

The Effect of School Principal Leadership, Discipline and Infrastructure on Teachers' Performance in SMP Negeri Lempuing District, Ogan Komering Ilir Regency

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Abstract

This research aims to determine 1) the influence of the principal's leadership, discipline, and infrastructure together on the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency, 2) the influence of the principal's leadership, discipline, and infrastructure partially on the performance of State Middle School teachers in the District. Lempuing, Ogan Komering Ilir Regency. The type of research used is associative. The research uses leadership variables, work discipline, facilities, infrastructure, and performance. The research population was 218 State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency. The sample was taken from 142 teachers using the Cluster sampling technique. The data required is player data with a retrieval method. Questionnaire data. The analysis technique used is multiple linear regression. The results of the research prove that: 1) there is a significant influence of leadership, discipline, and facilities and infrastructure on the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency 2) there is a significant influence of leadership on the performance of Public Middle School teachers in Lempuing District, Ogan Komering Ilir Regency 3) there is an influence Discipline has a significant impact on the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency. 4) Facilities and infrastructure have a significant influence on the performance of public middle school teachers in Lempuing District, Ogan Komering Ilir Regency.

Keywords: Principal School Leadership, Discipline, Infrastructure.

1. Introduction

Education is one of the crucial efforts in helping humans create a better, independent life capable of responsibility and a decent life that can hone the potential embedded in itself. Education is an essential pillar for humans to achieve their dreams. With education, humans can live a developed, harmonious, prosperous, and happy life with the desired concept or life goal. Education can also change the human character to be better than before because education can change humans to become more mature, have positive thinking characteristics, and become humans with good morals.

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knowledge to students. Advise and direct students to better behavior than before. A teacher is someone who provides facilities for the process of transferring knowledge from learning sources to students. Teachers are teachers at school. A teacher of ten, referred to as a teacher, must convey their knowledge to students. Advise and direct students to better behavior than before. A teacher is someone who provides facilities for the process of transferring knowledge from learning sources to students. (Alif & Maimunawati, 2020).

Teacher performance can be seen from the teacher's success in carrying out his primary duties. According to Republic of Indonesia Law number 14 of 2005 concerning Teachers and Lecturers, in chapter 1, article 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Cecep, 2020).

Teachers are an essential component in the educational process. They are sales agents for educational institutions. Teachers are considered the key to success in an academic institution, and their role is to carry out their duties competently and professionally. Teachers not only teach or transfer knowledge; they are also required to provide guidance, role modeling, training to students, community service, and other administrative tasks.

Researchers have determined the research objects to be studied to assess teacher performance. The objects of this research include all teachers and principals of State Middle Schools in Lempuing District, Ogan Komering Ilir Regency, South Sumatra Province. The object of the study consists of 8 public junior high schools spread across the rural areas of Lempuing District, namely Lempuing 1 Public Middle School in Bukit Tugumulyo Village kp 1, Lempuing 2 Public Middle School in Sumber Agung Village, Lempuing 3 Public Middle School in Dabuk Rejo Village, Lempuing 4 Public Middle School in Sukamulya Village, SMP Negeri 5 Lempuing in Cahya Bumi Village, SMP Negeri 6 Lempuing in Tugu Agung Village, SMP Negeri 7 Lempuing in Kaliabang Village, and SMP Negeri 8 Lempuing in Bumiarjo Village.

As a result of initial observations that have been carried out, it is known that phenomena regarding the performance of State Middle School teachers in Lempuing District include creativity, skills, and teacher responsibility in implementing learning. Many still use the lecture method to make the learning process more enjoyable. One of the answers from the results of interviews with students is presented in the following quote: "Usually, the teacher reads the lesson, and we write it down, sis. Then, when the lesson is finished, the mother explains. "If it has been described, the teacher usually gives questions to work on (interview with grade 8 students at one of the State Middle Schools in Lempuing District).

The age factor causes problems related to creativity, skills, and responsibilities faced by teachers. For example, skills in using digital media and equipment to make teaching and learning interesting are less than optimal. This aligns with data on State Middle School teachers in the Lempuing District based on age. The data shows that 59.63%, or more than half of the teachers, are over 40. The workload is relatively high in this age range, and there needs to be more time to plan innovative learning activities. This condition causes teachers to lack creativity. The need for new ideas and the monotonous way of working shows this.

Skills problems are also related to the age factor. Generally, teachers are less proficient in using media and digital equipment to make teaching and learning interesting, their communication skills are less than optimal, they lack understanding of learning material, they have difficulty

managing the class, they are unable to adapt teaching methods to suit student learning styles, and they cannot motivate students.

Apart from creativity and skill factors, there are also factors of a teacher's responsibility that need to be considered. Problems with teacher responsibilities include teachers often not preparing lesson material, teachers not paying attention to student progress, teachers often entering class late, teachers not regularly entering or attending class, and teachers' ability to deliver learning being poor.

The next phenomenon observed by researchers was the leadership of the school principal, with participative leadership, monitoring learning progress, and guiding and directing teachers in solving problems. Observations about participative leadership show that school principal policy decisions sometimes do not involve teachers and staff. It can be seen from the policies taken when procuring infrastructure that does not include teachers in making decisions, which results in a lack of understanding of direct needs in the classroom. This results in reduced effectiveness of implementation and use of the facilities obtained; therefore, teacher participation can increase selection accuracy and ensure that the infrastructure obtained is based on learning needs. School principals also rarely monitor learning activities. As a result, they need to focus their activities on learning and teacher performance in the classroom, building active, creative, and productive group work, and ensuring the needs of students, teachers, staff, and the community as the center of policy. As a result, it is challenging to create a supervision program according to school conditions. The existing supervision programs are downloaded programs or from other schools. So, school principal supervision programs still need to be more appropriate.

Furthermore, monitoring learning progress, there are several phenomena of school principals in monitoring student progress, such as not evaluating teacher performance to ensure effective teaching, not analyzing test results and student assessments to assess their understanding of lesson material, and not holding regular meetings with students' parents and in sharing information about their children's development, not making direct observations of learning activities in class to understand learning dynamics, rarely utilizing technology in collecting data such as learning platforms, rarely analyzing student data to identify trends and understand specific needs, and not implementing a structured monitoring program to follow student progress periodically.

Furthermore, regarding the phenomenon of school principals guiding and directing teachers in solving problems, there are signs that principals do not guide and direct teachers, such as teachers not being told about ways to complete work well or tasks well, teachers not being able to apply for digital E-report cards, teachers not being able to input grades using digital, and teachers often changing teaching schedules according to their interests.

When a school principal does not guide and direct teachers in solving problems, teachers will feel unsupported and less motivated to find solutions to educational issues; teachers will experience difficulty in solving their problems to develop professionally, and hamper their collaboration; teachers will have difficulties in understanding the goals, vision, and mission of the school, there will be increased conflict between staff and teachers, and will create a less cooperative work environment and make it difficult for teachers to overcome educational challenges.

The following phenomenon is the problem of teacher work discipline with indicators of

absenteeism, compliance with company regulations, and effective use of time. Based on these conditions, discipline is essential in improving teacher performance. The discipline of State Middle School teachers in Lempuing District still needs to improve punctuality and compliance with regulations.

The data show that teacher attendance has increased without reason. In the 2021/2022 school year, teacher attendance was 74%, while in the 2022/2023 school year, it was 64%. This data explains that the presentation of public junior high school teacher attendance in Lempuing District must meet the target of 100%. This means that the absenteeism rate has increased.

Observation results show that several teachers do not comply with the regulations that have been set, such as not coming to the office on time or not giving permission if they don't come to school. Most teachers do not update their learning implementation plans (RPP). Every semester, the teacher only changes the date/month/year of the RPP without changing the content to suit existing developments.

The phenomenon of ineffective time use can be seen in the teacher's activities when teaching. It's already school time, but the teacher hasn't come in yet. Too much time is wasted doing ice-breaking activities, and telephone calls are taken too long during study hours. These teacher actions show a lack of effective time use by teachers, so the teaching and learning process becomes less than optimal.

Furthermore, the phenomena researchers observed were related to existing facilities and school infrastructure with indicators including completeness, condition, and use of infrastructure. Several public junior high school infrastructure facilities in Lempuing District needed to be provided with a priority scale analysis during their procurement. This resulted in errors in determining needs planning according to the available budget. Apart from that, infrastructure planning only includes preparing a list of needs and cost estimates, while prioritization scales still need to be carried out.

In terms of inadequate infrastructure, such as missing erasers and markers, limited water availability, minimal health facilities, completeness in sports facilities, libraries that do not update book collections, do not have green environmental areas, and completeness in computer facilities and internet access, there are also infrastructure facilities that are not suitable for use.

The condition of the infrastructure is unfit for use, such as many broken chairs and tables, blackboards that are not suitable for use, damaged construction, outdated or non-functioning learning equipment, and toilets that are not well maintained. Apart from that, there is also infrastructure that is rarely used.

Infrastructure facilities that are not used properly include computer laboratories that are rarely used, library rooms that are poorly maintained, science laboratories that are rarely used, and art rooms that are rarely used.

Based on observations regarding the procurement of infrastructure, some still need to pay attention to supporting factors; for example, the procurement of several computer units that do not consider the school's electrical power means that several computer units cannot be used. This is often found in several state junior high schools in the Lempuing District. The results of the interview conducted with one of the heads of state junior high school facilities and infrastructure in Lempuing District are as follows:

As the head of infrastructure, I coordinate with the entire school community regarding

infrastructure needs; all needs are recorded and then coordinated with the school principal. Whether or not the procurement of goods will be carried out depends on the school principal. Ms. The condition of existing infrastructure is permanently recorded in the goods inventory book. (Interview with the head of facilities and infrastructure at one of the State Middle Schools in Lempuing District). Based on the phenomena related to teacher performance, leadership, discipline, and infrastructure above, researchers are interested in conducting research with the title, The Influence of Principal Leadership, Discipline, and Infrastructure on Teacher Performance in State Middle Schools in Lempuing District, Ogan Komering Ilir Regency.

2. Literature Review

Many factors influence teacher performance, both internal and external. According to Barnawi and Arifin (Barnawi & Arifin, 2014), internal factors of teacher performance are factors that come from within the teacher that can influence their performance, for example, (1) ability, (2) skills, (3) personality, (4) perception, (5) motivation to become a teacher, (6) field experience, and (7) family background. External factors of teacher performance are factors that come from outside the teacher that can influence his performance, for example, (1) salary, (2) facilities and infrastructure, (3) physical work environment, and (4) leadership; it can be said that the principal's leadership influences performance Teacher.

One of the factors that influences teacher performance is leadership. The influence of the principal's leadership on teacher performance is in the form of creating a school climate that can stimulate or hinder teacher work effectiveness (Siemze, Purnawati, & Amirudin, 2022). As a leader, the principal must be the driving force for the progress of the educational process. A leader must possess a personality that is a role model for his subordinates and the ability to motivate, make decisions, communicate, and delegate authority. Apart from the principal's leadership influencing teacher performance, work discipline also influences teacher performance.

Several research results related to the influence of school principal leadership on performance include the results of research conducted by Dwi Suzanna and Rizky Fauzan (2022), who revealed that their study showed that principal leadership was proven to have a positive relationship and had a significant effect on teacher performance.

The results of research conducted by Evalin Ndoen et al. (2021) show that the principal's leadership significantly influences teacher performance. However, the results of research conducted by (Nurwiyanto, Abdullah, & Nyoman, 2022) show that partially, there is an insignificant influence between the principal's leadership and teacher performance.

The success of a school organization is primarily determined by the school principal's leadership in carrying out his roles and duties. Roles indicate duties and rights and reflect responsibility and authority within the organization. A school principal must be able to mobilize teachers and administrative staff to carry out supervision functions. The principal's leadership can influence teacher performance. Apart from leadership, discipline also influences teacher performance. Teacher work discipline is behavior adapted to the norms of obedience, willingness, responsibility, and awareness of teachers in working based on regulations and policies established by organizations, institutions, or educational institutions. This relates to teachers' professional duties in managing administration, planning and implementing, and evaluating school learning. Work discipline is an effort to control one's behavior, awareness, and compliance in working based on the rules set by an organization.

Research results related to the influence of discipline on teacher performance include research results by Rosmawati et al. (2020), which show that teacher discipline significantly affects teacher performance. Abdurahman's research (2021) results show that work discipline positively and substantially affects teacher performance at SMK Negeri 3 Palembang. In contrast to research conducted by Sadiyo (2014), work discipline does not affect performance.

Other factors that influence teacher performance are facilities and infrastructure. The facilities and infrastructure that exist in the world of education are among the most important things, as well as the completeness of the facilities and infrastructure to support the implementation of the teaching and learning process. Facilities and infrastructure will be needed for students, both directly and indirectly, with the aim that educational activities will achieve their goals.

In general, facilities and infrastructure are intended as a service that makes teachers become professionals, which is carried out effectively and efficiently to improve the quality of good education; in this case, the placement and use of facilities and infrastructure must be carried out appropriately and efficiently, all the facilities needed in The teaching process will always move well or not, depending on the resources. Thus, facilities and infrastructure must be prioritized for comfort and success in the educational process with adequate facilities that can be acceptable so that not only will students be happy, but they will also become a benchmark for improving the quality of education.

Research conducted by Ifat Latifah and Rivo Panji Yudha (2023) shows that facilities and infrastructure significantly influence performance. According to research conducted by Nopi Sandra Yulis (2022), school facilities and infrastructure have a positive and significant effect on the performance of social studies teachers.

As a social organization, a school is a hub of collaboration between various stakeholders, including the principal, teachers, employees, and students, all working towards common goals. This underscores the critical need for a conducive climate within schools. Such an environment, fostering a sense of security, comfort, and mutual benefit, is not just desirable but essential for the holistic development of students, the effectiveness of principals and teachers, and the smooth functioning of administrative staff.

The influence of the principal's leadership on teacher performance at Public Middle Schools in Lempuing District, Ogan Komering Ilir Regency. According to Arifin (2014), internal and external factors influence teacher performance. Among the external factors are salary, facilities and infrastructure, physical work environment, and leadership. In this case, the principal's leadership influences teacher performance. Research related to the influence of principal leadership on teacher performance was conducted by Evalin Ndoen et al. (2021) and Dwi Suzanna and Rizky Fauzan (2022), with the results that principal leadership was proven to have a positive relationship and had a significant effect on teacher performance. However, the results of research conducted by (Nurwiyanto, Abdullah, & Nyoman (2022) prove that partially, there is an insignificant influence between the principal's leadership and teacher performance. The next phenomenon observed by researchers was the school principal's leadership. The results of observations made on the principal's leadership show that it is related to participative leadership, monitoring learning progress, and guiding and directing teachers in solving problems. As a result, it affects teacher performance, especially in terms of creativity, skills, and responsibility.

The influence of discipline on teacher performance at Public Middle Schools in Lempuing

District, Ogan Komering Ilir Regency. According to Kasmir (2022), many factors influence performance, including work discipline. Discipline in the work environment is essential because it hinders the organization's goals. Therefore, employees with good work discipline will also benefit the company and the employees themselves. Several results of research that have been carried out regarding the influence of discipline on teacher performance include the results of research conducted by Herawati, Hidayat, & Penggalih (2022) from the results of determination calculations showing that work discipline can influence teacher performance at SMP Negeri 258 Jakarta East at 49.2%. Research conducted by Damanik (2019) shows the influence of work discipline on teacher performance. Apart from that, the results of research conducted by Rosmawati, Ahyani, & Missriani (2020) also show that teacher discipline significantly affects teacher performance, in contrast to research conducted by Sadiyo (2014) that work discipline does not affect performance. The following phenomenon is the problem of teacher work discipline. Observation results show that several teachers need to comply with the regulations that have been set, such as not coming to the office on time, not giving permission if they don't go to school, and not making a Learning Implementation Plan (RPP). This results in employee performance being uncreative, incompetent, and lacking responsibility.

The influence of infrastructure on teacher performance at State Middle Schools in Lempuing District, Ogan Komering Ilir Regency. According to Barnawi and Arifin (2014), internal and external factors influence performance. Among the external factors that influence performance are facilities and infrastructure. Syafaruddin et al. in Ananda (2016:20) state that educational facilities are all equipment, materials, and furniture directly used in the educational process at school. In contrast, educational infrastructure is all essential equipment that indirectly supports the implementation of the educational process at school. Infrastructure can be interpreted as motivating teachers to carry out activities. By providing adequate facilities and infrastructure, the duties and responsibilities assigned to teachers can be carried out effectively and efficiently so that teacher performance will increase. Fulfillment of facilities and infrastructure is a strategy for completing tasks and as work support, which is expected to make work easier and can be used appropriately by teachers. Several research results have been conducted regarding the influence of infrastructure on teacher performance, including the results of research conducted by Rachmad & et al. (2022). Infrastructure and work environment have a positive and significant influence on teacher performance. According to Gulo (2021), educational facilities and infrastructure at SMP Negeri 6 Medan greatly influence teacher performance. And according to Fudin (2020), teacher performance is influenced by infrastructure at a moderate level of 28.3%.

3. Research Method

The objects of this research are State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency, South Sumatra. The research method used is quantitative research. In this research, the aim is to determine the influence of the independent variable and the dependent variable, namely, the independent variables are the school principal's leadership (X1), discipline (X2), and infrastructure (X3), with the dependent variable being performance (Y1). The population in this study took 218 civil servant teachers with bachelor's and master's educational backgrounds who taught at state junior high schools in Lempuing District. Based on the results obtained from the Solvin formula, the number of respondents was determined to be 142 respondents. The sampling technique above uses the Probability Sampling Technique with the Cluster Sampling Technique. The data collection techniques used in this research comprised questionnaires, interviews, and observations. The analysis model in this research is

a multiple-linear analysis based on functional or causal relationships between independent and dependent variables.

4. Findings and Discussions

Following are the results of the regression analysis.

Table 1. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	.534	.162	
Kepemimpinan	.087	.094	.096
Disiplin Kerja	.178	.074	.214
Sarana dan Prasarana	.508	.070	.559

a. Dependent Variable: Y

Based on the regression results above, a multiple linear regression equation can be formulated as follows: $Y = 0.354 + 0.087X_1 + 0.178X_2 + 0.508X_3$

The constant coefficient value is 0.354; if leadership, discipline, facilities, and infrastructure do not exist, then performance will still be produced with a value of 0.354. The leadership coefficient value is 0.087; this value has a positive slope, indicating that if leadership increases while other factors are considered *ceteris paribus*, employee performance will also increase. The work discipline coefficient value is 0.178. This value has a positive slope, indicating that employee performance will improve if work discipline rises, while other factors are considered *ceteris paribus*. The coefficient value for facilities and infrastructure is 0.508. This value has a positive slope, indicating that employee performance will also increase if facilities and infrastructure increase, while other factors are considered *ceteris paribus*.

The F test was conducted to determine the influence of the principal's leadership, discipline, and infrastructure on teacher performance at State Middle Schools in Lempuing District.

Table 2. F test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82.386	3	27.462	78.674	.000 ^a
	Residual	48.170	138	.349		
	Total	130.557	141			

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Based on the results of the F test, it can be seen that the Fcount value is $78.674 > F_{table} 2.67$, with a sig. F level of $0.000 < 0.05$ (significant), then H_0 is rejected, and H_a is accepted, meaning that there is a significant influence of X1, X2, and X3 on Y.

Table 3. t-test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.534	.162		3.306	.001
Kepemimpinan	.087	.094	.096	.923	.357
Disiplin Kerja	.178	.074	.214	2.393	.018
Sarana dan Prasarana	.508	.070	.559	7.239	.000

a. Dependent Variable: Y

Based on the t-test results, it can be seen as follows: Leadership has a t value of 0.923 < t table 1.977, with a sig.t level of 0.357 > 0.05, so Ho2 is accepted, and Ha2 is rejected, meaning that there is an insignificant influence of the principal's leadership on the performance of the State Middle School teachers in Lempuing District. Work discipline has a t value of 2.393 > t table 1.977, with a sig.t level of 0.018 < 0.05 (significant), so Ho3 is rejected and Ha3 is accepted, meaning that there is a significant influence of discipline on the performance of State Middle School teachers in Lempuing District. Facilities and infrastructure have a t value of 7.239 > t table 1.977, with a sig.t level of 0.000 < 0.05 (significant), then Ho4 is rejected, and Ha4 is accepted, meaning that there is a significant influence of infrastructure on the performance of State Middle School teachers in Lempuing District, Regency. Ogan Komering Ilir.

The influence of the principal's leadership, discipline, and infrastructure on teacher performance. Based on the results of the analysis, the principal's leadership, discipline, and infrastructure significantly influence the performance of State Middle School teachers in Lempuing Ogan Komering Ilir District. These results align with Kasmir's (2022) opinion that many factors influence performance, including leadership and work discipline. Meanwhile, Barnawi and M. Arifin (2014) stated that internal and external factors influence performance; among the external factors are facilities and infrastructure. These results are also in line with those of previous research conducted by Evalin Ndoen et al. (2021), namely that the principal's leadership has a significant influence on teacher performance.

The influence of the principal's leadership on teacher performance. The test results prove that the principal's leadership partially affects the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency. This result does not align with Kasmir's (2022) opinion that many factors influence performance, including leadership. This research proves that leadership has an insignificant influence. Connected with previous research, these results are not in line with the results of research conducted by Dwi Suzanna and Rizky Fauzan (2022), who revealed that the results of their study showed that school principal leadership was proven to have a positive relationship and had a significant effect on teacher performance. However, these results are in line with Nurwiyanto fan Nyoman (2022), who proves that partially there is an insignificant influence between the principal's leadership and teacher performance. Why does leadership have an insignificant effect on teacher performance? Teachers carry out their duties independently, and various work instructions are clear and routine. If all the tasks/assignments are carried out/reported by the teacher, compensation will

be obtained. Thus, few leadership roles guide teachers' work, which is why the influence of leadership is not significant. However, the leadership function is still maximized by optimizing the coordination function to control teacher performance.

Based on the results of respondents' answers, there were problematic answers because many respondents denied them, especially: a. The principal holds regular meetings with students' parents; b. The school principal can implement E-reports; c. The principal prioritizes the school's goals, vision, and mission. As a result of the above problems, teacher performance also appears problematic, characterized by a lack of ownership of ideas, good classroom management, and good learning preparation. Researchers suggest that in order for teacher performance to improve, school principals prioritize implementing the school's vision and mission by intensively socializing the vision and mission while holding regular meetings with students' parents. School principals should also immediately implement E-reports to support school performance. Researchers can only provide suggestions. If these suggestions are followed, it will affect the teacher's performance; that way, the teacher will not experience problems carrying out his duties, and his obligations will be completed well as expected.

The influence of discipline on teacher performance. Based on the results of the tests carried out, it was found that discipline significantly influenced the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency. This shows that to improve teacher performance, discipline is needed both from each teacher and through the regulations set by the school. These results align with Kasmir's (2022) opinion that many factors, including work discipline, influence performance. This research proved that discipline had an insignificant influence. Inline with previous research, these results align with the study by Rosmawati (2022) and Herawati & Penggallh (2022), which show that teacher discipline significantly affects teacher performance. However, these results differ from Sadiyo's (2014) findings because he revealed that work discipline does not affect performance. This is because the performance discipline variable positively and significantly affects employee performance. This presence plays a vital role and is needed to improve employee performance. When employees are absent in an orderly manner, have good attendance, and do not commit fraud in attendance, their work will be completed according to standards and with good results. Based on the results of respondents' answers, there were problematic answers because many respondents denied them, especially: a. Every teacher is always absent in an orderly manner; b. Each teacher's attendance is monitored correctly; c. No teacher commits fraud in attendance. As a result of the above problems, teacher performance also appears to be problematic, characterized by a lack of ownership of ideas, poor classroom management, and poor learning preparation. Researchers suggest organizing teachers' attendance so that it is more orderly and well monitored and fraud in attendance can be minimized. If this is done, teachers can work more disciplined and be more careful in improving their performance. If these suggestions are followed, it will affect the teacher's performance, and with the best possible use of time, it will positively impact students in a good learning process.

The influence of infrastructure on teacher performance. The results of the analysis show that the influence of infrastructure on the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency, has a significant effect. These results align with Barnawi and M. Arifin's (2014) theory, which states that internal and external factors influence performance; among the external factors are facilities and infrastructure. In Daryanto's opinion (Pnmaningsih & Purbangkara, 2022), educational infrastructure is all kinds of equipment and objects used by teachers (and students) to facilitate the implementation of education. In this

case, it is proven that infrastructure influences teacher performance. According to previous research by Fudin (2020) and Rachmad (2022), facilities and infrastructure significantly influence performance. Based on the results of respondents' answers, there were problematic answers because many respondents denied them, especially: a. It has good learning facilities so that everything can be used; b. Providing complete health facilities; c. The science laboratory is always used; As a result of the above problems, teacher performance also appears to be problematic, characterized by a lack of ownership of ideas, poor classroom management, and poor learning preparation; Researchers suggest that schools immediately equip science laboratories and health facilities such as UKS rooms. If these suggestions are followed, they will affect teacher performance. The teacher will feel comfortable, and there will be no problems, which will affect teacher performance.

5. Conclusion

It can be concluded that The principal's leadership, discipline, and infrastructure significantly influence the performance of State Middle School teachers in Lempuing District, Ogan Komering Ilir Regency. Schools should pay attention to leadership, work discipline, and facilities and infrastructure because they have been proven to significantly influence the performance of junior high school teachers in Lempuing District, Ogan Komering Ilir Regency. Regarding leadership, its function is still maximized by optimizing the coordination function as a control over teacher performance. The principal's leadership greatly influences teacher performance. Therefore, it is hoped that the principal will prioritize the school's goals, vision, and mission to achieve its goals. Regarding discipline, schools should be more disciplined about teacher attendance so that teacher attendance is more orderly and well monitored. As for facilities and infrastructure, facilities should be completed. Regarding the work environment, especially in this case, the facilities and infrastructure in the school can continue to be improved in quality and quantity in order to support teacher performance to the maximum. For the government, in this case, the authorities, to pay more attention to the welfare of teachers, both in terms of income and career path, so that teachers are willing and able to always keep up with developments and demands of the times in the 4.0 era.

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