



The Effect of the Educational Facilities and Infrastructure Availability, Teacher Work Motivation, and Teacher Commitment on Teacher Work Ethic in Bagan Sinembah District Junior High Schools

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ARTICLE INFO

Keywords: Teacher Work Ethic, Educational Facilities and Infrastructure Availability, Teacher Commitment, Work Motivation

Received : 25, January

Revised : 20, February

Accepted: 10, March

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ABSTRACT

This study explores the effect of educational facilities, work motivation, and teacher commitment on the work ethic of Junior High School teachers in Bagan Sinembah District. Using a quantitative approach with an ex-post facto method, the research sampled 138 teachers from a population of 209. Data collection was through a questionnaire, and analysis included simple and multiple linear regression, along with partial and simultaneous tests. The findings revealed that the availability of educational facilities, work motivation, and teacher commitment all significantly and positively impact teacher work ethic. Additionally, these three factors together explain 83.9% of the variation in teacher work ethic.

INTRODUCTION

Education is pivotal in human resource development and is the primary catalyst for realizing Golden Indonesia in 2024. In this light, Law Number 14 of 2005 regulating Teachers and Lecturers emphasizes the importance of professional ethics and teacher commitment in educating students. Article 7 underscores the necessity for instructors to exhibit a strong work ethic, whereas Regulation of the Minister of National Education No. 24 of 2007 delineates the standards for educational facilities and infrastructure required to facilitate an effective learning process.

The accessibility of educational institutions and infrastructure significantly impacts the quality of education. Sadiman (2017) defines facilities as the instruments and equipment necessary for education, whereas infrastructure refers to the foundational structures that support educational activities. Arifin (2018) asserted that the presence of adequate facilities positively influences students' academic performance. The issues confronting the educational sector are becoming increasingly intricate, necessitating that teachers not only possess subject matter expertise but also technology proficiency and adaptability to curricular changes.

The teacher's work ethic, encompassing attitude, commitment, and passion in task execution, significantly impacts educational quality. Priansa (2018) asserts that work ethic encompasses interpersonal skills, initiative, and reliability. Teachers possessing a robust work ethic are anticipated to execute their responsibilities with ingenuity and accountability. However, observations at SMP Kecamatan Bagan Sinembah showed that teachers' work ethic was damaged by a lack of enthusiasm and dedication, which was caused by high workloads, poor facilities, and minimal school support. The observation results indicated that 62% of teachers perceived classrooms as inadequate, 71% reported that technology-based teaching aids and materials were severely constrained, and 48% asserted that facilities such as laboratories and libraries were insufficient to meet basic requirements. Regarding job motivation, 42.85% of instructors perceived a lack of appreciation for their performance, 33.33% encountered significant work pressure, and 42.85% said there were limited prospects for professional advancement. Concerning commitment, 33.33% of teachers reported less motivation attributable to work-related stress, whereas 47.61% perceived stagnation in their professions due to insufficient professional advancement opportunities.

Prior research conducted by Puji Astuti et al. (2022) indicated that instructors' work ethic falls within the commendable range; nonetheless, enhancements in inventiveness and devotion are necessary. Simultaneously, a study by Rahman (2020) examined the influence of accessible educational facilities and infrastructure on teachers' work ethic, revealing that schools with superior facilities generally had teachers exhibiting a strong work ethic. Munjasari and Izzati (2021) discovered that an elevated work ethic correlates with increased organizational commitment.

The three variables – availability of educational facilities and infrastructure, teacher work incentive, and teacher commitment – interact to shape teachers'

work ethic. This study seeks to examine the impact of these three elements on the work ethic of teachers in Junior High Schools within the Bagan Sinembah District. This study aims to elucidate the aspects affecting teachers' work ethic and offer ideas for enhancements in the educational sector.

This study will elucidate how the availability of facilities and infrastructure, work incentive, and teacher commitment collectively influence teacher work ethic, thereby affecting the quality of education in schools. Considering the outlined challenges, various factors must be addressed within the educational framework. The insufficient provision of educational facilities and infrastructure is a significant issue, characterized by inadequate classrooms, restricted instructional aids and technology-based resources, as well as suboptimal supporting facilities like laboratories and libraries. Furthermore, some teachers exhibit a lack of commitment to their responsibilities, evidenced by their insufficient earnestness in educating and mentoring students. The deficiency in teacher work motivation is a worry, attributed to insufficient recognition of performance, elevated job pressure, and restricted career advancement prospects. Moreover, the inadequate professionalism of teachers in adopting contemporary teaching methodologies and engaging in supplementary training to enhance their competencies presents a significant obstacle. The inadequate discipline exhibited by teachers, including tardiness and frequent absences, signifies a deficient work ethic. The minimal integration of technology in education, attributed to insufficient technological resources and the excessive demand on teachers without enough assistance, adversely affects their motivation and performance in fulfilling their responsibilities.

LITERATURE REVIEW

Teacher Work Ethic

The work ethic is a significant notion in education and professionalism, embodying attitudes and actions that affect the quality of work, particularly in teaching. The work ethic of a teacher encompasses enthusiasm, devotion, and fundamental traits that inform their professional conduct, including accountability and commitment to professional development. External elements, including remuneration, workplace conditions, and incentives, with internal factors such as motivation and dedication, contribute to the development of a strong work ethic. Essential attributes of work ethic encompass interpersonal skills, initiative, and reliability. The work ethic of teachers significantly impacts the attainment of educational objectives and the quality of learning; thus, comprehending and enhancing work ethic is crucial for elevating the overall standard of education.

Educational Facilities and Infrastructure Availability

The accessibility of educational institutions and infrastructure is a vital component of the learning process. Educational facilities encompass tools utilized directly in instruction and learning, including books, stationery, and educational media, whereas infrastructure refers to the physical structures that

enhance the learning environment, such as school buildings and laboratories. The presence of comprehensive facilities and infrastructure is crucial for drawing student interest and enhancing the quality of education. Proper facilities facilitate a more efficient learning process aligned with students' demands, while infrastructure fosters the development of a supportive learning environment. The primary objective of accessible facilities and infrastructure is to establish ideal settings for the educational process, enhance learning efficacy, and facilitate the attainment of superior educational achievements. Effective management of facilities and infrastructure, encompassing effective procurement and adequate maintenance, can enhance the attainment of student competences and the advancement of educational quality. Various educational facilities, including instructional aids and teaching media, significantly contribute to enhancing the learning process. Instructional media, encompassing audio, video, and audio-visual formats, are highly successful in disseminating information and enhancing student comprehension. Factors including the state of infrastructure, classrooms, educational resources, and sufficient learning instruments directly influence the efficacy of the educational process.

Work Motivation

Work motivation is the impetus that compels individuals to engage in behaviors aimed at attaining specific objectives. This pertains to alterations in an individual's energy, influencing their spirit, orientation, and perseverance in professional conduct. Motivation may be intrinsic or extrinsic, influenced by elements like personal needs, expectations, rewards, and an enabling work environment. Experts assert that job motivation enhances organizational efficiency and effectiveness, prompting personnel to exert greater effort and enthusiasm to attain superior performance. Work motivation is categorized into positive and negative motivation, as well as direct and indirect incentive. Positive motivation inspires individuals to perform effectively, whereas negative motivation seeks to prevent errors and carelessness. Determinants of work motivation encompass individual traits, including hobbies and self-perceptions, with job-related elements, such as the work environment and acknowledgment of accomplishments. Indicators of work motivation are evident in responsibility, job performance, and personal development. In the realm of education, teacher motivation is crucial for enhancing the quality of learning and teacher performance in attaining educational objectives.

Teacher Commitment

Work commitment refers to an individual's emotional and ethical investment in their duties and responsibilities, fostering discipline and heightened drive in their efforts. In the realm of education, teacher work commitment encompasses the readiness to perform professional duties to attain educational objectives. Highly devoted teachers exhibit tremendous motivation and significantly contribute to the advancement of students and institutions. Work commitment is intrinsically linked to loyalty, since dedicated teachers or employees align their actions with the organization's beliefs and objectives, enhancing team productivity and success. Work commitment is affected by

numerous internal and external elements, including personal motivation, work ethic, colleague support, and organizational policies. Indicators of work commitment include acceptance of organizational objectives, readiness to exert effort, and intention to remain with the organization. In education, teachers exhibiting strong job dedication demonstrate greater attentiveness to students, allocate additional time to their career, and contribute more significantly to the growth of education. A high level of dedication fosters the establishment of quality learning and a professional work environment, leading to enhanced and more collaborative performance within the educational setting.

Numerous studies have investigated the impact of facility and infrastructure availability, work motivation, and work commitment on teacher work ethic. Yasir Araffat's (2023) research indicates a relationship between the availability of laboratory facilities and infrastructure and teacher work motivation, which in turn affects teacher work ethic. This study aligns with Yasir's research; however, Yasir's focus is more narrowly on laboratory settings, whereas this study encompasses educational facilities and infrastructure broadly, incorporating work commitment as an additional variable. Dewi et al. (2023) found that facilities and infrastructure, along with teacher work motivation, significantly influence teacher work ethic, with a particular emphasis on the laboratory context. Kurniawati et al. (2022) highlighted the beneficial relationship between the availability of educational facilities and infrastructure and work motivation, specifically regarding their impact on teacher work ethic, advocating for enhancements in both areas. Hidayah (2020) investigated the influence of motivation and work discipline on teacher work ethic, demonstrating that motivation significantly enhances work ethic. This study incorporates the dimensions of facilities, infrastructure, and work commitment. Muh Subhan (2021) identified a positive relationship among financial management, infrastructure, and teacher work ethic, noting the inclusion of financial management, whereas this study incorporated work commitment.

Munjasari (2021) identified a positive correlation between work ethic and organizational commitment among teachers, suggesting that a strong work ethic is associated with higher levels of organizational commitment. Foni Masiaga (2019) investigated the impact of visionary leadership behavior and school culture on teacher work motivation, highlighting the significance of work motivation as a determinant of work ethic. Azis (2016) analyzed the impact of principal leadership, commitment, competence, and work motivation on teacher work ethic, offering further insights into the relationship between leadership and work ethic.

Yani (2023) demonstrated that infrastructure availability influences student learning motivation, suggesting that it may impact additional educational dimensions. Eny Kurniati (2022) concluded that educational infrastructure and teacher work motivation influence teacher work ethic; however, work commitment was not included as a variable in the study. This study examines the impact of various factors on teacher work ethic, as highlighted by previous research.

RESEARCH METHOD

Quantitative research seeks to gather numerical data for statistical analysis to assess the relationships or influences among variables. This study examines the relationship between variables using numerical data collection techniques to achieve generalizations, as noted by Sugiyono (2019). The ex post facto model identifies causal factors influencing phenomena that have already occurred, without manipulating variables. Arikunto (2020) states that ex post facto research seeks to identify the causal relationship between pre-existing variables, without administering specific treatments. This study analyzes conditions that have occurred to understand the influence of the examined variables.

The study was carried out at SMP in the Bagan Sinembah District. The research implementation period commenced from its inception in December 2024 to January 2025.

Sugiyono (2019) defines population as a set of objects or subjects possessing specific characteristics that are selected for study, from which conclusions are subsequently derived. The study population consisted of 209 teachers from SMP in the Bagan Sinembah District.

The research sample served to characterize the population. Prasetyo (2016) defines a sample as a subset of the population under investigation. This study employs a simple random sampling technique due to the homogeneity of the population, utilizing the Slovin formula with a 10% error rate for sampling.

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = sample size / number of respondents

N = Population Size

e = 5% precision value

Based on this formula, the number of samples in this study is calculated as follows:

$$n = \frac{209}{1+209.5\%^2}; n = \frac{209}{1+209.(0,0025)^2}; n = \frac{209}{1+0,5225} n= 137,3 = 137$$

This study included a sample of 137 individuals from a total of 209, utilizing a proportional random sampling method. Data collection was conducted using a Likert scale questionnaire to assess attitudes using closed-ended questions. The research instrument comprised a questionnaire designed to assess teacher work ethic, educational facilities and infrastructure, work motivation, and teacher commitment. Following the validity and reliability assessments, the findings indicated that the majority of items were valid, and all variables exhibited reliability with a Cronbach's alpha over 0.6. The data analysis employed quantitative methods, including simple and multiple linear regression, utilizing the IBM SPSS software. The preliminary analytical tests were conducted initially, encompassing assessments of normality, linearity, multicollinearity, and heteroscedasticity. Simple linear regression was employed to examine the impact

of a single independent variable on work ethic, whereas multiple linear regression was utilized to investigate the correlation between three independent variables (availability of facilities and infrastructure, work motivation, and teacher commitment) and work ethic. The employed regression models are $Y = \beta_0 + \beta_1X_1 + e$ for facilities and infrastructure, $Y = \beta_0 + \beta_2X_2 + e$ for work motivation, and $Y = \beta_0 + \beta_3X_3 + e$ for teacher commitment, culminating in the multiple regression equation $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$.

RESEARCH FINDINGS

This research employs a quantitative methodology utilizing an ex post facto design to examine the impact of educational facility availability, teacher work motivation, and teacher commitment on teacher work ethic at SMP Bagan Sinembah District, Rokan Hilir. The sample included 138 teachers, and data analysis was conducted through simple and multiple regression techniques.

Descriptive Analysis

This study employs descriptive statistics to analyze the data, systematically presenting the information via tables, frequency distributions, and graphs. Statistical measures, including mean, median, mode, and standard deviation, are employed using IBM SPSS Statistics 25 software to analyze the characteristics of the data prior to conducting inferential analysis.

Descriptive Analysis of Teacher Work Ethic (Y)

This research employed a questionnaire comprising 20 statements to assess teacher work ethic, involving 138 participants from SMP Kecamatan Bagan Sinembah. The descriptive analysis yielded a mean of 76.01, a median of 76.00, a mode of 75, and a standard deviation of 12.658. The values span a range of 52, with a minimum of 43 and a maximum of 95. The classification of teacher work ethic is as follows: Low (43-59) with 14 respondents (10.14%), Medium (60-76) with 62 respondents (44.93%), and High (77-95) with 62 respondents (45%). The majority of teachers exhibit a work ethic categorized as medium to high, suggesting favorable conditions. The findings are presented below:

Table 1. Descriptive Analysis of Teacher Work Ethic

| Statistics | |
|----------------|---------|
| N | 138 |
| Mean | 76,01 |
| Median | 76,00 |
| Mode | 75 |
| Std. Deviation | 12,658 |
| Variance | 160,233 |
| Range | 52 |
| Minimum | 43 |
| Maximum | 95 |

Descriptive Analysis of Availability of Educational Facilities and Infrastructure (X1)

This research employed a questionnaire comprising 20 statements to assess the availability of educational facilities and infrastructure, involving 138 respondents from SMP in Bagan Sinembah District. The descriptive analysis yielded a mean of 74.46, a median of 75.00, and a mode of 80. The standard deviation was 10.160, and the range was 38, with a minimum of 52 and a maximum of 90. The availability of facilities and infrastructure is categorized as follows: Low (52-65) with 25 respondents (18.12%), Medium (66-79) with 61 respondents (44.20%), and High (80-90) with 52 respondents (37.68%). The majority of teachers evaluated the availability of facilities and infrastructure as medium, suggesting a reasonably good condition. The findings of the descriptive analysis are displayed in the subsequent table.

Table 2. Descriptive Analysis of Educational Facilities and Infrastructure Availability

| Statistics | |
|----------------|---------|
| N | 138 |
| Mean | 74,46 |
| Median | 75,00 |
| Mode | 80 |
| Std. Deviation | 10,160 |
| Variance | 103,228 |
| Range | 38 |
| Minimum | 52 |
| Maximum | 90 |

Descriptive Analysis of Teacher Work Motivation (X2)

This research employed a questionnaire consisting of 20 statements to assess teacher work motivation, involving 138 participants from SMP Kecamatan Bagan Sinembah. The descriptive analysis yielded an average (mean) of 68.04, a median of 68.00, and a mode of 67. The standard deviation was 6.093, and the range was 29, with a minimum of 51 and a maximum of 80. The work motivation category is classified as follows: Low (51-61) with 25 respondents (18.12%), Medium (62-72) with 61 respondents (44.20%), and High (73-80) with 52 respondents (37.68%). The majority of teachers exhibit medium-level work motivation, suggesting a relatively positive condition. The results are summarized in the table below.

Table 3. Descriptive Analysis of Teacher Work Motivation

| Statistics | |
|----------------|--------|
| N | 138 |
| Mean | 68,04 |
| Median | 68,00 |
| Mode | 67 |
| Std. Deviation | 6,093 |
| Variance | 37,130 |

| | |
|---------|----|
| Range | 29 |
| Minimum | 51 |
| Maximum | 80 |

Descriptive Analysis of Teacher Commitment (X3)

Table 4. Descriptive Analysis of Teacher Commitment

| Statistics | |
|----------------|---------|
| N | 138 |
| Mean | 80,26 |
| Median | 81,00 |
| Mode | 81 |
| Std. Deviation | 13,282 |
| Variance | 176,413 |
| Range | 54 |
| Minimum | 46 |
| Maximum | 100 |

This research employed a questionnaire comprising 20 statements to assess teacher commitment, involving 138 participants from SMP Kecamatan Bagan Sinembah. The descriptive analysis yielded a mean of 80.26, a median of 81.00, and a mode of 81, accompanied by a standard deviation of 13.282 and a range of 54, with a minimum of 46 and a maximum of 100. The classification of teacher commitment is as follows: Low (46-64) includes 14 respondents (10.14%), Medium (65-83) comprises 71 respondents (51.45%), and High (84-100) consists of 53 respondents (38.41%). The majority of teachers exhibit a medium level of commitment, suggesting a reasonably positive condition with potential for enhancement. The study's results are presented in the table below.

Prerequisite Test Results

The results of the normality test conducted using the Kolmogorov-Smirnov method indicate that all variables in this study satisfy the assumption of normality, as the significance value (Sig) for each variable exceeds 0.05 (Sig > 0.05). The significance values for the variables are as follows: Availability of Educational Facilities and Infrastructure exceeds 0.210, Teacher Work Motivation exceeds 0.070, Teacher Commitment exceeds 0.159, and Teacher Work Ethic exceeds 0.067. Consequently, all variables examined in this study can be regarded as normally distributed. The linearity test results indicate a linear relationship between the variables in this study. The relationship between the Availability of Educational Facilities and Infrastructure variable and Teacher Work Ethic has a significance value of 0.065, exceeding the threshold of 0.05, indicating a linear association. The relationship between Teacher Work Motivation and Teacher Work Ethic has a significance value of 0.143, exceeding the threshold of 0.05, which suggests a linear relationship between the two variables. The relationship between Teacher Commitment and Teacher Work Ethic has a significance value of 0.216, exceeding the threshold of 0.05, indicating a linear relationship. The results of the linearity test demonstrate that all relationships between the independent and dependent variables in this study are linear. The multicollinearity test results indicate an absence of multicollinearity issues among the independent variables in this study. The Availability of Educational Facilities and Infrastructure variable exhibits a Tolerance value of 0.913 and a VIF of 1.095. These values suggest that the VIF is below 10 and the Tolerance exceeds

0.1, indicating the absence of multicollinearity. The Teacher Work Motivation variable exhibits a Tolerance of 0.750 and a VIF of 1.333, while the Teacher Commitment variable shows a Tolerance of 0.715 and a VIF of 1.399. Both values satisfy the criteria, indicating a relationship between the variables that is not excessively strong. The results demonstrate that the regression model utilized in this study is unaffected by multicollinearity. The heteroscedasticity test results indicate no evidence of heteroscedasticity in the data utilized in this study. The significance value (Sig) for the Availability of Educational Facilities and Infrastructure variable is 0.568, which is greater than 0.05, indicating the absence of a heteroscedasticity problem. The Teacher Work Motivation variable has a significance value of 0.073, and Teacher Commitment has a significance value of 0.081, both exceeding 0.05. This indicates that the residual variance between observations does not demonstrate a significant difference.

Hypothesis Test Results

Simple Regression Hypothesis Test

Simple linear regression analysis is conducted to assess the relationship and impact between independent and dependent variables. In this scenario, the regression equation employed is $Y = a + bX$, where Y represents the predicted value of the dependent variable, a denotes a constant, and b signifies the regression coefficient that quantifies the effect of the independent variable on the dependent variable. By calculating the values in this equation, one can ascertain the extent of the independent variable's contribution to the variation in the dependent variable under investigation.

Table 5. Simple Regression Results of Educational Facilities and Infrastructure Availability

| Variable | Unstandardized Coefficient Beta | Standardized Coefficient | T | Sig |
|--|---------------------------------|--------------------------|-------|------|
| Constant | 48,942 | | 6,374 | ,000 |
| Educational Facilities and Infrastructure Availability | ,364 | .292 | 3,558 | ,001 |

The coefficient table indicates that the constant value (a) is 48.942, and the coefficient for the Availability of Educational Facilities and Infrastructure (X_1) is 0.364. The regression equation can be expressed as: $Y = 48.942 + 0.364 X_1$. This indicates that a one-unit change in the Availability of Educational Facilities and Infrastructure variable (X_1) results in a change of 0.364 in the dependent variable (Y), with a constant value of 48.942. The Sig value, being less than 0.05, indicates that the Availability of Educational Facilities and Infrastructure significantly affects the dependent variable in this study.

Table 6. Simple Regression Results of Teacher Work Motivation

| Variable | Unstandardized Coefficient Beta | Standardized Coefficient | T | Sig |
|-------------------------|---------------------------------|--------------------------|-------|------|
| Constant | 6,358 | | 6,374 | ,549 |
| Teacher Work Motivation | 1,024 | ,493 | 3,558 | ,000 |

The coefficient table indicates that the constant value (a) is 6.358, and the coefficient for Teacher Work Motivation (X₂) is 1.024. Therefore, the regression equation is expressed as: $Y = 6.358 + 1.024 X$ Every one unit change in the Teacher Work Motivation variable (X₂) results in a change of 1.024 in the dependent variable (Y), with a constant value of 6.358. The sig value in the table is 0.000. Since this value is less than 0.05, it can be concluded that Teacher Work Motivation significantly influences the dependent variable in this study.

Table 7. Simple Regression Results of Teacher Commitment

| Variable | Unstandardized Coefficient Beta | Standardized Coefficient | T | Sig |
|--------------------|---------------------------------|--------------------------|-------|------|
| Constant | ,434 | | 1,930 | ,056 |
| Teacher Commitment | ,952 | ,628 | 4,813 | ,000 |

The coefficient table indicates that the constant value (a) is 0.434, and the coefficient for teacher commitment (X₃) is 0.952. The regression equation can be expressed as: $Y = 0.434 + 0.952 X$ Every one unit change in the teacher commitment variable (X₃) results in a change of 0.952 in the dependent variable (Y), with a constant value of 0.434. The sig value in the table is 0.000. Since the Sig value is less than 0.05, it can be concluded that teacher commitment significantly influences the dependent variable in this research.

Multiple Regression Analysis Test

Table 8. Multiple Regression Test Results

| MODEL | | Unstandardized Coefficients | | Standardized Coefficient |
|-------|--|-----------------------------|------------|--------------------------|
| | | B | Std. Error | Beta |
| 1 | (Constant) | ,162 | ,452 | |
| | Educational Facilities and Infrastructure Availability | ,005 | ,004 | ,004 |
| | Teacher Work Motivation | ,011 | ,007 | ,005 |
| | Teacher Commitment | ,954 | ,003 | 1,001 |

The multiple regression hypothesis test equation is as follows: $\hat{Y} = 0.162 + 0.005 (X_1) + 0.011 (X_2) + 0.954 (X_3)$. The interpretation of the multiple linear regression equation above is as follows:

1. The constant value (a) of 0.162 suggests that when the variables Availability of Educational Facilities and Infrastructure (X₁), Teacher Work Motivation (X₂), and Teacher Commitment (X₃) are equal to zero, the value of Teacher Work Ethic (\hat{Y}) is 0.162.
2. The regression coefficient (b₁) for the variable Availability of Educational Facilities and Infrastructure is 0.005. This indicates that a one-unit increase in the Availability of Educational Facilities and Infrastructure results in an

increase of 0.005 units in Teacher Work Ethic, assuming other variables are held constant.

3. The regression coefficient (b_2) for Teacher Work Motivation is 0.011, indicating that a one-unit increase in Teacher Work Motivation results in a 0.011 unit increase in Teacher Work Ethic, assuming other variables are held constant.
4. The regression coefficient for the Teacher Commitment variable (b_3) is 0.954, indicating that a one-unit increase in Teacher Commitment results in a 0.954 unit increase in Teacher Work Ethic, assuming other variables are held constant.

The equation indicates that the Teacher Commitment variable (X_3) has the most significant impact on Teacher Work Ethic relative to other variables.

Partial Test Analysis Result (t-test)

Table 9. Results of Partial Test Analysis (t-test)

| Variable | Unstandardized Coefficients | T | Sig |
|--|-----------------------------|-------|------|
| Educational Facilities and Infrastructure Availability | ,364 | 3,558 | ,001 |
| Teacher Work Motivation | 1,024 | ,493 | ,000 |
| Teacher Commitment | ,952 | ,628 | ,000 |

The partial test assesses the impact of each independent variable on the dependent variable. The analysis results indicate a significance value (sig) of 0.001 for the Availability of Educational Facilities and Infrastructure, and 0.000 for both Teacher Work Motivation and Teacher Commitment. All significance values are below 0.05, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a) for the three variables.

1. The availability of educational facilities and infrastructure positively and significantly influences teachers' work ethic, supporting the acceptance of hypothesis H1. This suggests that sufficient educational resources enhance teachers' enthusiasm for their work.
2. The motivation of teachers positively and significantly influences their work ethic (H2 is accepted), suggesting that elevated motivation enhances teachers' commitment and dedication.
3. Teachers' commitment positively and significantly influences their work ethic (H3 is accepted), indicating a professional responsibility that enhances work ethic. The three independent variables have a significant impact on Teachers' Work Ethic in Bagan Sinembah District.

Simultaneous Test Analysis (F Test)

Table 10. Simultaneous test analysis results (F Test)

| ANOVA ^a | | | | | | |
|---|------------|----------------|-----|-------------|-----------|-------------------|
| MODEL | | Sum of Squares | Df | Mean Square | F | Sig |
| 1 | Regression | 21927,611 | 3 | 7309,204 | 40206,343 | ,000 ^b |
| | Residual | 24,360 | 134 | ,182 | | |
| | Total | 21951,971 | 137 | | | |
| a. Dependent Variable: Teacher Work Ethic b. Predictors: (Constant), Teacher Commitment, Educational Facilities and Infrastructure Availability, Teacher Work Motivation | | | | | | |

Coefficient Determination (R²)Table 11. Determine Coefficient Table (R²)

| Model Summary | | | | |
|---|-------------------|----------|-------------------|----------------------------|
| | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,916 ^a | ,839 | ,835 | ,623 |
| a. Predictors: (Constant), Teacher Commitment, Educational Facilities and Infrastructure Availability, Teacher Work Motivation b. Dependent Variable: Teacher Work Ethic | | | | |

The R Square value derived from the Model Summary table is 0.839 (83.9%). The findings indicate that the variables of Availability of Educational Facilities and Infrastructure, Teacher Work Motivation, and Teacher Commitment collectively influence the Teacher Work Ethic variable by 83.9%. The three independent variables significantly contribute to explaining the variation in Teacher Work Ethic. Additionally, 16.1% is affected by other factors, including school policies, parental support, or socio-economic conditions, which have not been examined in this study.

DISCUSSION**The Influence of the Educational Facilities and Infrastructure Availability on Teacher Work Ethic**

The hypothesis test results indicate that the Availability of Educational Facilities and Infrastructure positively and significantly influences teacher work ethic, with a significance value of 0.001 (below 0.05) and a R Square of 0.385, suggesting it accounts for 38.5% of the variation in teacher work ethic. Proper facilities and infrastructure, including classrooms and learning resources, enhance teacher comfort and motivation, thereby positively influencing their discipline and commitment.

This study's findings align with Musfira's research at MTs Al-Riyadl Cipanas, indicating that the availability of facilities and infrastructure influences

teacher performance by 23.9%. Dewi et al. (2023) demonstrate a significant impact of laboratory facilities on the work ethic of teachers at SMP Negeri in the Prabumulih Timur District.

This study supports the theory that a conducive work environment, bolstered by adequate facilities and infrastructure, significantly enhances teacher work ethic. Consequently, policymakers must focus on enhancing educational facilities and infrastructure to develop high-performing educators with strong work ethics.

The Influence of Teacher Work Motivation on Teacher Work Ethic

The hypothesis test results indicate that Teacher Work Motivation significantly and positively influences teacher work ethic, evidenced by a significance value of 0.000 (<0.05) and a R Square of 24.3%. This affirms that work motivation is crucial for enhancing the quality of teacher performance. Research conducted by Hidayah and Santoso (2020) alongside Kesuma et al. substantiates this finding, indicating that work motivation serves as the primary determinant of teacher work ethic. Zagoto (2017) identified a significant effect, evidenced by a determination coefficient of 46.2%. Consequently, fostering work motivation via incentives and a supportive environment is crucial for enhancing work ethic and educational quality.

The Influence of Teacher Commitment on Teacher Work Ethic

The hypothesis test results indicate that Teacher Commitment significantly and positively influences teacher work ethic, evidenced by a significance value of 0.000 (<0.05) and a R Square of 99.9%, the highest among the three variables analyzed. This indicates that teacher commitment largely accounts for the variation in work ethic. A teacher's level of commitment correlates positively with their work ethic, indicating a strong sense of seriousness and dedication to their professional responsibilities.

This study aligns with the findings of Enawar, E., which indicate that teacher commitment significantly influences work ethic at SMK Negeri Tangerang Regency. Additionally, Puspitasari and Hartati (2021) identified a notable positive impact of teacher commitment on work ethic at SMP Sleman Regency, contributing 48.7% to the observed outcomes.

This study reinforces prior findings that highlight the significance of teacher commitment in enhancing work ethic. Principals and associated stakeholders must establish a work environment that fosters teacher commitment through appreciation, professional development, and enhanced welfare, thereby improving work ethic and the overall quality of education.

The Influence of Educational Facilities and Infrastructure Availability, Teacher Work Motivation, and Teacher Commitment on Teacher Work Ethic

The ANOVA test results indicate a significance value of 0.000, demonstrating that the Availability of Educational Facilities and Infrastructure, Teacher Work Motivation, and Teacher Commitment collectively exert a

significant influence on Teacher Work Ethic, thereby leading to the acceptance of the alternative hypothesis (*Ha*). The R Square value of 0.839 (83.9%) demonstrates a significant contribution of the three independent variables in elucidating variations in teacher work ethic.

This finding aligns with Musfira (2019), which demonstrates a positive impact of facility and infrastructure availability on teacher performance, and with Hidayah and Santoso (2020), who identified a significant influence of work motivation on work ethic. Enawar's research (2021) indicates that teacher commitment significantly influences work ethic.

This study demonstrates that the Availability of Educational Facilities and Infrastructure (X1), Teacher Work Motivation (X2), and Teacher Commitment (X3) positively and significantly influence Teacher Work Ethic (Y). Teacher Commitment accounted for the highest contribution at 99.9%, followed by Availability of Educational Facilities and Infrastructure at 38.5%, and Teacher Work Motivation at 24.3%. The interplay of these three variables is crucial for enhancing teacher work ethic; thus, educational program planning should prioritize the improvement of facilities, the support of motivation, and the reinforcement of teacher commitment. This research encounters multiple limitations. Initially, constraints in time and resources led to comprehensive data collection and analysis, alongside restricted access to representative respondents. The use of questionnaires as a data collection method may lead to a discrepancy between respondents' feelings and their reported answers, potentially compromising data accuracy due to social bias. Third, while the questionnaire aimed to address multiple dimensions, respondents may yield inaccurate responses influenced by personal bias. This study concentrated solely on three primary variables, neglecting additional factors that could influence teacher work ethic, including teaching experience and organizational culture. The regression analysis employed inadequately represented the intricate relationships among variables, indicating the necessity for a more varied methodological approach to achieve a comprehensive understanding.

CONCLUSIONS

This study utilized a sample of 137 individuals from a total of 209, employing a proportional random sampling method. The study employed a Likert scale questionnaire for data collection, utilizing closed questions to assess attitudes. The research instrument comprised a questionnaire designed to assess teacher work ethic, educational facilities and infrastructure, work motivation, and teacher commitment. Following the validity and reliability assessments, the findings indicated that the majority of items were valid, and all variables demonstrated reliability, with Cronbach's alpha values exceeding 0.6. The analysis employed quantitative methods, specifically simple and multiple linear regression, utilizing the IBM SPSS software. The initial analysis prerequisite test included assessments of normality, linearity, multicollinearity, and heteroscedasticity. Simple linear regression assessed the impact of a single independent variable on work ethic, whereas multiple linear regression examined the relationship between three independent variables – availability of facilities and infrastructure, work motivation, and teacher commitment – and

work ethic. The regression models employed are $Y = \beta_0 + \beta_1X_1 + e$ for facilities and infrastructure, $Y = \beta_0 + \beta_2X_2 + e$ for work motivation, and $Y = \beta_0 + \beta_3X_3 + e$ for teacher commitment. The comprehensive multiple regression equation is represented as $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$.

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