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THE INFLUENCE OF TEACHER COMPETENCE AND EDUCATIONAL FACILITIES ON TEACHING MOTIVATION OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN ACEH BESAR REGENCY

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Abstract

The role of teacher competence and educational facilities is crucial in enhancing teachers' teaching motivation at schools. Good teacher competence and educational facilities are capable of boosting teachers' motivation. The sample was taken using probability sampling technique, involving 84 teachers. The purpose of this research is to determine: (1) the influence of teacher competence on teaching motivation; (2) the influence of educational facilities on teaching motivation; (3) the simultaneous influence of teacher competence and educational facilities on teaching motivation. This research employs a quantitative correlational approach. Data collection techniques include observation, questionnaires, and documentation. The data analysis techniques used are validity test, reliability test, multiple linear regression analysis, simultaneous significance test (F-statistic test), coefficient of determination analysis (R2), and partial influence significance test (t-test). The results of this study indicate that: (1) there is a positive and significant influence of teacher competence on teaching motivation, with the tendency of teacher competence variables being in the high category by 35%; (2) there is a significant influence of educational facilities on teaching motivation, evidenced by the educational facilities variable being in the very high category by 71%; (3) there is a positive and significant simultaneous influence of teacher competence and educational facilities on teaching motivation, with a significance value of 0.001, F-value (30.082) > F-table (3.11), and p-value (0.001) < α (0.05). The coefficient of determination indicates an R square value of 0.426, and the equation notation Y = 36.412 + 0.283X1 + 0.055X2, meaning that the positive constant value suggests a positive influence of the independent variables, teacher competence and educational facilities, on teaching motivation.

Keywords: *Teacher Competence, Educational Facilities, and Teaching Motivation.*

1. INTRODUCTION

Education is a conscious and planned effort to develop the potential of learners and shape the character and civilization of the nation. Teachers play a crucial role in achieving these educational goals. They must possess competencies that align with established standards, covering aspects of personality, pedagogy, professionalism, and social skills. It is hoped that with these competencies, teachers will be more motivated in conducting the teaching and learning process (Uzer Usman in Febriana (2021:2). However, it is not only the competence of teachers that is important in creating a conducive learning environment. Adequate educational facilities and infrastructure also play an equally crucial role. The presence of suitable facilities can influence the comfort and job satisfaction of teachers, as well as contribute to creating a positive learning atmosphere for students (Kumparan 1 Desember 2023).

According to Idris and Jaman in Budiyanto and Haryati (2023:33) Nevertheless, the education system in Indonesia still faces various challenges in achieving optimal educational quality. Factors such as educational objectives, teacher quality, the physical condition and talents of students, as well as educational facilities and community support, all have significant impacts on overall educational quality. Teacher motivation is a key factor in improving student performance and learning outcomes. With high motivation, teachers will be more driven to continually enhance their abilities in planning, implementing, and evaluating learning activities. It is hoped that this will lead to maximum learning

outcomes for students. Therefore, enhancing teacher motivation and improving educational infrastructure are crucial steps in efforts to enhance overall educational quality in Indonesia Budiyanto dan Haryati (2023:33). In this study, the researcher is interested in examining the influence of teacher competence and educational facilities in public junior high schools in Aceh Besar Regency. Considering the vast area of Aceh Besar, the researcher will select four samples of public junior high schools located in the Aceh Besar area, including two schools accredited with A and two schools accredited with B. Through this, the researcher aims to investigate the influence of teacher competence and educational facilities as factors contributing to the increase in teacher motivation in teaching. Based on the background above, the researcher is interested in conducting a study titled "The Influence of Teacher Competence and Educational Facilities on Teacher Motivation in Public Junior High Schools in Aceh Besar Regency". Referring to the formulated research questions above, the objectives of this study are as follows:

a. General Objective
   To determine the influence of teacher competence and educational facilities on the teaching motivation of teachers in Public Junior High Schools in Aceh Besar Regency.
b. Specific Objectives
   Specifically, this research aims to obtain an overview of:
   1) The influence of teacher competence on the teaching motivation of subject teachers in Public Junior High Schools in Aceh Besar Regency.
   2) The influence of educational facilities on the teaching motivation of subject teachers in Public Junior High Schools in Aceh Besar Regency.
   3) The influence of teacher competence and educational facilities on the teaching motivation of subject teachers in Public Junior High Schools in Aceh Besar Regency.

2. IMPLEMENTATION METHOD

This study employs a quantitative approach rooted in positivism philosophy, aiming to examine the relationships among variables through statistical analysis. The chosen research method is correlational quantitative, which allows for the analysis of inter-variable relationships and the prediction of subject scores on other variables. The study will uncover the relationships between teacher competence, educational facilities, and teacher teaching motivation.

2.1 Research Location and Time

This research was conducted in four junior high schools located in the Peukan Bada and Ingin Jaya districts of Aceh Besar regency for one month, from February to March 2024. The selected schools for this study were SMPN 1 Peukan Bada with school accreditation A, SMPN 2 Peukan Bada with school accreditation B, SMPN 3 Ingin Jaya with school accreditation A, and SMPN 1 Ingin Jaya with school accreditation B.

2.2 Population and Sample

Arikunto in Roflin et al. (2021:10) stated that the population refers to the entire objects in the research. The population in this study consists of all teachers in the Public Junior High Schools of Aceh Besar Regency, totaling 662 individuals. Meanwhile, a sample, according to Roflin et al. (2021:10), is a subset of the population. This implies that all units of the population should have an equal chance of being selected as sample units, and the sample is considered as an estimator of the population or as a miniature population. Due to the large size of the population, as well as limitations in funding, manpower, and time, it is not feasible for the researcher to study all subjects within the population. Therefore, the researcher employs sampling from the population that represents the general characteristics. In selecting the sample for this study, the researcher utilizes the probability sampling technique, which provides an equal chance for every element (member) of the population to be chosen as a sample member. The probability sampling technique used is stratified random

sampling. According to Sugiyono (2020:54), stratified random sampling is a method of sampling by dividing the population into several strata or layers based on specific characteristics, such as gender, age, or region. The sampling process involves dividing schools based on their geographical area and school accreditation, aiming to represent the teachers in public junior high schools in Aceh Besar Regency. Considering various factors, the researcher selects a sample of 84 teachers from four schools.

2.3 Research Instrument

The research instrument is a tool used by researchers to collect research data in order to obtain research answers. The research instrument will measure the variables of teacher competence, educational facilities and infrastructure, and teaching motivation. This instrument is developed through several methods, as follows:

a. Defining the operational variables of the research
   - Dependent Variable
     The dependent variable here refers to the main focus of the researcher, which is Teacher Motivation (Y).
   - Independent Variables
     Independent variables, or free variables, are variables that influence the dependent variable, whether positively or negatively. The independent variables here are Teacher Competence (X1) and Educational Facilities and Infrastructure (X2).

b. Developing Research Variable Indicators
   Teacher Competence, Educational Facilities and Infrastructure, and Teaching Motivation. Meanwhile, Likert scale is used for scoring calculation. According to Sugiyono (2020:152), a Likert scale is a scale used to measure the attitudes, opinions, and perceptions of an individual or a group of people about social phenomena.

c. Developing an instrument matrix
   Instrument used to measure teachers' perceptions of teacher competency and educational facilities as well as teaching motivation using a closed questionnaire.
   - Operational Variables
     Teacher competency is a set of knowledge, skills, and behaviors that teachers must possess, internalize, master, and demonstrate in carrying out their professional duties. The indicators of competency (X1) in this study are pedagogical competence, social competence, personality competence, and professional competence (Law No. 14 of 2005). In the teacher competency variable, scores obtained from respondents' answers to instruments measuring: 1) Lesson planning and implementation, 2) Evaluation of learning outcomes, 3) Determination of teaching methods and techniques, 4) Implementation of teaching, 5) Teaching discipline, 6) Accountability, 7) Conducting material enrichment.
   - Educational Facilities and Infrastructure
     Educational facilities and infrastructure are facilities directly and indirectly used to support the educational process. In the educational facilities and infrastructure variable, scores obtained from respondents' answers to instruments measuring: 1) School buildings, 2) Classrooms/learning spaces, 3) Textbooks/references, 4) Teaching equipment/teaching aids, 5) Library.
   - Teacher Work Motivation
     Work motivation is the overall driving force or impetus that creates a desire to perform activities or tasks, in this case, as a teacher in teaching carried out systematically, repeatedly, continuously, and progressively to achieve goals. In the variable of teacher work motivation in teaching, scores obtained from respondents' answers to instruments measuring: 1) Desire to succeed, 2) Desire for self-development, 3) Sense of security, 4) Willingness to take risks, 5) Desire to collaborate.

2.4 Data Collection Techniques

The data collection procedure used in this study, regarding motivation, educational facilities, and teacher competence, involves the use of questionnaires. According to Sugiyono (2017:142), a questionnaire is a data collection technique where a set of written questions or statements is provided to respondents to answer. The questionnaire used in this study is a type of closed-ended questionnaire, where respondents only need to mark one of the provided answers that they consider correct. The research instrument is a tool used by a researcher to measure a phenomenon that has occurred. The data collection instrument in this study utilizes a questionnaire, which is a list of written statements designed to obtain responses from respondents. The Likert scale is employed to measure individuals' attitudes, opinions, and perceptions about social phenomena. The Likert scale used in this study ranges from a minimum score of 1 to a maximum score of 5. This range allows for a clear understanding of respondents' answers, whether they tend towards agreement or disagreement. Therefore, the respondents' answers are expected to be more relevant (Sugiyono, 2014:58).

2.5 Data Analysis Techniques

a. Validity Test

The pilot test of this instrument was conducted at SMPN 3 Ingin Jaya by involving all 31 civil servant teachers who will be the research sample. Instrument validity test is a measure that indicates the validity of an instrument. The instrument validity test is conducted to determine the validity of question items or statements, so that the data collected is based on valid question items.

In this study, the validity test was conducted using SPSS version 29, specifically by using the Pearson product-moment correlation test. Based on the output produced, if the value of r count > r table with a significance value of 5% (0.355), it can be said that the instrument is valid.

b. Reliability Test

Reliability test is a tool to measure a research questionnaire which is an indicator of a variable or construct. Reliability test is also used to test the consistency of data over a certain period of time, namely to determine the extent to which the measurement used can be relied upon or trusted. Reliability measurement is done by using the One Shot method (measurement only once), which means that the measurement is done only once and then the result is compared with other questions or measures the correlation between the answers to questions (Ghozali, 2018:45).

Reliability test indicates the accuracy, precision, and consistency of a questionnaire in measuring variables. Reliability test is used to determine the consistency of a measuring instrument so that the measuring instrument used can be reliable and consistently accurate if the measurement is repeated. In testing reliability, researchers use the reliability coefficient alpha (Cronbach's Alpha). The reliability test is conducted at a significance level of 5%, which means the instrument is considered reliable if the alpha value is greater than > 0.05. Subsequently, data analysis is conducted using SPSS version 29. Based on the results of the reliability test in this study, the questionnaire used is reliable with a value of 0.860 > 0.60, categorized as highly reliable. Therefore, all questionnaires from the three variables in this study can be used in the research because they have values > 0.60.

c. Multiple Linear Regression Analysis

Multiple linear regression analysis is an analysis to determine the influence of independent variables, which are more than one, on one dependent variable. The multiple linear regression analysis model is used to explain the relationship and the extent of the influence of each independent variable on the dependent variable (Ghozali, 2018:19).

3. RESULTS AND DISCUSSION

In this study, three variables were used: teacher competence, educational facilities and infrastructure, and teacher motivation. The questionnaire was distributed to 84 teachers from four different schools. The sampled schools were SMPN 1 Ingin Jaya with 10 teacher respondents, SMPN 3 Ingin Jaya with 31 teacher respondents, SMPN 1 Peukan Bada with 30 teacher respondents, and SMPN 2 Peukan Bada with 11 teacher respondents. The questionnaire utilized a Likert scale with varying scores. Teacher competence was measured using 23 questions, educational facilities and infrastructure with 18 questions, and teacher motivation with 15 questions. These variables were used to address the research objective, which is to determine the influence of teacher competence and educational facilities and infrastructure on teacher motivation at SMPN Aceh Besar. The research objective was formulated in the form of hypotheses, which were then tested using regression analysis techniques with the assistance of SPSS version 29. Descriptive statistics, including mean, median, mode, and standard deviation, will be presented in detail for each variable. In summary, this study investigates the impact of teacher competence and educational facilities and infrastructure on teacher motivation in SMPN Aceh Besar. The research uses a questionnaire distributed to 84 teachers from four different schools. The findings are expected to contribute to the understanding of how these factors influence teacher motivation, which can ultimately inform strategies for improving teaching quality in the region.

3.1 Teacher Competence Variable (X1)

To determine the number of interval classes, the formula used is 1 + 3.3 log n, where n is the number of observations. For this study, with 84 observations, the calculation is as follows: 1 + 3.3 log 84 = 7.27, which is rounded to 7 interval classes. The data range is calculated by subtracting the minimum value from the maximum value, resulting in a data range of 115 - 79 = 36. The class width can be calculated by dividing the data range by the number of interval classes, resulting in 36 / 7 = 5. To determine the tendency of the teacher competence variable (X1) data, the following steps can be taken after obtaining the minimum value (Xmin) and maximum value (Xmax). First, find the ideal mean (Mi) using the formula Mi = ½ (Xmax + Xmin), and the ideal standard deviation (SDi) using the formula SDi = 1/6 (Xmax - Xmin). Based on the norms above, the mean value of the teacher competence variable is 97 and the ideal standard deviation is 6. From the calculations above, the variable can be categorized into 4 classes as follows:

- Very High: $X \geq Mi + 1.5\ SDi$
- High: $Mi \leq X < Mi + 1.5\ SDi$
- Adequate: $Mi - 1.5\ SDi \leq X < Mi$
- Low: $X < Mi - 1.5\ SDi$

Based on the calculation, the distribution table of tendencies can be created as follows:

Table 1
Tendency Distribution Table

No	Score	Frequency	Percentage	Category
1	$X \geq 106$	28	33%	Very High
2	$97 \leq X < 106$	29	35%	High
3	$88 \leq X < 97$	7	8%	Adequate
4	$X < 88$	6	7%	Low
Total		**84**	**100%**	

Based on the table above, the frequency of teacher competence variable in the Very High category is 28 teachers with a percentage of 33%, in the High category there are 29 teachers with a percentage of 35%, in the Adequate category there are 7 teachers with a percentage of 8%, and in the Low category there are 6 teachers with a percentage of 7%. Thus, it can be concluded that the

tendency of the teacher competence variable is in the High category at 35%, which means there is a high influence of teacher competence on teacher motivation.

3.2 Educational Facilities and Infrastructure Variable (X2)

To determine the tendency of the teacher competence variable (X1) data, the following steps can be taken after obtaining the minimum value (Xmin) and maximum value (Xmax). First, find the ideal mean (Mi) using the formula Mi = ½ (Xmax + Xmin), and the ideal standard deviation (SDi) using the formula SDi = 1/6 (Xmax - Xmin). Based on the norms above, the mean value of the teacher competence variable is 74 and the ideal standard deviation is 5.3. From the calculations above, the variable can be categorized into 4 classes as follows:

- Very High: X ≥ Mi + 1.5 SDi
- High: Mi ≤ X < Mi + 1.5 SDi
- Adequate: Mi - 1.5 SDi ≤ X < Mi
- Low: X < Mi - 1.5 SD

Based on the calculation, the distribution table of tendencies can be created as follows:

Table 2
Distribution of Educational Facilities and Infrastructure Variable Tendencies

No	Score	Frequency	Percentage	Category
1	X ≥ 82	60	71%	Very High
2	74 ≤ X < 82	5	6%	High
3	66 ≤ X < 74	14	17%	Adequate
4	X < 66	5	6%	Low
Total		**84**	**100%**	

Based on the table above, the frequency of the educational facilities and infrastructure variable in the Very High category is 60 teachers with a percentage of 71%, in the High category there are 5 teachers with a percentage of 6%, in the Adequate category there are 14 teachers with a percentage of 17%, and in the Low category there are 5 teachers with a percentage of 6%. Thus, it can be concluded that the tendency of the educational facilities and infrastructure variable is in the Very High category at 71%, which means there is a very high influence of educational facilities and infrastructure on teacher motivation.

3.3 Teacher Motivation Variable (Y2)

The determination of the tendency of the teacher motivation variable (Y) data can be calculated after knowing the minimum value (Xmin) and maximum value (Xmax). Next, find the ideal mean (Mi) using the formula Mi = ½ (Xmax + Xmin), and the ideal standard deviation (SDi) using the formula SDi = 1/6 (Xmax - Xmin). Based on the norms above, the mean value of the teacher motivation variable is 66 and the ideal standard deviation is 3. From the calculations above, the variable can be categorized into 4 classes as follows:

- Very High: X ≥ Mi + 1.5 SDi
- High: Mi ≤ X < Mi + 1.5 SDi
- Adequate: Mi - 1.5 SDi ≤ X < Mi
- Low: X < Mi - 1.5 SDi

Based on the calculation, the distribution table of tendencies can be created as follows:

Table 3
Distribution of Teacher Motivation Variable Tendencies

No	Score	Frequency	Percentage	Category
1	X ≥ 70.5	52	62%	Very High
2	66 ≤ X < 70.5	19	23%	High
3	61.5 ≤ X < 66	11	13%	Adequate
4	X < 61.5	2	2%	Low
Total		**84**	**100%**	

Based on the table above, the frequency of the teacher motivation variable in the Very High category is 52 teachers with a percentage of 62%, in the High category there are 19 teachers with a percentage of 23%, in the Adequate category there are 11 teachers with a percentage of 13%, and in the Low category there are 2 teachers with a percentage of 2%. Thus, it can be concluded that the tendency of the teacher motivation variable is in the Very High category at 62%.

3.4 Hypothesis Testing

a. Simultaneous Significance Test (F Test)

Tabel 4
Uji Simultan Antar Variabel Bebas Dan Variabel Terikat

ANOVA[a]				
Sum of Squares	Df	Mean Square	F	Sig.
707.121	2	353.560	30.082	<.001b
952.022	81	11.753		
1659.143	83			

Based on the results in the table above, the criteria for rejecting H0 are if the calculated F value > the critical F value (Ftable) or if the p-value < α (0.05), with the following hypotheses:

- Ha: b1, b2 = 0, meaning there is a simultaneous positive and significant influence of the independent variables on the dependent variable.
- H0: b1, b2 ≠ 0, meaning there is at least one positive and significant influence of the independent variables on the dependent variable.

The simultaneous test result obtained is an F value of 30.082, which will be compared with the critical F value of 3.11 using a significance level of 5%. Therefore, it can be concluded that H0 is rejected because the calculated F value (30.082) > the critical F value (3.11), and the p-value (0.001) < α (0.05). Thus, it can be concluded that there is a simultaneous positive and significant influence of the independent variables on the dependent variable.

b. Partial Effect Significance Test (t Test)

Table 5
Table of Partial Testing Results of Variables X1 and X2 on Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	36.412	4.461		8.163	<.001		
	x1	283	.049	581	5.803	<.001	.706	1.416
	x2	.055	.047	.118	1.180	.241	.706	1.416

Based on the results in the table above, partial testing is conducted using the criteria to reject H0 if the calculated t value > the critical t value or if the p-value < α (0.05), with the following hypotheses:

- H0: There is no positive and significant effect of the independent variables on the dependent variable partially.
- H1: There is an independent variable that has a positive and significant effect on the dependent variable partially. The partial test results for the teacher's competence variable on teacher's teaching motivation obtained a calculated t value (5.803), and for the educational facilities variable, the calculated t value is (1.180). Both values will be compared with the critical t value (1.98969) using a significance level of 5%. It can be concluded that:
- H0 is rejected for the teacher's competence variable on teacher's teaching motivation because the calculated t value (5.803) > the critical t value (1.98969) or the p-value (0.001) < α (0.05), indicating that teacher's competence has a positive and significant effect on teacher's teaching motivation.
- H0 cannot be rejected for the educational facilities variable on teacher's teaching motivation because the calculated t value (1.180) < the critical t value (1.98969) or the p-value (0.241) > α (0.05), indicating that educational facilities do not have a positive but significant effect on teacher's teaching motivation.

c. Multiple Linear Regression Test Results

Table 6
Multiple Linear Regression Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653a	.426	.412	3.428

From the multiple linear regression results above using SPSS, it shows that the equation notation Y=a +b1X1 +b2X2 +e is Y= 36.412 + 0.283X1 +0.055X2, which means that the positive constant value indicates a positive influence from the independent variables, namely teacher competency and educational facilities on teacher motivation. Thus, it can be concluded that an increase in teacher motivation is accompanied by an improvement in competency and the availability of good facilities. In the competency column, indicated by 0.283, it states that if X1 (teacher competency) increases by one unit, then teaching motivation will increase by 0.283 or 28.3%. Meanwhile, a positive coefficient value means that there is a positive relationship between teacher competency and teaching motivation. Therefore, it can be inferred that an increase in teacher competency results in an increase in teaching motivation as well. On the coefficient of educational facilities, indicated by 0.055, it states that if X2 (educational facilities) increases by one unit, then teaching motivation will increase by 0.055 or 5.5%. Meanwhile, a positive coefficient value means that there is a positive relationship between educational facilities and teaching motivation. Thus, it can be concluded that an increase in educational facilities results in an increase in teaching motivation as well.

d. Coefficient of Determination Result

Table 7
Coefficient of Determination Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.653[a]	.426	.412	3.428	.426

The coefficient of determination result in the table above shows an R square value of 0.426. This indicates that 42.6% of teacher motivation can be explained by teacher competency and

educational facilities, while the remaining 57.4% is influenced by other factors not explained in this study.

4. CONCLUSION

Based on the data analysis results obtained through calculations and elaborated and explained in the previous chapter, the following conclusions can be drawn:

a. There is a positive and significant influence of teacher competency on teacher motivation in SMP Negeri Aceh Besar, with a sample size of 84 teachers from four selected schools, namely SMPN 1 Peukan Bada, SMPN 2 Peukan Bada, SMPN 1 Ingin Jaya, and SMPN 3 Ingin Jaya. This is evidenced by the tendency of the teacher competency variable to be in the high category at 35%. Rejecting H0 because the t-value (5.803) > t-table (1.98969) or p-value (0.001) < α (0.05), and in the competency column, indicated by 0.283, it states that if teacher competency increases by one unit, then teaching motivation will increase by 0.283 or 28.3%. It can be concluded that teacher competency has a positive and significant effect on teacher motivation, so if there is an increase in the teacher competency variable, it will result in an increase in the teaching motivation variable.
b. There is a significant influence of educational facilities on teacher motivation in SMP Negeri Aceh Besar, with a sample size of 84 teachers from four selected schools, namely SMPN 1 Peukan Bada, SMPN 2 Peukan Bada, SMPN 1 Ingin Jaya, and SMPN 3 Ingin Jaya. This is evidenced by the tendency of the educational facilities variable to be in the very high category, which is 71%. The p-value (0.241) < α (0.05), and in the coefficient of educational facilities, indicated by 0.055, it states that if educational facilities increase by one unit, then teaching motivation will increase by 0.055 or 5%. It can be concluded that educational facilities have a significant effect on teacher motivation, so if there is an increase in the educational facilities variable, it will result in an increase in the teaching motivation variable.
c. There is a positive and significant simultaneous effect of teacher competency and educational facilities on teacher motivation in SMP Negeri Aceh Besar, with a sample size of 84 teachers from four selected schools, namely SMPN 1 Peukan Bada, SMPN 2 Peukan Bada, SMPN 1 Ingin Jaya, and SMPN 3 Ingin Jaya. This is evidenced by the significance result of 0.001 smaller than 0.05, the F-value (30.082) > F-table (3.11), and p-value (0.001) < α (0.05). The coefficient of determination shows an R square value of 0.426 and the equation notation Y= 36.412 + 0.283X1 + 0.055X2, meaning the positive constant value indicates a positive influence of the independent variables, teacher competency, and educational facilities on teacher motivation. It can be concluded that an increase in teacher motivation is accompanied by an improvement in competency and the availability of good facilities. Furthermore, 42.6% of teacher motivation can be explained by teacher competency and educational facilities, while the remaining 57.4% is influenced by other factors not explained in this study.

4.1 Implications:

Every research conducted in the educational environment naturally has implications in the field of education and also for further research. Regarding this matter, the implications related to the contribution to the development of educational theories about teacher competency, educational facilities, and teacher motivation from the research results are as follows:

a. Teacher competency has an influence on teacher motivation. Teachers who feel competent in their teaching field tend to be more engaged in the learning process. They are more motivated to create engaging and meaningful learning experiences for their students, and to continuously improve the quality of their teaching over time. Competent teachers often achieve better results in student learning. Seeing the progress and success of students as a result of their teaching efforts can provide additional motivation for teachers to continuously improve their performance. Thus, teacher competency has a significant impact on their motivation to teach. Investing in teacher competency development is an important step in improving overall

education quality and increasing teachers' enthusiasm and motivation to provide the best for their students.

b. There is an influence between educational facilities and teacher motivation. Adequate and conducive learning environments can provide a significant boost for teachers to deliver more effective and meaningful teaching. Investing in providing facilities that support effective and conducive learning can help increase the enthusiasm and motivation of teachers to provide the best teaching for their students.

c. Teacher competency and educational facilities have a positive and significant influence on teacher motivation. Overall, both teacher competency and educational facilities play important roles in influencing teacher motivation. They complement and support each other in creating a good learning environment, which encourages teachers to provide the best teaching for their students.

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