



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Influence of Principal's Managerial Competence and Infrastructure on Teacher Performance at Public Junior High Schools in Tapung District, Kampar Regency

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ARTICLE INFO

Article history:

Received: 04 Dec 2025

Accepted: 28 April 2026

Available Online: 05 May 2026

Keywords:

Principal Managerial Competence,
School Facilities,
Teacher Performance

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Article Doi:

<https://doi.org/10.31258/jes.10.5.p.213-228>

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ABSTRACT

This study examines the influence of principal managerial competence and school facilities on teacher performance in public junior high schools in Tapung District, Kampar Regency. Using a quantitative survey approach, data were collected from 157 teachers selected through random sampling and analyzed using multiple linear regression. The findings reveal that principal managerial competence has a positive and significant effect on teacher performance, with a regression coefficient of 0.122. School facilities also have a positive and more substantial influence, with a coefficient of 0.293, indicating that adequate infrastructure plays a greater role in supporting teacher effectiveness. Simultaneously, both variables contribute 24.7% to teacher performance, while 75.3% is affected by other factors beyond this study. These results highlight the importance of effective school leadership and adequate facilities in improving teacher performance. Therefore, teachers are encouraged to enhance professionalism through continuous development and instructional innovation. Principals should strengthen managerial practices and provide effective guidance for teachers, while schools must ensure the availability of supportive facilities. Additionally, the Education Office should implement policies, managerial training, and regular evaluations to improve school management quality and teacher competency sustainably.

1. Introduction

The development of science and technology in various aspects of life has accelerated significantly. The dynamics of globalization and demands for reform require every sector, including education, to adapt and undergo continuous transformation. In this context, human resources in the field of education are required to be able to utilize and inform technological advances in line with the direction of National Education policy, which is oriented towards improving the quality and competitiveness of the nation. However, there are still various obstacles

and limitations in the implementation of education in Indonesia, so that the process of human resource development has not been able to run optimally (Afifah, 2019). With good adaptability, school principals can overcome challenges, improve teacher performance, and create a conducive and innovative learning environment (Indra, 2022; Pratama, 2023).

The role of the principal as a manager and leader of an educational institution is very important in improving teacher performance. Principals play an important role in managing all resources available in schools, including teachers, so that the objectives and direction of education that have been set can be realized properly (Abdurrohman, 2024). Principals with good managerial competencies are able to develop planning programs, carry out supervision, assess teacher performance, and involve teachers in professional training and development (Rafa'i, 2023). Overall, managerial competence covers various aspects such as activities, knowledge, skills, attitudes, and personal characteristics that contribute to success and effectiveness in managing an organization (Wulandari, 2018). With good leadership, school principals can guide teachers to continue to develop, innovate, and provide quality education for students (Mulyono, 2023).

Facilities and infrastructure are also important factors that influence teacher performance. Adequate facilities and infrastructure, such as comfortable classrooms, laboratory facilities, libraries, and complete learning media, will support an effective and efficient learning process. Educational facilities include equipment, supplies, and materials used directly in the learning process, while educational infrastructure includes basic facilities needed to run school operations, such as buildings, libraries, laboratories, and classrooms (Anita, 2023). Therefore, good facilities and infrastructure can encourage teacher creativity and innovation (Imyansah, 2024). The availability of facilities for teacher training and development is also a key factor (Setyo, 2012). In their research on the development of teacher innovation tools, Jumini (2023) emphasized that obtaining support from the principal and having adequate resources are very important to enable teachers to innovate in learning.

The availability of adequate facilities and infrastructure supports teachers in carrying out their duties optimally, thereby strengthening their professional attitude in planning, implementing, and evaluating learning (Febryana, 2025). With adequate facilities and infrastructure, it is hoped that teaching and learning activities can run more effectively, efficiently, and support the achievement of educational goals optimally (Ilma, 2021). Therefore, the provision of adequate facilities and infrastructure is necessary for the educational process to run smoothly and for learning objectives to be achieved to the maximum extent possible (Nursiwati, 2024). Adequate facilities also help create a more effective atmosphere for teaching and learning activities (Ilhama, 2020; Rachman, 2022).

Teacher performance refers to the level of success of teachers in carrying out their professional duties and responsibilities. Support from the school and a conducive working environment play an important role in encouraging the effectiveness and productivity of teachers in carrying out their professional responsibilities in the

educational environment as a whole (Joel, 2022; Munawir, 2022). Teacher performance will reach an optimal level if these three aspects support each other and are harmoniously integrated in a conducive school environment that supports teachers' professional development (Saidah, 2018). It is important for educational institutions to understand the factors that influence teacher motivation and take strategic steps, such as fair rewards and professional development opportunities, to improve it (Alifa, 2024).

Various previous studies have shown that teacher performance, the availability of infrastructure, and the managerial competence of school principals are closely related in determining the quality of education. Findings in several secondary schools, for example in the Flores region, show that the managerial abilities of school principals play an important role in designing and implementing character-building programs effectively (Effendi, 2020). Similarly (Nirwana, 2024), there is a simultaneous influence of infrastructure and work environment on teacher performance, indicating that an adequate school environment plays an important role in improving the effectiveness and quality of teacher teaching.

This study aims to describe and analyze the findings related to the influence of principals' managerial competence and infrastructure on teacher performance and to determine the influence of variables (1) principals' managerial competence and variable (2) infrastructure on the variable (3) teacher performance at SMP Negeri Kecamatan Tapung Kabupaten Kampar. It is hoped that the principal's managerial competence will consistently have a positive and significant effect on teacher performance at various levels and school contexts.

2. Methodology

This study uses a quantitative approach with an ex post facto method. Sugiyono (2019) states that “quantitative research can be defined as a research method based on positivism philosophy, used to study a specific population or sample.” The research was conducted in all public junior high schools in Tapung District, Kampar Regency, for two months, from August to November 2025. The research data consisted of primary and secondary data. Primary data was obtained through questionnaires covering variables such as the principal's managerial competence, infrastructure, and teacher performance. Meanwhile, secondary data was taken from documentation such as the number of teachers, relevant reports, books, articles, journals, and other documents that supported the research.

The research population consisted of 258 teachers, and the sample was determined using simple random sampling of 157 people. The sample size was determined using the Yamane formula, so that each school received a sample proportion according to the number of teachers. Data collection was carried out using a Likert scale questionnaire (Sugiyono, 2019), which provided five answer choices ranging from strongly agree to disagree. Before use, the research instruments were tested for validity and reliability. The validity test results showed that all items on the variables of principal managerial competence, infrastructure, and teacher

performance were valid because they had a correlation value above r_{table} 0.361. The reliability test results also showed that all instruments were reliable, with Cronbach's Alpha values above 0.60, even reaching more than 0.90 for all variables.

Next, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests to ensure the feasibility of the regression model. Data analysis was performed using multiple linear regression to examine the effect of principal's managerial competence and infrastructure on teacher performance. Hypothesis testing was conducted using the t-test to examine the partial influence of each independent variable and the F-test to examine the simultaneous influence of both variables. The coefficient of determination was used to see how much the independent variables contributed to explaining the dependent variable. The operational variables can be seen in Table 1.

Table 1. Operationalization of Variables

Variables	Operational Definition	Indicator	Scale
Principal's managerial competence (X1)	The principal's ability to optimally manage human resources and school facilities and infrastructure through management functions such as planning, organizing, leading, managing, and motivating.	Competence in planning, organizing, implementing, and supervising Ability to manage documentation and improve teacher performance Leadership Managerial qualities and school climate. Competence in motivating and mobilizing teachers	Likert scale
Facilities and infrastructure (X2)	The availability and quality of physical facilities and equipment supporting the teaching and learning process in schools, as well as the maintenance and upkeep of facilities and infrastructure.	Completeness and availability of learning facilities Physical condition of school facilities Management and layout of school facilities Availability of administrative and documentation support facilities Maintenance and care of facilities	Likert scale
Teacher performance (Y)	The level of achievement of teachers in carrying out their professional duties, which include lesson planning, implementation, and assessment of student learning outcomes.	Learning planning skills Learning implementation Learning evaluation and supervision Teacher competency development	Likert scale

Research variables are operationalized through structured indicators. The variable of principal managerial competence includes planning, organizing, implementing, supervising, document management, leadership, managerial quality, and the ability to motivate teachers. The infrastructure variable includes the completeness of learning facilities, the physical condition of school facilities, space management, the availability of administrative facilities, and facility maintenance. The teacher performance variable includes the ability to plan, implement, evaluate, supervise, and develop professional competencies.

3. Result and Discussion

This study was conducted with the aim of describing and analyzing the performance of teachers, the managerial competence of school principals, and the facilities and infrastructure at public junior high schools in Tapung Subdistrict, Kampar Regency. The method used was quantitative analysis with a descriptive approach. Data were obtained from 157 teachers who were research respondents through the distribution of questionnaires on three main variables: teacher performance (Y), principal's managerial competence (X₁), and facilities and infrastructure (X₂).

Respondent Characteristics

Three main characteristics were analyzed, namely gender, employment status, and age range.

a. Gender

Most respondents were female (77.7%), while males accounted for 22.3%. This composition shows the dominance of female teachers commonly found in primary and secondary education.

b. Employment Status

The majority of respondents were PPPK (57.3%) and the rest were PNS (42.7%). This proportion reflects the teacher recruitment policy of the past few years, which has prioritized PPPK.

c. Age Range

The largest age group was 31–40 years old (42.7%), followed by 41–50 years old (41.4%). The 20–30 age group only accounted for 9.6% and those above 51 years old accounted for 6.4%. This shows that the majority of teachers are of productive age and mature in teaching experience.

Description of Teacher Performance Variables (Y)

Teacher performance variables were measured using 15 statements covering planning, implementation, evaluation of learning, and competency development. The overall average score was Mean = 66.68 with a score range of 41–75. Respondents' perceptions indicated that teacher performance was in the very high category. Four main indicators were analyzed, as shown in Table 2.

Table 2. Results of Teacher Performance Analysis (Variable Y)

No	Indicator	Number of Items	Max Score	Mean	Percentage %	Category
1	Learning planning skills	4		4.61	92.13	Very High
2	Learning implementation	3		4.54	90.87	Very High
3	Learning evaluation and supervision	4	5	4.52	90.32	Very High
4	Teacher competency development	4		4.53	90.54	Very High
Total		15		4.55	90.97	Very High

Table 2 shows that learning planning skills (92.13%) received the highest score compared to other indicators. This illustrates teachers' readiness in developing lesson plans, selecting methods, and preparing teaching materials well. Training on the Merdeka curriculum, along with the use of the Merdeka Mengajar platform, contributed to the improvement of teachers' skills in planning. In terms of learning implementation (90.87%), although the score is very high, various factors such as large class sizes, limited classroom facilities, and uneven ICT support affect the effectiveness of learning implementation. In terms of teacher competency development (90.54%), competency improvement is hampered by limited opportunities to attend training and heavy administrative workloads. However, in general, teachers continue to show motivation to learn and improve their skills. Meanwhile, in learning evaluation and supervision (90.32%), this is the indicator with the lowest percentage because the supervision carried out is still administrative in nature and does not fully help teachers reflect on and improve their learning practices. The following categories of teacher performance scores are presented in Table 3.

Table 3. Categories of Teacher Performance Scores (Variable Y)

No.	Category	Interval	Frequency	Percentage %
1.	Very high	63-75	144	91.72
2.	High	50-62	13	8.28
3.	Moderate	37-49	0	0.00
4.	Low	24-36	0	0.00
5.	Very low	15-23	0	0.00
Total			157	100.00

Based on Table 3 above, it can be seen that 91.72% of teachers are in the very high category. 8.28% are in the high category, and no teachers are in the medium, low, or very low categories. Overall, the performance of public junior high school teachers in Tapung Subdistrict can be concluded to be very good and consistent across all key indicators.

Description of Principal Managerial Competency Variable (X₁)

Principal managerial competency was assessed through five indicators with a total of 24 statements. The average score was Mean = 101.89 with a score range of 49–120. This reflects that teachers assessed the quality of principal management as generally very high, as shown in Table 4.

Table 4. Results of the Analysis of Principal's Managerial Competence (Variable X₁)

No	Indicator	Number of Items	Max Score	Mean	Percentage %	Category
1	Competence in planning, organizing, implementing, and supervising	8	5	4.42	88.42	Very High
2	Ability to manage documentation and improve teacher performance	5		4.22	84.43	Very High
3	Leadership	3		4.36	87.13	Very High

4	Managerial qualities and school climate	4	4.30	86.02	Very High
5	Competence in motivating and mobilizing teachers	4	4.30	86.03	Very High
Total		24	4.32	86.41	Very High

Table 4 shows the Analysis of Planning, Organization, Implementation, and Supervision Indicators (88.42%), the indicator with the highest score. The principal is considered to have excellent ability in planning and managing programs in accordance with the Merdeka curriculum standards. Leadership (87.13%), the principal's leadership is considered effective, especially in communication, decision-making, and human resource management. Managerial quality and school climate (86.02%), This assessment shows that the principal is able to create a positive work environment, despite administrative challenges and resource constraints. Motivating and mobilizing teachers (86.03%), The principal is considered active in encouraging and motivating teachers to improve the quality of learning. Documentation management and teacher performance improvement (84.43%), This is the lowest indicator due to administrative staff limitations, document digitization, and continuous performance monitoring. The following are the categories of principal managerial competency scores:

Table 5. Categories of Principal Managerial Competency Scores (Variable X1)

No.	Category	Interval	Frequency	Percentage %
1.	Very high	101-120	111	70.70
2.	High	81-100	46	29.30
3.	Moderate	61-80	0	0.00
4.	Low	41-60	0	0.00
5.	Very low	24-40	0	0.00
Total			157	100.00

The data in the table shows that 70.70% of respondents were in the very high category, indicating a positive response to the research instrument. Thus, the managerial competence of public junior high school principals in Lirik Subdistrict is generally very high. This shows that the managerial competence of school principals is considered very good and consistent by the majority of teachers.

Description of Infrastructure Variables (X₂)

School facilities and infrastructure were assessed through 20 items on five main indicators. The average score showed a mean of 87.80, with a range of 60–100. In general, teachers gave high ratings to school facilities.

Table 6. Results of the Analysis of Facilities and Infrastructure (Variable X2)

No	Indicator	Number of Items	Max Score	Mean	Percentage %	Category
1	Completeness and availability of learning facilities	4	5	4.48	89.68	Very High
2	Physical condition of school facilities	3		4.75	94.95	Very High

3	Management and layout of school facilities	4	4.45	88.98	Very High
4	Availability of administrative and documentation support facilities	4	4.55	90.96	Very High
5	Maintenance and care of facilities	5	4.39	87.72	Very High
Total		20		4.52	90.46

Data on the dependent variable, infrastructure (X₂), was obtained through a questionnaire consisting of 20 statements. The physical condition of school facilities (94.95%) was the highest indicator. School facilities are of good quality and meet standards of comfort and safety for learning. Availability of administrative and documentation facilities (90.96%). Schools have begun to implement modern administration, although implementation is not yet fully uniform across all schools. Completeness of learning facilities (89.68%). The completeness of facilities such as learning media and ICT equipment is considered good. Management and layout of facilities (88.98%). The layout is considered effective and supports teaching and learning activities, although there are still variations in quality between schools. Maintenance and care of facilities (87.72%). This is the lowest indicator due to budget constraints and a lack of technical personnel in schools. The following categories of infrastructure scores are presented in Table 7.

Table 7. Infrastructure Score Categories (Variable X2)

No.	Category	Interval	Frequency	Percentage %
1.	Very high	84-100	131	83.44
2.	High	67-83	26	16.56
3.	Moderate	50-66	0	0.00
4.	Low	33-49	0	0.00
5.	Very low	20-32	0	0.00
Total			157	100.00

The data in the table shows that 83.44% of respondents were in the very high category, indicating a positive response to the research instrument. Thus, the infrastructure at Tapung District Public Junior High School is generally classified as very high. This shows that the school's infrastructure is generally very good.

Mean Analysis Based on Demographics

This analysis aims to see how the data distribution and mean values of each demographic group can provide a clearer picture of the data trends in this study. The mean values of teacher performance can be seen in Table 8.

Table 8. Mean Values of Teacher Performance (Variable Y)

No	Demographics	Indicator	N	Mean	Interpretation
1.	Gender	L	35	4.58	Very High
		P	122	4.54	Very High
		Number/Average	157	4.56	Very High
2.	Employment Status	PNS	67	4.55	Very High
		PPPK	90	4.52	Very High
		Number/Average	157	4.54	Very High

3.	Age Range	20-30	15	4.57	Very High
		31-40	67	4.50	Very High
		41-50	65	4.60	Very High
		51 Up	10	4.51	Very High
		Number/Average	157	4.55	Very High

The table above shows the mean performance scores of teachers (Y) based on various demographic aspects, namely gender, employment status, and age range. Male teachers show a higher mean (4.58) than female teachers (4.54). Male teachers tend to be more involved in leadership or learning innovation activities, which is reflected in their performance assessments. Civil servant teachers have a higher mean (4.55) than PPPK teachers (4.52). Civil servant teachers generally have longer work experience, higher career stability, and broader access to professional training and development. This may make their performance more optimal than PPPK teachers, who are relatively new and still adapting to the school work system. Those aged 41–50 years have the highest performance (4.60), reflecting professional maturity. The managerial competence of school principals (X₁) can be seen in Table 9.

Table 9. Managerial Competence of School Principals

No	Demographics	Indicator	N	Mean	Interpretation
1.	Gender	L	35	4.32	Very High
		P	122	4.34	Very High
		Number/Average	157	4.33	Very High
2.	Employment Status	PNS	67	4.33	Very High
		PPPK	90	4.31	Very High
		Number/Average	157	4.32	Very High
3.	Age Range	20-30	15	4.28	Very High
		31-40	67	4.31	Very High
		41-50	65	4.36	Very High
		51 Up	10	4.36	Very High
		Number/Average	157	4.33	Very High

Based on the table above, women gave higher ratings (4.34) than men (4.32). Civil servant teachers gave higher ratings than PPPK teachers. Professional closeness and work experience may cause civil servant teachers to rate the managerial competence of school principals higher than PPPK teachers. In terms of age, teachers aged 41–50 and 51 and above show the highest ratings for principals, because teachers aged 41–50 generally have more mature work experience and a better understanding of the school management system. Infrastructure (X₂) can be seen in Table 10.

Table 10. Infrastructure Facilities

No	Demographics	Indicator	N	Mean	Interpretation
1.	Gender	L	35	4.47	Very High
		P	122	4.51	Very High
		Number/Average	157	4.49	Very High
2.	Employment Status	PNS	67	4.52	Very High
		PPPK	90	4.43	Very High
		Number/Average	157	4.48	Very High
3.	Age Range	20-30	15	4.42	Very High
		31-40	67	4.46	Very High

	41-50	65	4.56	Very High
	51 Up	10	4.57	Very High
	Number/Average	157	4.50	Very High

The table above presents the results of the mean infrastructure (X2) which includes gender, employment status, and age range. Women gave higher ratings (4.51) than men (4.47). Civil servants gave higher ratings than PPPK. The oldest age group (51+) gave the highest ratings for infrastructure conditions.

Classical Assumption Test

The normality test in this study uses a decision-making basis where if the Asymp. Sig (2-tailed) value is > 0.05 , the data distribution is normal, and conversely, if the Asymp. Sig (2-tailed) value is < 0.05 , the data distribution is not normal. The normality test results can be seen in Table 11.

Table 11. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		157
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.49947991
Most Extreme Differences	Absolute	.061
	Positive	.061
	Negative	-.048
Test Statistic		.061
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the Kolmogorov-Smirnov normality test results presented in Table 11, the Kolmogorov-Smirnov results show $\text{Sig} = 0.200 > 0.05$, indicating that the data is normally distributed. Furthermore, in the normality test using a histogram, the distribution of the data can be evaluated through the graph display.

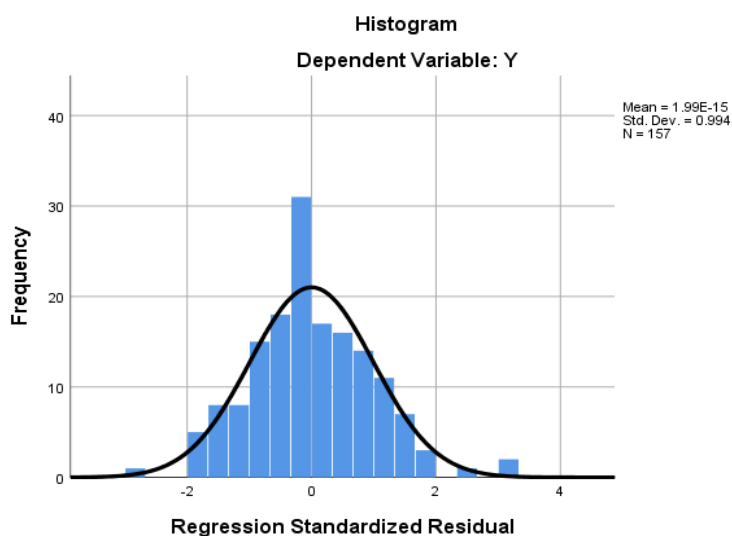


Figure 1. Histogram Chart

The histogram graph above shows the results of the normality test with a data distribution pattern forming a symmetrical bell curve without extreme skewness to the right or left, indicating that the residual data is normally distributed. Furthermore, the Multicollinearity Test can be seen in Table 12.

Table 12. Multicollinearity Test Results

No.	Variable	Tolerance	VIF	Information
1.	Principal's Managerial Competence (X ₁)	.874	1.144	There is no multicollinearity.
2.	Facilities and Infrastructure (X ₂)	.874	1.144	There is no multicollinearity.

Based on Table 12 above, the Multicollinearity Test shows that all variables have a Tolerance value of 0.874 and a VIF value of 1.144. This means that there is no multicollinearity among the independent variables. Furthermore, the Heteroscedasticity test can be seen in Figure 2.

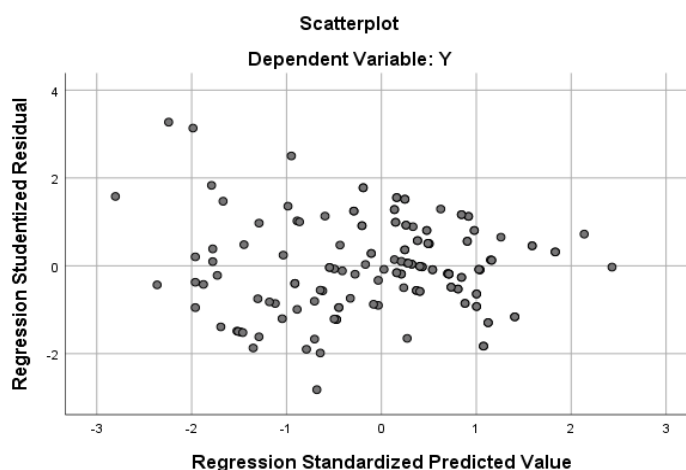


Figure 2. Heteroscedasticity Test Results

Figure 2 shows that the points on the graph appear to be scattered randomly without forming any clear pattern and are spread above and below the zero line. This distribution pattern indicates that there is no heteroscedasticity in the regression model.

Multiple Linear Regression

Table 13. Multiple Linear Regression Analysis Results

Coefficients^a

Model	Unstandardized Coefficients		Sig.
	B		
1 (Constant)	29.069		.000
Principal's Managerial Competence	.122		.006
Facilities and Infrastructure	.293		.000

The regression model shows Constant Interpretation 29.068: teacher performance value when X_1 and $X_2 = 0$. The principal's managerial competence (X_1) has a positive and significant effect ($B = 0.122$; $Sig = 0.006$). Facilities and infrastructure (X_2) also have a positive and significant effect ($B = 0.293$; $Sig = 0.000$). This means that an increase in both variables will improve teacher performance.

Partial Significance Test (t-test)

Table 14. t-test Results

Coefficients^a

	Model	t	Sig.
1	Principal's managerial competence	2.759	.006
	Facilities and infrastructure	5.148	.000

a. Dependent Variable: Teacher performance

Referring to the table above, we obtain X_1 : $t_{\text{count}} = 2.759 > t_{\text{table}} = 1.975$ and $Sig = 0.006 \rightarrow$ significantly positive effect. X_2 : $t_{\text{count}} = 5.148 > t_{\text{table}} = 1.975$ and $Sig = 0.000 \rightarrow$ significantly positive effect. Both are proven to partially affect teacher performance.

Simultaneous Significance Test (F Test)

Table 15. F Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	627.313	2	313.657	25.284	.000 ^b
	Residual	1910.432	154	12.405		
	Total	2537.745	156			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Infrastructure, Principal's Managerial Competence

Referring to the table above, $F_{\text{count}} = 25.284 > F_{\text{table}} = 3.06$ and $Sig = 0.000$, meaning that managerial competence and infrastructure simultaneously have a significant effect on teacher performance.

Coefficient of Determination (R^2)

Table 15. Coefficient of Determination Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.237	3.522

a. Predictors: (Constant), Infrastructure, Principal's Managerial Competence

b. Dependent Variable: Teacher Performance

Referring to the table above, $R^2 = 0.247 \rightarrow 24.7\%$ of teacher performance variation is explained by managerial competence and infrastructure. $\rightarrow 75.3\%$ is influenced by other factors outside the model.

Discussion

The Effect of Principal's Managerial Competence (X1) on Teacher Performance (Y)

Many studies support the finding that: Principal's managerial competence improves teachers' professionalism and work effectiveness. Principals who are able to plan, organize, lead, and evaluate well create a conducive work environment. Improvements in supervision, motivation, resource management, and school climate contribute significantly to improving teacher performance. Overall, managerial competence has a consistent positive and significant effect, both partially and simultaneously, in various studies.

The Effect of Facilities and Infrastructure (X2) on Teacher Performance (Y)

Research findings show that complete and well-managed infrastructure improves teacher effectiveness and professionalism. Adequate learning facilities support the teaching process, innovation, creativity, comfort, and work motivation of teachers. Statistically, school facilities often have a major influence on teacher performance and learning quality. Overall, infrastructure is an important factor in improving teacher performance quality and learning effectiveness.

The Effect of Principal's Managerial Competence (X1) and Infrastructure (X2) on Teacher Performance (Y)

The results of various studies reinforce that the combination of principal competence and adequate infrastructure consistently has a positive and significant effect on teacher performance. Effective leadership and adequate facilities create a conducive and productive work environment. Simultaneous coefficients in various studies show a significant contribution to teacher performance and academic quality. It can be concluded that the higher the principal's managerial competence and the more adequate the infrastructure, the better the teacher's performance. The managerial competence of school principals and infrastructure have been proven to have a positive and significant effect, both partially and simultaneously. The regression model shows that both variables make an important contribution to teacher performance (24.7%). Other factors outside the model still have an effect, so improving teacher performance requires a comprehensive approach.

4. Conclusion

The managerial competence of school principals consistently has a positive and significant effect on teacher performance at various levels and in various school contexts. Principals who are able to plan, organize, direct, and supervise well, while also managing resources and creating a conducive working climate, have been shown to encourage teachers to work more disciplined, professionally, and optimally, both in their teaching duties and additional tasks. In several studies, the managerial competence of school principals has even been proven to contribute

significantly to teacher performance. Educational facilities and infrastructure have a real, positive, and significant influence on teacher performance. The availability of complete, adequate, and relevant facilities has been proven to support teachers in planning, implementing, and evaluating learning more effectively and professionally. The results of this study also confirm that the influence of facilities and infrastructure does not only depend on their existence, but also on how they are managed and utilized. The managerial competence of school principals and educational facilities and infrastructure together have a positive and significant effect on teacher performance. School principals who are competent in planning, organizing, directing, supervising, and making decisions, combined with complete, adequate, and well-managed school facilities, have been proven to encourage teachers to work more professionally in planning, implementing, and evaluating learning. A number of studies show significant regression coefficients for both variables, calculated F values that exceed the table F values, and fairly strong to very high determination and correlation coefficients, which confirm that the combination of principal's managerial skills and infrastructure is not merely a supporting factor, but a determining factor in improving teacher performance.

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How to cite this article:

Awari, D., Mahdum., & Erlisnawati. (2026). The Influence of Principal's Managerial Competence and Infrastructure on Teacher Performance at Public Junior High Schools in Tapung District, Kampar Regency. *Journal of Educational Sciences*, 10(5), 213-228.
