

The Influence of Competence and Motivation on Teacher Performance at SMA Negeri 1 Tapango, Polewali Mandar Regency

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ABSTRACT

This study aims to analyze the influence of competence and motivation on teacher performance at SMA Negeri 1 Tapango, Polewali Mandar Regency. The method used was quantitative research with 40 teachers as the sample, selected using a saturated sampling technique. Data was collected through a questionnaire measuring the variables of competence, motivation, and teacher performance, and analyzed using multiple linear regression, which was then processed using Statistical Product and Service Solutions (SPSS). The results of this study indicate that competence has a positive and significant effect on teacher performance with a regression coefficient of 0.603, while motivation also has a positive and significant effect with a regression coefficient of 0.257. The simultaneous test shows that the variables of competence and motivation have a significant effect on teacher performance with a calculated F value of 58.413. These findings indicate that improving teachers' competence and motivation can enhance their performance.

Keywords: Competence, Motivation, Teacher Performance.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi dan motivasi terhadap kinerja guru di SMA Negeri 1 Tapango, Kabupaten Polewali Mandar. Metode yang digunakan yaitu penelitian kuantitatif dengan 40 guru sebagai sampel yang diambil secara jenuh. Data dikumpulkan melalui kuesioner yang mengukur variabel kompetensi, motivasi, dan kinerja guru, dan dianalisis menggunakan regresi linear berganda yang kemudian diolah menggunakan *Statistical Product and Service Solutions* (SPSS). Hasil penelitian ini menunjukkan bahwa kompetensi berpengaruh positif dan signifikan terhadap kinerja guru dengan koefisien regresi sebesar 0,603, sedangkan motivasi juga berpengaruh positif dan signifikan dengan koefisien regresi sebesar 0,257. Uji simultan menunjukkan bahwa variabel kompetensi dan motivasi memberikan pengaruh signifikan terhadap kinerja guru dengan nilai F hitung sebesar 58,413. Temuan ini mengindikasikan bahwa peningkatan kompetensi dan motivasi guru dapat meningkatkan kinerja guru.

Kata Kunci: Kompetensi, Motivasi, Kinerja Guru.

INTRODUCTION

The process of planning, organizing, developing, and managing an organization's human resources is known as human resource management. The objective is to attain organizational efficacy and efficiency by means of appropriate personnel management (Prasetyo, 2018). Human resource management in the educational setting includes a number of tasks, including hiring, choosing, training, development, evaluating performance, and paying instructors. The management of human resources is extremely important in the field of education. The primary factor in establishing a productive learning environment and raising student accomplishment is having qualified and capable teachers. Therefore, improving teacher competences, boosting motivation, and establishing a positive work environment must be the main goals of human resource management in the education sector.

Teacher performance is one of the key factors that determine the quality of education. To achieve optimal performance, teachers need high competence and motivation. Competencies include the skills, knowledge, and attitudes necessary to carry out teaching duties effectively. Meanwhile, motivation is an internal and external motivation that encourages teachers to work hard and achieve educational goals (Mulyasa, 2018). Teacher competence is very important in determining their performance. Teachers who have high competence tend to be able to design and implement effective learning, manage classrooms well, and conduct proper evaluations. This will have a positive impact on student learning outcomes and the overall quality of education. Competent teachers are able to design learning plans that suit the curriculum and student needs. They can develop clear learning objectives, choose the right learning methods and media, and prepare appropriate evaluations (Rohman, 2020). Teachers' competencies affect the way they deliver subject matter. Competent teachers are able to use a variety of learning methods, such as discussions, lectures, and practice, to achieve learning objectives. They are also able to manage the classroom well, create a conducive learning atmosphere, and respond appropriately to the needs of students.

Motivation is another element that may have an impact on teachers' effectiveness. According to (Arifin, 2012), both internal and external factors might contribute to teacher motivation. Personal fulfillment, interest in one's work, and dedication to one's career are examples of internal drives that are associated with intrinsic motivation. External incentives including pay, prizes, working conditions, and educational programs are all part of extrinsic motivation.

Teachers' motivation influences the way they work and interact with students. Motivated teachers tend to be more passionate about teaching, more innovative, and more resistant to stress. On the other hand, teachers who are less motivated tend to experience fatigue, lack innovation, and are not optimal in carrying out their duties. Therefore, good motivation is essential to support optimal teacher performance. Competence and motivation are two interrelated factors in determining teacher performance. High competence can increase motivation, because teachers feel more confident and satisfied with their abilities. On the other hand, high motivation can encourage teachers to continue to develop their competencies, as they feel driven to achieve better results. Research conducted by (Sedayu Pramesti & Manurung, 2020) shows that a combination of competence and high motivation will result in optimal teacher performance. Teachers who have high competence and motivation tend to be able to carry out their duties well, create effective learning, and achieve high student learning outcomes.

Many teachers face challenges in managing the classroom, especially in terms of maintaining discipline and creating a conducive learning environment. This can be due to a lack of training in classroom management and unruly student behavior. The impact is that difficulties in classroom management can reduce the effectiveness of teaching and create stress for teachers

which can also affect their motivation and lower overall performance. Another problem that is often faced is that many teachers do not receive adequate training and professional development (Astuti & Budi Raharjo, 2023). This is due to budget constraints, lack of relevant training programs, and lack of support from school management or local governments. This has an impact on teachers who do not receive enough training and development tend to experience stagnation in their skills and knowledge. This negatively impacts their ability to teach effectively and implement the latest learning methods.

Teachers who have high competence and motivation tend to be able to carry out their duties well, create effective learning, and achieve high student learning outcomes. Therefore, efforts to improve teacher competence and motivation must be a priority in education policy to achieve better quality education (Linggi, 2021). Governments and educational institutions must offer instructors professional development and training programs, offer sufficient incentives and rewards, and establish a positive and encouraging work atmosphere if they are to meet these objectives. Therefore, it is hoped that teacher performance will increase and positively affect Indonesia's educational quality.

The researcher is interested in carrying out a study named "The Influence of Competence and Work Motivation on Teacher Performance at SMA Negeri 1 Tapango, Polewali Mandar Regency," given the background information previously mentioned.

The formulation of the problem that will be discussed in this study is:

- 1) Does competency have a partial effect on the performance of teachers at SMA Negeri 1 Tapango, Polewali Mandar Regency?
- 2) Does work motivation have a partial effect on the performance of teachers at SMA Negeri 1 Tapango, Polewali Mandar Regency?
- 3) Do competencies and work motivation simultaneously affect the performance of teachers at SMA Negeri 1 Tapango, Polewali Mandar Regency?

RESEARCH METHODS

At SMA Negeri 1 Tapango, Polewali Mandar Regency, which is situated at Jln. KUA Tapango, Polewali Mandar Regency, West Sulawesi Province, this study was carried out. The study period will be implemented over the course of three months, from August to October 2024. The 40 teachers that work at SMA Negeri 1 Tapango in Polewali Mandar Regency make up the study's population. Since there were less than 100 persons in the community, a saturated sample was employed for this study. All of the professors were included in the sample, which resulted in a population of 40. In order to gather data, the researcher sent questionnaires to respondents and employed documentation, interviews, observation, and surveys.

The analysis method used for this research model is Multiple Linear Regression Analysis. Several analysis methods were applied such as normality test, multicollinearity test, heteroscedasity test, and autocorrelation test using *SPSS 25 for Windows* software. This model is considered appropriate to explain the effects on the framework that has been created before. The formula for multiple linear regression analysis is as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information:

<i>Y</i>	= <i>Employee performance</i>
<i>a</i>	= <i>Konstanta</i>
<i>b</i>	= <i>Regression coefficient</i>
<i>X1</i>	= <i>Competence</i>
<i>X2</i>	= <i>Motivation</i>
<i>e</i>	= <i>Standard error</i>

RESEARCH RESULTS

The validity, reliability, and hypothesis tests, as well as the descriptions of the respondents' replies, may all be used to characterize the study's findings. These can be found in the following tables.

Table. 1 Normality Test Results

			Unstandardized Residual
N			40
Normal Parameters ^{a,b}	Mean		.0000000
	Hours of deviation		2.31892600
Most Extreme Differences	Absolute		.225
	Positive		.079
	Negative		-.225
Test Statistic			.225
Asymp. Sig. (2-tailed) ^c			.095d

(Source: SPSS 25, 2024 output)

The normality test results in the above table, which demonstrate that the variables of competence, motivation, and teacher performance have an Asymp Sig value of larger than 0.05, or $0.200 > 0.05$, suggest that the data used in this study is normally distributed.

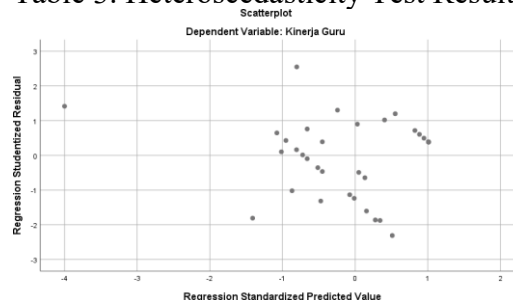
Table 2. Results of the Mutilinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	BRIGHT
1 (Constant)	4.712	2.823		1.669	.103		
COMPETENCE	.603	.136	.629	4.421	.000	.321	3.118
MOTIVATION	.257	.132	.276	1.941	.004	.321	3.118

(Source: SPSS 25, 2024 output)

As can be seen from the preceding table, there is no multicollinearity issue because each variable has a tolerance value of > 0.1 and a VIF value of < 10 . According to the requirements of the traditional linear regression assumption, a good model is one that is not affected by multicollinearity. Therefore, multicollinearity is absent from the aforementioned model.

Table 3. Heteroscedasticity Test Results



(Source: SPSS 25, 2024 output)

It is evident from the Scatterplot output above that the dots are dispersed and do not clearly create a pattern. Therefore, it may be said that there isn't a heteroscedasticity issue.

Table 4. Determinant Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.746	2.38077

(Source: SPSS 25, 2024 output)

Given that the preceding table's R square coefficient (R²) is 0.759, or 75.9%, it can be concluded that motivation and competency factors significantly affect teacher performance. The remaining 24.1% were influenced by other factors that were being examined.

Table 5. Partial Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (Constant)	4.712	2.823		1.669	.103
COMPETENCE	.603	.136	.629	4.421	.000
MOTIVATION	.257	.132	.276	1.941	.004

(Source: SPSS 25, 2024 output)

Taking into account the table above The competency variable has increased by 1%, according to the regression coefficient of 0.603. The teacher's performance will consequently improve by 0.603, indicating that competency has a large and positive impact on teacher performance. A 1% increase in the motivation variable would thus translate into a 0.257 increase in the teacher's performance, according to the motivation variable's regression coefficient value. This implies that teacher performance is positively impacted by motivation.

Table 6. Simultaneous Test Results

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	31.403	2	15.702	.409	.673 ^b
	Residual	460.330	12	38.361		
	Total	491.733	14			

(Source: SPSS 25, 2024 output)

The F Test yielded an F_{cal} value of 58.413, which is higher than F_{table}, which is 3.259, or F_{cal} > F_{table} (58.413 > 3.259), according to Table D. This suggests that teacher performance indicators are influenced jointly by competency and incentive factors.

DISCUSSION

1. The Influence of Competency on Teacher Performance

The results of regression testing for hypotheses in this study were carried out to find out whether competence affects teacher performance. The results of data processing can be seen in the partial test table t. Based on the results of the research on the partial test t, it was found that t is calculated to be larger than t in the table so that it can be concluded that competence affects teacher performance. Competence has a significant influence on teacher performance because competence reflects the abilities and expertise needed to carry out tasks effectively. Competent teachers have a deep understanding of teaching materials, teaching methods, and the ability to manage the classroom. This competency allows teachers to not only convey lessons clearly, but also respond appropriately to students' questions, provide guidance, and ensure students can understand the material well. Along with the development of education,

teachers who have better competence tend to show superior performance, especially in terms of student learning outcomes. The results of this study are relevant to the research conducted by Sedayu Pramesti & Manurung, (2020) where the study's findings confirm earlier studies by demonstrating that teacher effectiveness is impacted by competence. According to this study, the teacher performance assessment's credit score evaluates the primary responsibilities of educators within the framework of their rank and position's career growth.

2. The Influence of Motivation on Teacher Performance

Regression testing was used to determine whether motivation influences teacher performance, and the results of data processing are shown in the partial test table t. The study's partial test t results showed that t is larger than the t table, indicating that motivation has a significant impact on teacher performance because motivated teachers are more likely to be enthusiastic and dedicated in their work. High motivation makes teachers more committed to providing the best in the learning process, looking for effective teaching methods, and continuing to innovate in facing challenges in the classroom. When teachers feel motivated, either by internal factors such as personal satisfaction or external factors such as support from the school, their performance tends to improve, which ultimately impacts better student learning outcomes. The results of this study are relevant to the research conducted by (Setyanti, 2020) where the results of his research show that motivation affects teacher performance, so the results of this study support previous research. This study states that teachers who have good motivation according to the needs of the school will maintain their performance.

3. The Influence of Competence and Motivation on Teacher Performance

To determine whether competence and motivation have an impact on teacher performance, regression testing was used to evaluate the study's premise. The F simultaneous test table displays the outcomes of the data processing. It may be inferred from the study's findings on the F simultaneous test that teacher performance is influenced by competence and motivation because the F_{cal} was greater than the F_{table} . Since motivation and competence enhance each other's ability to provide high-quality instruction, they have a substantial impact on teacher performance. Competencies comprise the technical know-how, abilities, and understanding needed to provide content successfully and efficiently. The findings of this study corroborate earlier research since they are pertinent to that of Susanto et al., (2021), which suggests that teacher performance is influenced by competence and motivation.

CONCLUSION

Based on the results of the research conducted on the influence of competence and motivation on teacher performance at SMA 1 Tapango, it can be concluded that: Teacher competency has a considerable impact on teacher performance, according to the findings of the study on the relationship between competence and motivation on teacher performance at SMA 1 Tapango. Planning, carrying out, and assessing learning are all tasks that highly competent teachers can complete more successfully. This demonstrates that the rise in performance is directly correlated with the rise in teacher competency. Teacher performance is significantly impacted by work motivation. High intrinsic and extrinsic motivation teachers are more driven to accomplish learning objectives and complete assignments with zeal. A teacher's dedication to his tasks and obligations is strengthened by strong motivation. The overall effectiveness of the teachers at SMA 1 Tapango is impacted by their degree of drive and proficiency. Consequently, raising teacher motivation and competency will benefit teacher performance improvement.

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