

# The Ability Of Administrative Management And Work Motivation On Teacher Performance Catholic Religious Teacher At The Primary School Manado City, Indonesia

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## Abstract

This study aims to analyze and interpret administrative management capabilities and performance performance of Catholic religious education teachers (survey conducted at elementary school in the city of Manado). The population in use is the teachers of Catholic primary school education in Manado city that is as much as 45 people using cluster sampling technique. This research is quantitative research with survey method and questionnaire. Data analysis using descriptive analysis with the help of SPSS 17 application program. The results showed that the administrative management ability has a contribution of 34.2% on the performance of Catholic primary education teachers in the city of Manado. Work motivation contributed 37.1% to the performance of Catholic primary education teachers in Manado city. Together, administration and work motivation contributed 48.8% to the performance of Catholic religious teachers in Manado.

**Keywords:** Administrative Management Capability, Work Motivation, Teacher Performance

## 1. Introduction

Development in the field of education is one of the strategic factors in creating the nation's progress. Quality education can produce qualified and productive human resources. School is one of the educational organizations that can be said to be a container to achieve the goals of national development. The success of educational goals in schools depends on the human resources of the school principal, teachers, students, administrative staff. In addition must be supported also by the facilities and infrastructure that mamadai. Guru quality is the spearhead of educational progress of a nation. Teachers are sales agents of educational institutions, who must have pedagogical skills, personality abilities, professional abilities and social skills, in performing their essential duties (H. Buchari Alma, 2009: 141-142). Teachers are one of the components that determine the implementation of education process. The existence of teachers is the main actors as facilitators of organizing the learning process of students. The success of education at the educational unit level in this case at the school level will be largely determined by teacher performance. It is said that because the product of learning outcomes by teachers in schools will be determined by the quality of teacher performance. Conceptually according to Sedarmayanti's (2007) performance view is a system used to assess and know whether an employee has performed his or her work as a whole, or a combination of the work (what one has to accomplish) and the competence (how one achieves it)

According to Mahsun (2006) that performance is a description of the level of achievement of the implementation of an activity / program, the policy in realizing the goals, objectives, vision and mission of the organization contained in the strategic plan of an organization. The reality in the field shows there are still teachers whose performance is still not optimal. There are still many teachers who have not maximized in making learning tools and only imitate pre-existing devices. The learning methods used are still conventional, and the teacher is not optimal in using modern learning methods (such as the use of instructional media), inadequate educational facilities, unfavorable environmental conditions, work discipline that has not been optimal, and there are still teachers who have not reflected have professional ability.

There are still religious teachers who ignore self-awareness, self-regulation, empathy and social skills. Yet all of that will train the teachers to be able to control his emotions that will support his intellectual ability. The symptoms of the problem is allegedly influenced by the ability of teachers in understanding, mastering and implementing a number of types of school administration as one of the administrative technical skills that must be owned by every teacher. Conceptually, administrative management capabilities according to Mohammad Saroni (2011), is a special ability to implement the existing teacher competencies of pedagogic, professional, personality and social through administrative services, in performing their duties as teachers / educators and teachers

This special capability is referred to as administrative management capability, needs to be planned from the beginning on the agenda of the activity program which should be evaluated and reported on the results at the end of the completion of the activity. The administrative management capability is intended as an awareness and skill to prepare all educational and learning tools. Administrative management capabilities help teachers explore their professions, thus having a special ability to implement the four existing teacher competencies through administrative services, in performing their duties as teachers.

The facts on the ground show the symptom of the problem that Catholic primary school teachers in Manado City tend to be less understanding, mastering and less able mengimplementasikan management of education administration. There are still teachers of Catholic Catholic Primary School in Manado city who are not able to prepare instructional administration tools so that not maximal in running the process of education and learning completely. The existence of the tendency of teachers do not have the tools support methods and materials materials are complete, so the teacher concerned finally end up accountable report on the implementation of its duties.

The low and weak levels of educational administration management ability of teachers today are caused by factors that come from internal teachers themselves and other factors that come from outside. These factors include: (1) The income obtained by the teacher has not been able to be managed wisely through the scalap priority of family needs sufficiently. (2) Lack of teachers' interest to add technological insight as an effort to improve their administrative management capability. (3) The number of students in one class is quite large and the teacher burden is quite large in one week. (4) The low interest of teachers to the writing world. (Djamel Z, 2005: 33-35).

Supervisors of Catholic education, still find many teachers of Catholic education who can show the educational and learning system administration systematically, have not been able to prepare the administrative tools of teaching and learning activities completely, feel no need to prepare educational and learning administration tools as well as indifferent to administrative obligations teaching and learning activities. This shows the weak administrative management of Catholic Religious School teachers in the city of Manado.

The problem of teacher performance is also allegedly influenced by the ability of administrative management, allegedly also the performance of this teacher is influenced by teacher work motivation. Conceptually, the motivation of work is the provision of a driving force that creates the excitement of one's work, so that they will cooperate, work effectively and integrate with all their efforts to achieve satisfaction (Hasibuan, 2000:95). Motivation of work is something that raises the spirit or encouragement, where strong weak motivation is to determine the high and low performance achievement. Work motivation is a condition that moves teachers to be able to achieve goals or conditions that are able to awaken and maintain the behavior of certain teachers.

Thus the teacher's work motivation in this issue is related to the effort to strengthen and improve teacher's performance, encouragement to work, responsibility to task, interest to task, reward of duty, improvement of human resources in teacher, and motivation until one is only effective when in the person has the belief or the belief to move forward and succeed in the organization. The facts in the field of symptoms of problems associated with teacher work motivation shows that teachers tend to be less eager to manage promotion, tend to resign to face the problems of learning in the classroom, less creative learning media, do not want to learn IT media, less eager in the association and less informative so can not access the development of the environment and rarely get any additional tasks from the principal

## 2. Literature review

### 2.1. Administrative Management Ability

Ability in the Indonesian dictionary comes from the word "capable" which means power (can, capable, do something, can, be, rich, have excessive wealth). Ability is a ability to do something. Someone is said to be capable if he can do something he must do. Ability is the capacity of an individual to perform various tasks in a job. Ability is a recent assessment of what a person can do. According to Chaplin (1997) "ability" (ability, skill, dexterity, talent, ability) is the power (power of power) to perform an act ". "Ability can be innate ability or a result of exercise or practice" Robbins (2008). While Slameto (2010: 56) suggests that "the ability is a skill that consists of three types of skills to deal with and adjust to new situations quickly and effectively, know / use abstract concepts effectively, know the relationship and learn it quickly ". From these meanings, it can be concluded that the ability (ability) is the ability or the potential to master a skill that is innate or is the result of exercise or practice and used to do something that is realized through his actions.

Ability to show potential people to perform tasks or jobs. The ability may be used or may not. Ability is closely related to the physical and mental abilities that people have to do the job and not what they want to do (Gibson 1994: 104. From the several definitions above can be deduced that the ability is the potential that is owned by someone to do something about it. True ability is the ability that is present because there is a strong impulse from within. There are 3 types of basic skills that must be possessed to support a person in carrying out a job or task, so as to achieve maximum results (Robert R.Katz, in Moenir 2008), namely: (1) Technical skill, is knowledge and mastery of activities concerned with the way processes and procedures relating to work and work tools. (2) Human Skill, is the ability to work in an atmosphere group where the organization feels secure and free to convey problems. (3) Conceptual Skill is the ability to see a rough image to recognize the presence of an important element in the situation of understanding between the elements. The term management is often

identified with management terms. Management is a special skill and ability to perform an activity either with others, or through others in achieving organizational goals.

Hersey and Blanchard according to Stoner in Sudjana (2000: 17) implies the management of "management as working with and through individuals and groups to accomplish organizational goals" (management is a joint activity and through people and groups with a view to achieving organizational goals). Sumijo and Soebedjo in Sudjana (2000: 17) suggested that: "management is the process of planning, organizing, leading and controlling organizational goals of organizational goals" If examined from both the definition above, it turns out that the implementation of the definition is management is a series of activities to plan, organize, drive, control and develop innovatively to all efforts in managing and utilizing human resources, facilities and infrastructure effectively and efficiently to achieve organizational goals that have been established. The Liang Gie says the administration is broadly a series of activities undertaken by a group of people in a partnership to achieve certain goals "(1980: 9). Administration of education is the whole process of directing and integrating everything, personal, spiritual and material related to the achievement of educational goals. Educational administration is the overall process of joint activities in the field of education which includes planning, organizing, directing, reporting, coordinating, supervising and financing , by using or utilizing the facilities available, whether personnel, material, or spiritual to achieve educational objectives effectively and efficiently.

Educational administration has the following functions: Planning, Organizing, Coordinating, Communication, Supervision, Staffing, Budgeting, Evaluating. In the administration of education contained elements, namely 1) Objectives to be achieved, 2) The existence of the process of joint activities, 3) The existence of resource utilization, 4) The existence of activities planning, organizing, mobilization, supervision of existing resources. Administrasi in education which is orderly and orderly, is very necessary to improve the management of education for the Principal and Teacher. School principals and teachers in schools are in need of data on students, curriculum, tools and so on for day-to-day management of the school.

Based on the description and definition, it can be concluded that the administration of education is all activities undertaken through cooperation within an organization based on a predetermined plan to achieve educational goals. This organization can be said as a learning organization, that is an organization with all the strength / competence, together and continuously transform itself to be better able to collect, manage, and use the knowledge of the institution; empowering all components to build successful learning. (Pranoto, J, H & Adam Ibrahim, H., 2011: 143).

The ability of administrative management is the whole process of organization related to the system, principles, procedures and techniques of cooperation with precisely to achieve common goals. (Sagala, Sy., 2009: 26-28). Pandji Santosa, (2009: 52) said that, to ensure responsible administration, the elements of both constitutional legal means, moral / ethical means and political means must demonstrate the competence aspect of an employee or a teacher called administrative management capability , ie someone who has skills in the field of school administration / pendidikan / KBM with a whole series of educational and teaching service activities. Teachers play an important role in the scope and activities of school administration. Teachers must establish wisdom and implement planning, organizing, directing, co-ordinating, financing and curriculum assessment processes, student affairs, facilities and infrastructure, school personnel, finance and school relationships with the community, collaboratively and professionally. (Rawis, J.A.M., 2016: 166-167).

The ability of administrative management is the ability of a teacher in implementing the governance of learning tools and other obligations responsibly and reasonably. There are three (3) important aspects which become the philosophical foundation in professionalism of teacher that is: improvement of academic qualification (education at level S1 / D4), improvement of competence (proven educator certificate) and improvement of welfare (can certification allowance), (Kemendikti-Unima, 2011 : 12). Empirical administrative professionals containing the truth of administrative reality should encourage teachers to show: (a) the truth of organizing the administration, (b) the truth of creating the administration and the truth of designing the administration; which is done in a planned and systematic manner so as to provide useful results, (Makmur H. 2007: 16-17). Reiguluth and Garfinkel (1993) describe teachers as facilitators and education managers. This role requires systems based on data sources and the use of power tools with technological advancements rather than on a teacher-based basis. Teacher's profesional task is to conduct teaching activities, and then the students perform responses called learning. Tambingon, H.N., (2011) mentions that. in the teacher has formed the ability to take the initiative and self-creation what needs to be done in connection with the task at school. Thus it can be said that, the better the ability of administrative management of teachers, then the performance of teachers in carrying out their duties and responsibilities will be better. Teachers are required to have four (4) competent professionals to perform their duties, including administrative management capabilities that constitute the whole applicative activity in education and learning that is run.

## 2.2 Work Motivation

Motivation comes from the Latin "movere" which means "drive or driving force". Motivation which also means "move" (to Move). Robbins et al. (in Winardi 2000: 1) defines "motivation as a willingness to exert high efforts to achieve organizational goals conditioned by the ability to attempt to meet specific individual needs". Winardi (2000: 6) argues that motivation is a potential power that exists within a human being, which can be self-developed or developed by a number of outside forces that essentially revolve around monetary rewards and non-monetary rewards, which can influence the outcomes positively or negatively, which depends on the circumstances of the person concerned. In other words, work motivation is a morale booster. Work motivation is the drive from within and outside of a person, to do something visible from internal dimensions and external dimensions."

Motivation of work is the provision of the driving force that creates the excitement of one's work, so that they will cooperate, work effectively and integrate with all their efforts to achieve satisfaction, (Hasibuan, 1999: 95). Motivation of work is something that raises the spirit or encouragement, where strong weak motivation is to determine the high and low performance achievement. Work motivation is a condition that moves teachers to be able to achieve goals or conditions that are able to awaken and maintain the behavior of certain teachers. Thus it can be said that, as good as the motivation of teacher work, then the teacher will be motivated also in performing its performance well. Robbins (2008) defines motivation (work motivation) as a process that explains the intensity, direction, and perseverance of an individual to achieve his goals. Motivation is a process that determines the intensity, direction, and persistence of individuals in an effort to achieve goals

Sadili, S., (2006: 282) puts forward his statement that motivation of work is a cause of encouragement or morale that is influenced by several factors, including superiors, physical means, policies, regulations, rewards for money and non-money services, occupations and challenges. Hasibuan (2005: 143) states that motivation of work is the provision of a driving force that creates an enthusiasm for one's work so that they are willing to cooperate, work effectively, and integrate with all their efforts to achieve satisfaction. T. Hani Handoko's opinion (2003: 252) says that "motivation is a person's personal circumstances that encourage the desire of individuals to perform certain activities to achieve goals." Motivation work plays an important role in determining the success or failure of a person in carrying out the tasks assigned to him

Based on the various definitions above can be concluded that; (1) Work motivation is an urgent part of an organization that serves as a tool for achieving the goals or targets to be achieved, (2) Work motivation contains two main goals in the individual that is to meet the needs or personal desires and goals of the organization, 3) Motivation work given to a person is only effective when in a person it has the confidence or belief to move forward and succeed in the organization. From the opinions above can be concluded that the motivation of work is something that encourages a person, either from within or from outside a person, so that someone will have a passion, desire and a high willingness to carry out work activities. According Sagir in Siswanto Sastrohadiwiryo (2003: 269-270) elements of work motivation are as follows: performance, rewards, challenges, responsibilities, development, order and opportunity.

Work motivation is related to the impulse that arises from one's self to perform the task as a whole based on the responsibility of each. The observable characteristics of a person who has work motivation are as follows: (1) his performance depends on his effort and ability compared with performance through groups, (2) having the ability to accomplish difficult tasks, and (3) there is often concrete feedback about how to perform tasks optimally, effectively and efficiently. We can distinguish two forms of motivation that include intrinsic motivation and extrinsic motivation. Intrinsic motivation is an inward impulse that affects people to behave or move in a certain direction, while extrinsic motivation is the impetus that arises because there is a stimulus from outside the individual. Intrinsic motivation arises does not require external stimulation because it already exists in a person according to requirement. Whereas extrinsic motivation arises because of the stimulation from outside the individual self, such as praise from superiors, rewards received, promotion and so on.

## 2.3. Teacher Performance

Performance is a translation of performances which means job performance, implementation of work or work, performance. According to Big Indonesian Dictionary (2002: 579), "Performance is achievable, demonstrated performance or work ability". Performance is the ability to perform tasks, capacities (skills) to achieve planned results and is based on the level of success in achieving the objectives and capabilities needed to achieve employment outcomes. (Henny N. Tambingon, 2012: 74-76). Handoko (2001: 224) states that "performance is the ability of a person to complete the job efficiently and effectively through the use of all resources contained in the work environment so that ultimately will produce optimal quality of work".

Simamora (2000: 163) states that "performance especially aspects of quality and quantity is required of an employee in order to achieve the goals set". Mangkunegara (2002: 27) defines performance as "quality work achieved by an employee in performing his duties in accordance with the responsibilities given to him". Factors

that affect the achievement of performance is the ability (ability) and motivation (motivation). Performance is the work achieved by an employee in performing his duties in accordance with the responsibilities given to him.

From some understanding above concluded that the performance associated with the work achieved by someone where the results concerned about the quality and quantity of the work tersebut. Banyak factors that affect a person to achieve good performance, and good performance of a person that can be influenced by internal factors and external. (Timpe in Mantur 2010: 15). Gultom, S (2013) says that "ideal teacher performance is characterized by the achievement of five education indices including graduate competency index, teacher performance index, principal index, school supervisor index, and school effectiveness index". Teacher performance is a collection of tasks to achieve educational goals. Motivation and discipline in carrying out the task is an important aspect for a person's performance or productivity. In general, teachers work is divided into two, namely the work associated with teaching tasks, educate and social tasks.

Teacher performance is one of the determinants of the success of every educational effort. That is why, every existence of educational motivation, especially in improving human resources generated by teacher become very important. Indeed many renewal efforts that have been done such as curriculum, methods, coaching and counseling, but it all can not improve the performance of teachers maximally. Purwanto (2010: 145) states that teachers are a key element in the education system, especially in schools. All other components, from the curriculum, facilities, costs, and so on will not matter much if the essence of learning is that the teacher's interaction with the students is not qualified.

In relation to the assessment of teachers' performance standards, Sahertian (2000: 49) explains that teacher performance standards relate to the quality of teachers in performing their tasks such as: (1) working with individual students, (2) preparation and planning of learning, (3) learning, (4) engaging students in various learning experiences, and (5) active leadership of teachers ".

Teacher performance can be seen when conducting classroom teaching and learning interactions including teaching preparation. Teaching and learning process is not as simple as seen when teachers deliver classroom lessons, but in implementing good learning a teacher must make good preparation so that when implementing learning can be directed according to learning objectives contained in indicators of success of learning.

The teacher's appraisal tools include: (1) lesson plan or called learning implementation plan, (2) instructional procedures, and (3) interpersonal relationships. Thus, the concept of teacher performance is the result of work or work performance performed by a teacher based on the ability to manage teaching and learning activities, including learning planning, implementation of learning, evaluation of learning and fostering interpersonal relationships with their students. A professional teacher, must have various skills, special abilities, love his work, explore his expertise, maintain the code of ethics of teachers, for the sake of self-development and the success of his students (H. Martinis Yamin, 2013: 6-7). According to Madjid (2008: 91) that the dimensions of teacher performance include (1) planning learning, (2) implementing learning, and (3) evaluating learning. Planning learning, according to Hunt (1999: 24) in Madjid (2008: 94) to make good planning and can organize the ideal learning process, every teacher must know the elements of good learning planning include: identify student needs, goals to be achieved, the various means used in relevant learning planning are used to achieve the objectives, and the evaluation criteria.

Starting from that idea, then we can draw a conclusion that what is meant by teacher performance is a form of performance of teacher as a whole in carrying out its duties and responsibilities by using certain standards and criteria as a reference. The performance of a teacher is said to be good, if the teacher has done elements consisting of high loyalty and commitment to teaching tasks, mastering and developing instructional materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all citizens, who become role models of students, a good personality, honest, and objective in guiding students, as well as responsibility for the task.

One's performance does not come by itself, but is influenced by several factors. According to Mitchell (in Wahyudi Imam, 2012: 89), the factors that affect performance are as follows: (1) quality of work, (2) precision, (3) initiative (4) capability and (5) communication. Schuler et al (in Wahyudi, 2012: 90, argues that performance has the following factors: (1) quality of work (2), quantity of work, (3) cooperation, (4) knowledge of work, (5) 6) presence and timeliness, (7) knowledge of organizational policies and goals, (8), initiatives and considerations.

Based on the above opinion, it can generally be said that the factors that affect a person's performance is knowledge, ability, willingness and spirit in carrying out his work for the advancement of an organization.

### 3. Research Method

This research method used survey method with quantitative research approach. This approach is used to examine populations and samples, data collection using research instruments, data analysis with statistical tests to test hypotheses that have been established Sugiono (2007: 14). Research designed to determine the level of relationship of different variables in a population is called research correlation (Husein Umar, 2004: 40).

This study examines and analyzes the influence of independent variables (independent) namely the ability of administrative management and work motivation with dependent variable (dependent) that is the performance of Catholic religious education teacher in Elementary School in Manado City. The data source of this research was conducted on the teachers of Catholic religious education in Manado City as many as 45 elementary school teachers in Manado city. Technique penguinmoulan primary data from research sample by conducting questionnaire questionnaire, secondary data from administration data of observer of education of catholic religion

Population is a generalization area consisting of objects / subjects that have a certain quantity and characteristics that have been determined by researchers Sugiyono (2016: 57) .Population that became the subject and object of this study is Catholic education teachers in elementary schools are spread both in schools the country and the private Catholic schools in Manado City, 50 teachers.

The sample is part of the number and characteristics possessed by the population. Only a few of the members of the sub-population are members of the sample, which is 45 teachers. So, in this research the sample is taken by simple random sampling technique that is random / proportional / balanced sampling among teachers.

Using probabilistic sampling techniques, which provide equal opportunity for each element (member) of the population to be selected as a sample member. In determining the sample size, a formula developed by Issac and Michael was used, with error rates of 1%, 5% and 10% (Sugiyono, 2016: 126 - 128), to determine the sample size based on a 5% error tolerance level.

#### 4. Result and Discussion

Instrument development can be done through several ways, namely (a) preparing indicators of research variables; (b) arranging the instrument grille; (c) conducting an instrument trial; and tested the validity and reliability of the instrument. The instrument test was done by using the product moment correlation technique (Sugiyono, 2007: 254; Riduwan and H, Sunarto, 2010: 80) correlated the score of each item with the total score (the number of each grain score) . For the purposes of its analysis use statistical application program SPSS (Statistical Product and Service Solution) version 22.

From the calculation, we get the Cronbach Alpha coefficient for the X1 variable questionnaire of 0.738; for questionnaire variable X2 equal to 0,726; and for variable Y of 0.703. The r value of the table is 0.632. Similar to the Moment Product Validity technique, it is seen that r counts more than or less than r table. If r counts more than or equal to r table then the instrument is reliable. For more details are presented in the table 1.

Table 1. Research Variables Coefficient Reliability

No.	Variabel	Coefficient Reliability Alpha Cronbach	Description
1	Administrative management capabilities	0,738	Realibel
2	Work motivation	0,726	Realibel
3	Teacher Performance	0,703	Realibel

Statistically descriptive analysis of three variables in this study, namely: the ability of administrative management, work motivation, and performance of teachers Catholic Religious Education School in Manado City, is below 50%. This means that teachers' perceptions of the Catholic Religion of Primary Schools in Manado City on administrative management, work motivation and performance are still low. However, each variabel still has a significant influence in its administrative management capability, work motivation, and performance as a teacher of Catholic Religion Elementary School in Manado City. The result of descriptive statistical analysis of the three variables studied. The constant of result of examination of data obtained obtained by constant  $b_0 = 32,522$ ; regression coefficient  $b_1 = 0,321$  and  $b_2 = 0,440$ . So the double linear equation is:  $Y = 32,522 + 0,321 X_1 + 0,440 X_2$ .

Hypothesis 1 The ability of Administration Management has a positive and significant influence on the Performance of Catholic Religious Education Teacher of Dasardi School of Manado City. From the analysis presented in the above table, obtained the price:  $t_1 = 3.099$  and  $p\text{-value} = (0.003 / 2) = 0.0015 < 0.05$  then  $H_0$  rejected. Thus, Administrative Management Capabilities have a positive and significant influence on Performance Teacher of Religious Education of Catholic Primary School in Manado City.

The coefficient of simple regression determination of X1 variable to Y is shown by R Square = 0,342, meaning that 34,2% variability of Performance variable of Teacher of Catholic Religious Education of Elementary School in Manado City (Y) by simple regression can be explained by Administration Management Capability (X1). It can be concluded that the ability of Administration Management simply gives a significant influence on the Performance of Teachers of Religious Education of Catholic Primary School in Manado City, of 0.342 or 34.2%.

Hypothesis 2: Work motivation has a positive and significant influence on the Performance of Teachers of Religious Education of Catholic Primary School in Manado City. From the analysis results obtained value  $t = 3.463$  and  $p\text{-value} = (0.001 / 2)$ . Due to  $0.0005 < 0.05$  then  $H_0$  is rejected. Thus, Work Motivation has a positive and significant influence on the Performance of Teachers of Religious Education Catholic Primary School in Manado City. The coefficient of simple regression determination of variable X2 to show by R Square = 0,371. This means that 37,1% variability of the variable of Performance Teacher of Catholic Religious Education of Elementary School in Manado City (Y) by simple regression can be explained by Work Motivation (X2), so it can be concluded that Work Motivation simply gives significant influence to Teacher Performance of Religious Education Catholic Primary School in Manado City is 37.1. Ability of Administration and Work Motivation Management simultaneously has a significant influence on the Performance of Teacher of Religious Education of Catholic Primary School in Manado City.

Tabel 2. Anova Linear Regression Variabel X<sub>1</sub>, X<sub>2</sub> to Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6882.374	2	3441.187	20.003	.000 <sup>b</sup>
Residual	7225.538	42	172.037		
Total	14107.911	44			

From the analysis results obtained price  $F_{hit} = 20.003$  and  $p\text{-value} = 0,000 < 0.05$  then  $H_0$  rejected. Thus, the Ability of Management of Administration and Work Motivation simultaneously have an influence on the Performance of Teacher of Religious Education of Catholic Primary School in Manado City.

Tabel 3. Output SPSS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.698 <sup>a</sup>	.488	.463	13.116	.488	20.003	2	42	.000

From the analysis presented in the table above, obtained the price  $R^2 = 0.488$ ,  $F_{hit} = 20.003$ , and  $p\text{-value} = 0,000 < 0.05$  then  $H_0$  is rejected. Thus, the dual correlation coefficient between X1 and X2 with Y is significant or significant. While the coefficient of determination shown by R Square = 0,488, mean that 48,8% variability of variable of Performance of Teacher of Religious Education of Catholic Primary School in Manado City (Y) can be explained by Administrative Management Capacity (X1) and Work Motivation (X2), so it can be concluded that the Ability of Administration and Work Motivation Management together to give a significant influence on the Performance of Teacher of Religious Education of Catholic Primary School in Manado City is 48,8%.

The result of hypothesis test 1 shows that there is a significant influence between the administrative management ability and the performance of the Catholic Religious Education teacher of Elementary School in Manado City. The variation that occurs on the performance of 34.2% is simply determined by the administrative management capability. The relationship between administrative management ability and performance has a positive direction, because the result of the analysis shows the regression equation:  $Y = 80,011 + 0,486 X$ . Teacher performance will be an average increase of 0,486 for every one score increase in administrative management ability. The result of hypothesis 2 test shows that there is a significant influence of work motivation with the performance of Catholic Religious Teachers of Elementary School in Manado City. The result of the analysis shows that the variation that occurs on the performance of 37,1% is determined simply by work motivation. The relationship between work motivation and performance has a positive direction, because the results of the analysis show the regression equation  $Y = 66.883 + 0.621 X$ . Performance will increase an average of 0.621 for every increase of one score on work motivation.

The result of hypothesis 3 test shows that there is a significant influence simultaneously between the ability of administrative management and work motivation on the performance of the Catholic Religious School teachers in Manado City. The results of the analysis indicate that 48.8% of the variations occurring in the performance of Catholic Religious School teachers in Manado City were determined jointly by administrative and motivational management skills. Test results obtained by regression equation:  $Y = 32,522 + 0,321 X1 + 0,440X2$ . This regression equation shows the positive direction which means the increase or decrease of variable of administrative management ability (X1) and work motivation (X2) will result in the increase or decrease of teacher performance of Catholic Religious Elementary School in Manado City (Y). Similarly, if raising or lowering the variable X1 by controlling X2 or vice versa, it will result in the increase or decrease of variable Y.

#### 4. Conclusion

Conclusion of this study is the ability of administrative management has a significant influence on the performance of Catholic primary education teachers in the city of Manado. Work motivation has a significant influence on the performance of Catholic religious education teachers in elementary schools in Manado city. The ability of administrative management and work motivation simultaneously has a significant influence on the performance of Catholic primary education teachers in the city of Manado.

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