The Importance of Competence, Achievement Motivation and Knowledge Management in Improving Teacher Performance

Amandus Atakabelen Ledun[1], Rudy Wahyono[2], Syaiful Arifin[3]

[123]*Magister Management, Education Management Concentration,Postgraduate University of Merdeka Malang - Indonesia*

Corresponding Author : Amandus Atakabelen Ledun

Abstract *: This study aims to determine the influence of competence, achievement motivation and knowledge management on the performance of teachers public senior high school in Nubatukan Districts, Lembata Regency. The population used are teachers who actively teach in public senior high school in Nubatukan Districts, Lembata Regency amounted to 84 people. The analysis model used is multiple regression. The results showed that the competence, achievement motivation and knowledge management simultaneously and partially significant effect on the performance of teachers public senior high school in Nubatukan Districts, Lembata Regency. And the variable that has dominant influence to the performance of public senior high school in Nubatukan Districts, Lembata Regency is competence.*

Keywords *: Competence, Achievement Motivation, Knowledge Management and Teacher Performance.*

I.   Introduction

Education is a conscious effort undertaken by a person in developing his or her own potential. The effort can be done through formal and non formal learning process. The 1945 Constitution of Article 31 paragraph (1) states that every citizen is entitled to education and paragraph (3) affirms that the government seeks and organizes a national education system to enhance faith, piety, and noble ahklak in order to educate life of the nation.

One of the main elements in determining composite Human Development Index (HDI) is the level of nation's knowledge or nation's education. Indonesia's low rating in human resource quality shows Indonesia's education picture is still very low. If compared to the ASEAN countries, Indonesia is ranked 5th out of ten ASEAN countries. The Education For All (EFA) Global Monitoring Report (2011): The Hidden Crisis, Armed Conflict and Education of the United Nations Educational, Scientific and Cultural Organization (UNESCO), launched in New York on Monday, March 1, 2011, The Education Development Index (EDI) based on the 2008 data is 0.943. The value puts Indonesia in the 69th position of 127 countries in the world (Disdikpora Palangkaraya: 2014).

Education is an effort to educate the nation's life and improve the quality of Indonesian people through teachers and lecturers. Teachers in the classroom learning process are seen to play an important role in helping learners to build positive attitudes in learning, arousing curiosity, encouraging independence and intellectual logic, and creating conditions for success in learning.

The teacher assumes the ultimate responsibility in the transformation of the learners' orientation from ignorance into knowing, from dependence to being independent, from being unskilled to being skilled with learning methods no longer preparing passive learners, but knowledgeable learners who are always able to absorb and adapt to new information by thinking, asking, digging, creating and developing certain ways of solving problems related to life.

Teachers play a major role in educational development, especially those that are held formally in school. Teachers determine the success of learners, especially in relation to teaching and learning process. Teachers are the most influential component to the creation of quality education processes and outcomes. Therefore, any improvement efforts undertaken to improve the quality of education will not contribute significantly without the support of qualified and professional teachers. In other words, improving the quality of education should stem from teachers and lead to teachers as well (Mulyasa, 2007: 136).

Government Regulation (PP) Number 19 Year 2005 regarding National Education Standards Agency (BSNP) affirmed that educators (teachers) should have competence as an agent of learning at the level of primary and secondary education and early childhood education. The normative directive states that the teacher as the learning agent shows in the hope that the teacher is the first most responsible party in transferring knowledge to the learners. The statement is reinforced by Mulyasa (2005: 147) "however good a course or

curriculum (official), but the outcome is highly dependent on what the teachers do and also the students in the classroom (actual)". When examined the above statement, it shows that the success or failure of a curriculum implementation in school depends on the performance of teachers.

According to educational experts, a person will work professionally if he has adequate competence. The point is that someone will work professionally if he has complete competence. A person will not be able to work professionally if he only fulfills one of the competencies among the required competencies. Competence is a combination of ability and motivation. Motivation is an impulse from within a person to progress and work sincerely both in working and behaving. No matter how high a person's ability, he will not work professionally if he does not have high work motivation in doing his duties. On the other hand, no matter how high a person's work motivation is, he or she will not work professionally if he or she does not have a high ability in doing his duties. In addition to teacher competence and teacher achievement motivation, knowledge management issues also contribute to improving teacher performance, because according to Sanjaya (2005: 13), teacher performance is related to task in management process such as planning, management of learning, and evaluation and assessment of student learning outcomes.

Teachers are inclined to teach and educate students in a perfunctory manner, even just going to class without any clear and targeted learning goals. Teachers are now expected to continue to explore their knowledge and not only depend on the existing system or curriculum because all aspects of the environment now be environment, social, business, and education are no longer the information age, but have shifted to the era of knowledge.

Knowledge management as a strategy to create value, improve the effectiveness and productivity of teachers and organizations (schools), as well as organizational competitive advantage (school). The organization (school) applies knowledge of management in order to improve business performance and organizational competitiveness (school). In a rapidly changing environment, knowledge will experience obsolescence and therefore need to be constantly updating through the learning process.

From the preliminary information in the field, there are still many indications of low teacher competency, motivation from teachers to achievement and also knowledge management to create value, effectiveness, productivity and competitiveness found low teacher performance characteristics such as: (1) school attendance to school (2) coming to school only during class hours, (3) being indifferent to technological developments in the field of education, (4) teaching teachers lacking preparation and only fulfilling their duties and (5) teachers often postpone work and prepare learning tools only when supervised by school principals or school supervisors, (6) teachers have not implemented innovative learning.

With attention to the problems above, it is necessary to conduct more in-depth research to determine the effect of teacher competence, achievement motivation and knowledge management on the performance of teachers SMA Negeri Sekecamatan Nubatukan in Lembata District, so that later give consideration or input to improve the quality of education in school.

II. Literature Review

The word "performance" in the Indonesian language is a translation of the English word "performance" which means (1) the work, the action (2) the appearance or the performance, while the performance in the administrative or management sciences has the same meaning in terms Rue and Syare, 2007 , as the level of achievement of results or completion of the organizational goals (the degree of accomplishment). "Performance is essentially what an employee does or not do" (Mathis & Jackson 2000: 381). Individual performance applications are dimensioned by: quantity of work, quality of work, timeliness of completion, attendance at work, and cooperation. The views of Byras and Rue (2000: 275) are somewhat different, performance measurement is the terminology of the results, thus focusing on the fulfillment of work-related tasks and outcome orientation. This performance is more emphasis on the degree of individual task completion.

Teacher performance is a fluctuating variable, teacher's existence is influenced by various factors, namely: coaching principal (Zahera, 1998: 118), and compensation. Many factors affecting performance include: motivation, leadership, work environment, incentives, work culture, communication, position, nutrition of employees, and training (Parlinda and Wahyuddin, 2005: 1).

The performance of teachers is influenced by competence, this is in accordance with the results of research Suharto (2005: 1), namely that in the process of teaching and learning must absolutely have mastery of material and technical teaching. Only qualified and professional teachers can realize optimal service to the students.

Aritonang (2005: 5) explained in his research that teachers need to have three basic skills to achieve teacher performance as follows :

a. Personal abilities include things that are physical such as looks, sounds, eyes or views, health, clothing, and things that are psychic like humor, friendly, intellectual, patient, polite, industrious, creative, confident, optimistic, critical, objective , and rational.

b. Social skills, among others, are open, disciplined, dedicated, responsible, helpful, constructive, orderly, fair, forgiving, honest, democratic, and love students.

c. Professional abilities as defined by the Teacher Education Development Project (P3G) covering 10 teachers' professional skills: mastering the field of study in the school curriculum and mastering the subject matter / study application, managing the teaching-learning program, managing the classroom, using the media and resources, mastering the foundation -the educational background, managing the interaction of teaching and learning, assessing student achievement for educational purposes, recognizing the function and counseling program, recognizing and organizing school administration, understanding principles and interpreting research results for teaching purposes.

Teacher performance is the result of teacher's perception and achievement toward achievement related to work quality, work motivation, business and responsibility, honesty, cooperation, expertise and initiative.

Competence is defined in various ways, but basically competence is the unanimous mastery of knowledge, skills, and attitudes displayed through performance, which one can expect to achieve after completing an Education program (Jaedun, 2009: 7).

According Usman (2005: 14) competence is a thing that describes a qualification or ability of a person both qualitative and quantitative. Further Roestyah (1989: 4) says that competence is an adequate task of ownership of the knowledge, skills and abilities demanded by one's position. In the context of teacher training, Usman (2005: 14) said that the competence of teachers implies a person's ability in carrying out obligations in a responsible and appropriate or the ability and authority of teachers in carrying out the task of the teacher profession.

Meanwhile, the Decree of the Minister of National Education Number 045 / U / 2002, competence is defined as a set of intelligent actions and full of responsibilities owned by a person as a condition to be considered capable by the community in performing tasks in accordance with certain work.

Referring to the formal juridical foundation of Government Regulation No. 19 of 2005 as cited Jaedun (2009: 8-11) teacher competence includes:

Pedagogic Competence

Pedagogic competence is a skill that concerns the understanding of learners and learners of educational and dialogical learning. Substantively, competencies include the ability to understand the learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potentials it has. In detail, each element of pedagogic competence can be translated into sub competence and essential indicators as follows:

a. Understanding learners. This sub-competence has an essential indicator: understanding learners by utilizing the principles of cognitive development; understand learners by utilizing the principles of personality; and identifying early learners

b. Designing lessons, including understanding the educational foundation for learning purposes. This sub-competence has essential indicators: applying learning and learning theories; determine learning strategies based on the characteristics of learners, competencies to be achieved and teaching materials; as well as drawing up a learning plan based on the chosen strategy.

c. Implement learning. This sub-competence has an essential indicator: setting the learning setting; and conducting conducive learning.

d. Design and implementation learning evaluations. This sub-competence has an essential indicator: conducting continuous process evaluation and learning outcomes with various methods; analyzing the results of process assessments and learning outcomes to determine mastery learning; and utilize the results of the assessment of learning to improve the quality of the general learning program.

e. Develop learners to actualize their potentials. This sub-competence has essential indicators: facilitating learners for the development of various academic potentials; and facilitate learners to develop various non-academic potentials.

Personality Competence

Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, a role model for learners, and ends gloriously. In detail, each of these personality elements can be translated into sub competencies and essential indicators as follows:

a. Has a steady and stable personality. This sub-competence has an essential indicator: acting in accordance with legal norms; acting in accordance with social norms; proud as educator; and has consistency in acting in accordance with the norm.

b. Have an adult personality. This sub-competence has an essential indicator: showing independence in acting as an educator and having a work ethic as an educator.

c. Have a wise personality. This sub-competence has an essential indicator: displaying actions based on the usefulness of learners, schools, and the community and demonstrating openness in thinking and acting.
d. Have an authoritative personality. This sub-competence has an essential indicator: acting in accordance with religious norms (imtaq, honest, sincere, helpful), and having exemplary behaviors of learners.

Professional Competence

Professional competence is a skill with respect to the mastery of study subject material in wide and in-depth covering the content of the content of the curriculum material, and also increase the knowledge of science as a teacher. In detail, each element of the competence has the following sub-competencies and essential indicators:

a. Mastering the scientific substance of the field of study and other sciences related to the field of study in hand. This sub-competence has an essential indicator: understanding the material structure, concept and method of science that is shade or coherent with teaching material; understanding the conceptual relationship between related subjects; and apply the concepts of science in everyday life.
b. Mastering the steps of research and critical study to add insight and deepen the knowledge or subject matter of study.

Social Competence

Social competence deals with the ability of educators as part of the community to communicate and get along effectively with learners, and communities around the school. This competency has a sub-competence with the following essential indicators:

a. Be able to communicate and get along effectively with learners. This sub-competence has an essential indicator: communicating effectively with learners.
b. Able to communicate and get along effectively with fellow teachers and education personnel.
c. Able to communicate and get along effectively with parental guardians and the surrounding community for educational purposes

According to Pupuh Fathurroman and AA Suryana (2012: 61) states that achievement motivation is a boost from within a person to perform or do an activity or task as well as possible in order to achieve achievement with a commendable rating. A teacher's achievement motivation is needed to improve morale and to achieve career progression.

According Suhandana 1999 (Suryana, 2006: 52) gives understanding, achievement motivation is a social value that emphasizes the desire to achieve the best results to achieve personal satisfaction.

The application of achievement motivation explains that the individual will do something with perseverance and the risk of his work is moderate, so he will work more responsibly and gain feedback on his achievements.

Dimyati and Mudijono (2006: 89) state the characteristics of attitudes that indicate motivation (1) is the tendency to think, feel, and act, (2) have the impetus to act, (3) relatively fixed, (4) assessment, and (5) can arise from experience, can be learned or changed.

Teachers who have high achievement motivation will have the spirit to undergo all activities or activities undertaken. This passion and drive will make a person feel happy and the achievement of the good things can be realized. (Ariyathi, 2013).

Based on these definitions, the high need for achievement is demonstrated by the effort to always accomplish a difficult task even with a good and independent, overcoming obstacles that hinder, achieve high standards, oriented in the future, can act well from what thought and perceived, and the courage to do the competition.

According to Davenport et al. (1998) knowledge is a mixture of experience, value, contextual information and an expert view that provides a framework for evaluating and integrating new experiences with information. This knowledge also has a value as well as a degree which in Liebowtiz's (1998) view there is a hierarchy of knowledge, which starts from the later data of information and becomes knowledge and the hierarchy is equipped with expertise and capabilities.

Efficiency and effectiveness of employees can be achieved by improving employee knowledge, employee skills to the tasks. With the increased knowledge, skills and attitudes toward the task is expected to change behavior in order to obtain high productivity (Nasution, 2006). In the school organization, learning is not only important for learners but also for everyone involved in the school (especially teachers and principals) in order to adapt to the changing demands of society as McShane & Ginlow (2008) states that the organization must continue constantly learning about the environment in order to survive and succeed through adaptation.

Ikujiro Nonaka of Japan adopted teaching and learning to achieve the progress of business organizations by saying (the learning organization must be a teaching organization), so that the possibility of personally-owned knowledge can be accessed by others (Kanter, 2003).

From some opinions above it can be concluded that knowledge management is a process or activity to create, use, utilize the knowledge gained from experience, information and data to optimize the achievement of the vision and mission of the organization so that survival, success, organizational progress can be improved.

Conceptual Framework And Hypotheses

The conceptual framework of variables in this study is expected in a study on the performance of teachers and the factors that influence the Competence, Achievement Motivation, and Knowledge Management conducted at the State Senior High School (SMA) Negeri Nubatukan Sub-District, Lembata District.

Briefly can be seen in the following conceptual framework model :
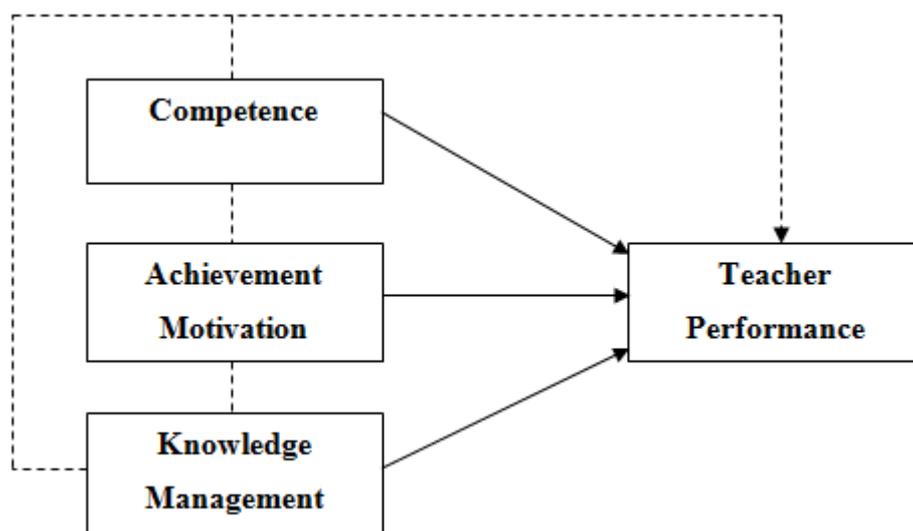
Information :
: Partial Influence

: Simultaneous Influence

Hypothesis in this research, that is: (1) Competence, Achievement Motivation and Knowledge of Management influence to Teacher Performance (2) Competence have dominant effect to teacher performance.

III.   Methodology

This research is a research with quantitative approach, with the intention of analyzing the influence of Competence (X1), Achievement Motivation (X2), and Knowledge Management (X3) as independent variable (Independent Variable) on Teacher Performance (Y) as dependent variable (Dependent Variable). This research was conducted at SMA Negeri Sekecamatan Nubatukan, Kabupaaten Lembata, East Nusa Tenggara Province (NTT). The reason and consideration of the selection of this location is because there is no research with the same theme in the location concerned. Therefore, this research is expected to provide information about the management of human resources in the field of education, especially the performance of teachers in relation to competence, achievement motivation and knowledge management.

The population in this study were 84 teachers from 2 State Junior High Schools in Nubatukan Sub-district, Lembata District.

To get a better generalization of data, then used census technique that is taking from all member of population amounted to 84 people. The data collection instrument used here is through questionnaires distributed to the respondents drawn from the population.

The data obtained is then processed using SPSS to test the research instrument first. Test instruments here include validity and reliability tests. The analysis technique used is multiple linear regression. From the results of this analysis can be known how the influence of competence variables, achievement motivation and knowledge management on teacher performance, both simultaneously and partially, so that finally can be put forward conclusions and suggestions.

IV. Results and Discussion

Testing Research Instruments
Test Validity And Reliability

Validity is measured by comparing the correlation value of each indicator on statement item with table correlation value (r table). R value of product moment table at α = 0,05 and n = 84 equal to 0,2146. From the data processing seen from the 57 items tested statement, all statements are valid and can be said to have a positive correlation coefficient and greater than r tabe1, and the probability is smaller than α = 5%, meaning there is a significant relationship between the score of each item with a total score.

Significant correlations indicate that the indicator of 57 valid statement items can indeed be used to measure, in other words the instrument used is valid so it can be used in research. Furthermore 57 items declared valid statements are tested reliabilitas. After tested it can be seen that all variables have a reliability coefficient greater than 0.60, so based on the reliability test, the existing instrument is feasible to be used.

Classic assumption test

Based on the results of VIF calculation shows that the VIF competence value is 1.037, the achievement motivation is 1,024 and the management knowledge of 1.013 is smaller than 5, thus it can be concluded that the regression model does not have multicollinearity problem. Based on regression test using SPSS program that regression model is normal distribution and there is no hetereoskedastisitas.

Analysis of Linear Regression Analysis
Regression Equation

$$Y = 0.889 + 0.519 X1 + 0.403 X2 + 0.271 X3$$

Based on the regression equation above, makadapat described things as follows:
1. Constant value = 0.889 which means that if all the independent variables Competence (X1), Achievement Motivation (X2), Knowledge Management (X3) = 0 then the value of Teacher Performance (Y) of 0.889.
2. Regression coefficient for competence (X1) = 0,519 indicates that the competence effect on the direction of teacher performance. This means that the better the competence will lead to improved teacher performance. If the competency increases by 1 will increase the teacher's performance by 0,519.
3. Regression coefficient for achievement motivation (X2) = 0,403 shows that achievement motivation influenced in the direction of teacher performance. This means that the better achievement motivation will cause the performance of teachers have increased. If the competence increases by 1 then it will improve teacher performance by 0.403.
4. Regression coefficient for knowledge management (X3) = 0,271 indicates that management knowledge influences the direction of teacher performance. If the knowledge of management increased by 1 then it will improve teacher performance by 0,271.

Coefficient of Determination (R ^ 2)

From result of calculation of doubled linear regression known value of R coefficient of determination (Adjusted R square) is equal to 0681. This coefficient of determination means that competence (X1), achievement motivation (X2), and knowledge management (X3) can give contribution to teacher performance equal to 68,1%, while 31,9% is caused by other variable outside this research variable .

Hypothesis Testing

To test the first hypothesis which states that there is a significant influence of competence variables, achievement motivation and knowledge of management on the performance of teachers of SMA Negeri Sekecamatan Nubatukan, Lembata Regency, then F test or Anova test is conducted. From result of calculation of multiple linear regression analysis with SPSS obtained F_Hitung equal to 56.965 while F_Tabel at α = 5% equal to 2.71; this means F_Hitung> F_Table (56.965> 2.71) and the probability value (shown in the Sig. column) is 0.000 smaller than 0.05 which is the confidence level of the research (0.000 <0.05). Thus, it can be concluded that the competence, achievement motivation and knowledge management have positive and significant effect simultaneously on the performance of SMA Negeri Sekecamatan Nubatukan, Lembata. The first hypothesis is statistically accepted.

To test the second hypothesis which states that the predicted variables of achievement motivation have a dominant influence on the performance of the teachers of SMA Negeri Sekecamatan Nubatukan Lembata Regency, then t test. In the variable Competence (X1) regression analysis results obtained tcount = 9,382 while the value ttabel = 2.713 so thitung> ttabel or sig value. 0.000 <0,05 so Ho is rejected and Ha accepted, and proved variable Competence (X1) effect on teacher performance (Y). In the variable of Achievement Motivation (X2) result of regression analysis obtained tcount = 6,663 while ttable = 2,713 so tcount> ttable or value sig.0,000 <0,05 so Ho rejected and Ha accepted, and proven achievement motivation variable (X2) performance

of teacher (Y). In variable of Knowledge Management (X3) result of regression analysis obtained value thitun = 5,034 while ttable value = 2,713 so tcount> ttable or value sig.0,000 <0,05 so Ho rejected and Ha accepted, and proven variable Knowledge Management (X1) affects teacher performance (Y).

Based on t test results, it can be proved that competence, achievement motivation and knowledge management partially have a significant effect on teacher performance. Independent variables that have the greatest coefficient and significant is the variable that has a dominant influence on teacher performance.Based on the results of multiple linear regression analysis can be known that the largest regression coefficient is a competence variable of 9,328, this means competence is a variable that has a dominant influence on teacher performance, followed by the variable of motivation berprestasisebesar 6,663 and management knowledge variable equal to 5,034. Thus the second hypothesis is statistically accepted.

Discussion of Research
1. Effect of Competence on Teacher Performance

Based on the results of processing and testing of data performed, the competence has a significant effect on the performance of teachers of SMA Negeri Sekecamatan Nubatukan, Lembata Regency proved that score score (on multiple linear regression table of 0.603) supported by contributions from indicators that support the competence itself, that is: learning, mastering of science, attitude or personality, and social interaction. This significant influence means that there is a direct influence between competence and teacher performance, the higher the competence the more the teacher performance will increase. Sagala (2008), said that a level of competence owned by a teacher will affect the high low performance of a teacher. Competence is an individual's ability and ability to develop, mobilize, and use its potentials in responding to changes that occur in the organization environment.

This is in accordance with the opinion Muhaimin (2004), competence is a set of intelligence actions full of responsibilities that must be owned by someone as a condition to be considered capable of carrying out tasks in a particular field. Competence can be the basis of the selection process, planning, evaluation of employee performance and human resource development. Competence can also be used as a criterion for determining employee placement, principals are expected to develop and improve their knowledge, skills, expertise, level of competence and teacher performance. Saondi (2012), said that the performance of a teacher is determined by the ability (competence). Research Ricky Christofel Senge (2017), also supports that there is a positive influence between competence and performance. In the research, it is argued that competence has a significant influence on performance.

2. The Influence of Achievement Motivation on Teacher Performance
Based on the results of data processing and testing performed, achievement motivation has significant effect on the performance of teachers of SMA Negeri Sekecamatan Nubatukan, Lembata Regency proved that the score score (on multiple linear regression table of 0.426) supported by contribution from achievement motivation indicator itself, that is work hard, keen to challenge, forward-oriented, risk-taking, and creative and innovative. This significant influence means that there is a direct influence between achievement motivation on teacher performance.

A teacher can work well and professionally if in itself there is high motivation. High motivation from within this teacher usually encourage teachers to carry out their duties and functions with the spirit and energetic. So it can be concluded that, the higher the achievement motivation of a teacher, the higher the performance of the teacher, as well as the teacher whose performance is low due to low achievement motivation. As previous research conducted by Reinaldus Masi (2017) also supports that there is a positive influence between motivation and teacher performance. In the research it was suggested that the high motivation of a teacher has a significant influence on the performance.

3. Effect of Knowledge Management on Teacher Performance
Based on the results of data processing and testing conducted, the knowledge management has a significant effect on the performance of teachers of SMA Negeri Sekecamatan Nubatukan Lembata Regency proved that the score score (on the tables of multiple linear regression 0.320) supported by the contribution of the indicators of knowledge management itself, namely: mission, formulation of rules and work result, making school guidance, supervision program. This significant influence means that there is a direct influence between management knowledge on teacher performance.

A teacher can work well and professionally if has knowledge about management, which in the management teacher can understand how to do program planning, organizing, actualization, and evaluation of result and process of learning and also program at school. So it can be concluded that, the higher the

management knowledge of a teacher the higher the teacher's performance results as well, if the knowledge management is low then it will affect the low performance of teachers. As the results of previous research conducted by Novita Sari, Marnis and Samsir (2014) also support that there is a positive influence between knowledge management on performance. In the study it was suggested that the better the management of knowledge in an organization or company, the tendency of performance in the organization or company will increase.

4. The Influence of Competence, Achievement Motivation, Knowledge Management on Teacher Performance

Based on the results of processing and testing the data performed, competence, achievement motivation, knowledge management significant effect on teacher performance. Significant influence means that there is a direct influence between competence, achievement motivation, knowledge management and teacher performance. The higher the competence, achievement motivation, knowledge management will further improve the performance of teachers.

Implication of Research Results

Based on the results of research that has been done, then there are some implications of research results related or associated with teacher performance. The implications of the study result are:

1. The result of the research of the achievement motivation variable which is suspected to have dominant influence on the teacher's performance, did not show the dominant influence relationship to the teacher performance where the achievement motivation variable contributed 0.42 or 46% smaller than the competence variable which contributed 0.60 or 60% because in this study competence variables have a dominant influence on teacher performance with a contribution value of 0.60 or 60%.
2. The results of research attempts to maximize the performance of teachers need to note the three independent variables that influence it, namely competence, achievement motivation and knowledge management. This suggests that there is a need for efforts to be made by institutions to improve teachers' performance by increasing competency, achievement motivation, and management knowledge.
3. The combination of competence, achievement motivation, and management knowledge are proven to have a significant effect on teacher performance. This means that the better combination of competence, achievement motivation and knowledge management, will improve teacher performance.

Limitations of Research

Be aware that there are some limitations in this study despite the maximum effort, such as:

1. This research reveals teacher performance influenced by three factors only, that is competence factor, achievement motivation and management knowledge, while other factors that influence teacher performance is very complex and not disclosed in this research. So it is hoped for further research can reveal the performance of teachers based on other factors.
2. Technical limitations of researchers in the field related to the implementation of research on teacher performance. This is because the culture of Indonesian society which until now the work of teachers in the region is still quite closed. Even teacher superiors such as principals and supervisors are not easy to obtain data and observe the reality of daily performance of teachers in front of students. Indeed, the program of class visits by principals or supervisors may not be rejected by teachers. However, it is not rare that teachers try to show their best performance in the planning process and implementation of learning only when visited.
3. This research is only done on teachers of SMA Negeri 1 and SMA Negri 2 District Nubatukan, Lembata District. This happens because SMA Negeri Sekecamatan Nubatukan Lembata Regency only has two SMA Negeri, so it will be better if the next research can consist of several SMA Negeri Sekabupaten Lembata.

V.   Conclusion and Suggestion

Conclusion

Based on research data about the influence of competence, achievement motivation and knowledge management on teacher performance in SMA Negeri Sekecamatan Nubatukan Lembata Regency, it can be concluded that:

1. Descriptive results of competence formed from the management of learning, mastery of science, attitude or personality and social interaction. The teachers of SMA Negeri Sekecamatan Nubatukan are competent or have the ability to teach and educate, especially in the management of learning.

   Achievement motivation is formed from hard work, like challenge, forward oriented, risk-taking, creative and innovative. The teachers of SMA Negeri Sekecamatan Nubatukan have the courage to take risks on what they do. Knowledge management is formed from the formulation of vision and mission of formulation

of rules and work result, make school guidance and supervision program. The management knowledge of teachers in SMA Negeri Sekecamatan Nubatukan is the formulation of rules and work result and supervision program.

2. The results showed that competence, achievement motivation, knowledge management influence on teacher performance. To know the influence of the three variables can be described as follows: competence variables have a significant influence on the performance of teachers in SMA Negeri Sekecamatan Nubatukan. Competence gained from the training and development given to the teachers of SMA Negeri Sekecamatan Nubatukan. Thus, the performance of the teachers of SMA Negeri Sekecamatan Nubatukan increased along with the increase of competence.

Achievement motivation has a significant influence on teacher performance in SMA Negeri Sekecamatan Nubatukan. Achievement motivation gained from hard work and encouragement from within the teachers of SMA Negeri Sekecematan Nubatukan to dare to take risks on the tasks done, have a future orientation to continue to improve themselves to face the challenges of globalization era that continues to grow rapidly and creative and innovative. Thus, the performance of teachers of SMA Negeri Sekecamatan Nubatukan increased along with the increase of achievement motivation. Knowledge management has a significant influence on teacher performance in SMA Negeri Sekecamatan Nubatukan. Knowledge management gained from planning, formulation of vision and mission, formulation of rules and work result, as well as guidance and supervision of school program so that school runs according to directed corridor, learning program until evaluation of effective learning and continuously clean up in accordance with existing condition. Thus, the performance of teachers in the Nubatukan Sekubamatan Nubatukan State High School increases with the increasing of management knowledge.

3. Competence has a dominant influence on teacher performance in SMA Negeri Sekecamatan Nubatukan Lembata District. The ability of teachers to continue to learn, creative and innovative, mastering the field of science diampuh and interact well within and outside the school can increase the competence of teachers.

Suggestion
1. For Science
   Further research is expected to add variables that can affect the performance of teachers not only competence, achievement motivation, knowledge management, and research should not focus on the field of education alone to produce more accurate information.
2. For teachers of SMA Negeri Sekecamatan Nubatukan Lembata Regency that already have competence, achievement motivation and good management knowledge, need to be maintained and improved again so that more competent, more motivated, and planning until evaluation of learning program and school guidance more well ordered.
3. For the principal of SMA Negeri Sekecamatan Nubatukan Lembata District has provided training and development to teachers so that teachers become more competent in their field, but it would be good encouragement to keep learning, creative and innovative, and oriented forward from the head schools for teachers are essential for improving teacher performance in order to achieve quality and quality education.

REFERENCES
[1].   Aritonang, K. T. (2005). Work Compensation, Teacher Work Discipline and Junior Teacher Performance
[2].   Christian CPC Penabur Jakarta. Journal of Sower Education. 4 / Th IV.\
[3].   Byras, L. L., and Rue, L. W., (2000) Human Resource Management, 6th ed. Boston: Irwin
[4].   Davenport, T. H., De Long, D. W., & Beers, M. C. (1998). Successful KMProjects. Sloan Manajement Review.
[5].   Disdikpora Palangkaraya. (2014). Indonesia Education Quality Rank 69 World Level. http://disdikpora.palangkaraya.go.id/berita-160-kualitas-pendidikan-indonesia-ranking-69-tingkat-dunia.html, Accessed Date, January 7, 2
[6].   Kanter, Rosabeth Moss. (2003). Rosabeth Moss Kanter on Frontier of Management. Harvard Buisness School Publishing School Publishing Co, Massachusetts.
[7].   Liebowtiz, J; Beckman, T. J. (1998). Knowledge Organization: What Every Manager Should Know. Boca Raton: CRC Press LLC.
[8].   Masi, Reinaldus. (2017). Influence Analysis of Training, Komoensasi, Motivation, and Commitment to Teacher Performance SMA Negeri 1 Adonara West Flores Timur. Thesis of Graduate Program of Merdeka University. Poor
[9].   McShane Steven L. & Von Glinow, Mary Ann. (2008). Organizational Behavior Fourth Edition. McGraw-Hill/Irwin. New York.
[10].   Mulyasa. (2007). Competency Standards and Teacher Certification. Bandung: PT Remaja Rosdakarya._____. (2005). Become a Professional Teacher: Creating Creative and Joyful Learning. Bandung: PT. Youth Rosdakarya
[11].   Mathis, R.L., & Jackson, J. H. (2000). Organization Commitment, Public Performance and Managerial Review.
[12].   Nasution, M. (2000). Personnel Management (In Company Application). Publisher Rineka Cipta: Jakarta.
[13].   Parlinda, V., and M. Wahyuddin. (2005). The Influence of Leadership, Motivation, and Work Environment on Employee Performance at Regional Water Company in Surakarta. Journal of Research Post Graduate Program of Muhammadiyah University of Surakarta.
[14].   Father Fathuroman and AA Suryana. (2012). Professional Teachers. Bandung: Refika Aditama.
[15].   Roestiyah. (1989). Teaching and Learning Strategies. Jakarta: PT Bina Aksara
[16].   Senge, Ricky Christofel. (2017). The Influence of Competence, Employee Commitment, And Job Stress On The Performance Of Master Charis National Academy. Thesis of Graduate Program of Merdeka University. Poor

[17]. Suharto, N., (2005). Perceptions About Teachers Performance Standards and Their Influence on Learning Services. Journal of IKIP Bandung.
[18]. Usman, M. U. (2010). Become a Professional Teacher: PT Rosda Karya.
[19]. Zahera, S. Y. (1998). Development of School Principals and Working Ethos of Primary School Teachers. Journal of Education Sciences. Issue 5. No. 2, May 1998.