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## **The Influence of Work Motivation and Competence on the Performance of School Administration Personnel (A Study on Public SMASMK in South Minahasa Regency)**

**Julianto Karaeng<sup>1</sup>, Wilson Bogar<sup>2</sup>, Thelma Wawointana<sup>3</sup>**

Public Administration Master Program, Universitas Negeri Manado, Indonesia

Email: [juliantokaraeng@gmail.com](mailto:juliantokaraeng@gmail.com)<sup>1</sup>, [wilsonbogar@unima.ac.id](mailto:wilsonbogar@unima.ac.id)<sup>2</sup>,  
[thelmawawointana@unima.ac.id](mailto:thelmawawointana@unima.ac.id)<sup>3</sup>

**Abstract.** This study aims to determine the effect of work motivation (X1) and Competence (X2) on the performance of school administration personnel (Y), both partially and simultaneously. This research is a type of quantitative research using the survey method. This study uses population sampling technique, namely respondents are the total population, which in this study amounted to 126 administrative staff of public Senior High School (SMA)/Vocational High School (SMK) in South Minahasa Regency. The results showed that 1) Work motivation (X1) has a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that the higher the work motivation of the administrative staff, the higher the performance shown. Conversely, if work motivation decreases, the performance of administrative staff will also decrease. 2) Competence (X2) has a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that the higher the competence of the administrative staff, the higher the performance shown. Conversely, if competence decreases, the performance of administrative staff will also decrease. 3) Simultaneously work motivation (X1) and competence (X2) have a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that if work motivation and competence increase simultaneously, the performance of school administration personnel will also increase. Conversely, if work motivation and competence decrease simultaneously, the performance of administrative staff will also decrease. The results of calculating the coefficient of determination (R<sup>2</sup>) obtained by the results R<sup>2</sup>=0,554 means that performance 55,40% is determined by work motivation and competence, and 44,60% by other factors not examined in this study.

**Keywords.** Work Motivation, Competence, Performance, School Administrative Personnel, Education

### **A. INTRODUCTION**

Administrative personnel as education personnel in schools have an important role in supporting the smooth operation of educational institutions such as the smooth administration in schools (Muspawi & Robi'ah, 2020) [1]. Some of the duties of administrative personnel in schools are responsible for managing various administrative activities, ranging from managing

school facilities and infrastructure data, student data, teacher and education staff data, financial management, document preparation and archiving, to managing correspondence (Maulana & Suryana, 2021) [2]. So that without competent administrative staff, administration in schools will be hampered, and the educational goals to be achieved will be difficult to realize. Therefore, administrative personnel are one of the important pillars in the education system that should not be ignored (Siregar et al., 2024) [3].

Law No. 20/2003 on the National Education System has become a strong legal basis for the role of school administration personnel (TAS) in supporting the learning process. In Law Number 20 of 2003 concerning the National Education System, education personnel are members of the community who devote themselves and are appointed to support the implementation of education. Law Number 20 of 2003 Chapter XI Educators and Education Personnel article 39 states that education personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units [4].

In addition, Regulation of the Minister of National Education No. 24/2008 on School/Madrasah Administrative Personnel Article 1 states that the standards of school/madrasah administrative personnel include chief administrative personnel, administrators, and school/madrasah special service officers. Furthermore, Article 2 states that to be appointed as a school/madrasah administrative staff, a person must meet the standards of school/madrasah administrative staff that apply nationally [5].

In the Regulation of the Minister of National Education No. 24/2008 on School/Madrasah Administrative Personnel, it is stated that the Head of School/Madrasah Administrative Personnel must have 4 competencies, namely personality, social, technical and managerial competencies. Meanwhile, administrators and special service personnel have personality, social and technical competencies. Each of these competencies has been explained in detail in the appendix of Permendiknas No. 24/2008. With the Regulation of the Minister of National Education Number 24 of 2008, this regulation emphasizes that School Administrators have a very important role in supporting the learning process and overall school management (Andiana, 2020) [6].

The maximum performance of school administration personnel is very important to improve the quality of administrative services, which ultimately supports the achievement of national education goals in educating the nation's life (Masrufah & Harun, 2023) [7]. According to Mitchell (1978) in Sinambela (2012: 9), good performance will be influenced by two things, namely the level of ability and good work motivation. A person's ability is influenced by his understanding of the type of work and the skills to do it. In addition, the contribution of work motivation to performance cannot be ignored, even though the employee's ability is very good if his work motivation is low, of course his performance will also be low. Thus Mitchell formulates performance is a function of ability multiplied by motivation [8].

However, in practice, there is often a significant gap between existing regulations and the reality of the performance of school administration personnel in the field. The performance of school administration personnel that is not maximized greatly impacts the quality of administrative services provided to all components of the school, thus hindering the achievement of national education goals to educate the nation's life (Zakhiroh, 2017) [9].

There are several factors that affect the performance of school administration personnel, namely the lack of competence both in terms of knowledge and skills, being one of the main obstacles (Ardila et al., 2024) [10]. One of the technical competencies that school administration personnel must have is using information and communication technology

(Mardiyanti & Setyaningsih, 2020) [11], but many school administration personnel are unable to use Information and Communication Technology (ICT). This can be seen from the fact that school administrators often have difficulty operating information technology devices, managing data, or making accurate and timely reports. Based on observations in the field, the management of the Basic Education Data of public SMA/SMK using the DAPODIK application and the processing of other school data using the application in South Minahasa District is partly done not by school administration personnel but by teachers who have knowledge and skills in the field of Information Technology and Communication (ICT). This is not in accordance with the Regulation of the Minister of National Education No. 24/2008 regarding the duties, functions and qualifications that must be possessed by School Administrative Personnel.

In addition, other factors that affect the performance of administrative staff are lack of work motivation, excessive workload that is not in accordance with the number of administrative staff available, lack of appreciation, limited opportunities for self-development, uncomfortable workspace conditions because it is too narrow, some administrative staff are still school honorarium workers, unclear division of main tasks and functions from the principal, lack of coordination and cooperation between fellow school administrative staff and lack of discipline from school administrative staff who are often not present on time. In addition, limited resources in the form of facilities and infrastructure and budget are also an obstacle so that the performance of school administration personnel is not optimal. This certainly causes the performance of school administration personnel to be not optimal and has an impact on the quality of administrative services provided to all components of the school, thus hindering the achievement of national education goals to educate the nation's life.

To solve these problems, efforts are needed to overcome the factors that affect the performance of school administration personnel, especially work motivation and competence of school administration personnel. Therefore, research on work motivation, competence and performance of School Administrative Personnel is very important to identify factors that cause gaps between theory and practice and formulate appropriate strategies to improve the quality of performance of School Administrative Personnel. This study aims to determine 1) The effect of work motivation (X1) on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency; 2) The effect of competence (X2) on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency; and 3) The effect of work motivation (X1) and competence (X2) simultaneously on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency.

## **B. METHOD**

This research is a type of quantitative research using the survey method. According to Kerlinger (1973) in Sugiyono (2024: 35) states that "Survey Research studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables" [12].

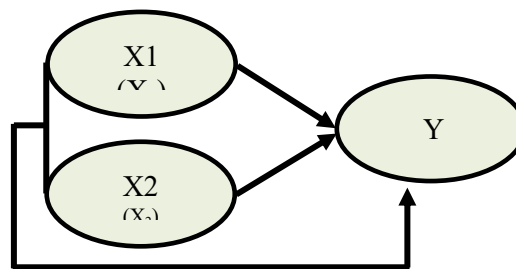
The location of this research is public SMA/SMK in South Minahasa Regency. The variables of this study are Work Motivation (X1), Competence (X2) and Performance (Y). X1 indicators are 1) Physiological Needs, 2) Safety or Security Needs, 3) Affiliation or Acceptance Needs, 4) Esteem or Status Needs, and 5) Self Actualization. X2 indicators are 1) Motives, 2) Traits, 3) Self Concept, 4) Knowledge, and 5) Skill. Meanwhile, Y indicators are 1) Quality of Work, 2) Promptness, 3) Initiative, 4) Capability, and 5) Communication. Based on these indicators, the researcher compiled a questionnaire to obtain research data using a Likert scale.

In this study, researchers used population sampling techniques, where the number of research samples was the total population, namely 126 people as school administration personnel in the South Minahasa Regency area.

To analyze the data, researchers used the application SPSS version 30. Data analysis consists of: 1) research instrument test (validity and reliability test), 2) Classical assumption test (normality test and linearity test), and 3) research hypothesis test (product moment correlation test, multiple linear regression test, t test, F test, and determination coefficient test).

The following is the research hypothesis that will be tested:

- H1 : There is an effect of work motivation (X1) on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency.
- H2 : There is an influence of competence (X2) on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency.
- H3 : There is a simultaneous influence of work motivation (X1) and competence (X2) on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency.



**Figure 1.** Thinking Framework

## C. RESULT AND DISCUSSION

### RESEARCH RESULT

The following is a description of the results of research that has been conducted by researchers using the SPSS version 30 application: 1) research instrument test (validity and reliability test), 2) Classical assumption test (normality test and linearity test), and 3) research hypothesis test (product moment correlation test, multiple linear regression test, t test, F test, and determination coefficient test).

#### 1. Instrument Validity and Reliability Test

**Table 1.** Instrument Validity Test Results

r-table	Item	Work Motivation		Item	Competence		Item	Performance	
		r-count	Result		r-count	Result		r-count	Result
<b>0,361</b>	1	0,802	Valid	1	0,622	Valid	1	0,641	Valid
<b>0,361</b>	2	0,823	Valid	2	0,821	Valid	2	0,656	Valid
<b>0,361</b>	3	0,762	Valid	3	0,706	Valid	3	0,662	Valid
<b>0,361</b>	4	0,620	Valid	4	0,825	Valid	4	0,724	Valid
<b>0,361</b>	5	0,652	Valid	5	0,745	Valid	5	0,764	Valid
<b>0,361</b>	6	0,539	Valid	6	0,819	Valid	6	0,647	Valid
<b>0,361</b>	7	0,615	Valid	7	0,867	Valid	7	0,760	Valid
<b>0,361</b>	8	0,695	Valid	8	0,619	Valid	8	0,636	Valid
<b>0,361</b>	9	0,721	Valid	9	0,649	Valid	9	0,754	Valid
<b>0,361</b>	10	0,666	Valid	10	0,830	Valid	10	0,782	Valid

0,361	11	0,475	Valid	11	0,758	Valid	11	0,629	Valid
0,361	12	0,560	Valid	12	0,762	Valid	12	0,692	Valid
0,361	13	0,627	Valid	13	0,876	Valid	13	0,802	Valid
0,361	14	0,473	Valid	14	0,772	Valid	14	0,800	Valid
0,361	15	0,585	Valid	15	0,809	Valid	15	0,760	Valid
0,361	16	0,602	Valid	16	0,767	Valid	16	0,772	Valid
0,361	17	0,902	Valid	17	0,756	Valid	17	0,727	Valid
0,361	18	0,735	Valid	18	0,780	Valid	18	0,715	Valid
0,361	19	0,480	Valid	19	0,811	Valid	19	0,619	Valid
0,361	20	0,465	Valid	20	0,705	Valid	20	0,647	Valid
0,361	21	0,728	Valid	21	0,713	Valid	21	0,686	Valid
0,361	22	0,748	Valid	22	0,820	Valid	22	0,761	Valid
0,361	23	0,705	Valid	23	0,798	Valid	23	0,727	Valid
0,361	24	0,455	Valid	24	0,690	Valid	24	0,745	Valid
0,361	25	0,744	Valid	25	0,676	Valid	25	0,711	Valid
0,361	26	0,714	Valid	26	0,676	Valid	26	0,750	Valid
0,361	27	0,841	Valid	27	0,815	Valid	27	0,725	Valid
0,361	28	0,680	Valid	28	0,701	Valid	28	0,766	Valid
0,361	29	0,429	Valid	29	0,735	Valid	29	0,568	Valid
0,361	30	0,594	Valid	30	0,874	Valid	30	0,754	Valid
0,361	31	0,232	Invalid	31	0,594	Valid	31	0,699	Valid
0,361	32	0,515	Valid	32	0,646	Valid	32	0,547	Valid
0,361	33	0,448	Valid	33	0,594	Valid			
0,361	34	0,419	Valid	34	0,756	Valid			
0,361	35	0,489	Valid	35	0,703	Valid			
0,361	36	0,502	Valid	36	0,783	Valid			

Source: Data processed by researchers with SPSS, 2025

Based on the results of the instrument validity test in table 1, it shows that with a significant level of 0.05 (5%) and the number of respondents  $N = 30$  people obtained  $r_{table} = 0.361$ , it was found that question item number 31 for work motivation instruments was invalid because  $r_{count} < r_{table}$ .

**Table 2.** X1 Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	35

According to Ghozali (2016), if the Cronbach's Alpha value  $> 0.60$  then the instrument data is reliable [13]. Based on table 2, the Cronbach's Alpha value of 0.952 is greater than 0.6 so it can be concluded that the research instrument from the work motivation variable is reliable.

**Table 3.** X2 Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.976	36

Based on table 3, the Cronbach's Alpha value of 0.976 is greater than 0.6 so it can be concluded that the research instrument from the work motivation variable is reliable.

**Table 4.** X2 Variable Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.967	32

Based on table 4, the Cronbach's Alpha value of 0.967 is greater than 0.6 so it can be concluded that the research instrument of the performance variable is reliable.

## 2. Classical Assumption Test

### *Normality Test*

**Table 5.** Normality Test Results

		One-Sample Kolmogorov-Smirnov Test			
		Work Motivation	Competence	Performance	
N		126	126	126	
Normal Parameters <sup>a,b</sup>	Mean	146.40	158.27	139.71	
	Std. Deviation	12.794	12.012	10.044	
Most Extreme Differences	Absolute	.068	.050	.047	
	Positive	.068	.048	.047	
	Negative	-.039	-.050	-.042	
Test Statistic		.068	.050	.047	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	.200 <sup>d</sup>	.200 <sup>d</sup>	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.151	.621	.704	
	99% Confidence Interval	Lower Bound	.142	.609	.692
		Upper Bound	.161	.634	.716

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

*Source: Data processed by researchers with SPSS, 2025*

Based on table 5 above, the significant value of Asymp. Sig. (2-tailed) on the Work Motivation (X1) variable of 0.200, Competence (X2) of 0.200 and Performance (Y) of 0.200 greater than 0.05. Because the significant value of each variable is more than 0.05, it can be concluded that the normality test is fulfilled.

### *Linearity Test*

**Table 6.** Linearity Test Results between Work Motivation (X1) and Performance (Y)

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Performance * Work Motivation	Between Groups	(Combined)	5933.068	45	131.846	1.580	.037
		Linearity	2602.137	1	2602.137	31.177	<.001
		Deviation from Linearity	3330.931	44	75.703	.907	.633
Within Groups			6677.067	80	83.463		
Total			12610.135	125			

*Source: Data processed by researchers with SPSS, 2025*

Based on table 6 above, the significant value at Deviation from Linearity of 0.633 is greater than 0.05 and the significant value at Linearity of 0.001 is smaller than 0.05. Because the significant value at Deviation from Linearity is greater than 0.05 and the significant value at Linearity 0.001 is smaller than 0.05, it can be concluded that the linearity test is fulfilled. So in conclusion, the linearity test results in the table above show that the relationship is linear between the performance of school administrative staff and motivation.

**Table 7.** Linearity Test Results between Work Motivation (X1) and Competency (X2)

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Performance *	Between Groups	(Combined)	8320.510	43	193.500	3.699	<,001
		Linearity	6550.372	1	6550.372	125.216	<,001
	Competence	Deviation from Linearity	1770.138	42	42.146	.806	.777
Within Groups			4289.625	82	52.312		
Total			12610.135	125			

Source: Data processed by researchers with SPSS, 2025

Based on table 7 above, the significant value in Deviation from Linearity is 0.777 greater than 0.05 and the significant value in Linearity is 0.001 smaller than 0.05. Because the significant value at Deviation from Linearity is greater than 0.05 and the significant value at Linearity 0.001 is smaller than 0.05, it can be concluded that the linearity test is fulfilled. Furthermore, from the table above, the F count is 0.806 and the F table with  $df_1 = 42$  and  $df_2 = 82$  is 1.5327. It turns out that the price of F count = 0.806 is smaller than F table = 1.5327. So the linearity test results in the table above show that the relationship is linear between the performance of school administration personnel and competence.

### 3. Multiple Linear Regression

Multiple regression analysis is used to predict how the state (ups and downs) of the dependent variable (criterion), when two or more independent variables as predictor factors are manipulated (increased and decreased in value) (Ghodang, 2020) [14]. So multiple regression analysis will be carried out because there are 2 independent variables in this study, namely the work motivation variable X1 and the competency variable X2. The following are the results of multiple regression analysis:

**Table 8.** Multiple Linear Regression analysis results

Model		Coefficients <sup>a</sup>				t	Sig.
		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta			
1	(Constant)	31.645	8.991		3.520	<,001	
	Work Motivation	.158	.051	.202	3.080	.003	
	Competence	.536	.055	.641	9.788	<,001	

a. Dependent Variable: Performance

Source: Data processed by researchers with SPSS, 2025

Based on table 8 above, the regression equation for two predictors is :  $Y=31.645+0.158 X_1+0.536 X_2$ . These results can be described as follows:

- 1) The constant number 31.645 means that if the work motivation and competency variables are equal to zero or fixed, then the magnitude of the performance variable is 31.645.
- 2) 0.158 is the magnitude of the regression direction coefficient (positive value) of the work motivation variable, meaning that if work motivation increases by one unit, the performance of school administration personnel will also increase by 0.158.
- 3) 0.536 is the magnitude of the regression direction coefficient (positive value) of the competency variable, meaning that if competence increases by one unit, the performance of school administration personnel will also increase by 0.536.

#### 4. Research Hypothesis Test

##### *Test t*

The t test is used to determine the significance of the effect of work motivation ( $X_1$ ) and competence ( $X_2$ ) individually on the performance variable ( $Y$ ) of school administrative staff. The results of the t test of work motivation variables on the performance of school administration personnel with the help of the SPSS program can be seen in the following table:

**Table 9.** t Test Results of the Effect of Work Motivation ( $X_1$ ) on Performance ( $Y$ )

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	87.498	9.230		9.480	<,001
	Work Motivation	.357	.063	.454	5.678	<,001

a. Dependent Variable: Performance

Source: Data processed by researchers with SPSS, 2025

Based on table 9 above, the Sig. value of 0.001 is smaller than 0.05 and the t value is 5.678. The calculated t price is then compared with the t table price. If the error rate is 5% (95% confidence level) with  $dk = n-2 = 126-2 = 124$  then the price of t table = 1.979. It turns out that the calculated t price is greater than the t table price. So the conclusion is "there is an effect of Work Motivation ( $X_1$ ) on the performance ( $Y$ ) of school administrative staff.

The results of the t test of competency variables on the performance of school administration personnel with the help of the SPSS program can be seen in the following table:

**Table 10.** t Test Results of the Effect of Competence ( $X_2$ ) on Performance ( $Y$ )

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	44.322	8.262		5.364	<,001
	Competence	.603	.052	.721	11.578	<,001

a. Dependent Variable: Performance

Source: Data processed by researchers with SPSS, 2025

Based on table 10 above, the Sig. value of 0.001 is smaller than 0.05 and the calculated t value is 11.578. The calculated t price is then compared with the t table price. If the error rate

is 5% (95% confidence level) with  $dk = n-2 = 126-2 = 124$  then the price of t table = 1.979. It turns out that the price of t count is greater than t table. So the conclusion is "there is an influence of Competence (X2) on the performance (Y) of school administration personnel.

### **F test**

The F test is used to determine the simultaneous significant effect of the Work Motivation variable (X1) and the Competency variable (X2) on the performance variable (Y) of school administrative staff. The results of the F test for the significance of the simultaneous influence of Work Motivation and Competence on the Performance of school administration personnel using SPSS assistance can be seen in the following table:

**Table 11. F Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6984.215	2	3492.107	76.348	<.001 <sup>b</sup>
	Residuals	5625.920	123	45.739		
	Total	12610.135	125			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Competence, Work Motivation						

Source: Data processed by researchers with SPSS, 2025

Based on table 11 above, the Sig. 0.001 is smaller than 0.05 and the calculated F value is 76.348. The calculated F price is then compared with the F table price with dk numerator = number of independent variables and dk denominator = N-number of independent variables-1.

So dk numerator = 2 and dk denominator = 126-2-1 = 123. If the error rate is 5% (95% confidence level) then the price of F table = 3.07. It turns out that the price of F count is greater than F table so it can be concluded that the hypothesis ( $H_3$ ) is accepted which means "there is a simultaneous influence of the Work Motivation variable (X1) and the Competency variable (X2) on the performance variable (Y) of the school administration staff.

### **5. Coefficient of Determination ( $R^2$ )**

The coefficient of determination is used to determine how the independent variables explain the variants of the dependent variable. Or simply to determine the amount of influence of the independent variables simultaneously on the dependent variable (Sugiyono, 2017) [15]. The results of the simultaneous coefficient of determination test can be seen in the following table:

**Table 12. Test Results of the Coefficient of Determination ( $R^2$ )**

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.744 <sup>a</sup>	.554	.547	6.763	
a. Predictors: (Constant), Competence, Work Motivation					

Source: Data processed by researchers with SPSS, 2025

In multiple correlation analysis, if the multiple correlation coefficient  $R = 0.744$  then the coefficient of determination  $R^{(2)} = (0.744)^2 = 0.554$ . This implies that the effect of work motivation and competence simultaneously on the performance of school administration

personnel is 55.40%. This means that the variance that occurs in the 55.40% performance variable can be explained through the variance that occurs in the work motivation and competency variables, or 55.40% performance is determined by work motivation and competence, and 44.60% by other factors not explained in this study.

## DISCUSSION

Based on the results of the study, it shows that the work motivation of school administration personnel in public SMA/SMK in South Minahasa Regency is in the "high" category with an average score of 146.40. Meanwhile, the average score of competence and performance of school administration personnel in State Senior High Schools in South Minahasa Regency shows very good results, where both are in the "very high" category with an average score of 158.27 and 139.71 respectively. Overall, the average score indicates that the school administration personnel in the public SMA/SMK Se-Kabupaten Minahasa Selatan have a very good level of competence and performance and are supported by a high level of work motivation.

The results of a simple correlation test (Product Moment Correlation) show that there is a positive and significant relationship between work motivation and the performance of school administration personnel at public SMA/SMK in South Minahasa Regency. Based on the guidelines for interpreting the correlation coefficient, the Pearson Correlation value of 0.454 states a "moderate" relationship between work motivation and the performance of school administration personnel at public SMA/SMK in South Minahasa Regency. In the correlation analysis between work motivation and performance there is a number called the Determinant Coefficient of 0.206. This means that the performance of 20.61% is determined by work motivation and 79.39% is determined by other factors.

In addition, the results of a simple correlation test (Product Moment Correlation) also show that there is a positive and significant relationship between the competence and performance of school administration personnel at public SMA/SMK in South Minahasa Regency. Based on the guidelines for interpreting the correlation coefficient, the Pearson Correlation value of 0.721 states a "strong" relationship between the competence and performance of school administration personnel at public SMA/SMK in South Minahasa Regency. In the correlation analysis between competence and performance, the Determinant Coefficient value is 0.5198. This means that 51.98% performance is determined by competence and 48.02% by other factors.

Furthermore, the results of the multiple correlation test show that there is a positive and significant relationship between work motivation and competence together with the performance of school administration personnel in public SMA/SMK in South Minahasa Regency. The value of the multiple correlation coefficient (R) of 0.744 states a "strong" relationship between work motivation and competence together with the performance of school administration personnel in Public SMA/SMK throughout South Minahasa Regency.

In multiple correlation analysis, if the value of the multiple correlation coefficient  $R = 0.744$  then the coefficient of determination  $R^2 = 0.554$ . This simultaneous determination coefficient value implies that the effect of work motivation and competence simultaneously on the performance of school administration personnel in public high schools / vocational schools in South Minahasa Regency is 55.40%. This means that 55.40% performance is determined by work motivation and competence, and 44.60% by other factors not explained in this study.

The partial correlation test shows that before competence is used as a control variable, the correlation between work motivation and performance is 0.454. After competence is made

the same (controlled) for the entire sample, the correlation between work motivation and performance is 0.268. This correlation value of 0.268 falls into the "low" relationship category. So every subject in this research sample when the competence is the same, the relationship between work motivation and performance decreases. Furthermore, the partial correlation test results also show that before work motivation is used as a control variable, the correlation between competence and performance is 0.721. After work motivation is made the same (controlled) for the entire sample, the correlation between competence and performance is 0.662. This correlation value of 0.662 is included in the "strong" relationship category. So every subject in this research sample when work motivation is made the same (controlled), the relationship between competence and performance decreases.

The results of the t test and simple regression test show that separately there is a relationship or influence of each variable of work motivation (X1) and competence (X2) on the performance (Y) of school administration personnel in public SMA/SMK in South Minahasa Regency. The results of the F test and multiple regression tests show that there is a simultaneous influence of the work motivation variable (X1) and the competency variable (X2) on the performance variable (Y) of school administration personnel in public SMA/SMK in South Minahasa Regency.

#### **D. CONCLUSION**

Based on the results of the research and discussion described above, it can be concluded that:

- 1) Work motivation (X1) has a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that the higher the work motivation of administrative staff, the higher the performance shown. Conversely, if work motivation decreases, the performance of administrative staff will also decrease.
- 2) Competence (X2) has a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that the higher the competence of administrative staff, the higher the performance shown. Conversely, if competence decreases, the performance of administrative staff will also decrease.
- 3) Simultaneously, work motivation (X1) and competence (X2) have a positive and significant effect on the performance of school administration personnel (Y) in public SMA/SMK in South Minahasa Regency. This means that if work motivation and competence increase simultaneously, the performance of school administration personnel will also increase. Conversely, if work motivation and competence decrease simultaneously, the performance of administrative staff will also decrease.

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