

The Relationship between Motivation and Competence on the Performance of State Senior High School Teachers in the Salibabu Islands, Talaud Islands Regency

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ABSTRACT

This study aims to determine whether there is a relationship between motivation and competence on the performance of public high school teachers in the Salibabu Islands, Talaud Islands Regency. This study used a correlational study with a population of 76 ASN teachers from three schools. A total of 30 teachers were used as a trial, and a sample of 46 teachers was taken. Three research instruments were used: motivation, competence, and teacher performance in the form of a questionnaire. The results of the study are as follows. First, this study found a relationship between motivation (X1) and teacher performance (Y) in public high schools in the Salibabu Islands, Talaud Islands Regency, where $\hat{Y} = 67.41 + 0.41X$ and a hypothesis value of $15.54 > 4.06$. Second, in line with these findings, it was also found that there is a relationship between competence (X2) and teacher performance (Y) in public high schools in the Salibabu Islands, Talaud Islands Regency, where $\hat{Y} = 71.13 + 0.35X$ and a hypothesis value of $6.08 > 4.06$. Third, this study also found a simultaneous relationship between motivation (X1) and competence (X2) with teacher performance (Y) at public high schools in the Salibabu Islands, Talaud Islands Regency, where $Y = 61.2 + 0.37X_1 + 0.10X_2$, and the hypothesis value is $7.87 > 3.21$.

Keywords: Competence, High School Teachers, Motivation, Teacher Performance.

INTRODUCTION

Schools, as public service organizations in the field of education, aim to produce human resources who are religious, cultured, have character, are independent, intelligent, competitive, and achieve high-achieving. This is the desire of every component of society and all competent parties

in education. Teachers, as a subsystem of the school organization, play a strategic role in improving the teaching and learning process and student quality. Reliable, professional, and highly competitive teachers, possessing strong and intelligent characters, are a determining factor in achieving educational goals. Teachers interact directly with students, enabling them to provide educational services that create quality education that produces human resources with character, intelligence, and high morals. As agents of learning, teachers need to improve their quality to become professional teachers, with work motivations varying from one teacher to another. This, in turn, impacts differences in teacher performance in improving the quality of education. Teacher motivation is a crucial factor in improving teacher performance, serving as the primary driver for each teacher to carry out their professional duties in accordance with applicable regulations.

Teacher performance is a teacher's ability to carry out teaching tasks at school and be responsible for the students under their guidance by improving their learning achievement. Teacher performance can be defined as a condition that demonstrates a teacher's ability to carry out their duties at school and describes the actions teachers display during learning activities. According to the Ministry of Education and Culture's Ayo Guru Berbagi website, teachers have the primary task of planning teaching programs, implementing them, and conducting assessments. Furthermore, teachers serve as educators, guiding students toward maturity and positive character. Teachers also serve as leaders who manage themselves, their students, and the community, directing, supervising, organizing, controlling, and participating in the programs they implement.

Given the numerous responsibilities teachers face in education, teachers undoubtedly also serve as the builders of the nation's next generation, a role that is no easy feat. As observed in public high schools in the Salibabu Islands, teachers differ in competency across schools. These differences in competency impact teacher performance in improving educational quality as expected. According to Koswara & Halimah (2008), professional teachers must possess three basic competencies: professional competency, personal competency, and social competency. Motivation and competency are crucial factors in achieving educational goals. Educational goals will be achieved if intelligent educators or teachers possess the ability to innovate and think critically, solve problems, and foster development. Therefore, teacher professionalism plays a crucial role.

Teachers are the heart of education. Without their active role, educational reform policies, no matter how effective, will be futile and useless. No matter how well-designed or modern a curriculum or educational strategy is, without qualified and professional teachers, it will not yield optimal results. It can be interpreted that good and superior education still depends on the quality and professionalism of teachers. This is emphasized by UNESCO in the report of The International Commission on Education for the Twenty-first Century, which states that "improving the quality of education depends primarily on improving the recruitment, training, social status, and conditions of teachers." Teachers need knowledge and skills, personal character, professional prospects, and the right motivation if they are to fulfill the expectations of the Basic Concept of Education, namely that the better a nation's education, the better the quality of that nation. Teachers have a very vital and fundamental role in realizing accountability in the implementation and delivery of quality education services. Without teachers who have high motivation and competence, efforts to improve the quality of education will never be optimally achieved. According to the results of research conducted by Nana Sudjana (2002), it shows that 76.6% of student learning outcomes are influenced by teacher performance.

Thus, teacher performance becomes a trigger for improving the quality of education in schools. Performance according to Armstrong in Malingkas (2018) is a popular term in management, where the term performance is defined as work results, work achievements, and performance. The word performance is a translation of the word "performance" which according to The Concise

Oxford Dictionary of Current English comes from the root word "to perform" with several meanings, namely: (a). To do, run, carry out (to do or carry out, execute); (b). Fulfill or carry out the obligations of an intention or vow (to discharge of fulfill, as vow); (c). Carry out or perfect a responsibility (to execute or complete an understaking); (d). Do something expected by a person or machine (to do what is expected of a person machine). In other words, performance means carrying out, doing and carrying out a responsibility and it is highly expected by others. This means that performance always refers to the results of a person's work in carrying out their functions according to the responsibilities given to them. Symptoms of problems in the field include declining teacher performance, characterized by a tendency for teachers to submit student learning evaluation reports late, teachers tending to teach without using learning media, teachers tending to teach late, and students' learning achievement tending to decline, all of which are also related to teacher performance. Furthermore, teacher performance is suspected to be related to teachers' work motivation in carrying out their duties at school.

Sinclair, in Angmalisang (2019), defines teacher motivation as what draws individuals to teaching, how long they continue to teach the subjects they have taught since their inception and remain in their teaching profession, and how involved they are in their lessons and profession. Field data based on initial observations indicates a tendency for teacher motivation to weaken, characterized by teachers teaching routinely and lacking innovative learning models, lacking creativity in addressing learning process problems in the classroom, and teachers tending to be passive in carrying out learning tasks. Performance is not only related to teacher motivation but also to teacher competence in teaching. Sedarmayanti, in Angmalisang (2019), defines competence as a fundamental characteristic possessed by an individual that directly influences or can predict excellent performance. Initial field data indicates a tendency for teachers to teach subjects outside their field of expertise, including English teachers teaching Christian Religious Education, Biology teachers teaching History, and ICT teachers teaching Mathematics.

The objectives of this study are: 1) to identify the relationship between motivation and teacher performance in public senior high schools in the Salibabu Islands, Talaud Islands Regency. 2) to identify the relationship between competence and teacher performance in public senior high schools in the Salibabu Islands, Talaud Islands Regency. 3) to identify the relationship between motivation and competence and teacher performance in public senior high schools in the Salibabu Islands, Talaud Islands Regency.

METHOD

Type of Research

This study used a quantitative approach to determine the relationship between motivation and competence and the performance of public high school teachers in the Salibabu Islands, Talaud Islands Regency.

Research Location and Time

This research was conducted at three public high schools (SMA) in the Salibabu Islands, Talaud Islands Regency, from March to May 2026.

The research locations were SMA Negeri 1 Lirung, SMA Negeri 1 Moronge, and SMA Negeri 2 Lirung.

Research Population and Sample

1. Population

Sugiyono (2005) defines a population as a generalized area consisting of objects/subjects with specific quantities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was all teachers teaching at SMA Negeri Kepulauan Salibabu and holding ASN status (PNS, PPPK, and Part-Time PPPK). The distribution of teachers is presented in Table 1.

Table 1. Distribution of the Number of Teachers by School
(Data source: Dapodik, 2026)

No	School name	Gender		Quantity
		L	P	
1	Lirung 1 Public High School	11	16	27
2	Morong 1 Public High School	12	18	30
3	Lirung 2 Public High School	6	13	19
Total		29	47	76

2. Sample

The sample determination in this study used a saturated sampling technique (census). According to Sugiyono (2008), saturated sampling is a sampling technique in which all members of a population are used as samples. This technique was used because the population size was relatively small, allowing the researcher to examine all members of the population.

The sample size in this study was determined using Sugiyono's guidelines. Thirty respondents were selected for the instrument trial, resulting in a sample size of 46. The sample was then distributed proportionally among each school. See Table 2 and 3.

Table 2. Number of Trial Samples

No	School name	Calculation	Number of Samples
1	Lirung 1 Public High School	$\frac{27}{76} \times 30 = 10,66$	11
2	Morong 1 Public High School	$\frac{30}{76} \times 30 = 11,84$	12
3	Lirung 2 Public High School	$\frac{19}{76} \times 30 = 7,5$	7
Total			30

Table 3. Number of Research Samples

No	School name	Calculation	Number of Samples
1	Lirung 1 Public High School	$\frac{27}{76} \times 46 = 16,34$	16
2	Morong 1 Public High School	$\frac{30}{76} \times 46 = 18,16$	18
3	Lirung 2 Public High School	$\frac{19}{76} \times 46 = 11,5$	12
Total			46

Data Collection Techniques

Data collection was conducted by distributing questionnaires to 46 ASN teachers (PNS, PPPK, and Part-Time PPPK) at public high schools in the Salibabu Islands, Talaud Islands Regency. The questionnaires were distributed to respondents via a Google Form link.

The research instrument used in this study was a questionnaire structured using a Likert scale. This study used three instruments: work motivation, teacher competence, and teacher performance. The instrument used a Likert scale.

In instrument analysis, validity testing was conducted, which refers to the extent to which an instrument performs its function. The questionnaire instrument in this study was piloted on 30 respondents who were not part of the research sample to test its validity and reliability.

An instrument is considered valid if it can be used to measure what it is intended to measure. Validity testing is conducted before data reliability testing. This is because the data to be measured must be valid, and only then is the data reliability testing carried out. However, if the data being measured is invalid, data reliability testing is not necessary.

RESULTS AND DISCUSSION

The data for this study were obtained from research conducted at SMA Negeri 1 Lirung, SMA Negeri 1 Moronge, and SMA Negeri 2 Lirung.

Research Data Description

The research data are described. The data consists of two variables: the independent variables, motivation (X1) and competence (X2), and the dependent variable, teacher performance (Y). Data for each research variable are presented in the form of a frequency distribution with a number of classes following Sturges' rule.

a. Teacher Performance

Data for the teacher performance variable (Y) show that the highest score is 120 and the lowest score is 94. Based on these data, the mean is 107.70, the mode is 103.50, the median is 106.07, and the standard deviation is 7.49. The frequency distribution is presented in Table 4, while the histogram is in Figure 1.

Table 4. Frequency Distribution of Teacher Performance Data (Y)

No.	Interval	Absolute Frequency	Relative Frequency (%)
1	94 – 97	4	8,70
2	98 – 101	7	15,22
3	102 – 105	11	23,91
4	106 – 109	7	15,22
5	110 – 113	5	10,87
6	114 – 117	7	15,22
7	118 – 121	5	10,87
Total		46	100

Based on Table 4, the distribution of research variable scores consisted of 46 respondents spread across 7 class intervals. The highest frequency was found in the 102-105 interval, with 11 respondents (23.91%), while the lowest frequency was found in the 94-97 interval, with 4 respondents (8.70%). Furthermore, the 98-101, 106-109, and 114-117 intervals each had a frequency of 7 respondents (15.22%), while the 110-113 and 118-121 intervals each had a frequency of 5 respondents (10.87%). This distribution shows that the majority of respondents scored in the 102-117 range, with 30 respondents (65.22%). This indicates that teacher performance tends to be in the middle to upper score range.

Based on the calculation of the Degree of Respondent Achievement (DPR), the achievement percentage was 88.39%. Referring to the criteria in the achievement level category, the percentage is in the range of 80-89%, so the teacher performance variable falls into the good category. Therefore, it can be concluded that teachers have carried out their duties and responsibilities well.

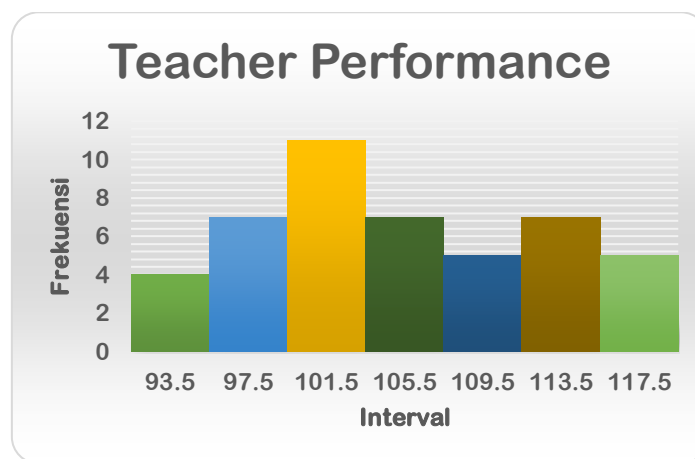


Figure 1. Histogram of Teacher Performance Data

b. Motivation

Data for the motivation variable (X1) shows that the highest score was 114 and the lowest score was 73, with an overall score of 4490. The data also yielded a mean of 97.61, a mode of 95.00, a median of 97.70, and a standard deviation of 9.27. The frequency distribution is presented in Table 5, while the histogram is shown in Figure 2.

Table 5. Frequency Distribution of Motivation Data

No.	Interval	Absolute Frequency	Relative Frequency (%)
1	73 – 78	1	2,17
2	79 – 84	2	4,35
3	85 – 90	6	13,04
4	91 – 96	12	26,09
5	97 – 102	10	21,74
6	103 - 108	7	15,22
7	109 - 114	8	17,39
Total		46	100

Based on Table 5, the distribution of research variable scores consisted of 46 respondents spread across 7 grade intervals. The highest frequency was found in the 91-96 interval, with 12 respondents (26.09%), while the lowest frequency was found in the 73-78 interval, with 1 respondent (2.17%). The majority of respondents fell within the 91-114 range, with 37 respondents (80.43%). This indicates that the motivation variable tends to be at a fairly high level. The predominance of respondents in the medium to high intervals indicates that teachers possess strong work drive, enthusiasm, and willingness to carry out their duties.

Based on the calculation of the Respondents' Degree of Achievement (DPR), the achievement percentage was 86.02%. Referring to the criteria in the degree of achievement category, this percentage falls within the 80-89% range, placing the motivation variable in the good category. These results indicate that teachers possess good work motivation in carrying out their duties and responsibilities.

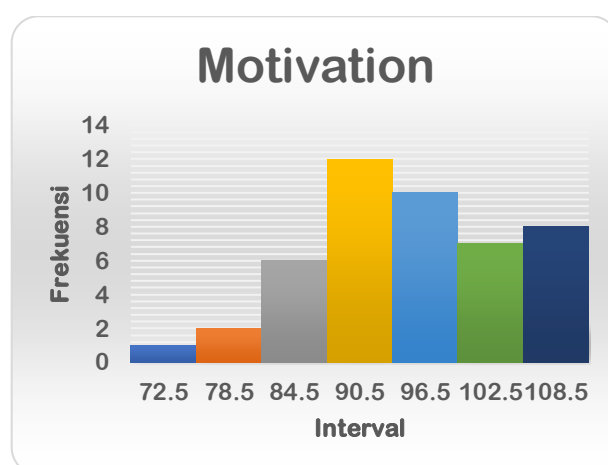


Figure 2. Histogram of Motivation Data

c. Competence

The competency variable (X2) data shows that the highest score is 117 and the lowest score is 90, with an overall score of 4789. The data also yields a mean of 104.11, a mode of 103.79, a median of 104.05, and a standard deviation of 7.43. The frequency distribution is presented in Table 6, while the histogram is shown in Figure 3.

Table 6. Frequency Distribution of Competence Data

No.	Interval	Absolute Frequency	Relative Frequency (%)
1	90 – 93	3	6,52
2	94 – 97	6	13,04
3	98 – 101	7	15,22
4	102 - 105	11	23,91
5	106 - 109	8	17,39
6	110 – 113	5	10,87
7	114 – 117	6	13,04
Jumlah		46	100

Based on Table 6, the distribution of research variable scores consisted of 46 respondents spread across 7 class intervals. The highest frequency was found in the 102-105 interval, with 11 respondents (23.91%), while the lowest frequency was found in the 90-93 interval, with 3 respondents (6.52%). The majority of respondents fell within the 102-117 range, with 30 respondents (65.22%). This indicates that the competency variable tends to be in the middle to upper range.

Based on the calculation of the Respondent's Degree of Achievement (DPR), the achievement percentage was 89.06%. Referring to the criteria in the degree of achievement category, this percentage falls within the 80-89% range, so the motivation variable falls into the good category.

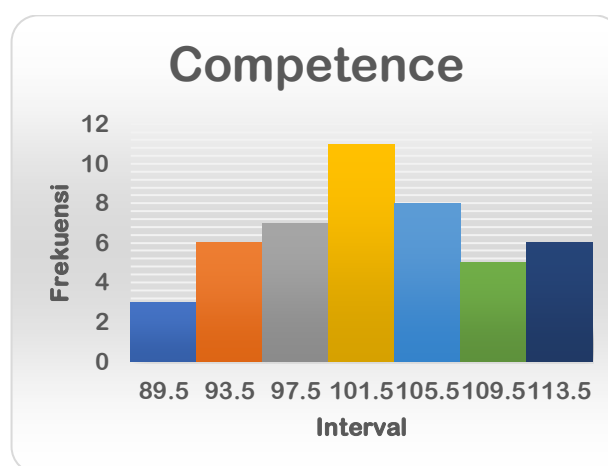


Figure 3. Histogram of Competency Data

Analysis Requirements Testing

This section discusses normality testing only. The discussion of linearity testing is integrated with simple regression analysis in hypothesis testing.

The Chi-Square normality test is intended to determine whether variables X1, X2, and Y are normally distributed. By comparing χ^2_{count} dengan χ^2_{table} for $\alpha = 0,05$ and degrees of freedom $k - 3$, so χ^2_{table} searched in the Chi-Square table, with the criteria:

If $\chi^2_{count} \geq \chi^2_{table}$ meaning the data distribution is not normal

If $\chi^2_{count} \leq \chi^2_{table}$ meaning normal data distribution

a. Teacher Performance Normality Test

From the calculations listed in Appendix 6, the results obtained for $\chi^2_{count} = 6,1066$. Chi-Square table with degrees of freedom $dk = k - 3 = 7 - 3 = 4$ at a significance level of 5% is 9,488. It can be concluded that the teacher performance variable is normally distributed because $\chi^2_{count} \leq \chi^2_{table}$ or $6,1066 \leq 9,488$.

b. Motivation Normality Test

From the calculations listed in Appendix 6, the results obtained for $\chi^2_{count} = 5,0344$. Chi-Square table with degrees of freedom $dk = k - 3 = 7 - 3 = 4$ at a significance level of 5% is 9,488. It can be concluded that the teacher performance variable is normally distributed because $\chi^2_{count} \leq \chi^2_{table}$ or $5,0344 \leq 9,488$.

c. Competency Normality Test

From the calculations listed in Appendix 6, the results obtained for $\chi^2_{count} = 3,6045$. Chi-Square table with degrees of freedom $dk = k - 3 = 7 - 3 = 4$ at a significance level of 5% is 9,488. It can be concluded that the teacher performance variable is normally distributed because $\chi^2_{count} \leq \chi^2_{table}$ or $3,6045 \leq 9,488$.

Hypothesis Testing

The research hypothesis testing was conducted using simple regression analysis and partial correlation for hypotheses one and two. Hypothesis three was tested using multiple regression analysis and partial correlation.

1) *Relationship between Teacher Motivation and Performance*

The first hypothesis states that there is a positive relationship between teacher motivation and performance, as indicated by the regression equation $\hat{Y} = 67,41 + 0,41X$. The significance and linearity test of the regression equation can be seen in Table 7.

Table 7. ANOVA table for significance and linearity test of regression $\hat{Y} = 67,41 + 0,41X$

Variant Source	Dk	JK	RJK	F _{count}	F _{table}
Total	46	536102			0,05
Regression (a)	1	533524,3	533524,3		
Regression (b a)	1	672,90	672,90	15,54	4,06
Residual (res)	44	1904,84	43,29		
Fitness of Fit (TC)	20	1016,81	50,84		
Error (kk)	24	888,03	37,00	1,37	2,03

For complete calculations, please see Appendix 7. In the table, there are two F values: the first for significance testing and the second for linearity testing. For significance testing, it can be seen that F_{count} is 15,54, whereas F_{table} with a degree of freedom of numerator 1 and denominator 44 at a significance level of 5% is 4.06. By comparing the two Fs, it turns out that $F_{count} > F_{table}$.

Thus, there is a significant relationship between motivation and teacher performance. The linearity test shows that F_{count} is 1,37. Whereas F_{table} with degrees of freedom of the numerator 20 and the denominator 24 at a significance level of 5% is 2.03. By comparing the two F values, it turns out that $F_{count} < F_{table}$. This shows that the regression equation $\hat{Y} = 67,41 + 0,41X$ is linear. The regression equation shows that every 1% increase in motivation score will result in a 0.41% increase in teacher performance score at a constant of 67.41. See Figure 4.

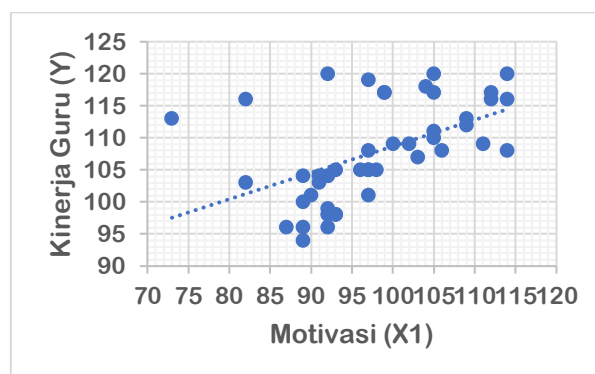


Figure 4. Regression Line Graph $\hat{Y} = 67,41 + 0,41X$

The strength of the relationship between motivation (X_1) with teacher performance (Y) is indicated by the correlation coefficient $r_{x_1y} = 0,51$. The significance test for the correlation coefficient is listed in Table 8.

Table 8. Significance Test for the Correlation Coefficient X_1Y

Correlation between	Correlation coefficient	Coefficient of determination	t_{count}	$t_{table} (5\%)$
X_1 dan Y	0,51	0,26	3,94	1,680

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient between motivation (X_1) with teacher performance (Y) is indicated by the correlation coefficient $r_{x_1y} = 0,51$ is very significant. Thus, there is a positive relationship between motivation (X_1) with teacher performance (Y). In other words, the higher the motivation, the higher the teacher performance will be. The coefficient of determination is $r_{x_1y}^2 = 0,26$ or 26%. This means that 26% of the variance in teacher performance can be explained by motivation (X_1).

By controlling the influence of competency variables (X_2) partial correlation coefficient was obtained between motivation (X_1) with teacher performance (Y) of $r_{X_2(X_1Y)} = 0,41$. Testing the significance of the partial correlation coefficient between motivation (X_1) dwith teacher performance (Y) by controlling competency (X_2) can be seen in table 9.

Tabel 9. Partial Correlation Significance Test

Correlation between	Correlation coefficient	Coefficient of determination	t_{count}	$t_{table} (5\%)$
X_1 dan Y	0,41	0,16	3,483	1,680

Based on the significance test, it can be concluded that by controlling competence (X_2) There is still a positive relationship between motivation (X_1) with teacher performance (Y).

2) Relationship between Teacher Competence and Performance

The second hypothesis states that there is a positive relationship between teacher competence and performance, as indicated by the regression equation $\hat{Y} = 71,13 + 0,35X$. The significance and linearity test of the regression equation can be seen in Table 10.

Tabel 10. ANOVA for significance and linearity test of regression $\hat{Y} = 71,13 + 0,35X$

Variant Source	Dk	JK	RJK	F _{count}	F _{table}
Total	46	536102			0,05
Regression (a)	1	533524,3	533524,3		
Regression (b a)	1	313,11	313,11	6,08	4,06
Residual (res)	44	2264,63	51,47		
Fitness of Fit (TC)	21	1673,998	79,71		
Error (kk)	23	590,63	25,68	3,10	2,04

In table 10, there are two F values, namely the first for significance testing and the second for linearity testing. For significance testing, it can be seen that F_{count} is 6.08, while F_{table} with a degree of freedom of numerator 1 and denominator 44 at a significance level of 5% is 4.06. By comparing the two Fs, it turns out that $F_{\text{count}} > F_{\text{table}}$. Thus, there is a significant relationship between teacher competence and performance.

For linearity testing it can be seen that F_{count} is 3.10. While F_{table} with degrees of freedom of the numerator 21 and the denominator 23 at a significance level of 5% is 2.04. By comparing the two F values, it turns out that $F_{\text{count}} > F_{\text{table}}$. This shows that the regression equation $\hat{Y} = 71,13 + 0,35X$ linear.

The regression equation shows that every 1% increase in motivation score will cause a 0.35% increase in teacher performance score at a constant of 71.13. See Figure 5.

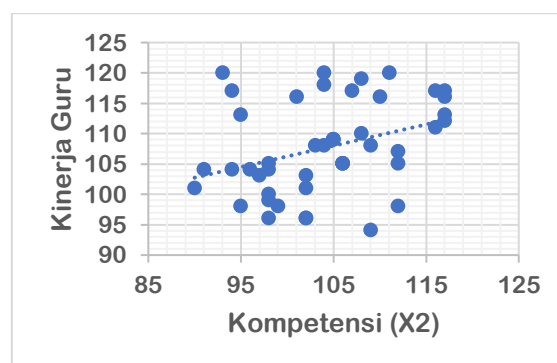


Figure 5. Regression Line Graph $\hat{Y} = 71,13 + 0,35X$

Strength of the relationship between competencies (X_2) with teacher performance (Y) is indicated by the correlation coefficient $r_{xly} = 0,51$. The significance test for the correlation coefficient is listed in Table 11.

Table 11. Significance Test for the Correlation Coefficient X_2Y

Correlation between	Correlation coefficient	Coefficient of determination	t _{count}	t _{table} (5%)
X_2 dan Y	0,35	0,12	2,47	1,680

Based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient between competency (X_2) with teacher performance (Y) is indicated by the correlation coefficient $r_{x_1y} = 0,35$ is very significant. Thus, there is a positive relationship between competence (X_2) with teacher performance (Y). In other words, the higher the motivation, the higher the teacher performance will be. The coefficient of determination is $r_{x_1y}^2 = 0,12$ or 12%. This means that 12% of the variance in teacher performance can be explained by competency (X_2).

By controlling the influence of motivational variables (X_1) partial correlation coefficient was obtained between competencies (X_2) with teacher performance (Y) of $r_{X_2(X_1Y)} = 0,41$. Testing the significance of the partial correlation coefficient between motivation (X_1) with teacher performance (Y) by controlling competency (X_2) can be seen in Table 12.

Table 12. Partial Correlation Significance Test

Correlation between	Correlation coefficient	Coefficient of determination	t_{count}	$t_{table} (5\%)$
X_2 dan Y	0,10	0,01	0,67	1,680

Based on the significance test, it can be concluded that by controlling motivation (X_1) there is still a positive relationship between competence (X_2) with teacher performance (Y).

3) The Relationship between Motivation and Competence with Teacher Performance

The third hypothesis states that there is a positive relationship between motivation and competence simultaneously with teacher performance. Based on calculations using multiple regression tests, the value obtained is $a = 61,2$, $b_1 = 0,37$, $b_2 = 0,10$, so that the regression equation between motivation and competence with teacher performance is $\hat{Y} = 61,2 + 0,37X_1 + 0,10X_2$.

From the multiple correlation calculation, it was found that the contribution of the independent variable to the dependent variable was 26.81%. From the significance test, it was seen that the price $F_{count} = 7,87$ dan $F_{table} = 3,21$. Because $F_{count} > F_{table}$, then accept H_0 and reject H_a . This means that motivation and competence together have a significant relationship with teacher performance.

Motivation has a relationship with teacher performance

The results of the regression calculations obtained $\hat{Y} = 67,41 + 0,41X$ by using the average motivation value (X_1) of 97.61 and the average teacher performance score (Y) of 107.70.

The significance test shows that the value $F_{count} = 15,54$ whereas $F_{table} = 4,06$. Because $F_{count} \geq F_{table}$, then accept H_0 and reject H_a . This means that the motivation regression coefficient is very significant, meaning there is a positive relationship between motivation and teacher performance. This means that if motivation is good, teacher performance will also be good. Therefore, motivation determines the improvement of teacher performance. This is in line with the opinion of Sedarmayanti (2017), who stated that motivation is a force that drives someone to perform an action or not, which is essentially internal and external, positive or negative. Work motivation is something that creates a drive/work enthusiasm/driver of work enthusiasm.

Competence is related to teacher performance

The results of the regression calculations obtained $\hat{Y} =$ by using the average competency value (X_2) of 104.11 and the average value of teacher performance (Y) of 107.70.

From the significant test it can be seen that the value $F_{count} = 6,08$ whereas $F_{table} = 4,06$. Because $F_{count} \geq F_{table}$, then accept H_0 and reject H_a . This means the competency regression coefficient is highly significant, indicating a positive relationship between competency and teacher performance. Therefore, competency also determines teacher performance improvement. This aligns with Angmalisang's (2019) view that competency is a fundamental characteristic possessed by a person that directly influences, or can predict, excellent performance.

Motivation and competence together have a relationship with teacher performance.

The results of the regression calculations obtained $\hat{Y} = 61,2 + 0,37X_1 + 0,10X_2$. From the multiple correlation coefficient calculation, the independent variable contributed 26.81% to the dependent variable, with the remainder contributed by other factors.

The significance test shows that the value $F_{count} = 7,87$ whereas $F_{table} = 3,21$. Because $F_{count} \geq F_{table}$, then accept H_0 and reject H_a . This means that the motivation regression coefficient is very significant or there is a relationship between motivation and competence together with teacher performance. Thus, motivation and competence both determine increased teacher performance.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn regarding the relationship: There is a positive and significant relationship between teacher motivation and performance, whereby the higher the teacher's work motivation, the more likely the teacher's performance will improve. There is a positive and significant relationship between teacher competence and performance, whereby the better the teacher's competence, the more likely the teacher's performance will improve. There is a positive and significant relationship between motivation and competence, collectively, and teacher performance. The higher the motivation and the better the competence, the more likely the teacher's performance will improve.

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