

The Effect of Organizational Strategy and Infrastructure Management

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**The Effect of Organizational Strategy and Infrastructure Management on the
Performance of Junior High School Teachers in Wenang Manado District**

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Abstract:

Purpose of this study was to examine the influence of organizational strategy and infrastructure management on the performance of vocational high school teachers. The research used qualitative methods and the research design used path analysis. The population of this study were 35 senior high school teachers in the district. Manado authority. The results showed that: 1) there is a positive direct effect on organizational strategy in improving performance, 2) there is a positive direct effect of infrastructure management advice on performance.

Keyword: organizational strategy, management, infrastructure, performance

INTRODUCTION

Indonesia is a developing country but it is not impossible to become a developed country by taking advantage of the current demographic bonus that will occur in Indonesia. The peak of the demographic bonus is estimated to occur in 2020 to 2025 which is marked by the proportion of young people who dominate the Indonesian population, which is estimated to be 174-180 million people of productive age who are ready to move the Indonesian economy. "There are several countries in East Asia who also take advantage of the demographic bonus period. The country was originally a middle country, now a developed country. The key is the ability to take advantage of the demographic bonus" (Movanita, this article has been published on Kompas.com with the title "It is not impossible for Indonesia to become a developed country, these are the conditions," Movanita, & Setiawan, 2019).

However, the demographic bonus that occurs in Indonesia can be supported by optimal productivity. Therefore, from now on, the Indonesian government is preparing a long-term plan until 2045, which is almost the same as the end of the demographic bonus period in Indonesia.

The plan is carried out until the demographic bonus ends in which productive young workers can be put to good use.

The impact of the demographic bonus in the future is that Indonesia's economic growth is getting stronger. If currently Indonesia is able to maintain economic growth at 5.1%, then Indonesia can upgrade to the category of high-income country²² or developed countries.

In addition, what must be considered in the future is to prepare the workforce to face the industrial revolution 4.0 and the digital economy, where humans will compete with technology. If you don't have skills, you will be less competitive with other workers. What is currently the government's concern is vocational training. Not many workers have met the worker criteria that job seekers need. So that can develop and improve the quality of vocational training, namely educational institutions.

Educational institutions include school institutions, family institutions and community institutions whose role is very strategic to become the center of educational activities in developing the potential of every human being. "Because by optimizing the roles of the three educational institutions, it is certain that it will give birth to a smart nation" (Gazali, 2013).

Educational institutions are a place to develop human beings towards a better future. In this case for changes and developments according to the color and style of the institution. So "educational institutions must have an appropriate learning system in which these demands are tailored to their respective duties and roles and based on the standards or quality measures that are applied" (Mukhid, 2007).

Efforts to improve the Performance²⁴ of Vocational High School Teachers (SMK) continue to be proclaimed by every element of education through improving and standardizing the quality of education that:

Awareness of the importance of educational changes requires curriculum changes that have implications for the development of human resources and learning facilities, and the most important aspects are teacher readiness and professionalism are demands to be fulfilled (Muzhoffar, 2003). ³

One of them is the increase in the quality of education, in 2005 the government issued RI regulation number 19 of 2005 concerning national education standards, this regulation is the government's effort to improve the quality of education in Indonesia. This regulation is a strategy to improve education. Saifulah²⁵ et al. Stated that "government regulations on national education standards contribute to improving the quality of learning" (Saifulloh, Muhibbin, & Hermanto, 2012).

The national education system is all components of education that are interrelated as a whole to achieve national¹⁹ education goals, Hadikusumo stated that the management of improving school quality, continuous improvement of school quality, school culture, Islamic basic education on school satisfaction can have a positive effect if policy formulation in an educational institution can well structured and implemented (Hadikusumo, 2012).

Naturally, the national education system mandates how education can produce students who are intelligent, have faith, have noble character, have an integrated understanding of knowledge, are devoted, and have professional work skills and community skills needed for their future. Therefore, in improving the performance of vocational high school teachers (SMK), the institution needs strategies that can be sustainable in order to realize better vocational high school (SMK) teacher performance.

The strategy to improve the quality and responsibility of an educational institution or higher education institution must have lecturers who can strive to fulfill the rights of lecturers and create a management climate so that it can support their career development, so that they can educate students' intellectuals (Alba, 2011).

Because a good strategy can improve the quality of performance both in educational institutions or universities.

Management is a process of collaboration by utilizing human and human resources by implementing the functions of planning, organizing, implementing and monitoring to achieve effective and efficient goals (Darmarstuti & Karwanto, 2014).

The success of improving the performance of Vocational High School Teachers (SMK) depends on components that can support its implementation, one of which is infrastructure management" (Solichin, 2011). If the management of infrastructure is done properly, it can support the learning process.

For this reason, infrastructure and infrastructure are very educational supporting factors in the world of education in addition to education personnel. Because education cannot run well without infrastructure. So infrastructure management also takes part in the learning process, therefore "infrastructure management is said to be good if it has planning, determination, inventory, maintenance and deletion" (Nasrudin & Maryadi, 2018).

The smooth process of achieving educational goals needs to be supported by human resources, material, facilities and infrastructure as a material for educational activities in schools which often become obstacles in the process of implementing education.

According to (Nurbaiti, 2015) that:

Planning and procurement of facilities and infrastructure carried out by the principal in accordance with the agreed provisions, inventory of school facilities and infrastructure has been carried out properly, distribution is carried out directly and indirectly, maintenance of school facilities and infrastructure is carried out regularly and incidentally, supervision and accountability (reporting) of school facilities and infrastructure is carried out by the principal and is carried out once a year during the new school year.

Because if there is no control of the infrastructure on a regular basis, over time the infrastructure will be damaged so that the learning process begins to be disrupted so that the performance of Vocational High School Teachers (SMK) will decline.

Strategies that will be carried out by an organization or institution in managing infrastructure properly can improve the performance of vocational high school teachers (SMK). For this reason, the planning must be able to implement the strategy by considering resources. Because with the existence of "strategy implementation, it can improve coordination which consequently affects smart work patterns, so that smart patterns can trigger an increase in organizational performance" (Widodo, 2009).

Strategy implementation can always be implemented well if planning is considered as an important management function and is closely related to other management functions. Robbin and Mary Coulter (2004) state that planning includes defining organizational goals, establishing an overall strategy for integrating and coordinating the work of the organization. Planning concerns results and objectives as "long-term organizational planning and is used as a guide to describe other plans as short-term planning" (Rusniati & Haq, 2014).

Based on the interesting problem description above, the researcher is interested in examining the effect of organizational strategy and infrastructure management in improving the performance of 27 Vocational High School (SMK) Teachers in DKI Jakarta.

RESEARCH METHODOLOGY

Design of this research uses quantitative path analysis techniques. The reason for choosing the survey method is because it is to explain or describe the phenomenon being studied about several influencing variables in a path diagram. Thus, the technique used is the path analysis technique. The population of this study were 35 junior high school teachers in the Wenang district Manado

RESEARCH RESULTS AND DISCUSSION

The structural model shown in Figure 1 above consists of two sub-structures, namely Sub-Structure-1 and Sub-Structure-2. The causal relationship between variables in Sub-Structure-1, which is shown in Figure 1. below, consists of one endogenous variable namely Y and two exogenous variables, namely X₁ and X₂. The structural equation for sub-structure 1 is as follows:

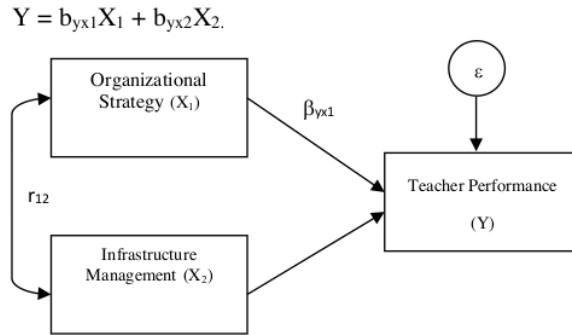


Figure 1 The causal relationship in the Sub-Structure 1

The results of data processing, using SPSS version 22 computer software, are shown in Table 1 to Table 3 with a summary of the calculation results and path coefficient testing in Table 4.

Overall test or F test on the Sub-structure -1, with the F value_{calculated} = 44.820, as in Table 1, greater than the F_{table} for a = 0.05 of 2.7, then it can be continued with individual tests or t tests. A summary of the results of the t test calculation is presented in Table 4.

Table 1. ANOVA Model 1 - Sub-Structure 1

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1312,029	2	656,014	44,820	.000 ^b
Residual	1361,211	93	14,637		
16 Total	2673,240	95			

a. Dependent Variable: Var Y

b. Predictors: (Constant), Var X2, Var X1

Table 2 Coefficients Model 1- Sub-Structure 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,901	3,013		1,958	.053
X1 Var	.065	.403.000		5,191	.336
17 Var X2	.144	.464.000		5,983	.864

a. Dependent Variable: Var Y

Table 3 Model Summary^a Model 1 - Sub-Structure 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.701 ^a	.480491		3,826			2	9	.491

¹⁷
 a Predictors: (Constant), Var X2, Var X1
 b Dependent Variable: Var Y

Table 4. Summary of Calculation and Testing Results of Sub-Structure1

Path	Coefficient	t _{count}	t _{table}	Description
			a = 0.05 a = 0.01	
b_{yx1}	.403	5,191	1,986	Significant
b_{yx2}	.464	5,983	1,986	Significant

In Table 4 above, it shows that not all path coefficients are significant at $\alpha = 0.05$, because not all t_{count} is greater than t_{table}. The path coefficient b_{yx1} is significant, and the path coefficient b_{yx2} is also significant. Based on the results of the path analysis of the sub-structure 1 (X₁; X₂; and Y) as shown in Table 2. Coefficients - Sub-structure 1, each obtained values:

- a) $b_{x3x1} = \text{Beta} = 0.403$ [t = 5,191 and probability (sig) = 0.000]
- b) $b_{x3x2} = \text{Beta} = 0.464$ [t = 5.983 and probability (sig) = 0.000]

¹⁵
 The analysis results prove that all path coefficients are significant. Based on the results of the analysis in Table 2, it is found that the path coefficient value of X₁ to Y is $b_{yx1} = 0.403$ and X₂ to Y is $b_{yx2} = 0.464$. While the coefficient determination or contributions X₁ and X₂ to Y is (R_{square} = R²_{yx2x1}) = 0.491 as shown in Table 3, which means that 49.1% variation Teacher Performance (Y) can be explained by variations in Organizational Strategy (X₁) and Infrastructure Management (X₂). The residual coefficient b_y, namely $\epsilon_1 = 0.713$, is the influence of other variables outside of X₁ and X₂. Thus the structural equation for Sub-Structure 1 is $Y = 0.403X_1 + 0.464X_2 + 0.713$, and the path diagram is as shown in Figure 2 as follows:

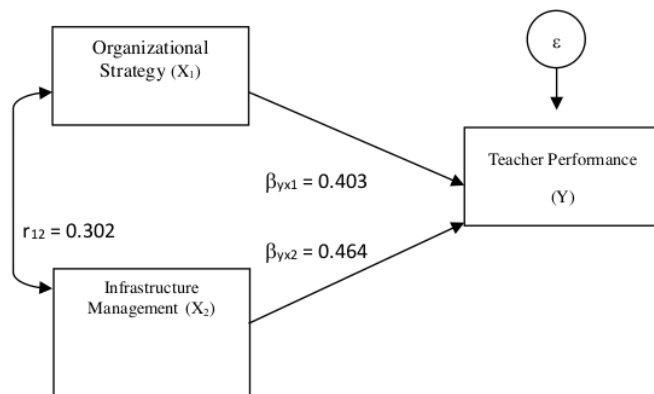


Figure 2. Causal Relations in Sub-Structure-1

DISCUSSION

- Positive Direct Effect of Organizational Strategy on Teacher Performance
 results of the analysis of the first hypothesis yield the findings that organizational strategy has a positive direct effect on teacher performance. Based on these findings, it can be concluded that teacher performance is directly influenced positively by organizational strategy. The better the organizational strategy will result in an increase in teacher performance. By testing the hypothesis as follows:

Hypothesis Testing 1

H_0 : Organizational Strategy (X_1) has no effect on Teacher Performance (Y).

H_1 : Organizational Strategy (X_1) affects Teacher Performance (Y).

Conclusion: Because the value of $CR = 5,247$ is greater than $1,9855$ and $p = 0,000$ is smaller than 0.05 , H_0 is rejected, meaning that the Organizational Strategy (X_1) has an effect on Teacher Performance (Y). Based on Table 3, *Standardized Regression Weights*, the magnitude the influence is 0.403 .

- Positive Influence of Infrastructure Management on Teacher Performance The results of the second hypothesis analysis result in the finding that infrastructure management has a positive effect on teacher performance. Based on these findings, it can be concluded that teacher performance is positively influenced by infrastructure management. By testing the hypothesis as follows:

Hypothesis Testing 2

H_0 : Infrastructure Management (X_2) has no effect on Teacher Performance (Y).

H_1 : Infrastructure Management (X_2) affects Teacher Performance (Y).

Conclusion : Because the value of $CR = 6,048$ is greater than $1,9855$ and $p = 0,000$ is smaller than 0.05 , so H_0 is rejected, meaning that Infrastructure Management (X_2) has an effect on Teacher Performance (Y). Based on Table 3, *Standardized Regression Weights*, the magnitude of the influence is 0.464 .

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CONCLUSION

- Organizational strategy has a positive direct effect on teacher performance. This means that the better the organizational strategy will result in an increase in teacher performance.

2. Infrastructure management has a positive direct effect on teacher performance. This means that the better the management of infrastructure, the better the performance of teachers.

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