

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