

Professional Performance: Analysis Based on the Optimization of Infrastructure and Work Ethics of Arts and Culture Teachers

Daeng Ayub Natuna ¹, Yessica Juliant ², Muhammad Jays ³, Wilsons ⁴, Ria Rizkia Alvi ⁵

¹ Universitas Riau, Pekanbaru, Indonesia; daengayub@lecturer.unri.ac.id

² Universitas Riau, Pekanbaru, Indonesia; yessicajulianti@gmail.com

³ Universitas Riau, Pekanbaru, Indonesia; muhammadjais@lecturer.unri.ac.id

⁴ Universitas Riau, Pekanbaru, Indonesia; wilson@lecturer.unri.ac.id

⁵ Universitas Riau, Pekanbaru, Indonesia; ria.rizki@lecturer.unri.ac.id

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ABSTRACT

This study aims to determine and analyze the influence of infrastructure optimization on the professional performance of Cultural Arts Teachers at Pekanbaru City High School; find and analyze the effect of work ethic on the professional performance of the Arts and Culture teachers at Pekanbaru City High School; found and analyzed the influence between the optimization of infrastructure and work ethic on the professional performance of the Arts and Culture teacher at Senior High School in Pekanbaru. The research methodology used in this study is a quantitative research method. The research tool used in data collection is a questionnaire. The population in this study were all 87 teachers of Cultural Arts at Pekanbaru City High School, with a sample of 47 teachers in this study. Methods of data analysis in this study using descriptive statistical analysis methods and inferential statistical analysis methods. Managing analytical, statistical data in the description of this study using Microsoft Excel tools and the Windows 23 version of SPSS. The results shown in the study are for the following reasons; a significant and positive effect was obtained between the variables of infrastructure optimization on the Professional Performance of Cultural Arts Teachers at Pekanbaru City Senior High School; a significant and positive effect was obtained between work ethic on the Professional Performance of Cultural Arts Teachers at Pekanbaru City Senior High School; There is a significant and positive influence between the optimization of infrastructure and work ethic variables on the Professional Performance of Cultural Arts Teachers at Pekanbaru City Senior High School. This means that the better or proper the facilities and infrastructure at the school, the higher the teacher's professional performance, then the higher the teacher's work ethic towards his work, the higher the teacher's professional performance, as well simultaneously.

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Corresponding Author :

Daeng Ayub Natuna

Universitas Riau, Pekanbaru, Indonesia; daengayub@lecturer.unri.ac.id

1. INTRODUCTION

Considering the importance of teacher activities in the field of education, it is necessary to improve teacher performance. Teachers are professional workers, and to become teachers must meet certain criteria. A professional teacher is a teacher who understands everything about what is being taught and can teach in a flexible and easy-to-understand manner and has a strong personality. Professional teachers are a determining factor in the quality of education. School effectiveness and optimal facilities and infrastructure in schools can improve teachers' professional performance, thereby increasing the quality of education. Therefore school administrators, school facilities and infrastructure, stakeholders, and decision-making at school must be carried out properly to create teachers who are professional in carrying out their duties (Yalçın, E. & Özgenel, M, 2021). Teachers must be able to find and renew their identity according to with the skills and rules of professional teachers. Teachers are responsible for guiding students to achieve learning goals and updating and mastering the material through various sources. The teacher's professional achievements must be a step towards success in the educational sphere. The teacher has a mandatory role in improving the quality of education.

The teacher is at the heart of every educational reform effort aimed at quality change. All educational efforts, such as updating the educational curriculum, developing teaching methods, and providing infrastructure will be carried out by themselves. Professionalism can be achieved and improved through efforts to improve skills and competencies used in the workplace (Amir Hamzah, 2019). A professional teacher must carry out a clean and exciting learning process to spur student creativity. Professional teachers must, of course, become students as partners in the learning process, so creating creative and innovative learning (Hamid, A. 2017). Professional teachers should have a code of ethics which is a certain standard of rules recognized and respected by society. Ethics is the foundation of morality and a code of ethics to support the behaviour of its members. Teachers with special independence can have an independent attitude to fulfil their work obligations that do not discriminate.

Because in education, the teacher is an important figure, the teacher has a big burden and obligation in the school and community environment. (East Timor, 2014). Based on Article 8 of the Teacher and Lecturer Law Number 14 of 2005, professional teachers must influence several conditions, including (1) academic qualifications, (2) competence, (3) certificates, (4) physical and spiritual health, and (5) achieve educational goals. Professional tutoring should be seen as an ongoing process. In the process, pre-service training, in-service training, including continuing education, mentoring by professional organizations and workplaces, overall assessment of the teaching profession, upholding the professional code of ethics, certification, improving the quality of future teachers, awards, etc. All sectors are defined by their professional development, including teachers.

Performance measurement must be carried out to determine whether there are deviations from the previously planned plan during the implementation of work or activities. Measuring the performance of a teacher is also intended to determine the extent of his duties and obligations in carrying out his duties and obligations. (East Timor, 2014). Many factors affect teacher performance, in terms of teacher professional performance seen from the work ethic and infrastructure. Teachers can work well if they have strong motivation, which is known as a work ethic. Then, especially for arts and culture teachers, in carrying out the learning process, it involves a lot of practice, so a strong work ethic is not enough, but facilities and infrastructure are needed to support the smooth learning process. Based on the results of observations that have been made, it was found that the performance of teachers, especially arts and culture teachers, is still in the low or not good category. This is due to the lack of enthusiasm for work possessed by the teacher, as well as the lack of facilities and infrastructure that support the learning process.

In addition to increasing teacher professional competence, efforts to develop teacher performance can also be carried out by optimizing infrastructure and improving teacher quality. ' work ethic. Optimization is also understood as a measure where all needs can be met by the activities carried out. According to Miftakhul Jannah (2010), optimization means trying to maximize the results obtained by implementing the management of educational facilities and infrastructure consistent with the expected

and planned goals. The completeness of facilities and infrastructure in schools will improve teacher performance in carrying out learning (Maqnun, H, J.2019). Muspawi, M. and Peavey (2018) that teachers will have professional performance if supported by complete and adequate facilities and infrastructure.

In general, optimization seeks the best value from available functions in a given context. Educational facilities are direct tools that are useful in the education and learning process, such as buildings, classrooms, tables, chairs and teaching materials. Educational infrastructure is a place that does not directly support the learning process, such as playgrounds, parks, school gardens, and pathways to school. The sector will change its location to an educational institution. When infrastructure works structurally, it means that infrastructure is a fundamental component. However, if this infrastructure is independent or diversified, it means that it has a capable function as a support for learning.

In accordance with Article 19 of Government Regulation Number 19 of 2005 concerning national education standards, the learning process in an education unit is interactive, exciting, fun and useful, and motivated by students to participate actively, gifted, interested and physically. From a growth perspective, this gives individuals the freedom to take initiative, be creative and have heart-to-heart independence. In order to implement this educational strategy, it is necessary to support educational resources as an adequate educational strategy. According to Barnawi & Arifin (2012), educational infrastructure can be interpreted as the accessibility or application of these components intended to directly or indirectly support the educational process. To achieve educational goals that are effective and efficient. Work ethic is the totality of a person's personality to measure, see, believe and interpret, which encourages them to do their best and the best, so that the smooth relationship between people and them is properly monitored in an orderly manner. A person's work ethic is inseparable from a person's personality, personality and personality. A positive or high work ethic will show a very positive assessment of work results or show an increase in performance (Rakhmatullah, A. E., et al, 2018).

Comprehensive infrastructure will encourage and motivate teachers to fulfil their service duties so that teachers can improve their abilities to be better and achieve the goals being set. One of the interests of optimizing educational infrastructure is to improve the professional performance of a teacher. According to Bertens in Amir Hamzah (2019), something may be done and may not be done, both ethics and manners, to regulate human behavior or provide norms for other people. Every employee or leader of an institution should have high competence in work ethic, and requires a lot of effort and commitment from each individual. Otherwise, organizational development will be difficult. and to beat the competition by taking market share yourself. Meanwhile, according to Sukardewi in Hamzah (2019), work ethic is an attitude that arises from a person's will and conscience, based on a system of orientation towards cultural values towards work. Ningrat, Agung, and Yudana (2020) that work ethic is a trait or behaviour that motivates a person to realize happiness at work and try to improve the quality of work.

In carrying out his duties, the teacher must do high-quality work, always accept with sincerity, and provide teaching in accordance with the obligations. It is not only knowledge but also conveys the goodwill and equality of values they have in society, while on the strength side, students have the means, talents and abilities to implement. The key to the success of teachers in fulfilling their teaching duties can also be used as a measure of the performance of professional teachers in carrying out their work in schools, namely the existence of adequate infrastructure and also a high work ethic. Infrastructure is very much needed in an educational institution to carry out its practical program to achieve the stated goals. If teachers and schools have a high and adequate work ethic and infrastructure, this will help improve teacher performance. The governance structure best influences their work to achieve the desired goals or expected results. Based on the results of observations made by researchers, there were still inadequate facilities and infrastructure for the smooth running of the learning process, and teachers still found a low work ethic in doing work.

2. METHODS

The study method used in this research is a quantitative survey method. According to Sugiyono (2019), this quantitative research method surveys a certain population or sample, collects data results

using a research tool, and performs quantitative/statistical data analysis to test a hypothesis or a particular idea. It is defined as a research method based on a positive philosophy. The researchers used a quantitative method to investigate the impact of infrastructure and moral improvement on the professional performance of Arts and Culture teachers at SMA Pekanbaru. This study describes the relationship between the independent variables and the limited variables and will seek to determine whether there is a pattern of correlation or influence between optimization variables in infrastructure and work ethic in the professional performance of Cultural Arts Teachers.

Research tools for data collection are questions or questionnaires distributed using *the Google form* with alternative answers Always (SL), Often (SR), Sometimes (KK), Rarely (JR), and Very Rarely (SJ). This study has three search variables and two independent variables, consisting of infrastructure (X_1), and work ethic (X_2). The same applies to one dependent variable, namely the Professional Performance of Cultural Arts Teachers (Y). The population in the study were all teachers of Cultural Arts at Pekanbaru City High School, totaling 87 people. The sample in this study was 47 people Cultural Arts teachers at Pekanbaru City High School.

A collection of information is used to conduct a simple survey or a list of closed focus questions given to respondents to obtain data on infrastructure optimization, work ethic, and professional performance of Arts and Culture teachers. Sugiyono (2018) In quantitative research, data analysis techniques become tasks after data is collected from all respondents or other sources. The data analysis method used in this study is the statistical analysis of descriptive analysis and derived statistics. In this study, to process the data to be analyzed using descriptive statistics, the programs used were *Microsoft Excel* and *SPSS version 22 for Windows*.

3. FINDINGS AND DISCUSSION

3.1 Findings

a. t-test

The t-test is used to determine whether the independent variable partially has a significant effect on the dependent variable

Hypothesis I

The positive influence that is created in the optimization of infrastructure (X_1) on the professional performance of the Cultural Arts Teacher (Y) at Pekanbaru City High School. This can be seen in the following table ;

Table 1. Pearson Correlation Test between the Optimization of Infrastructure (X_1) on the Professional Performance of Cultural Arts Teachers (Y)

Variabel	n	Korelasi Pearson	Sig (2-tailed)
X_1 -Y	47	0,490	0,000

** , Correlation is significant at the 0,01 level (2-tailed)

Sumber: Data Olahan 2021

Pearson correlation test between infrastructure optimization (X_1) and Cultural Arts Teacher Professional Performance (Y), which is calculated as a correlation coefficient, found a longitudinal relationship of 0.490. This indicates that there is a substantial correlation between Infrastructure Input (X_1) and Professional Performance Cultural Arts Teacher (Y) Relationship between Infrastructure Performance (X_1) and Cultural Arts Teacher Professional Performance (Y) Relationship between Infrastructure Performance (X_1) and Cultural Arts Teacher Career Performance (Y). With a *P value/Sig*

of 0.000 ($0.000 < 0.05$), it can be concluded that there is a consistent correlation between variables and variables.

Table 2. Coefficient of Infrastructure Optimization Variable (X_1) on the Professional Performance of Cultural Arts Teachers (Y)

R	R Square	Sig. F Change	Pengaruh (%)	Tafsiran
0,490	0,240	0,000	24,00%	Rendah
a. Predictors: (Constant), (X2)				
b. Dependent Variable: (Y) Kinerja Profesional Guru Seni Budaya				

Sumber: Data Olahan 2021

Table 2, on the coefficient variable Infrastructure Optimization (X_1) with the professional performance of the Arts and Culture teacher (Y), values $a = 72,417$ and $b = 2,690$ so that the regression equation becomes $Y = 72,417 + 2,690 X_1$, and the regression factor can be interpreted as meaning that the relationship between the two changes are significant and tend to be linear.

Variable (a) as a constant has a value of 72.417. If there is no Optimization of Infrastructure (X_1) then the value of the Professional Performance of Cultural Arts Teachers (Y) is 73.627 one unit. The regression coefficient (b) is 2.690, which means that each of them increases the unit of change in infrastructure (X_1) followed by an increase in the Cultural Arts Teacher Professional Performance (Y) of 2,690 units. From the coefficient table for Optimizing Infrastructure Facilities (X_1) on the Professional Performance of Cultural Arts Teachers (Y), also find the probability value with the value used as a hypothesis determination whether to accept or reject. If the probability has a higher value ($\text{sig.} > 0.05$), then H_0 is accepted and H_1 is rejected, which means it is not appropriate, whereas if the probability value is sig. of 0.000. Sig. Value $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. Infrastructure Optimization (X_1) Strongly Influences the Professional Performance of Cultural Arts Teachers (Y).

Based on the coefficient table of the Optimization of Infrastructure (X_1) variable on the Professional Performance of Arts and Culture Teachers (Y) it can be interpreted that the hypothesis shows a positive impact between Infrastructure Recovery (X_1) on the Professional Performance of Cultural Arts Teachers (Y) Pekanbaru City Senior High School is accepted. The amount of influence exerted can be seen in the following table :

Table 3. The Effect of Infrastructure Optimization Variables (X_1) on the Professional Performance of Cultural Arts Teachers (Y)

R	R Square	Sig. F Change	Pengaruh (%)	Tafsiran
0,490	0,240	0,000	24,00%	Rendah
a. Predictors: (Constant), (X2)				
b. Dependent Variable: (Y) Kinerja Profesional Guru Seni Budaya				

Sumber: Data Olahan 2021

Table 3, R squared (r^2) = 0.240 or 24.00%, which means that the influence of Variable Infrastructure Optimization (X_1) on Cultural Arts Teacher Professional Performance (Y) in Pekanbaru City High School is 24.00%, while 76.00%, other factors that are not part of the study. Therefore, it can be seen that changes in infrastructure can cause the impact (X_1) on the Professional Performance of Cultural Arts Teachers (Y) which have low interpretation or low influence.

Hypothesis II

There is a positive influence between infrastructure optimization (X_2) and the Professional Performance of Cultural Arts Teachers at Pekanbaru City High School. This can be seen in the following table;

Table. Pearson Correlation Test between Work Ethics Variables (X_2) on Cultural Arts Teacher Professional Performance (Y)

Variabel	n	Korelasi Pearson	Sig (2-tailed)
X_2Y	47	0,504	0,000

******, Correlation is significant at the 0,01 level (2-tailed),

Sumber: Data Olahan 2021

Table 4 shows the magnitude of the relationship between Work Ethics (X_2) and Cultural Arts Teacher Professional Performance (Y), calculated using the correlation coefficient obtained from the *Pearson correlation* of 0.504. This shows that there is a significant relationship between Work Ethics (X_2) and Cultural Arts Teacher Professional Performance (Y) with a *P-Value/sig* equal to 0.000 ($0.000 < 0.05$) to conclude that there is a concrete relationship between the two changes.

Table 5. Coefficient of Work Ethics Variable (X_2) on the Professional Performance of Cultural Arts Teachers (Y)

Model	B	Sig
(Konstan)	73.207	0,000
Etos Kerja X_2	2.534	

Sumber: Data Olahan 2021

Table 5 on the coefficient variable in infrastructure (X_2) with Cultural Arts Teacher Professional Performance (Y), obtaining values $a = 73,207$ and $b = 2,534$, and the regression equation becomes $Y = 73,207 + 2,534X_2$ so that it can be concluded that the two transformations are very large and linear.

Constant (a) 73.207 states that if it is not Work Ethic (X_2), then the value of Master of Arts and Culture Professional Performance (Y) is 73.207. The regression coefficient (b) is 2,534, which means that each cell increases in the Work Ethic variable (X_2), followed by an increase in the Cultural Arts Teacher Professional Performance (Y) by 2,534 units. From the numerical literacy coefficient table (X_2) to the Cultural Arts Teacher Professional Performance (Y) is also a probability value where the value is used to determine the assumption of whether to accept or reject the rejection. If the significant value is higher ($\text{sig.} > 0.05$), then H_0 is accepted and H_1 is rejected, which means it is not significant, whereas if the significant value is lower ($\text{sig.} < 0.05$), then H_0 is rejected and H_1 is accepted, it means it is significant. This can be seen in the coefficient table of the Work Ethic variable (X_2) on the Professional Performance of Professors of Arts and Culture (Y). The significance value is 0.000. Sig. Value $0.000 < 0.05$, then H_0 is rejected, and H_1 is accepted so that the work ethic (X_2) contributes significantly to the professional performance of arts and culture teachers (Y).

From the table of work ethic coefficient variables (X_2) on Cultural Arts Teacher Professional Performance (Y), it can be interpreted that the assumption that reads it has a positive and practical influence on Work Ethics (X_2) on Cultural Arts Teacher Professional Performance (Y) Pekanbaru City High School are accepted.

Then, to see how far the impact has grown, you can see it in the table below:

Table 6. The Effect of Work Ethic Variables (X_2) on the Professional Performance of Cultural Arts Teachers (Y)

R	R Square	Sig, F Change	Pengaruh (%)	Tafsiran
0,504	0,252	0,000	25,40%	Rendah
a. Predictors: (Constant), (X2) Literasi Numerasi				
b. Dependent Variable: (Y) Kinerja Profesional Guru Seni Budaya				

Sumber: Data Olahan 2021

Table 6 shows R squared (r^2) = 0.197 or 25.40%, meaning that the effect of changes in work ethic on the performance of professional teachers in Cultural Arts at Pekanbaru City High School is 25.40%, while the remaining 74.60% determines the factors others who are not part of the research. Thus, it can be concluded that the impact of the work ethic on the performance of the Cultural Arts Teacher Professional (Y) or the low influence on the lower subset.

b. F test

The f-test is used to determine whether the independent variables simultaneously have a significant influence on the dependent variable.

Hypothesis III

There is a positive influence between them, optimizing Infrastructure and Work Ethics together towards Professional Arts and Culture Teachers (Y) at Pekanbaru City High School.

Hypothesis testing was carried out using various experimental measures of regression/analysis, multiple correlation tests, regression equation tests, effect tests using significance tests (hypothesis tests whether there was or was not an effect), and testing the magnitude of the effect through a summary model. This can be seen in the following bold;

Table 7. Pearson Correlation Test between Optimization of Infrastructure (X_1), Work Ethics (X_2), and Cultural Arts Teacher Professional Performance (Y)

Variabel	n	Korelasi Pearson	Sig (2-tailed)
X_1X_2Y	47	0,572	0,000
** , Correlation is significant at the 0,01 level (2-tailed)			

Table 7 shows the magnitude of Infrastructure Optimization (X_1) and Work Ethics (X_2) with Cultural Arts Teacher Professional Performance (Y), which is calculated using the correlation coefficient obtained from *Pearson's correlation* of 0.572. This shows that there is a strong relationship between Infrastructure Optimization (X_1) and Work Ethics (X_2) along with the Professional Performance of Cultural Arts Teachers (Y). For the P value/sig coefficient with $0.000 < 0.05$, it can be concluded that there is a harmonious relationship between the two variables.

Table 8. Coefficient of Infrastructure Optimization Variables (X_1) and Work Ethics (X_2) on the Professional Performance of Cultural Arts Teachers (Y)

Model	B	Sig
(Constant)	69,570	
Optimization of Infrastructure X_1	1,728	0.000
Work ethic X_2	1,728	

Source: 2021 Processed Data

Tael 8 on the variable coefficient on Infrastructure Optimization (X1) and Cultural Arts teacher Professional Performance (Y), values $a = 69,570$ and $b_1 = 1,728$ are obtained, and $b_2 = 1,728$ so that the regression equation becomes $Y = 69,570 + 1,728 + 1,728$, and the equation can be translated that the relationship between the two variables is significant and linear.

The constant (a) 69,570 states that if there is no Infrastructure Optimization (X1) and Work Ethics (X2), then the value of Professional Performance in Masters of Arts and Culture (Y) is 69,570. The regression coefficient for Optimizing Infrastructure (b_1) is 1,728 which means that each unit increases in the variable performance infrastructure (X_1). Next, the Performance Improvement of Professional Arts and Culture Teachers (Y) is 1,728 units assuming that the Work Ethic variable is fixed and the Work Ethic regression coefficient (b_2) of 1,728 means that every increase per unit in the Work Ethic variable (X_2) Next is the Performance Improvement of Professional Teachers in Cultural Arts (Y) of 1,728 one unit assuming that the Optimization of Infrastructure Variables remains.

From the table of the variable coefficients Optimization of Infrastructure (X_1) and Work Ethics (X_2) correlate with Cultural Arts Teacher Professionals (Y) also find the probability value used to determine the assumption whether to accept or reject. If the probability of the assigned value is higher (sig. > 0.05), then H_0 can be accepted as H_1 is rejected, meaning it is asynchronous, whereas if the probability value is low (sig. < 0.05) so that H_0 is rejected then H_1 is accepted, it means it is significant. This can be seen in the coefficient table of Infrastructure Optimization (X1) and Work Ethics (X2) variables on the Professional Performance of Arts and Culture Teachers (Y) which has a probability value of 0.000. With sig. $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. This means that the Optimization of Infrastructure (X1) and Work Ethics (X2) together have a significant effect on the Professional Performance of the Arts and Culture Teacher (Y).

Based on the coefficient table of infrastructure optimization variables (X1) and work ethic (X2) in the professional performance of arts and culture teachers (Y) at Pekanbaru City High School, it can be interpreted that the hypothesis reads that there is a positive and significant influence between infrastructure optimization variables (X1) and work ethic (X2) together on acceptable performance. Professional art and culture teacher (Y) Pekanbaru City High School. The investigation turned out to be good and found to be good and important, it is also necessary to know the impact of changes in worker performance (X_1) and expectations (X_2) on teacher professional performance (Y). and can be explained in the following table.

Table 9. The Effect of Infrastructure Optimization Variables (X_1) and Work Ethics (X_2) on the Professional Performance of Cultural Arts Teachers (Y)

R	R Square	Sig, F Chang e	Pengaruh (%)	Tafsiran
0,572	0,327	0,000	32,70%	Rendah

a. Predictors: (Constant): Optimalisasi Sarana Prasarana dan literasi numerasi
b. Dependent Variable: Kinerja Profesional guru Seni Budaya

Sumber: Data Olahan 2021

Based on Table 4.9, the square of R is obtained (r^2) = 0.327 or 32.70%, which means that the magnitude of the effect of the Optimization of Infrastructure and Work Ethics variables together on the Professional Performance of Cultural Arts Teachers in Pekanbaru City Senior High School is 32.70% while the remaining 67.30% is again determined by other factors that are not part of the study. Thus, it can be concluded that optimizing Infrastructure and reading numeracy together affects Teacher Professional Performance Art Culture interpretation has or low influence on the lower subset.

3.2 Discussion

3.2.1 The Influence of Infrastructure Optimization on the Professional Performance of Cultural Arts Teachers

As a result of the study, a significant relationship was obtained between infrastructure optimization (X1) and the Professional Performance of Cultural Arts Teachers at Pekanbaru City High School, which was 24.00% with a low interpretation because there is still 76.00% which is determined by other factors that are not part of the research. The low relationship between the Optimization of Infrastructure variables on the Professional Performance of Cultural Arts Teachers is one of the reasons for the lack of supporting space that can assist teachers in fulfilling assigned tasks to improve their professional performance. This effect is explained by each unit increase in the Infrastructure Optimization variable (X1) which will follow the evolution of the professional performance of Cultural Arts Teachers (Y) of 2,690 in one unit. This finding is reinforced by research conducted by Sutama et al. (2016) that educational facilities can contribute to teacher performance. This can be seen in the sig value of 0.000 <0.05 and 25.93% effectiveness. Supported by Sirajuddin E. et al (2021) that facilities and infrastructure are important factors that influence the continuity of the teaching and learning process.

The professional performance of a teacher is inseparable from the existing infrastructure. Even if the teacher's mastery of science and technology is great, the results obtained cannot be achieved optimally if adequate infrastructure facilities do not support them. Likewise, facilities and infrastructure play an important role in improving teacher professional performance because, with adequate facilities and infrastructure, teachers will feel comfortable and efficient in carrying out the tasks assigned to them. Optimal facilities and infrastructure in schools can improve the professional performance of teachers thereby increasing the quality of education (Yalçın, E. & Özgenel, M, 2021). With adequate facilities and infrastructure, the duties and responsibilities assigned to teachers can be carried out effectively and efficiently, thereby increasing the professional effectiveness of teachers. Completing facilities and infrastructure as a strategy for completing assignments and as a support for work that is expected to expedite work and can be put to good use by teachers. Complete facilities and infrastructure support individual motivation or encouragement to carry out their duties. This makes it easier for the person to take the job directly or indirectly. This is consistent according to Barnawi & Arifin M., (2012), that there are factors that affect maximum work performance, one of which is the infrastructure facilities in schools.

Facilities and infrastructure are the equipment needed to transfer existing activities to achieve school goals. Facilities and infrastructure are inseparable from the world of work, including at school, and are very important for teachers in fulfilling their duties. With the availability of facilities and infrastructure as a form of facility management to fully support work, teachers will be motivated to improve their performance. The impact of these conditions is that teacher performance will be optimal and school goals will be achieved efficiently and effectively. Facilities and infrastructure, as well as teaching abilities, are also very important factors in curriculum application, and this can also affect teacher performance (Hidayat et al., 2015). This consists of things said by Muspawi. M. & Peavey (2018) that in carrying out their duties as professional teachers, they need facilities that can support their performance so they can play interestingly. With the support of the appropriate institution, the teacher can carry out the tasks entrusted to him within the time and objectives previously set. The more complete and adequate learning facilities available in a school, the easier it will be for teachers to carry out their inclusive duties as education workers. Also in the third environment when learning activities are carried out. Educational structures must be developed to support teaching and learning processes.

Furthermore, Maqnun. H. J. (2019) concluded that optimizing the use of infrastructure and facilities begins with the following activities: First, by understanding operating instructions, the goal is to minimize damage to structures and infrastructure. Second, the layout of facilities and infrastructure to provide convenience. Third, maintenance of facilities and infrastructure involves three stages, namely short-term maintenance of space and environment. Fourth, the responsibility for using facilities and infrastructure, namely the use of facilities and infrastructure correctly and appropriately.

Teachers who are equipped with complete and adequate infrastructure will show their professional performance. This indicates that the professional performance of teachers has a significant impact on adequate infrastructure provided by educational institutions and vice versa if the infrastructure provided is inadequate it will reduce their professional performance as a teacher. Full infrastructure will encourage teachers in carrying out their duties so that teachers are better able to improve their skills so that they are more influential and achieve the desired goals. One of the interests of optimizing educational infrastructure is to improve teachers' professional performance.

3.2.2 The Effect of Work Ethics on the Professional Performance of Cultural Arts Teachers

Taking into account the results of this study, it was found that there was a significant influence between changes in work ethic (X2) on the performance of the Traditional Arts Teacher Profession (Y) at Pekanbaru City High School, the magnitude of the impact was 25.40% low interpretation, because there is still a measurement of 74.60 % other factors that are not found in the specified research section. The low correlation between work ethic variables on the Professional Performance of Cultural Arts Teachers is one of the causes of the teacher's lack of discipline in his duties and all activities related to his profession as a teacher. This effect is defined as each unit's increase in Work Ethics by increasing the professional performance of Traditional Arts Teachers by 2,534 units. These results are consistent with what was revealed by Tatang (2020) who found that there is an effect of work ethic on teacher performance. This can be seen from the value of the correlation coefficient (r) of the teacher work ethic of 0.828, with R2 of 0.6855 or 68.55%. In a sense, the work ethic has a positive impact on teacher performance by up to 68.55%. He then obtained a calculated value of t of 3.236, while the scope of the t table with a free certificate (df) of 78 at α (0.05) was 1.980. Also, calculate the value of t (3.236) > t in a table (1.980), so that H_0 is rejected and H_1 is accepted. Evidence shows that work ethic has a positive and material impact on teacher performance because work ethic is closely related to everything he has to do in job performance.

A positive or high work ethic will show a very positive assessment of work results or show an increase in performance (Rakhmatullah, et al., 2018). Teachers who think that work is a gift, a mandate, work is a calling, work is fulfillment, work is worship, art is an honor, and work is dedication. If the task is carried out responsibly, the teacher's performance may be good, so that the educational goals to be achieved are appropriate. Every teacher who has a good work ethic will be able to improve his performance. Work ethic is very close to work productivity, so teachers with a good work ethic will play an important role in improving performance.

The results of this study are clear in what Ningrat et al., (2020) said that work ethic is a trait or behavior that motivates a person to realize happiness at work and try to improve the quality of work. Improve work and always think positively about what is being done to get good work. As professionals, teachers need to work optimally. In other words, a teacher must perform well. However, professional performance as a teacher cannot be determined by other people, such as school administrators or supervisors. However, teacher performance can be improved through self-awareness. One of the work ethics of each teacher.

Work ethic is a person's personality, traits, and habits that drive them to work continuously and efficiently. Of course, when a teacher has high morale in their job as a professor, it has a positive impact on their professional performance. In other words, if a teacher has confidence in himself and likes his teaching habits, his performance is naturally better. Because what is done with joy and without pressure produces something good. Likewise, teachers with a high work ethic will also appear professional. Every teacher with a good work ethic does his job with full responsibility and conscience, without any coercion. Having a good work ethic, teachers always think creatively and will try to implement their work. As stated by R. Hendra Prima (2016), a high work ethic is made a full requirement for the development of life. Because it will open up ideas and behavior for people to appreciate very hard work, to break down the perfunctory work behavior that does not focus enough on the quality or quality of work.

Teachers who have a strong work ethic in carrying out their duties always receive a wholehearted call to move their bodies to teach the best they can. Not only knowledge but also the goodwill and values of a thriving society that fosters students' responsibilities, abilities, and abilities. By improving their work ethic, teachers must continuously improve their personal and social qualities, as well as their teaching skills. If this can be achieved, success will be achieved quickly, which can produce more positive students. They have social attitudes and qualifications which are the main goals of education itself so the professional success of teachers is beyond doubt. Therefore this is projected to affect the work ethic of the professional performance of teaching teachers.

3.3.3 The Effect of Optimizing Infrastructure and Work Ethics on the Professional Performance of Cultural Arts Teachers

The results of this study found that it had a significant impact between the variables in Infrastructure Transition (X1) and Work Ethics (X2) on the performance of Cultural Arts Teacher Professionals (Y) in Pekanbaru City High School, with a measure of 32.70%, a low interpretation, because still greater than 67.30% which was determined from other factors that were not part of the study. The low correlation between the variables Optimizing Infrastructure and Work Ethics on the Professional Performance of Cultural Arts Teachers can be caused by a lack of supporting space that can assist teachers in carrying out their duties along with the teacher's lack of discipline in the assigned tasks. This impact is demonstrated by each unit increase in Infrastructure Intervention (X1) followed by an increase in the professional performance of the Arts and Culture Teacher (Y) of 1,728 units with the assumption that the work ethic (X2) remains constant and the increase in each work ethic unit (X2) is followed with an increase in professional performance by Arts and Culture Teachers (Y) of 1,728 units assuming the performance infrastructure (X1) remains varied.

This research is supported by Hary Susanto (2012), who found that 66.34% (67 teachers) performed well; 33.66% (34 teachers) were in the better category, but without occurring in the bad and not good category. What can be interpreted from the findings above is that most of the teachers did their job well. Teacher activities are shown by the teacher how they carry out the daily tasks that are their responsibility.

Schools will seek various ways to improve teacher professional performance, including optimizing infrastructure and increasing teacher morale so that they can excel and develop. Implementation of good teachers professionally, can be filled with many tasks and jobs based on the intended goals, the frequency of carrying out tasks and jobs is very high, good teacher cooperation, the emergence of new ideas and actions to solve problems that develop from this arise, teachers, teachers, great passion for solving emerging problems and great ambition for new activities with great responsibility.

Teachers with poor work performance can be identified from the existing teacher culture. It is clear that the teacher is wicked, not punctual, and lacks initiative in teaching, without motivation, wants to work quickly and does not pay attention to the quality of the work and never appreciates the performance. This is supported by Amiarti Kusumantyas' research (2015) which concluded that teachers are professional teachers whose main function is to educate, teach, direct, evaluate, and improve student assessment. The high or low performance of a teacher can be determined by his expertise and ability to develop a career.

There is continuity between the optimization of infrastructure and the teacher's work ethic to achieve quality education in schools as a result of improving the professional performance of a teacher, which increases day by day, so that good professional performance results in good quality education, and provides quality successors for the country and can creating a sense of satisfaction for clients or student tutors so that it has an impact on a sense of client loyalty to an institution. And Dendik Surya Wardana (2013) concludes that teachers with high professional performance are assisted by encouragement to improve the quality of their work so that teachers can work carefully, be satisfied, and apply work results that can be accepted by an organization. The performance of high-ranking teachers shows that teachers can work efficiently and agilely. Teachers must always try to improve

their skills and knowledge related to their work so that teachers can be competent and have better knowledge in carrying out their duties. Teachers who perform poorly are often reluctant and do not intend to improve the quality of their work as a teacher, so they tend to work less well and sometimes the results of their work are not optimal. Poor teacher performance shows that teachers work less agile and efficiently.

Teachers are reluctant to improve or expand their knowledge. This study contains two factors that influence the professional performance of teachers, namely internal (internal) and external (extrinsic) problems. These monstrous items are a work ethic that cannot be manipulated or influenced by others. It is based on his will and sanity. While extrinsic factors or factors outside the teacher, one of which is the optimization of infrastructure, where this factor is a factor that can be controlled. If a teacher can optimize existing facilities and infrastructure, then the teacher corrects and corrects his mistakes to substantially improve teacher performance. The professional success of a teacher is the level of success of a teacher in fulfilling his duties and obligations, as well as his ability to achieve predetermined goals and standards.

4. CONCLUSION

Getting a positive critical impact between changing their infrastructure on the professional performance of the Cultural Arts Teacher at the Pekanbaru City Senior High School. Teachers who have good teaching professional achievements can be determined by their ability to optimize the infrastructure provided, even though they are in a low category. This means that teachers can improve themselves by optimizing infrastructure or by making good use of what is available, such as (1) study room; (2) office space; (3) library room; (4) support for rooms; and (5) existing fields or pages. There is a significant positive implication between work ethic and Cultural Arts Teacher Professional Performance at Pekanbaru City High School. Teachers who perform well professionally can be determined by their work ethic as a teacher. However, the effect of teaching work ethic on professional performance is relatively low. That is, the teacher's work ethic must be improved in various ways, such as (1) faith and piety; (2) hard work; (3) discipline; (4) responsibility; and (5) being honest in carrying out all the duties assigned to him as a teacher.

A significant positive effect was found between the optimization of infrastructure facilities and work ethic on the tenacity of the professional performance of the Cultural Arts Teacher at the Pekanbaru City High School. Good professional education performance is the vision of a group that wants to carry out the mission to be achieved. So that, various efforts are needed to ensure that the goals of these efforts lead to satisfactory behavior. That is, the Cultural Arts Teacher's Professional Activities are needed to carry out these activities. Schools will take several ways to improve a teacher's professional performance, one of which is legalized through optimizing infrastructure and improving the teacher's work ethic so that it is under their duties to be able to develop themselves.

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