

The Influence of Teacher Competency and Educational Infrastructure on the Quality of Junior High School Education

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ABSTRACT

The research was conducted to answer whether teacher competency and educational facilities significantly impact the quality of education in public junior high schools in North Cikarang. The method used in this study is a quantitative approach with a survey method. The research was conducted at public junior high schools in North Cikarang from February to May 2024, with a sample size of 72 individuals selected through purposive sampling. This study used a questionnaire instrument with a Likert scale and simple linear regression analysis. The results showed a positive and significant effect of teacher competency (X1) on the quality of education (Y) by 17 people (around 23% from sample), a positive and significant effect of educational facilities (X2) on the quality of education (Y) by 16 people (around 21.5% from sample), and a significant simultaneous effect of teacher competency (X1) and educational facilities (X2) on the quality of education (Y), with the combined effect strengthening to 23 people (around 32.1% from sample). We can also find that teacher competency and the available infrastructure, which maximizes its contribution again because of the significant influence it provides, can still be improved. Based on these results, the author suggests that schools should continue to improve teacher competency as there is still considerable room for a positive impact on the quality of education. Schools should also examine other factors that may influence the quality of education for further study.

1. INTRODUCTION

One of the fundamental problems of education in Indonesia is the quality of education itself. Where quality shows the quality of something, good educational quality will describe the reliability of an education. The quality of education is often seen in the final results or quality of graduates. We need to look at educational input and how the educational process is carried out.

The curriculum suitability factor determines the quality of education. An appropriate curriculum has many considerations. Suitability to the needs and developmental abilities of students is one of them. Sometimes, the curriculum in one place is very relevant but not necessarily well implemented in another place. Sometimes, a curriculum can be implemented very well at one particular time but not necessarily well implemented at another time. Policy factors also influence the quality of education produced. The policies are based on existing needs and

various external factors that affect them. If appropriate policies are made, it will undoubtedly help the education process. However, this is not easy because it often deals with various interests that must be accommodated.

We can see the picture of the quality of education in a country from the Program for International Student Assessment (PISA) test results. The test was taken by member countries of the Organization for Economic Co-operation and Development (OECD). The PISA test can evaluate student achievement and the educational curriculum used. The PISA test was held in 2018 and took part in 79 participating countries. Meanwhile, in 2022, 81 countries will participate. The PISA test measures literacy, mathematics, and science abilities. From the results of these tests, in 2018, Indonesia's literacy test ability was ranked 73rd while in 2022, it was ranked 68th; the mathematics test was ranked 73rd in 2018 and ranked 68th in 2022, and the science test was ranked 71st in 2018 and ranked 65th in 2022.

From the latest PISA 2022 data, it can be seen that Indonesia's ranking has increased from the previous year. However, the value acquisition has decreased if we look at the value data. In 2018, respectively, the literacy, mathematics, and science ability scores obtained were 371, 379, and 396. In the 2022 PISA test, the literacy, mathematics, and science ability scores were 359, 366, and 383, respectively. The average test score data for PISA 2022 for all countries has decreased compared to 2018. This is normal because learning between the 2018 – 2022 time period was affected by the Coronavirus Disease 2019 (COVID-19) pandemic.

Table 1: Data of PISA Indonesia results for 2018 and 2022

Year	Literacy	Mathematics	Science
2018	371	379	396
2022	359	366	383

Based on Indonesia's education report for 2023 reports on Indonesia's education results 2022 also show that the quality of education in Indonesia is not good enough. Education report cards are obtained from the results of the National Assessment (AN) carried out on Elementary School (ES), Junior High School (SMP), and Senior High School (AMS) students at specific grade levels. Class V students attend AN at the elementary school level, class VIII students at the junior high school level, while class XI students attend the high school level. An educational report card is obtained by an academic unit based on the results of assessments given to the school community: students, parents, school committees, teachers, and school principals. The education report describes the condition of the school.

Nationally, the results obtained from the 2023 Education Report on Literacy Skills are that 61.53% of students have literacy competencies above the minimum at the elementary school level, 59.00% of students have literacy competencies above the minimum at the junior high school level, and 49.26% students have literacy competencies above the minimum at high school level. This is influenced by students being unable to think critically about existing problems.

Teacher competency abilities are one thing that influences the development of this literacy competency. From the 2023 Education Report, it was found that the results of students'

numeracy abilities showed no better results. The results were that 46.67% of students had numeracy competencies above the minimum at the elementary school level, 40.63% had above the minimum at the junior high school level, and 41.14% had above the minimum. This shows that many of our students are not yet able to apply the principles of numeracy used in their daily lives. The 2022 Education Statistics by the Central Statistics Agency conveys information regarding education in Indonesia. In the results of the report, matters relating to educational success are influenced by issues relating to the number of schools available, the number of students at each level of education, the quality of educators, and the condition of infrastructure.

Table 2: Data of students who achieved competency above the minimum

Competency	Elementary School	Junior High School	Senior High School
Literacy	61.53%	59.00%	49.26%
Numeracy	46.67%	40.63%	41.14%

The description above explains that there are problems in our educational process. The PISA test and National Assessment show that changes to classroom learning are needed. Various other supporting factors, such as teacher factors, must accompany this. Teachers have a significant influence on the success of the educational process.

The teacher's ability greatly determines learning progress in the classroom. Teachers are an essential part of the educational process. Teachers are expected to be able to bring changes to students' knowledge and abilities. The level of learning outcomes in schools is one of the factors influenced by teacher competency. This competency is a competency obtained from the results of learning during education to be able to teach in the appropriate field. Teachers are responsible for the learning process because they interact directly.

The teacher's abilities and competencies will be influenced by the teacher's own education and teaching experience (Fitria & Eddy, 2021). Currently, the world of education is experiencing increasingly massive responsibility challenges. Challenges occur in education nationally and also down to the education unit level. The role of teachers as the spearhead of the world of education feels increasingly urgent. Teachers are the leading players in education. Without the presence and ability of qualified teachers, any planning in the world of education cannot be achieved. So, competent teachers are needed to carry out education effectively. What is also important is how the teacher who manages learning in the class can change his strategy according to the class's needs. So, teacher competency will influence the improvement course sought in education. Teachers are educational subjects responsible for the teaching and learning process and for providing good learning. Teachers will design, teach, and produce educational output that is expected to be good. Professional teachers with suitable qualifications and competencies are needed to achieve this goal. The reality that we often encounter is that students' educational output is still low. This shows that there is something that needs to be improved in classroom learning by Teachers, as educational subjects responsible for the teaching and learning process are responsible for providing good learning. Teachers will

design, teach, and produce educational output that is expected to be good. Professional teachers with suitable qualifications and competencies are needed to achieve this goal. The reality that we often encounter is that students' educational output is still low. This shows that the teacher needs to improve classroom learning. We encounter teachers who teach but do not have the appropriate qualifications. Another problem is that many schools with teacher education levels do not have bachelor's qualifications. This problem can then be addressed by improving the level of education by continuing their teacher studies. Another form is the opportunity provided by education providers for teachers to learn. However, this is not easy to implement because it often conflicts with other problems, such as teacher motivation and funding (Sihotang et al., 2019). Some teachers can also not maintain students' learning motivation because teaching methods are less attractive to students. This is an obstacle to achieving good quality education. So, to overcome this, teachers need to be competent in carrying out their educational duties. Teacher competency also needs to be updated. Teachers with old competencies are no longer suitable for today's educational needs.

The existing student input conditions are no longer the same from time to time. So, there will be changes and improvements in teacher competency. As one of the factors determining the quality of education, we need to encourage teachers who are members of the organization to enforce their obligations and rights. This strategic position of teachers needs to be accommodated with many efforts to increase teacher competency and improve their welfare, as 10% of elementary schools do not have a good water source.

Based on data from the Ministry of Education and Culture, 6 out of 10 schools at each level have adequate and separate sanitation in good condition or slightly damaged. At the elementary school level, only 59 out of 100 schools have proper and separate toilets for boys and girls. 21% of elementary schools do not have toilets or do not have proper toilets. The availability of basic sanitation is one of the main focuses of schools to support a child-friendly and gender-friendly learning environment. Efforts to improve the quality of education have also been made. Some of these include financial assistance to students and schools, education for teachers, and student zoning arrangements. The efforts made are the result of evaluating needs from time to time.

However, it seems that the evaluation results have not been able to answer educational problems as a whole. In the past, there was a problem of access to education, which was difficult for many people. The vast natural landscape makes it difficult to access education. However, now it is relatively possible to solve it. However, what is happening now is that the quality of education is not evenly distributed in every place. The number of low-achieving students is increasing. Two factors that we highlight are the issue of teacher competency and the availability of infrastructure. There has been much negative news regarding the quality of education in Indonesia, especially in Bekasi Regency. Many schools were damaged in Bekasi Regency. Bekasi Regency, the largest industrial area in Southeast Asia, is lagging in education.

The Bekasi Regency Education Council expressed its seriousness in improving its schools in need. This aims to advance children around Bekasi Regency, especially for the State. They know that one way to improve education quality is to improve school infrastructure. On another occasion, the person in charge of the Regent, Dani Ramadan, said he did not want to see any schools damaged in Bekasi Regency. Bekasi Regency needs to improve school infrastructure and teacher competency. He said this was done to improve elementary and middle school graduates' quality to comply with National Graduate Standards. Collaboration with government and non-government organizations are several things that can be pursued.

North Cikarang is a sub-district in Bekasi Regency. As stated previously, the Bekasi Regency area still needs to improve its infrastructure and teacher competency, so the title chosen for this research is The Influence of Teacher Competency and Educational Infrastructure on the Quality of Junior High School Education in North Cikarang District.

1.1. Teacher Competency

Based on the Big Indonesian Dictionary (KBBI), competency is authority and power in determining something. In this definition, competency means the ability to decide on something. A person can do his job well because he is competent. Meanwhile, according to Uzer Usman in Febriana (2021), competency shows a person's qualifications and abilities, which can be demonstrated qualitatively or quantitatively. Usman shows that a person's competency degree can be measured numerically and through descriptions. A good teacher's competency can also be seen in his ability to follow up on his results. Nana Sudjana explains that competency is a requirement for the responsibilities of a profession (Musdalifah, 2023). A job can be called a profession, one of which is if it has unique skills. This expertise can be seen from the level of competency possessed. Someone carrying out their duties must possess competency because it is their essential ability. Teaching is a profession because teachers have the skills to carry out their duties. Lefrancois stated that competency shows the capacity to do something resulting from the learning process (Didi Pianda, 2018). This explains that competency results from learning within a person, which results from his experience. Learning can require assistance from a trainer or other teachers, but it can also be learning through independent learning. According to Achsan in Pianda (2018), competency is a person's overall skills and knowledge in carrying out affective, cognitive, and psychomotor activities well. In line with Achsan, Huda said that competency is a person's ability to act, which he gets from affective, cognitive, and skill learning (Huda, 2017). Someone will act based on the experience they have. The response a person shows will reflect the extent of their experience. His experience will influence his behavior in terms of his ability to think, feel, and behave. According to Gordon, there are several aspects to the term competency. Knowledge includes cognitive awareness, such as a teacher's ability to identify the learning needs of their students. Understanding involves cognitive and affective depth; for example, when a teacher understands the character and condition of students, they can organize learning optimally. Skills refer to the teacher's ability to carry out their duties, such as creating

teaching media as teaching aids so that students can understand the lesson more easily. Values include behavioral standards, such as when teachers apply the values of openness and democracy in deliberation. Attitudes reflect reactions to external stimuli, such as a teacher's response to a pandemic or disaster. Meanwhile, interest refers to a person's tendency to act, an important factor in learning and teaching (Rohman, 2020).

Who is a professional educator, according to Law No. 14 of 2005, is a teacher. A teacher's job is not only limited to teaching students but also includes educating, training, assessing, and evaluating students. This is not easy to realize. Adequate competence is required to carry out their duties. Teacher competency standards are measures that can carry out the functions and goals of the school as a specific goal, as well as educational goals as a general and professional goal. (R Febriana, 2021). Indicators to measure the competency of professional educators include several important aspects. An educator must carry out his/her responsibilities well and carry out roles and functions proportionally. In addition, educators must also be able to carry out tasks to realize the goals of school education and carry out the roles and functions of learning in the classroom effectively. Republic of Indonesia Law no. 14 of 2005, article 1, paragraph 10 states that teacher competency is a set of knowledge, skills, and behavior that teachers and lecturers possess and live by in carrying out their professional duties. This shows that education is not only carried out in schools or campuses but also in everyday life. Educators are not only a concern at school but also in society.

According to Mulyasa, science, technology, society, and spirituality combine to form teacher competence. (Mamnu'ah, 2022). These competencies include personal and professional development, mastery of the material, and understanding of students. (R Febriana, 2021). In mastering the material, teachers must recognize the character of science as a source of learning and understand the concepts and management of learning in scientific disciplines. Teachers also need to understand the development of each student and be able to apply it. This will help teachers in classroom learning. Meanwhile, personal and professional development includes attitude development and self-actualization.

Government Regulation No. 74 of 2008 talks about Teacher Competency Indicators. A teacher's pedagogical competence includes various important aspects, such as understanding educational insights, understanding students, and the ability to design a curriculum. In addition, this competence also includes the teacher's ability to organize and implement learning, utilize technology, evaluate the learning process and outcomes, and develop student potential to the maximum. From these details, pedagogical competence is closely related to understanding learning theories appropriate to the level of student development and the application of effective learning strategies. With good pedagogical competence, a teacher can adapt to the student's abilities to optimize the learning process.

A teacher's personality competency includes an attitude of faith and piety, noble morals, wise and prudent nature, a democratic attitude, and a solid, authoritative, honest,

stable, and sporty character. With this competency, teachers can be role models that society and students observe. Good personality competency also encourages teachers to continue to develop by evaluating their efforts, improving their quality, and adapting to change. Through consistent self-evaluation, teachers can improve themselves and teach positive values to students through role models. Awareness of the importance of this personality competency is the foundation for teachers to advance their students.

The professional competence of teachers can be seen from several important aspects. First, teachers must master the science and knowledge according to the field they teach broadly and deeply. The knowledge teachers provide is one of the main elements in the education process, so in-depth mastery of the teaching material is a must. Second, teachers must also master the concepts of technology, science, and art relevant to their fields. This mastery is essential in delivering material to help students understand the practical application of the field being taught.

In the social field, teachers are expected to be able to be an active part of society by having the competence to communicate verbally, in writing, and/or with polite gestures. The teaching profession, which is always in the spotlight of many people, demands good and polite communication skills so that they can be role models for society in general. In addition, teachers are also expected to be able to utilize communication and information technology both in the school environment and the community. In today's digital era, communication through various technologies, such as email, mobile phones, and other platforms, is a skill that teachers must master to support their role effectively.

Thus, it can be concluded that teacher competency is a set of knowledge, skills, attitudes, and values that can be seen in action behavior and the ability to think in carrying out the duties and functions of the teaching profession. Ideal teacher competencies are those that a teacher is expected to have. Teachers with good competence must meet standard 4: pedagogical competence, professional competence, personality competence, and social competence.

1.2. Quality of Education

Quality is expected to be a measure of the ability to fulfill the needs of something. To assess the quality of something, you can look at its quality. The International Organization for Standardization (ISO) states that quality is the ability to fulfill needs that have been determined from the overall characteristics of a product or service. The higher the quality of a product or service, the better the product and service will meet its target standards. In line with the understanding above, Goetsch and Davis state that quality is the ability to fulfill customer needs from a product or service's overall characteristics or features. Existing products and services will be assessed for quality based on their ability to fulfill their duties and functions. (Goetsch & Davis, 2021).

Arcaro's view provides the same understanding; quality is a complete description of a good/service that can show the expected capabilities. (Lubis, 2022). Phillip Crosby states that

quality is conformity to what is desired as a requirement. The conditions contained are about the value of the process of making a product or service. (ZAIRUR ROHMAN, 2019).

In the broadest sense, education is all actions influencing other parties to act correctly according to their goals. (Dr. Muhammad Hasan et al., 2023). Education is passed on through research and teaching, namely the process of learning knowledge and skills. Generally, education takes place through a guidance process with other people. However, it can also occur autodidactically through learning from other people's experiences. Education transfers knowledge, experience, values, and skills from one generation to another to prepare the next generation for a better life in all things, physically and spiritually. Education will help a generation advance their living level based on direct or indirect assistance from previous generations.

Education can broadly be interpreted as all lifelong learning experiences throughout life. (Mudyahardjo, 2011). Education is a situation that influences an individual's growth. Individuals will learn from their experiences from an early age. This experience will guide his life in making good decisions. This will continue until a higher level of maturity to enrich the individual's abilities. According to Ansyar, educators, curriculum, and leadership are the three factors that determine the quality of education. (Suponco, 2018). Teachers will represent educators. The curriculum will include the program design, leadership, and institution. A teacher will be the person responsible for providing education in the classroom. Sumra and Katabaro (2014), more specifically, explain that quality education, especially quality education, can be achieved from an adequate number of trained and motivated teachers. We can develop the best curriculum, but implementing learning in schools is the teacher's responsibility. Quality education reform can be implemented through teacher pedagogy training focusing on capacity development. (Sumra & Katabaro, 2014).

According to Tilaar in Lubis (2022), quality of education is the ability of the education system to improve the quality of input factors to obtain the maximum possible output. In the educational environment, Quality assurance will be a demand that schools focus on for the good of all their stakeholders. Parents, the community, and the relevant government authorities will supervise the implementation of school education. Each component has its role in providing quality education. Julianoro states that the quality of education is maximizing educational resources to increase learning competency in educational institutions (Julianoro, 2017).

Thus, the description above provides an overview of the quality of education, which continues to change due to differences in needs from time to time. It was even stated that there is a trend of decreasing education quality. The research above also shows that there is an influence on teacher competency and the availability of educational infrastructure to improve the quality of education. Based on the theoretical framework presented, the research hypothesis, which is the author's initial conclusion, is:

- a. There is a significant favorable influence between teacher competencies and junior high

school education quality in North Cikarang.

- b. Educational facilities positively and significantly influence the quality of junior high school education in North Cikarang.
- c. There is a positive and significant influence between teacher competency and educational facilities simultaneously on the quality of junior high school education in North Cikarang Research methodology. The sampling technique used in this research was purposive (random). The population of this research was all teachers at 6 North Cikarang State Middle Schools, namely 251 teachers—determination of sample size using the Slovin formula. The number of samples to be taken is 72 samples.

2. METHOD

The research method uses a quantitative descriptive method. The descriptive method attempts to interpret correctly through the search for facts. Research design: In this study, there are three variables, namely, two independent variables, namely Teacher Competency (X1) and Educational Facilities (X2), as well as one dependent variable, namely Education Quality (Y). The relationship between the three research variables is described as follows:

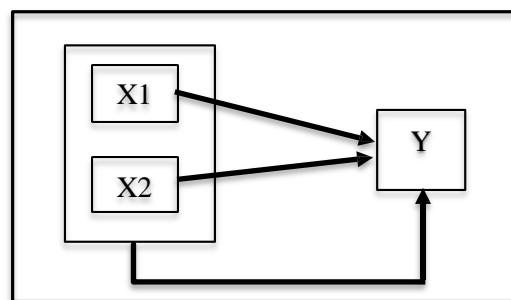


Figure1. Design of Relationships Between Variables

Information:

X1 = Teacher Competency

X2 = Educational Infrastructure

Y = Quality of Education

Relationship between variables:

- a. The influence of teacher competence on the quality of education
- b. The influence of educational infrastructure on the quality of education
- c. Simultaneous influence of teacher competency and infrastructure on the quality of education

3. RESULTS AND DISCUSSION

The hypothesis test used uses regression testing. The regression test determines if the independent variable influences the dependent variable. The regression test used to test the hypothesis in this research is simple.

3.1. First Hypothesis Test

The influence of teacher competency on the quality of junior high school education in North Cikarang. Hypothesis testing using SPSS. The first hypothesis test aims to determine the influence of teacher competency on the quality of junior high school education in North Cikarang.

Table 3. Coefficient of Determination of Education Quality and Teacher Competency

Model Summary					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1.	.479 ^a	.230	.219	3.320	.230	20.881	1	70	.000

a. Predictors: (Constant), **Teacher Competence**

The table above shows that the coefficient of determination for Teacher Competency in Education Quality is 0.23. This means that teacher competency has a 23% influence on the quality of education. Meanwhile, 77% determined other factors not discussed in this study.

3.2. Test the Second Hypothesis

The influence of educational infrastructure on the quality of education Junior High School in North Cikarang. Hypothesis testing using SPSS. The second hypothesis test aims to determine the influence of facilities and infrastructure on the quality of junior high school education in North Cikarang.

Table 4. Coefficient of Determination of Education Quality and Educational Infrastructure

Model Summary					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1.	.463 ^a	.215	.204	3.352	.215	19.146	1	70	.000

a. Predictors: (Constant) Educational infrastructure

The table above shows that the coefficient of determination for Educational Infrastructure and Quality of Education is 0.215. This means that educational infrastructure has a 21.5% influence on the quality of education. Meanwhile, 78.5% determined other factors not discussed in this study.

Table 5. Coefficient of Determination of Education Quality and Educational Infrastructure

Model	Unstandardized Coefficients		Standardized Coefficients		Correlations Sig.			
	B	Std. Error	Beta	t	Zero Order	Partial	Part	
1. (Constant)	59.387	3.458		17.176	.000			
Educational Infrastructure	.235	.054	.463	4.376	.000	.463	.463	.463

b. Dependent Variable: Quality of Education

Table 5 shows that the sig value of the independent variable is 0.000 (<0.05). This shows that the infrastructure variable significantly affects the quality of education. The influence of education infrastructure on the quality of education produces a regression coefficient of 0.235

and a constant of 59.387. Thus, the influence of educational facilities on the quality of education produces a regression equation $\hat{Y} = 59.387 + 0.235X_2$

3.3. Third Hypothesis Test

Simultaneous teacher competency and educational infrastructure influence junior high school education quality in North Cikarang. This third hypothesis test uses X_1 and regression X_2 simultaneously with Y . In this regression test, the variables of teacher competence and educational infrastructure are independent, and the variable of educational quality is the dependent variable.

Table 6. Multiple Regression, Teacher Competency, and Educational Infrastructure Simultaneously on Education Quality

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Error	Beta		
1 (Constant)	28.729	54.537		.527	.600
1. Teacher Competency	.323	.501	.616	.644	.522
2. Educational Infrastructure	.401	.852	.793	.471	.639
3. Interaction	-.002	.008	-.621	-.278	.782

c. Dependent Variable: Education Quality

Table 6 shows that the sig value of the interaction between the Teacher Competency and Educational Facilities variables is 0.782 (>0.05). This shows that teacher competency and educational facilities influence the education quality variable. The resulting regression equation is: $\hat{Y} = 28.729 + 0.323X_1 + 0.401X_2$. Similar research results from Octaria (2019) state that teacher competency is an essential ability displayed in behavior and ways of thinking and impacts the educational process. Likewise, with facilities and infrastructure, as quoted by Martin (2017), research results of Ananda and Banuerra Facilities and infrastructure are used directly for the educational process.

Table 7. Coefficient of Determination, Teacher Competency, and Educational Infrastructure on Education Quality Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.566a	.321	.291	3.163

a. Predictors: (Constant), Interaction, Teacher Competency and Educational Infrastructure

Table 7 shows that the coefficient of determination for this regression test is 0.321. This means that teacher competency and educational facilities simultaneously influence 32.1% of the quality of education. Meanwhile, 67.9% determined other factors not discussed in this study. This shows that the influence given by both variables simultaneously is more significant than if given partially.

From the results of this research, it was detected that other factors significantly influenced this research. However, these factors have not been detected in this research.

Table 8. Anova of Education Quality, Teacher Competency and Educational Infrastructure

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	320.993	3	106.998	10.692	.000b

Residual	680.507	68	10.007
Total	1001.500	71	

a. Dependent Variable: Education Quality

Predictors: (Constant), Interaction, Teacher Competence, Educational Infrastructure In the Anova table above, we get the Regression Sig value of 0.000 (< 0.05). This shows that teacher competency (X1) and educational facilities (X2) significantly influence quality simultaneously. Simultaneously, teacher competencies and facilities influence the quality of education. However, further research is still needed to detect which factors are needed for further results. Research similar to this explains that teacher competency (Bawole, 2024) significantly influences social and professional competence in bilingual learning at PI Jakarta schools. The results of research conducted by Dicky (2020), which cited from Bawole, show that students think there is a significant influence of teacher competency on learning achievement. It can be concluded that competency and infrastructure are continuously considered to improve the quality of education.

Based on the theoretical description and analysis, the following discussion can be drawn:

- a. There is a positive and significant influence of teacher competency (X1) on the quality of education (Y) of schools in North Cikarang with a coefficient of determination of 23% and a correlation coefficient of 0.479. So Ho1, which states that teacher competency does not influence the quality of education in North Cikarang, is rejected, and Ha1, which states that teacher competency influences the quality of education in North Cikarang, is accepted.
- b. There is a positive and significant influence of educational infrastructure (X2) on the quality of education (Y) of schools in North Cikarang, with a coefficient of determination of 21.5% and a correlation coefficient of 0.463. So Ho2, which states that educational infrastructure does not influence the quality of education in North Cikarang, is rejected, and Ha2, which states that educational infrastructure influences the quality of education in North Cikarang, is accepted
- c. There is a positive and significant influence of teacher competency (X1) and educational infrastructure (X2) simultaneously on the quality of education (Y) of schools in North Cikarang with a coefficient of determination of 32.1%. So Ho3, which states that teacher competency (X1) and educational infrastructure (X2) do not simultaneously influence the quality of education in North Cikarang 78, is rejected, and Ha3, which states that teacher competency (X1) and educational infrastructure (X2) simultaneously influence the quality of education in North Cikarang accepted

4. CONCLUSION

Teacher Competency and infrastructure significantly influence the quality of education.

Both have a mutual influence on educational quality. Further research is still needed to improve this research because the percentage of other factors on educational quality must be considered.

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