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THE INFLUENCE OF PERCEIVED FACILITY PROVISION AND WORK MOTIVATION ON FACULTY PERFORMANCE AT INSTITUTO SUPERIOR CIRSTAL TIMOR LESTE

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ABSTRACT

This study aims to determine the effect of learning facilities (X1) and work motivation (X2) on lecturer performance (Y) at the Faculty of Teacher Training and Education, Instituto Superior Cristal. This quantitative research compares the independent variables (X1, X2) with the dependent variable (Y) using a questionnaire as a measurement instrument. Regression analysis shows that learning facilities (X1) have a significant influence on lecturer performance with a coefficient of 0.195 and a significance value of 0.022 (<0.05). Work motivation (X2) also shows a significant influence on lecturer performance with a coefficient of 0.812 and a significance value of 0.000 (<0.05). The combined effect of learning facilities and work motivation on lecturer performance was analyzed using multiple regression. The results show that the R square value is 0.774, which means that 77.4% of the variation in lecturer performance can be explained by the learning facilities and work motivation variables, while the rest (22.6%) is influenced by other factors. This study underscores the importance of providing adequate learning facilities and increasing work motivation in supporting lecturer performance to achieve effective and efficient learning objectives.

KEYWORDS *Learning Facilities, Motivation, Lecturer Performance*

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INTRODUCTION

The Faculty of Teacher Training and Education is one of the faculties under the auspices of Instituto Superior Cristal since 2001, since the opening of this faculty there are eight study programs that are engaged specifically in the preparation of educational personnel and also this faculty is the only faculty that partners with the government, especially the ministry of higher education which has vision and vision to prepare professionalism teachers for the future of Timor Leste. since the opening of this faculty at Instituto Superior Cristal college there are many perceptions and obstacles that we face, including; perceptions of the provision of facilities, work motivation and lecturer performance. In this aspect, the problems that are a priority for this faculty include the problem of providing human resources or lecturers who still need development and improvement where so far in the faculty of teacher education and education science there is a shortage of lecturers in eight departments namely; majoring in mathematics education, chemistry education, physics education, sociology education, psychology education, English education, accounting economics education and portugues language education. other than lecturers, there are problems with the supply of learning facilities at the faculty of teacher education and education science, for example; provision of laboratory equipment in the department of chemistry and physics education, inadequate libraries, administrative staff, language laboratories and microteaching laboratories.

Based on the above background for approximately nine years the Faculty of Teacher Training and Education at the Institute of Superior Cristal has experienced many difficulties in improving the quality of human resources, especially the preparation of teaching staff, the performance of lecturers greatly influences learning outcomes resulting in lecturer salary services that are not yet standardized, lecturers' old age allowances do not exist, and the future guarantees of lecturers are not yet satisfactory, so that the work motivation of lecturers is also very inefficient and effective. However, the cristal foundation continues to work hard to create the basic law of the instituto superior cristal college as a reference for universities to improve the quality of education, in terms of the perception of the provision of learning facilities at the college at the Instituto Suprior Cristal Faculty of Teacher Training and Education there are still many shortcomings that need attention from the Cristal Foundation or the government in order to help motivate the work of employees in order to achieve educational goals and be able to know the performance of lecturers to the maximum. Because in a college if the facilities and infrastructure do not support lecture activities, this greatly affects the motivation and performance of lecturers and will increase the burden on the government, foundations and college managers in order to realize educational goals.

As for the function of education as a vehicle for developing human resources, it is necessary to develop a constructive learning climate so that students are more creative and productive, these efforts greatly help the work motivation of lecturers and lecturer performance to assess student achievement so that it can foster student interest in learning and lecturers' work interest in achieving educational goals that run

simultaneously in a situation of flexibility towards outputs that can satisfy the steps of the circulation of the wheels of education firmly and intact. teaching staff is part of the human resources that have integrity with the students in transferring all forms of knowledge they have, otherwise students are also part of the humanism that is responsible for human resources in order to achieve productive educational goals.

The role of motivation is very functional as a driving force in all forms of activity, this is very closely related to the goals to be achieved by individuals who are learning, such learning motivation is called intrinsic motivation, therefore the role of teaching staff is very essential to raise motivation among students. motivation is basically the center of various needs, meaning that within the scope of motivation is able to mobilize psychological energy to learn. creative lecturers are required to be able to use various aspects of learning approaches in order to motivate students, otherwise lecturers can also motivate themselves more professionally in order to achieve a maximum performance target. Provision of facilities is very important for lecturers to be able to use as best as possible in order to produce varied performance.

RESEARCH METHOD

This research is quantitative research, this research took place at the Faculty of Teacher Training and Education, Instituto Superior Cristal (ISC), in research that uses hypotheses will relate to population and sample problems, because testing the problem will always relate to a group of research subjects who are all called population. Population (Universe) is the entire object of research which can consist of humans, objects, animals, plants, symptoms, test scores or events as a source of data that has certain characteristics in a study (Nawawi, 1987). While the sample is a part or representative of the population studied (Arikunto, 1999)., or part of the number and characteristics possessed by the population, thus the number of samples in this study was 80 students and female students obtained from representatives of four (4) departments namely; 1) Sociology education department, 2) Psychology education, 3) Mathematics education, and 4) Chemical education, while the data collection techniques in this study are 1) Questionnaire, 2) Tests and (3) documentation.

RESULT AND DISCUSSION

Validity and reliability test

Validity. According to Nurkancana (1986) a measuring device can be said to be valid if the measuring device can measure what it wants to measure accurately. A learning outcomes test can be said to be valid if the test can actually measure learning outcomes so the test is not just measuring memory or language skills, but all elements in measuring the ability of students and female students. Reliability. A test can be said to be reliable when the test can show steady results. Furthermore, Arikunto (2001) states that reliability is related to trust issues. A test can be said to have a high level of confidence if the test can provide fixed results and the variables used in this study include independent variables and dependent variables. The independent variables

include the perception of the provision of learning facilities (X1) and work motivation (X2) while the dependent variable is lecturer performance (Y).

Data Analysis Results

Analysis is jointly used multiple linear with the aim of knowing the overall effect of the independent variable on the dependent variable, by looking at the significance of r2 with the help of the SPSS Version 12 computer program (Santoso, 2001: 324). The use of multiple linear regression models using classical assumptions free from multicollinearity, heteroscedasticity and normal distribution can be done with ANOVA or discriminant through the SPSS program, where the effect of X1 on Y In the regression analysis results, the coefficient value of variable X1 on Y is 0.195, with a correlation coefficient significance of 0.022, which means the probability is smaller (<) than 0.05, indicating that learning facilities (X1) have a significant effect on performance (Y), and the effect of X1 on Y In the regression analysis results, the coefficient value of the X2 variable on Y is 0.812, with a correlation coefficient significance of 0.000, which means the probability is smaller (<) than 0.05 indicates that work motivation (X2) has a significant effect on performance (Y) while the effect of X1 and X2 on Y, to test the effect of learning facilities and work motivation together on performance is done with Multi Regression analysis (Multiple Regression), namely: a) The R square number is 0.774 is the square of 0.880 is the coefficient of determination, which in this case means that 77.4% of the magnitude of performance (Y) can be explained / influenced by variables (X1), (X2), and the rest (22.6%) is explained / influenced by other causes, b) Standard error of the Estimate (0.272) is below Standard Deviation Y (0.564), then this regression model is better at acting as a predictor of Y than the average Y., c) From the ANOVA test (F test), the F count is 131.635 with a significance level of 0.000. Because the probability (0.000) is smaller (<) than 0.05, the regression model can be used to predict the amount of performance (Y), which means that X1, X2, together have an influence on Y. From the analysis a) to d) it can be concluded that hypothesis 3 is significantly accepted. d) Regression Equation is :

Y = 0.185 +0.195 X1 +0.812 X2, Where: Y = performance, X1 = learning facilities, X2 = work motivation, Explanation: (1) The constant of 0.185 states that, if there is no X1, X2, then the initial ability / performance is positive 0.185, (2) The regression coefficient X1 = 0.195 states that each increase in learning facilities by one point, the performance will increase by 0.195, (3) The regression coefficient X2 = 0.812 states that each increase in work motivation by one point, the performance will increase by 0.812.

Discussion

The results showed that the coefficient value of the effect of providing learning facilities (X1) was 0.195, where the coefficient was positive, explaining that the effect of providing learning facilities and work motivation on work performance was unidirectional, meaning that the higher the provision of learning facilities to students,

the higher the work performance, assuming other variables are constant (unchanged). The coefficient value of performance (X2) is 0.812 which can be explained that the effect of providing learning facilities and work motivation on employee work performance is unidirectional (+), meaning that the higher the facilities and motivation, the greater the employee's work performance. The coefficient value explains that, if the motivation increases by one unit, the work performance will also increase by 0.812 units, assuming other independent variables are constant / fixed, as for the discussion of (X1), (X2), X1 to Y, and X2 to Y from the research results show that all of them are significant and have mutual influence on each other, especially on the provision of learning facilities greatly affecting the motivation and performance of lecturers at the faculty of teacher training and education at the instituto superior cristal.

CONCLUSION

This study demonstrates that both the provision of learning facilities (X1) and work motivation (X2) significantly impact the performance of lecturers (Y) at the Faculty of Teacher Training and Education, Instituto Superior Cristal, Timor Leste. The findings from multiple regression analysis reveal that learning facilities contribute to lecturer performance with a coefficient value of 0.195 and a significance level of 0.022, indicating a statistically significant positive influence. Similarly, work motivation has a more substantial impact on performance, with a coefficient value of 0.812 and a significance level of 0.000.

The combined analysis of both variables shows that 77.4% of the variation in lecturer performance can be explained by the provision of learning facilities and work motivation, with an R square value of 0.774. The remaining 22.6% is attributed to other factors beyond the scope of this study. The regression model indicates that an increase in the quality of learning facilities and work motivation leads to a proportional improvement in lecturer performance, highlighting their complementary effects.

These results underscore the importance of investing in adequate learning infrastructure and promoting work motivation to enhance the overall performance of academic staff. For educational institutions like Instituto Superior Cristal, prioritizing these factors can lead to more effective and efficient achievement of educational objectives. Additionally, addressing external variables that impact performance can further optimize faculty productivity and contribute to the continuous improvement of educational quality in Timor Leste.

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