

The Influence of Information Technology Mastery and Work Motivation on the Teacher Performance

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Abstract: The aims of this research is to determine the effect of information technology mastery and work motivation on teacher performance. This research was conducted at SMA Negeri 6 Seram Bagian Timur and SMA Negeri 9 Seram Timur, involving 41 teachers. The results of this research explained that the data description for the variable mastery of information technology, obtained as many as 12 teachers (29.27%) had very high mastery of information technology, 25 teachers (60.98%) had high mastery of information technology and 4 teachers (9.75%) has moderate mastery of information technology. The description of the data for the work motivation variable in this research was that 16 teachers (39.02%) had very high work motivation, 16 teachers (39.02%) had high work motivation, and as many as 9 teachers (21.96%) had work motivation. In the middle category. Furthermore, for the teacher performance, it was found that 13 teachers (31.71%) had very high teacher performance, 22 teachers (53.66%) had high teacher performance, and 6 teachers (14.63%) had moderate performance. Based on the results of the analysis of the three hypotheses, the following conclusions can be obtained: (1) The mastery of information technology has no positive and significant influence on the teacher's performance due to some factors; (2) There is a significant effect of work motivation on teacher performance. This is evidenced by $F_{\text{count}} = 27.750 > F_{\text{table}} = 3.24$ with a coefficient of determination (R Square) of 0.416; (3) There is a significant influence of information technology mastery and work motivation together on the teacher's performance. This is evidenced from $F_{\text{count}} = 15.650 > F_{\text{table}} = 3.24$ with a coefficient of determination (R Square) value is 0.452.

Keywords: Mastery of information technology; work motivation; and teacher performance.

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INTRODUCTION

The development of Information and Communication and Technology (ICT) in the industrial revolution era 4.0 has resulted in all lines experiencing digitalization, including in Education (Anderson et al., 2002; Büyükbaykal, 2015; Peeraer & Van Petegem, 2012; Ratheeswari, 2018; Sarkar, 2012). This should be of particular concern to education activists, especially the teachers. In an educational organizational structure, teachers have a very important role because they have directly relationship with students. Teachers are expected to be able to master the newest technology and information which related to education so that they can respond to the demands of the times (Ertmer et al., 2012; Ertmer & Ottenbreit-Leftwich, 2010).

According to Undang-Undang Number 14 of 2005, teachers are professional educators in their fields who have the main task of educating, guiding, giving directions, providing training, giving assessments and conducting evaluations of students who take their education from an early age through formal government channels. from elementary to high school. This noble profession is at the forefront in the world of education. The

teacher's knowledge and skills are very influential in developing the potential and talents of each student. Teachers are expected to always develop their competencies so that they can be in tune with the changes and developments of the times, so they can create a fun learning for students.

Not only mastery of Information Technology but also good work motivation of the teachers can provide enthusiasm, encouragement and improve work ethic in improving teacher performance in develop meaningful learning processes to achieve educational goals (Ahmad, 2021; La Ode Safihu & Gani, 2022; Morze & Glazunova, 2019; Nora & Bukhori, 2022). According to Bakar et al. (2014), the teacher's motivation at work is related to what the teacher wants, their hopes and some various goals that they want to achieve. The explanation was also continued that the teaching profession was required not only to have an adequate set of knowledge and abilities, but also to have strong work motivation. Work motivation is like a torch that will ignite self-esteem. Teachers will be motivated to give their best to students, so that it is indirectly will improve the quality of learning which is expected to have a major impact on teacher performance (Harris & Sass, 2011; Kanya et al., 2021; Mahgoub & Elyas, 2014; Sirait, 2016; Xhaferi, 2017).

From the results of early observations made by the author at SMAN 6 Seram Timur and SMAN 9 Seram Timur, there were two main things obtained, namely there were still teachers who had not been able to prepare their own learning tools and the development of teaching materials/media based on information technology was still lack. In the early observation, the author distributed questionnaires to teachers and headmasters and conducted an interview with the headmaster of SMAN 6 Seram Bagian Timur and SMAN 9 Seram Bagian Timur. From the data that obtained from the principals in each of these schools, there were still teachers who had high work motivation but had not been able to provide maximum learning in class due to a lack of teacher skills in mastering information technology.

There are other problems except of the problems above, that obtained from the recapitulation of the filling questionnaires result by all teachers in SMAN 6 Seram Bagian Timur and SMAN 9 Seram Bagian Timur, it is known that there are teachers who have not been able to develop their own learning tools, lack of motivation to develop teaching materials based on information technology, teachers have not maximally carried out online or blended learning, and the learning media used by teachers have not used technology optimally, and much of learning process has not been student-cantered and focuses more on developing students' academic abilities. This is in line with what was stated by Salmon, (2014) it said that one of the problems in implementing learning is lot of learning is only directed at developing academic abilities, and ignoring the formation of attitudes or character. These problems can certainly affect the teacher's performance in carrying out their main tasks.

Based on the early observations results, the lack of the information technology mastery and its application in the learning process and the low of work motivation from the teachers will make the teachers performance was not being achieved optimally. Some teachers are still confused about the mastery and the usage of information technology in learning, so that when teaching it seems that they are just carrying out the learning process to complete their responsibilities without any other efforts to improve the quality of their learning.

From the problems above, the authors argue that it is necessary to conduct more in-depth research on whether there is a relationship between several variables that are

thought to be related to teacher performance through research with the title: The Influence of The Information Technology Mastery and Work Motivation on Teachers Performance at SMAN 6 Seram Bagian Timur and SMAN 9 Seram Bagian Timur.

METHOD

The type of this research is ex-post facto, and using a quantitative approach. Respondents in this study were 41 teachers from SMA Negeri 6 Seram Bagian Timur and SMA Negeri 9 Seram Bagian Timur. Considering that the population in this study was under 100 people, the researchers used a saturated/census sampling technique, so that the sample in this study was 41 people (Sugiyono, 2015).

Data collection techniques in this research used test techniques to measure Information Technology Mastery variables (X_1), and questionnaires to measure work motivation (X_2) and the teacher's performance (Y) variables. The three variables are then tested for its validity and reliability. The results of the validity and reliability tests, namely the questionnaire of the three variables, are:

Content validation

Content validation was carried out by 2 lecturers, 2 high school/vocational high school supervisors and 1 expert who is competent in information technology mastery to assess and give suggestions, then according to the validation results in the form of notes or comments, the instrument items developed were sufficiently appropriate and can be used with little revisions.

Readability Validation

From the results of the content validation and readability, there were several revisions to the instrument that would be used as draft 3 (trial instrument). 1) For the instruments of information technology mastery in points 1, 5, 6, 8 and 10, the construct should be re-read orderly and then give a little revisions; 2) For the work motivation instruments, in points 14, 15, 23 and 37, re-read the construct orderly, then little revisions are made; 3) For The teacher's performance instruments in points no. 32, 47 and 49, the construct should be re-read carefully then give a small revision.

Instrument Testing

Instrument trials were carried out on 30 teachers at SMA Negeri 1 Seram Timur. With the following results:

Table 1. Summary of Trial Testing Result

No	Research Variables	Number of Statements	Not Valid	Valid
1	Information and Technology Mastery (X_1)	10	0	10
2	Work Motivation (X_2)	40	0	40
3	Teachers Performance (Y)	50	0	50

Source: Data Processed Result, 2023

Reliability Test

For the reliability test using the Alpha Chronbach formula. After obtaining the reliability value of the instrument (r_{11}), it is then compared to the r_{table} with the following test criteria:

If $r_{11} > r_{table}$ the instrument is reliable.

If $r_{11} < r_{table}$ the instrument is not reliable.

The instrument reliability test was carried out on 30 teachers, so that the r -table for 28 ($30-2$) at a significance level of 0.05 was 0.361. The results of the reliability test can be seen in the following table:

Table 2. Summary of Reliability Test Results

No	Research Variables	Correlation Coefficient of Analysis Results (r_{11})	r_{table}	Conclusion
1	Information and Technology Mastery (X_1)	0,885	0,361	Reliable
2	Work Motivation (X_2)	0,947	0,361	Reliable
3	Teachers Performance (Y)	0,975	0,361	Reliable

Source: Data Processed Result, 2023

Data analysis techniques in this research used descriptive analysis, normality test, multicollinearity test, hypothesis test with simple correlation then to find out the significance was done by t-test and multiple correlation, then f-test was performed.

RESULT AND DISCUSSION

The research data consisted of two independent variables, namely information technology mastery (X_1) and work motivation (X_2) and the dependent variable, is teacher performance (Y). In this section, the data for each variable will be described. Then it is described using the benchmark reference assessment criteria (Ratumanan & Laurens 2015: 171). The following are the results of data processing that has been carried out with the help by using SPSS 25 for windows.

Description of Information Technology Mastery variable

The test instrument of information technology mastery has 10 statement items with the highest possible score is 40 and the lowest possible score is 0. From the calculation results, the mean value is 33.24, the standard deviation value is 4.134; the variance is 17.089, the range value is 16, the minimum value is 24 and the maximum value is 40. The results of completing the information technology mastery questionnaire are made in the value conversion table in the following table:

Table 3. Conversion Value Of The Information Technology Mastery

No	Interval	Frecuency	Percentage (%)	Criteria
1	36,0 – 40,0	12	29,27	Very High
2	30,0 – 35,9	25	60,98	High
3	24,0 – 29,9	4	9,75	Middle
4	16,0 – 23,9	0	0	Low
5	< 16,0	0	0	Very Low
Jumlah	41	100		

Based on the analysis results in table 4.1 above, it can be seen that the results of tests of respondents for the information technology mastery variable showed a very high score distribution are 12 teachers (29.27%), a high score are 25 teachers (60.98%) and a moderate score are 4 teachers (9.75%). Thus, it can be concluded that the mastery of

information technology in general gets a proportion of 60.98% in the high criteria. It means that teachers' mastery of information technology in SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur is included in the good category.

Description of Work Motivation Variable

The work motivation variable instrument has 40 statement items with the highest possible score is 160 and the lowest possible score is 0. From the calculation results, the mean value is 135.49; standard deviation value of 12.973; variance value of 168.306; the value of range is 50, the minimum value is 110 and the maximum value is 160. The results of filling out the work motivation questionnaire are made in the value conversion table in the following table:

Table 4. Conversion Value of Work Motivation

No	Interval	Frequency	Percentage (%)	Criteria
1	144,0 – 160,0	16	39,02	Very High
2	120,0 – 143,9	16	39,02	High
3	96,0 – 119,9	9	21,96	Middle
4	64,0 – 95,9	0	0	Low
5	< 64,0	0	0	Very Low
Jumlah	41	100		

Based on the analysis results in table 4.2 above, it can be seen that the results of respondents' perceptions of the work motivation variable show a very high score distribution are 16 teachers (39.02%), high scores are 16 teachers too (39.02%), and middle score are 9 teachers (21.96%). In general, the proportions of very high and high criteria have the same percentage and both are more than the other criteria. The results of the descriptive analysis obtained an average of 135.49 which is in the interval 120.0 – 143.9, with the high category. It means that respondents considered that the work motivation of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur was included in the high category.

Description of the Teacher Performance variable

The teacher's performance variable instrument has 50 statement items with the highest possible score is 200 and the lowest possible score is 0. From the calculation results, the mean value is 167.68; standard deviation value of 20.324; the variance value is 413.072, the range value is 85, the minimum value is 115 and the maximum value is 200. The results of filling out the teacher's performance questionnaire are made in the value conversion table in the following table:

Table 5. Conversion Value of Teacher Performance

No	Interval	Frequency	Percentage (%)	Criteria
1	180,0 – 200,0	13	31,71	Very High
2	150,0 – 179,9	22	53,66	High
3	120,0 – 149,9	6	14,63	Middle
4	80,0 – 119,9	0	0	Low
5	< 80,0	0	0	Very Low
Jumlah	41	100		

Based on the results of the analysis in table 4.3 above, it can be seen that the results of respondents' perceptions of the teacher performance variable show a very high score distribution are 13 teachers (31.71%), a high score are 22 teachers (53.66%) while a

moderate score are 6 teachers (14.63%). From the results of the descriptive statistical analysis, it was obtained that the mean value for the teacher's performance was 167,68 which was located in the interval 150,0-179,9 with the high category. Thus, it can be concluded that in general the teacher's mastery of information technology in SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur is included in the high category.

Hypothesis testing

Hypothesis testing was formed to see the influence between information technology mastery (X_1) on the teacher's performance (Y), the influence between work motivation (X_2) on the teachers performance (Y), and the influence between information technology mastery (X_1) and work motivation (X_2) jointly on the teachers performance (Y). To test the three hypotheses, simple regression analysis and multiple regression analysis were used. This hypothesis testing is using SPSS 25. The results of data analysis are:

Hypothesis Testing I:

There is a negative and significant influence of information technology mastery on teachers' performance in SMA Negeri 6 Seram Bagian Timur dan SMA Negeri 9 Seram Bagian Timur. This is evidenced from $F_{\text{count}} = 4.199 > F_{\text{table}} = 3.24$ or significant value = 0.047 $< \alpha = 0.05$. Thus means H_0 is rejected. This means that mastery of information technology (X_1) has a significant influence on teacher performance (Y).

Hypothesis Testing II:

In the second hypothesis testing, there is a positive and significant influence between work motivation and teachers' performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. This is evidenced by the value of $F_{\text{count}} = 27.750 > F_{\text{table}} = 3.24$ or significant value = 0.000 $< \alpha = 0.05$. Thus means H_0 is rejected. This means that work motivation (X_2) has a significant influence on teacher performance (Y).

Hypothesis Testing III:

In the third hypothesis testing, there is a positive and significant influence between mastery of information technology and work motivation jointly on teachers' performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. This is evidenced by the value of $F_{\text{count}} = 15.650 > F_{\text{table}} = 3.24$ or significant value = 0.000 $< \alpha = 0.05$. Thus means H_0 is rejected. It Can be concluded that mastery of information technology (X_1) and work motivation (X_2) together have a significant influence on teacher performance (Y). The coefficient of determination (R Square) is 0.452. Thus, the magnitude of the influence of information technology mastery and work motivation on teacher performance is 45.2%, while the remaining 54.8% is influenced by other variables outside this regression model.

Variable Description of Mastery of Information Technology (X_1)

The results of the descriptive analysis of the variable mastery of information technology are high. This category shows that the number of respondents is 41 teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur with a minimum standard is 24, a maximum standard is 40, an average value (mean) is 33.24 and a standard deviation is 4,134. While the description variable of the very high category was 12 respondents (29.27%), high category was 25 respondents (60.98%) and middle category was 4 respondents

(9.75%). Thus, in general, teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur have high mastery of information technology, so that teachers carry out their duties in accordance with the duties and functions that have been discussed together and respond quickly to developments in science and technology and implement them in supporting assigned tasks. carried.

The data above shows that mastery of information technology is included in the high criteria. From the results of the test conducted, what needs to be paid attention to is the indicator for making power point slides and setting up equipment for presentations in the advanced skills sub-variable. This is in accordance with the conditions of the teaching and learning process at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur where teachers rarely use LCDs for presentations due to the lack of the electricity access during school hours. So that teachers are less skilled in mastering these two indicators. These constraints should receive more serious attention from the principal as the decision maker at School.

Teachers, who are one of the most important parts of the learning process in schools, actually need various tools in using Information and Communication Technology optimally to support their required abilities, especially in operating these ICT devices (Bilan et al., 2023; Birdsall, 2011; Markauskaite, 2006; Sergeeva et al., 2023). For this reason, teachers are expected to always develop their competencies so that they can be in tune with the changes and developments of the times, by mastering information technology and being creative in overcoming technical obstacles that occur in order to improve teachers' performance in a better direction.

Thus, from the description of the results of the questionnaire analysis per indicator, it can be concluded that the teachers' mastery of information technology at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur is good. Beside of that, respondents also always try to improve their abilities and skills in mastering information technology.

Variable Description of Work Motivation (X_2)

The descriptive analysis results of the of the teacher's work motivation variable at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur were classified as high. This category shows that the number of respondents is 41 people, with a minimum standard is 110; default maximum is 160; average value (mean) is 135.49; the standard deviation is 12.973. While the variable description's score in the very high category are 16 respondents (39.02%), the high category are also 16 respondents (39.02%), and the qualification/moderate category are 9 respondents (21.96 %).

In general, teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur think that the teacher's work motivation was good. This condition indicates that teachers have a high boost or enthusiasm in carrying out their main duties as a teacher. This encouragement raises behavior to act optimally in order to meet expectations and achieve goals. From this research's results, it was obtained data that the internal motivation was more dominant in the respondents compared to the external motivation. This means that the teacher has an inner awareness to carry out his duties properly. So, from the description of the questionnaire analysis results per indicator, it can be concluded that the work motivation of the teachers in SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur is good.

Variable Description of Teachers Performance (Y)

From the result of the teacher performance variable, a maximum score is 200.00, minimum score is 115.00, range value is of 85.00, the average value (mean) is 167.68, standard deviation is 20.324 and the value of variance is 413.072 are obtained. The results of the descriptive analysis of teacher performance variables at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur were classified as high category. There were 13 respondents (31.71%) in the very high category, 22 respondents (53.66%) in the high category, and 6 respondents (14.63%) in the medium category.

Thus, the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur has been good in carrying out their duties and functions at school. This condition indicates that teachers understand and complete their assignments in accordance with the expected minimum performance standards.

According to Rahabav et al., (2021), performance is a measure of a work outcome. It can also be said that performance is the actual achievement achieved by a person or organization through high competence and motivation, so that output or outcome is achieved in accordance with the time targets, targets, standards set by an organization.

The Influence of Information Technology Mastery (X_1) on Teachers Performance (Y)

The results of this research, prove that there is a significant influence of information technology mastery on teachers' performance at SMAN 6 Seram Timur and SMAN 9 Seram Timur (Sig = 0.047) and the coefficient of determination (R Square) is 0.097 or equal to 9.7%. This shows that the magnitude of the influence of information technology mastery on teacher performance is only 9.7% and the remaining 90.3% is influenced by external factors not examined in this study. In addition, from the research results, a simple linear regression equation is obtained, namely $\hat{Y} = a + b_1X_1 = 218,642 + (-1,533) X_1$.

This means that mastery of information technology can be estimated if the teacher's performance score is known. Every variable mastery of information technology (X_1) increase by one unit, will be followed by a decrease in the teacher performance variable (Y) of 1.533 units with a constant value of 218.642.

In a normal condition, if the teacher's mastery of information technology is good, the teacher's performance will also be better. Like the results of several previous research, including the research conducted by Fatmah (2020) which shows that mastery of IT has a significant effect on teachers' performance. The regression equation formed is $\hat{Y} = 323.437 + 2.222X$. For every increase of information technology mastery by one unit, the teacher's performance will increase by 2,222 units. The magnitude of the influence is known from the value of the coefficient of determination of 0.154 or equal to 15.4% and the remaining 84.6% are external factors that were not examined in the study. In addition, the results of Peter et al., (2014) show that there is an effect of the use of information and communication technology on teacher performance. The magnitude of the influence of the use of information technology on teacher performance either partially or simultaneously is 40.5%, while the remaining 59.5% is influenced by other variables outside this study.

However, it is different from what researchers found in this research. The results of this study show the opposite data, that the higher mastery of information technology, the teacher's performance will decrease by 1,533 units. This could happen and is included as a special case for research on the effect of mastery of information technology on teacher performance, so that there are differences from the results of previous research that require a further study. To explore the causes of this occurrence, the researchers

conducted interviews with a number of teachers at SMAN 6 Seram Timur and SMAN 9 Seram Timur. From the results of the interviews, this finding is very likely caused by four main factors which indicate why this happened, namely: 1) There is an assumption from the teacher that without using information technology, the learning process can still run well. So, even though the teachers mastery information technology well, teachers still rarely use it in the daily learning process; 2) Most of teachers spend their free time using information technology devices (both cellphones and laptops) not to access quality improvement materials, but more to spend scrolling through social media such as Facebook, Whatsapp, TikTok, opening entertainment applications and other things that are not has something to do with the development of competence and teacher performance; 3) There is no electricity from PLN during school hours. The operational hours for the supply of electricity supply from PLN Kiandarat for Lian Fitu, Kiandarat and Tutuk Tolu Districts are only can reach at 18.00-06.00 WIT every day. According to the teachers interviewed, if teachers with high information technology skills want to use information technology in the learning process, then the teacher is preoccupied with making a lot of preparations such as turning on the generator engine first and preparing other technical matters so that the time of learning process cannot be carried out properly. And this also affects the performance of the teacher; 4) The availability of information technology facilities in schools is less supportive. So that even though the teacher's mastery of technology is good, the teacher has not been able to carry out information technology-based learning. Based on information from the deputy head of school for infrastructure facilities at SMAN 6 Seram Timur, the internet network bandwidth of only 1 Mbps from Wifi assistance from DTP Nets at schools to serve all school members is very lacking. Using Telkomsel's 4G network from the next village is also very difficult, because 4G only has certain points at school. Meanwhile at SMAN 9 Seram Timur, GR, the school operator there, said that there was Wifi assistance from the government, but the quota was very limited, only 5GB per month. Besides that, the availability of only 1 LCD projector in the school and many damaged school laptops were also another obstacle. So, even though the teacher has mastered information technology, the teacher has not been able to carry out learning in schools and has not been able to utilize information technology because of these constraints.

The results of these interviews are in line with what was stated by Umardulis, (2019) that the facts in the field found that teachers were still comfortable using verbal learning so that teachers rarely used ICT in the learning process on the grounds that the projectors available at school were not used because it was a hassle, afraid of short circuits, children are noisy when using the projector, don't have digital teaching materials to present, can't make PowerPoint media, and can't connect the projector to the laptop. On the other hand, there are schools that do not have facilities that support the use of ICT in the learning process at school.

The same thing was also stated by Rivalina & Siahaan (2020) that there are several possible arguments why not all teachers use ICT in carrying out the learning activities they teach (1) teaching using only textbooks according to the teacher, the students have shown learning achievements adequate and even proud; (2) looking for other learning resources including through the use of ICT (outside of the textbooks that have been set) according to the teacher is certainly time-consuming and costly; (3) the reluctance of teachers to utilize various learning resources including the use of ICT in learning activities if there are no logical consequences that they can feel or get.

The results of this author's research are the same as the results of previous

research conducted by Han et al., (2017). The results of this study indicate that the technology mastery variable has no positive and insignificant effect on teacher performance at SMA Negeri 3 Maros. There is a difference from the results of previous research because the teachers at SMA Negeri 3 Maros still lack knowledge about technology and the lack of technological facilities prepared at SMA Negeri 3 Maros has an effect on increasing their mastery of technology (Kazu et al., 2005; Raharjo et al., 2022).

In Permendiknas No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competency, in the Pedagogic Competence of High School Teachers section, it is said that the competency of subject teachers is to utilize information and communication technology in the learning being taught. From the data above, teachers at SMAN 6 Seram Timur and SMAN 9 Seram Timur have high mastery of information technology, but are aware of increasing their abilities and skills in utilizing information technology in the learning process in accordance with Permendinas No.16 of 2007. This needs to be further improved in order to realize a better teaching and learning process. No matter how sophisticated the ICT tools available in schools are, of course there are no benefits if they are not utilized for the benefit of learning activities. To be able to utilize ICT in learning requires teacher ICT knowledge and skills, not only to utilize ICT but also to develop learning content so that teacher performance can also increase.

The Influence of Work Motivation (X_2) on Teachers Performance (Y)

The results of this research prove that there is a significant effect of work motivation on teacher performance in SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur (Sig = 0.000) and the coefficient of determination (R Square) is 41.6%, which means that both whether or not work motivation affects the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. And conversely, if work motivation is not good, then the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur will also be low.

The result above is in line with several research results including the results of research conducted by Emeliazola & Sesmiarni (2024) which shows that the results of a simple regression analysis have a large effect on teacher performance, seen from the magnitude of the determination coefficient of 97.9%. Furthermore, research conducted by Noorhapizah et al., (2023) shows that there is a significant influence between work motivation on teacher performance, namely 99.3%. This means that the work motivation of teachers will affect teacher activities in schools for maximum teacher achievement.

Teacher work motivation is an encouragement that arises from within and from outside the teacher. It can be said that work motivation influences teacher performance, meaning that the higher the work motivation, the teacher's performance will be higher too. Work motivation has a very important role for achieving maximum organizational goals, because with motivation the teacher can complete his work according to predetermined standards. The balance of work motivation both from within and outside the teacher will greatly affect whether or not the teacher's performance is good.

The Influence of Mastery of Information Technology (X_1) and Work Motivation (X_2) together on Teacher Performance (Y)

The results of this research prove that there is a significant influence between Mastery of Information Technology (X_1) and Work Motivation (X_2) together on Teacher Performance (Y) at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur (Sig = 0.000)

and the coefficient of determination (R Square) is 45.2% which means that the good or not mastery of information technology and work motivation will affect the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. The better the mastery of information technology and work motivation will improve teacher performance in information technology mastery and work motivation, and conversely, if the mastery of information technology and work motivation is not good then the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur will also be decrease.

The results of the research above are in line with the results of research conducted by Astuti et al., (2020) which shows that there is a significant influence between work motivation on teacher performance, which is equal to 99.3%, which means work motivation will affect teacher activity at school for the achievement in completing their duties to the fullest. The same research was also conducted by Bastian et al., (2022) and showed the results that the use of information technology, work motivation and job satisfaction have a significant effect on teacher performance together.

CONCLUSION

In accordance with the description of the previous chapters, the researcher can make the following conclusions: First, Teacher information technology mastery at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur are in the very high category of 12 teachers (29.27%), in the high category there are 25 teachers (60.98%) and in the moderate category as many as 4 teachers (9.75%). The average value (mean) of information technology mastery is 33.24 in the high category. Second, Teacher work motivation at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur were in the very high category, with 16 teachers (39.02%), also in the high category, 16 teachers (39.02%), and medium qualifications/category as many as 9 teachers (21.96%). The average value (mean) of work motivation is 135.49 which is in the high category. Third, the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur were in the very high category of 13 teachers (31.71%), in the high category of 22 teachers (53.66%), and qualifications/medium category as many as 6 teachers (14.63%). The average value (mean) of teacher performance is 167.68 which is in the high category. Four, there is a significant effect of mastery of information technology on teacher performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur with a coefficient of determination (R Square) of 9.7%, which means that the better the mastery of information technology, the better also the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. There is a special case for this study that every time the mastery of information technology increases, there is a decrease in teacher performance. The results of the interviews show that there are three main factors that cause this, namely: (a) There is an assumption from the teacher that without using information technology, the learning process can still run well; (b) Most teachers spend their free time using information technology devices (both cellphones and laptops) not to access teacher quality improvement materials/activities; (c) There is no electricity available from the National Electric Company during school hours; (d) Insufficient information technology infrastructure in schools. Fifth, there is a positive and significant effect of work motivation on teacher performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur with a coefficient of determination (R Square) of 41.6%, which means that the better the motivation, the better also the performance of teachers at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur. There is a positive and significant influence of information technology mastery and work motivation jointly

on teacher performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur with a coefficient of determination (R Square) of 45.2%, which means that the better mastery of information technology and work motivation will also improve teacher performance at SMA Negeri 6 Seram Timur and SMA Negeri 9 Seram Timur.

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