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# The Influence of Competence and Achievement Motivation on Teacher Performance

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**Abstract:** Teachers are one of the factors that determine the success of an education, and teacher performance needs to be considered properly. If the teacher's goals are achieved following the standards he has set, then the teacher's performance can be said to be high. If the teacher's performance is high, it will encourage success in carrying out the duties of a teacher. The purpose of this study was to determine the condition of competence, achievement motivation, and teacher performance at SMK Negeri 2 Baleendah. In addition, the purpose of this study was to determine the magnitude of the effect of competence, and achievement motivation on teacher performance at SMK Negeri 2 Baleendah. The method used in this study is a sample method where this study takes part of the 105 population teachers at SMK Negeri 2 Baleendah to become respondents. The data collected is by using a questionnaire. Questionnaires were distributed to 90 respondents and data processing from this study used path analysis. Competence at SMK Negeri 2 Baleendah is quite good. Likewise, achievement motivation at SMK Negeri 2 Baleendah is quite good and teacher performance at SMK Negeri 2 Baleendah is quite good, competence on teacher performance has a greater influence, and achievement motivation on teacher performance also has an influence. Competence and achievement motivation affect teacher performance.
**Keywords:** Achievement Motivation; Competence; Teacher Performance.

## INTRODUCTION

Today the progress of a nation depends on the human resources in it. Human resources are one of the most important factors in an education. The more advanced the existence of a nation, the more it requires quality human resources because human resources are the key that determines the development of an education. In this era of globalization, Indonesian people are required to have intellectual qualities that can support competition with other nations. Responding to the situation that has entered the Industrial Revolution 4.0, it is necessary to emphasize improving the quality and relevance of education.

SMK Negeri 2 Baleendah is a State Vocational High School located in Bandung Regency. SMK Negeri 2 Baleendah has five majors, namely Catering, Clothing, Beauty, Industrial Chemistry, and Computer Network Engineering (TKJ). SMK Negeri 2 Baleendah does various ways to create an international standard SMK that produces independent graduates, has an entrepreneurial spirit, is skilled, competent, and reliable, masters the development of science and technology, and always upholds the values of faith and piety.

To produce the desired graduates, SMK Negeri 2 Baleendah must have quality human resources capable of supporting organizational goals, one of which is educators (teachers). Teachers are one of the factors that determine the success of an education, and teacher performance needs to be considered properly. If the teacher's goals are achieved following the standards he has set, then the teacher's performance can be said to be high. If the teacher's performance is high, it will encourage success in carrying out the duties of a teacher.

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From the results of interviews with the principal and teachers of SMK Negeri 2 Baleendah shows that there are several problems regarding teacher performance, namely as follows: (1) The teacher has difficulty organizing and managing the practice space of the practical tools that will be used; (2) Teachers have difficulties when creating active learning interactions with students; (3) Teachers have difficulty in carrying out additional tasks based on structural positions in the school.

Based on Law Number 14 of 2005 in Article 1 concerning teachers and lecturers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out their professional duties. Teacher performance has a close relationship with teacher competence. This means that to realize high teacher performance, the teacher must be supported by the four high competencies as well. If they do not have the four high competencies, the teacher is unlikely to have high performance.

The results of interviews with teachers of SMK Negeri 2 Baleendah, show that there are several problems regarding the competence of teachers, namely as follows: (1) Teachers have difficulties in using various learning media; (2) There are still teachers who are not present when carrying out learning; (3) Communication between teachers and students is less effective; (4) There are still teachers who do not take classroom action to research so that student learning outcomes progress.

Teachers should have high achievement motivation so that they have a strong desire to do a better thing or activity and have a responsibility to get an answer to the problem. If the teacher has high achievement motivation, the teacher's performance can increase and vice versa, if the teacher's achievement motivation is low, the teacher's performance can also be low.

The results of interviews with teachers of SMK Negeri 2 Baleendah, show that there are several problems regarding achievement motivation in teachers, namely as follows: (1) Teachers have difficulties in using technology to organize learning materials; (2) Teachers have difficulties in making creative learning methods; (3) There are still teachers who do not take part in training activities to train skills that have not been mastered.

The purpose of this study was to determine the condition of competence, achievement motivation, and teacher performance at SMK Negeri 2 Baleendah. In addition, the purpose of this study was to determine the magnitude of the effect of competence, and achievement motivation on teacher performance at SMK Negeri 2 Baleendah.

Spencer in Sedarmayanti (2017) means that competence is a basic characteristic of a person's behavior related to effective benchmarks and superior performance in a job or situation. It can be interpreted that competence is a combination of abilities, knowledge, and skills possessed by a person in carrying out a given task or job. Based on Enny's opinion (2019) the benefits of competence are to clarify work standards and expectations to be achieved, employee selection tools, maximize productivity, a basis for developing remuneration systems, facilitate adaptation to change, and align work behavior with organizational values. Based on Enny's opinion (2019) several factors can affect a person's competence. These factors include beliefs and values, skills, experience, personality characteristics, motivation, emotional issues, intellectual abilities, and organizational culture.

Based on Susanto's opinion (2018) there are three main aspects of teacher competence, namely as follows: (1) Ability, knowledge, skills, attitudes, traits, understanding, appreciation, and Expectations become the characteristics and characteristics of a person in carrying out their duties or work; (2) The characteristics and characteristics of the competencies described in the first aspect appear real in

action, behavior, and performance; (3) The results of the performance can meet certain quality standard criteria.

Sutrisno (2019) explains that motivation is a cause that encourages individuals to work on a certain movement or action or causes that encourage the individual's behavior. It can be interpreted that motivation is an impulse that exists within a person to carry out an activity or activity so that it can meet the desired needs.

Sulistiyani et al. (2018) interpret achievement motivation as a motive that encourages someone to excel by always showing improvement toward standard excellence. It can be interpreted that achievement motivation is an encouragement carried out by someone to complete their tasks and release all their abilities to get better results. Ganyang (2018) argues that sources of motivation can be divided into two, namely sources from within a person (intrinsic) and sources from outside one's self (extrinsic).

Based on Priansa's opinion (2018) the generally known motivational theories are Maslow's hierarchy of needs theory, McClelland's achievement needs theory, cognitive evaluation theory, Clayton Alderfer's "ERG" theory, Herzberg's two-factor theory, Douglas McGregor's motivation theory, justice theory, goal setting theory, expectancy theory Victor H. Vroom, reinforcement theory and behavior modification and reward and achievement theory.

David C. McClelland in Mangkunegara (2019) suggests that there are six characteristics of people who have high achievement motives, namely having a high level of personal responsibility, daring to accept and face risks, having realistic goals, and having a complete work plan. and trying to have options to understand its objectives, take advantage of concrete input in all activities carried out, and look for opportunities to be able to understand the plans that have been programmed. There are five characteristics of low achievement motivation, namely lack of personal responsibility in doing a business or work, having a work program but not based on realistic plans and goals and weak in carrying them out, being indifferent and not having confidence in oneself, not sure in making choices, and the actions taken are less goal-centered.

Priansa (2018) suggests that teacher performance is the result of work done by teachers in schools to achieve school goals. It can be interpreted that teacher performance is the result of a teacher's work in carrying out his duties and responsibilities which are displayed in the form of work actions, work performance, and teacher work skills when carrying out learning activities.

Afandi (2018) suggests that there are three types of assessment references, namely performance appraisal of various results, performance appraisal based on behavior, and performance appraisal based on judgment. This type of performance based on judgment is seen based on a description of specific behaviors, namely quantity of work, quality of work, job knowledge, creativity, cooperation, dependability, initiative, and personal qualities.

## METHODS

Sugiyono (2019) argues that the research method is a scientific way to obtain data with certain goals and uses. In this study, the method used is descriptive and verification methods with a quantitative approach and the existing problems are limited by using the problem formulation. Sources of data collection used in this study are data obtained directly and indirectly. The primary data of this study was sourced from questionnaire data obtained from teachers and interviews with the principal and teachers of SMK Negeri 2 Baleendah. This secondary source was obtained from literature such as theory books, journals, and documents containing information on SMK Negeri 2 Baleendah.

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Data Collection Techniques Sugiyono (2019 suggests that "data collection techniques are the most strategic steps in a study because the main purpose of a study is to obtain data". This data collection procedure was carried out in several ways, namely using literature studies, interviews, and questionnaires.

The population in this study were all teachers of SMK Negeri 2 Baleendah totaling 105 people. Because the population is too large, the data determination technique used is a sample. The sample in this study was 90 teachers. The data analysis used in this research is descriptive analysis technique and verification data analysis technique. The descriptive data analysis technique uses a continuum line while the verification data analysis technique uses path analysis.

## RESULTS AND DISCUSSION

### Validity Test

A validity test aims to measure the validity of data. Data can be said to be valid if there are no differences or similarities between the data that occurs in the research object and the data reported by the researcher. The validity test is carried out by comparing the r-table and r-count Pearson Product Moment at degrees of freedom N – 2 = 90 – 2 = 88, which is 0,207 with an error tolerance level of 5% with the following criteria:

1. It is said that the statement is valid if r count > r table.
2. It is said that the statement is invalid if r count < r table.

Below is a table of the results of the validity test of the questionnaires that have been distributed:

**Table 1. Validity Test Results**

| Variable | Statement Number | r-count | r-table | Information |
|---|---|---|---|---|
| Competence (X1) | Statement 1 | 0,343 | 0,207 | Valid |
| | Statement 2 | 0,416 | 0,207 | Valid |
| | Statement 3 | 0,505 | 0,207 | Valid |
| | Statement 4 | 0,483 | 0,207 | Valid |
| | Statement 5 | 0,375 | 0,207 | Valid |
| | Statement 6 | 0,333 | 0,207 | Valid |
| | Statement 7 | 0,356 | 0,207 | Valid |
| | Statement 8 | 0,408 | 0,207 | Valid |
| | Statement 9 | 0,532 | 0,207 | Valid |
| | Statement 10 | 0,371 | 0,207 | Valid |
| | Statement 11 | 0,489 | 0,207 | Valid |
| | Statement 12 | 0,288 | 0,207 | Valid |
| | Statement 13 | 0,414 | 0,207 | Valid |
| | Statement 14 | 0,317 | 0,207 | Valid |
| | Statement 15 | 0,434 | 0,207 | Valid |
| | Statement 16 | 0,349 | 0,207 | Valid |
| | Statement 17 | 0,431 | 0,207 | Valid |
| | Statement 18 | 0,416 | 0,207 | Valid |
| | Statement 19 | 0,378 | 0,207 | Valid |
| | Statement 20 | 0,336 | 0,207 | Valid |
| | Statement 21 | 0,355 | 0,207 | Valid |
| | Statement 22 | 0,332 | 0,207 | Valid |
| | Statement 23 | 0,351 | 0,207 | Valid |
| | Statement 24 | 0,397 | 0,207 | Valid |

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| | | | | |
|---|---|---|---|---|
| | Statement 25 | 0,317 | 0,207 | Valid |
| | Statement 26 | 0,526 | 0,207 | Valid |
| | Statement 27 | 0,436 | 0,207 | Valid |
| | Statement 28 | 0,343 | 0,207 | Valid |
| Achievement | Statement 29 | 0,520 | 0,207 | Valid |
| Motivation (X2) | Statement 30 | 0,539 | 0,207 | Valid |
| | Statement 31 | 0,512 | 0,207 | Valid |
| | Statement 32 | 0,584 | 0,207 | Valid |
| | Statement 33 | 0,640 | 0,207 | Valid |
| | Statement 34 | 0,505 | 0,207 | Valid |
| | Statement 35 | 0,468 | 0,207 | Valid |
| | Statement 36 | 0,591 | 0,207 | Valid |
| | Statement 37 | 0,488 | 0,207 | Valid |
| | Statement 38 | 0,494 | 0,207 | Valid |
| | Statement 39 | 0,319 | 0,207 | Valid |
| | Statement 40 | 0,540 | 0,207 | Valid |
| Teacher | Statement 41 | 0,465 | 0,207 | Valid |
| Performance (Y) | Statement 42 | 0,324 | 0,207 | Valid |
| | Statement 43 | 0,398 | 0,207 | Valid |
| | Statement 44 | 0,433 | 0,207 | Valid |
| | Statement 45 | 0,425 | 0,207 | Valid |
| | Statement 46 | 0,512 | 0,207 | Valid |
| | Statement 47 | 0,452 | 0,207 | Valid |
| | Statement 48 | 0,330 | 0,207 | Valid |
| | Statement 49 | 0,377 | 0,207 | Valid |
| | Statement 50 | 0,497 | 0,207 | Valid |
| | Statement 51 | 0,420 | 0,207 | Valid |
| | Statement 52 | 0,232 | 0,207 | Valid |
| | Statement 53 | 0,536 | 0,207 | Valid |
| | Statement 54 | 0,331 | 0,207 | Valid |
| | Statement 55 | 0,497 | 0,207 | Valid |
| | Statement 56 | 0,350 | 0,207 | Valid |
| | Statement 57 | 0,457 | 0,207 | Valid |
| | Statement 58 | 0,481 | 0,207 | Valid |
| | Statement 59 | 0,318 | 0,207 | Valid |
| | Statement 60 | 0,529 | 0,207 | Valid |

Source: The results of SPSS 25 processing by researchers (2022)

From the results of the table above, it can be seen that the value of the correlation coefficient for each statement item on the variables of competence, achievement motivation, and teacher performance is greater than the r table value of 0.207. Thus, these results indicate that the overall statement items on the variables of competence, achievement motivation, and teacher performance are valid and worthy of further analysis.

**Reliability Test**

After testing the validity, the valid instrument is tested for reliability. The reliability test aims to determine the extent to which the results of a measurement from a set of questionnaires are trusted. An instrument is said to be reliable or reliable if it is used several times to measure the same object, then the resulting data will be the same. The basis for decision-making in the reliability test is to look at the Cronbach Alpha on the SPSS output with the following criteria:
1. Cronbach Alpha > 0.600 then reliable.

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2. Cronbach Alpha < 0.600 then not reliable.
	Below is a table of reliability test results from the questionnaires that have been distributed:

**Table 2. Reliability Test Results**

| Variable | Cronbach Alpha | r-table | Information |
|---|---|---|---|
| Competence (X1) | 0,799 | 0,600 | Reliable |
| Achievement Motivation (X2) | 0,749 | 0,600 | Reliable |
| Teacher Performance (Y) | 0,747 | 0,600 | Reliable |

Source: The results of SPSS 25 processing by researchers (2022)

	From the table above regarding the results of the reliable test, the Cronbach Alpha value obtained is 0,799 for the competence variable, 0,749 for the achievement motivation variable, and 0,747 for the teacher performance variable. Then it can be shown that each questionnaire statement that is distributed has high reliability to measure these variables and is worthy of being tested in the next test.

**Normality Test**
	After testing the reliability, the valid instrument is then tested for normality. The normality test aims to test whether, in the path analysis model, the confounding or residual variables have a normal distribution. The formula used in this normality test is the Kolmogorov-Smirnov formula with the following conditions:
1. The data is normally distributed if the significance is > 0,05.
2. The data is not normally distributed if the significance is < 0,05.
	Below is a table of normality test results from the questionnaires that have been distributed:

**Table 3. Normality Test Results**

| One-Sample Kolmogorov-Smirnov Test | | Unstandardized Residual |
|---|---|---|
| N | | 90 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 4.11837371 |
| Most Extreme Differences | Absolute | .055 |
| | Positive | .055 |
| | Negative | .055 |
| Test Statistic | | .055 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: The results of SPSS 25 processing by researchers (2022)

	From the table above, the results of the normality test with Kolmogorov -Smirnov can be seen that the Aysmp.The Sig (2-tailed) value is above the residual value of 0,200. This value is then compared using a significant level or = 5%, which is 0.05. So, the data above can be interpreted as normally distributed because 0,200 > 0,05.

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**Table 4. Recapitulation of Respondents' Responses Regarding Competence**

| Statement | Alternative Answers | | | | | Actual Score | Ideal Score | % | Average | Category |
|---|---|---|---|---|---|---|---|---|---|---|
| | SS (5) | S (4) | CS (3) | TS (2) | STS (1) | | | | | |
| P1 | 20 | 24 | 33 | 11 | 2 | 319 | 450 | 71% | 3,54 | Good |
| P2 | 19 | 37 | 12 | 15 | 7 | 316 | 450 | 70% | 3,51 | Good |
| P3 | 22 | 35 | 15 | 15 | 3 | 328 | 450 | 73% | 3,64 | Good |
| P4 | 23 | 32 | 16 | 15 | 4 | 325 | 450 | 72% | 3,61 | Good |
| P5 | 5 | 18 | 31 | 40 | 6 | 236 | 450 | 52% | 2,62 | Quite Good |
| P6 | 13 | 33 | 28 | 15 | 1 | 312 | 450 | 69% | 3,47 | Good |
| P7 | 16 | 33 | 25 | 14 | 2 | 317 | 450 | 70% | 3,52 | Good |
| P8 | 9 | 38 | 26 | 16 | 1 | 308 | 450 | 68% | 3,42 | Good |
| P9 | 23 | 32 | 17 | 15 | 3 | 327 | 450 | 73% | 3,63 | Good |
| P10 | 19 | 24 | 33 | 11 | 3 | 315 | 450 | 70% | 3,50 | Good |
| P11 | 19 | 30 | 26 | 13 | 2 | 321 | 450 | 71% | 3,57 | Good |
| P12 | 4 | 21 | 49 | 15 | 1 | 282 | 450 | 63% | 3,13 | Quite Good |
| P13 | 10 | 23 | 27 | 26 | 4 | 279 | 450 | 62% | 3,10 | Quite Good |
| P14 | 15 | 30 | 28 | 14 | 3 | 310 | 450 | 69% | 3,44 | Good |
| P15 | 6 | 13 | 31 | 38 | 2 | 253 | 450 | 56% | 2,81 | Quite Good |
| P16 | 4 | 22 | 47 | 15 | 2 | 281 | 450 | 62% | 3,12 | Quite Good |
| P17 | 20 | 27 | 29 | 13 | 1 | 322 | 450 | 72% | 3,58 | Good |
| P18 | 19 | 37 | 12 | 15 | 7 | 316 | 450 | 70% | 3,51 | Good |
| P19 | 15 | 33 | 25 | 14 | 3 | 313 | 450 | 70% | 3,48 | Good |
| P20 | 9 | 15 | 20 | 38 | 8 | 249 | 450 | 55% | 2,77 | Quite Good |
| P21 | 5 | 11 | 30 | 35 | 9 | 238 | 450 | 53% | 2,64 | Quite Good |
| P22 | 24 | 33 | 16 | 12 | 5 | 329 | 450 | 73% | 3,66 | Good |
| P23 | 23 | 24 | 27 | 15 | 1 | 323 | 450 | 72% | 3,59 | Good |
| P24 | 17 | 37 | 22 | 12 | 2 | 325 | 450 | 72% | 3,61 | Good |
| P25 | 24 | 33 | 20 | 8 | 5 | 333 | 450 | 74% | 3,70 | Good |
| P26 | 23 | 34 | 15 | 16 | 2 | 330 | 450 | 73% | 3,67 | Good |
| P27 | 4 | 15 | 30 | 36 | 5 | 247 | 450 | 55% | 2,74 | Quite Good |
| P28 | 8 | 18 | 38 | 25 | 1 | 277 | 450 | 62% | 3,08 | Quite Good |
| **Total** | | | | | | 8.431 | 12.600 | 67% | 3,34 | **Quite Good** |

Source: Results of questionnaire data processing (2022)

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**Table 5. Recapitulation of Respondents' Responses Regarding Achievement Motivation**

| Statement | Alternative Answers | | | | | Actual Score | Ideal Score | % | Average | Category |
|---|---|---|---|---|---|---|---|---|---|---|
| | SS (5) | S (4) | CS (3) | TS (2) | STS (1) | | | | | |
| P29 | 18 | 29 | 27 | 14 | 2 | 317 | 450 | 70% | 3,52 | Good |
| P30 | 5 | 10 | 30 | 35 | 10 | 235 | 450 | 52% | 2,61 | Quite Good |
| P31 | 6 | 8 | 31 | 37 | 8 | 237 | 450 | 53% | 2,63 | Quite Good |
| P32 | 8 | 18 | 34 | 25 | 5 | 269 | 450 | 60% | 2,99 | Quite Good |
| P33 | 12 | 41 | 25 | 11 | 1 | 322 | 450 | 72% | 3,58 | Good |
| P34 | 7 | 17 | 42 | 20 | 4 | 273 | 450 | 61% | 3,03 | Quite Good |
| P35 | 8 | 15 | 43 | 18 | 6 | 271 | 450 | 60% | 3,01 | Quite Good |
| P36 | 10 | 37 | 28 | 13 | 2 | 310 | 450 | 69% | 3,44 | Good |
| P37 | 4 | 17 | 27 | 35 | 7 | 246 | 450 | 55% | 2,73 | Quite Good |
| P38 | 11 | 33 | 28 | 15 | 3 | 304 | 450 | 68% | 3,38 | Quite Good |
| P39 | 11 | 33 | 30 | 14 | 2 | 307 | 450 | 68% | 3,41 | Good |
| P40 | 16 | 33 | 22 | 17 | 2 | 314 | 450 | 70% | 3,49 | Good |
| | **Total** | | | | | **3.405** | **5.400** | **63%** | **3,15** | **Quite Good** |

Source: Results of questionnaire data processing (2022)

**Table 6. Recapitulation of Respondents' Responses Regarding Teacher Performance**

| Statement | Alternative Answers | | | | | Actual Score | Ideal Score | % | Average | Category |
|---|---|---|---|---|---|---|---|---|---|---|
| | SS (5) | S (4) | CS (3) | TS (2) | STS (1) | | | | | |
| P41 | 19 | 31 | 20 | 18 | 2 | 317 | 450 | 70% | 3,52 | Good |
| P42 | 20 | 33 | 18 | 16 | 3 | 321 | 450 | 71% | 3,57 | Good |
| P43 | 16 | 32 | 23 | 16 | 3 | 312 | 450 | 69% | 3,47 | Good |
| P44 | 13 | 39 | 25 | 11 | 2 | 320 | 450 | 71% | 3,56 | Good |
| P45 | 6 | 10 | 26 | 40 | 8 | 236 | 450 | 52% | 2,62 | Quite Good |
| P46 | 4 | 14 | 22 | 45 | 5 | 237 | 450 | 53% | 2,63 | Quite Good |
| P47 | 6 | 15 | 45 | 22 | 2 | 271 | 450 | 60% | 3,01 | Quite Good |
| P48 | 9 | 16 | 31 | 29 | 5 | 265 | 450 | 59% | 2,94 | Quite Good |
| P49 | 19 | 32 | 21 | 15 | 3 | 319 | 450 | 71% | 3,54 | Good |
| P50 | 18 | 29 | 27 | 13 | 3 | 316 | 450 | 70% | 3,51 | Good |

| | | | | | | | | | | |
|-----|----|----|----|----|---|-------|-------|-----|------|---------------|
| P51 | 10 | 38 | 29 | 10 | 3 | 312 | 450 | 69% | 3,47 | Good |
| P52 | 20 | 24 | 32 | 12 | 2 | 318 | 450 | 71% | 3,53 | Good |
| P53 | 4 | 14 | 30 | 38 | 4 | 246 | 450 | 55% | 2,73 | Quite Good |
| P54 | 15 | 37 | 20 | 16 | 2 | 317 | 450 | 70% | 3,52 | Good |
| P55 | 5 | 13 | 30 | 39 | 3 | 248 | 450 | 55% | 2,76 | Quite Good |
| P56 | 3 | 15 | 40 | 30 | 2 | 257 | 450 | 57% | 2,86 | Quite Good |
| P57 | 4 | 10 | 34 | 38 | 4 | 242 | 450 | 54% | 2,69 | Quite Good |
| P58 | 8 | 13 | 21 | 41 | 7 | 284 | 450 | 54% | 2,71 | Quite Good |
| P59 | 9 | 19 | 42 | 17 | 3 | 284 | 450 | 63% | 3,16 | Quite Good |
| P60 | 8 | 16 | 37 | 26 | 3 | 270 | 450 | 60% | 3,00 | Quite Good |
| **Total** | | | | | | **5.652** | **9.000** | **63%** | **3,14** | **Quite Good** |

Source: Results of questionnaire data processing (2022)

Descriptive Research Results from table 4,5,6 above are: (1) Respondents' responses to competence at SMK Negeri Baleendah: Based on the results of this study, the competence in SMK Negeri 2 Baleendah is considered quite good; (2) Respondents' responses to achievement motivation at SMK Negeri 2 Baleendah: Based on the results of this study, achievement motivation at SMK Negeri 2 Baleendah is considered quite good; (3) Respondents' responses to teacher performance at SMK Negeri 2 Baleendah: Based on the results of this study, the performance of teachers at SMK Negeri 2 Baleendah is considered quite good.

**Table 7. The Influence of Each Competency and Achievement Motivation Variable on Teacher Performance**

| Variable | Direct Influence | Indirect Influence | | Total Impact |
|----------|-----------------|--------------------|------------------------|--------------|
| | | Competence | Achievement Motivation | |
| Competence | 28,19% | 14,78% | | 42,97% |
| Achievement motivation | 19,09% | | 14,78 | 33,87% |
| | Total | | | 76,84% |

Source: The results of SPSS 25 processing by researchers (2022)

Based on the results of this study, it shows that there is an influence of competence on teacher performance with a total effect of 42.97% and the influence of achievement motivation on teacher performance with a total effect of 33.87%.

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## CONCLUSION

Competence affects teacher performance at SMK Negeri 2 Baleendah in general what is needed is good competency development as an effort to develop the competencies that teachers have so that they are more useful to improve teacher performance. The increase in teacher performance influences the creation of the quality of teacher work that is in line with expectations. Achievement motivation affects teacher performance at SMK Negeri 2 Baleendah in general what is needed is the contribution of teachers in increasing the achievement motivation that exists in each teacher so that each teacher can take action and can overcome all challenges and obstacles to improve teacher performance and achieve school goals. Competence and Achievement Motivation have an effect on Teacher Performance at SMK Negeri 2 Baleendah together and competencies that have a greater influence on Teacher Performance.

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