

The Effect of Organizational Commitment and Competence on Work Motivation and Work Performance at SMA Negeri Tapung District

Ahmad Rafa^{1a}, Achmad Tavip Junaedi^a, Nyoto^a, Nicholas Renaldo^{a*}, Fazal Mohamed Mohamed Sultan^b

^aBusiness Faculty, Institut Bisnis dan Teknologi Pelita Indonesia, Indonesia

^bSocial Sciences and Humanities Faculty, Universiti Kebangsaan Malaysia, Malaysia

*Corresponding Author: nicholasrenaldo@lecturer.pelitaindonesia.ac.id

Article History
Received
9 June 2023
Revised
18 June 2023
Accepted
25 June 2023
Published
30 June 2023

ABSTRACT

The purpose of this study was to determine the effect of Organizational Commitment, Competence, on the motivation and performance of teachers in SMA in Tapung District. The method used in collecting data in this research is a questionnaire. The population in this study were all teachers at SMA Negeri in Tapung sub-district with a total of 112 teachers. The sample of this study used the Stratified Random Sampling method with Structural Equation Modeling (SEM) PLS 3.0 analysis. The results showed that Organizational Commitment had a positive and insignificant effect on Motivation, Competence had a positive and insignificant effect on Performance, and Organizational Commitment had a positive and insignificant effect on motivation. on performance, competence has a positive and significant effect on performance, motivation has a positive and insignificant effect on performance in high school teachers in Tapung District.

Keywords: Organizational Commitment, Competency, Motivation, Employee Performance

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. To have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Definition of national education Meanwhile, national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia. National education is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. Indonesia today is faced with a variety of internal and external problems caused by various kinds of changes, such as technological changes, social changes and cultural changes which mainly have an impact on various educational progress and developments.

The progress and development of education is a factor in the success of a nation. Several indications can be seen from the progress of the western world, such as America and Europe, which have always been role models when discussing education issues. This is known from various data that have provided information (Chandra et al., 2018; Sudarmo et al., 2022) about excellence in the field of education such as learning models, research results, graduate products and so on. The Indonesian nation as a nation which in its position is still said to be a developing country is looking for forms of ways and efforts to become a developed country, especially in the field of education. And the education system in Indonesia refers to the National Education System which is an education system that will bring progress and development of the nation and respond to the challenges of the ever-changing times, this is in accordance with the vision and mission of the National Education System contained in RI Law No. 20 of 2003 concerning SISDIKNAS is as follows: "The realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are capable and proactive in responding to the challenges of the ever-changing times."

The mission carried out by SISDIKNAS is: "Strive to expand and equalize opportunities to obtain quality education for all people (RI SISDIKNAS Law: 41) in Research (Munirah, 2015). Geographically, geoeconomically and geopolitically, Riau Province is located on a very strategic path both now and in the future because it is located on Regional and International trade routes in the ASEAN region through the IMT-GT and IMS-GT cooperation. The province's commitment to improving education can be observed through the Riau Vision 2020, which was formulated during the 2000-2003 Riau Province development period. The dream of Riau's glory for the next 13 years is a crystallization of the commitment of all levels of Riau society which has been agreed upon and stipulated

based on the Regional Regulation of Riau Province Number: 36 of 2001 concerning the Basic Pattern of Regional Development of Riau Province in 2001-2005, namely: "The Realization of Riau Province as an Economic Center and Malay Culture in a Religious, Prosperous and Spiritual Society in Southeast Asia in 2020".

Referring to the Riau Vision 2020, Riau Province through the Riau Provincial Education Office as the leading sector for the advancement of education in the region has formulated a Vision: "The realization of educational institutions in Riau Province that are able to produce quality human resources, have faith and piety, have Malay culture and have competitiveness. year 2020". To realize this vision, the missions that will be carried out by the Riau Provincial Education Office are: (1) Improving the quality of education, (2) Increasing access to education, (3) Developing education that has an insight into excellence and technology, (3) Improving education management, (4) Improving educational cooperation networks regionally, nationally and internationally, and (5) Improving monitoring and evaluation. Teachers are one of the Human Resources in schools, besides that Teachers are the main figures in the role of increasing superior Indonesian Human Resources.

The character of the teacher can be seen in his strategic role in the class, which deals with students or students every day in teaching and learning activities (Kompasiana.com, 2019). Teacher performance (Putra & Renaldo, 2020; Renaldo et al., 2022) in schools has an important role in achieving school goals. Performance issues are in the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents of students. Various efforts were made to achieve good performance. The government's attention to education has been socialized, the education budget mandated by law at 20% has started to be implemented. Then the teacher's performance will certainly be the concern of all parties. Teachers must be truly competent in their field and teachers must also be able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external (Ngiode, 2016). Teacher performance is an important element in education; besides that, it is also a determinant of the level of quality of education.

Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance determines the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process. As is well known, there have been many curriculum changes from the beginning of independence to this reform era, but these have not brought any changes to education itself. What must be done in order to become a quality education, one of which requires an increase in teacher performance. While teacher performance is basically the teacher's activities in carrying out his duties and obligations as a teacher and educator in schools that can describe his work achievements in carrying out all of that, and it is clear that work as a teacher cannot be done by just anyone, without having the expertise and certain qualifications as a teacher.

The performance of teachers in carrying out their roles and duties in schools, especially in the learning process in the current context, requires development and changes in a more innovative direction. Innovative performance of teachers is important for the successful implementation of educational innovations in order to improve the quality of education/learning.

Teachers are an important component in the world of education, therefore more attention needs to be given in order to create quality teachers so that this can support teacher performance. Teachers also play an important role in the world of education, especially in the formal field at school, the teacher determines the success of students, especially in terms of the teaching and learning process that is usually carried out in schools. The success of the performance shown by the teacher is influenced by the surrounding environment. Therefore, the surrounding environment, especially in this case the school, such as the principal who is able to motivate and empower teachers to create good performance and be able to act as a professional teacher besides the teacher himself is able to improve the quality of his own work. Teachers should be fully responsible and have a high commitment in carrying out each of their duties.

This means that the teacher carries out the task with full awareness and responsibility and earnestly without coercion or because the boss is doing the supervision. In addition, a teacher's commitment to work is a principle that must be possessed because of his profession as a teacher. In carrying out the duties of a teacher must have a high commitment because without high commitment the tasks that the teacher will carry out will be difficult to achieve or in vain because he does not work with a sincere or forced heart. This will make a goal to be achieved together, not going well. The success or failure of an agency in achieving its goals is highly dependent on the ability of Human Resources to carry out the tasks assigned so that teachers as one of the most important Human Resources in education are required to always be able to develop themselves proactively.

Human resources needed at this time are human resources who have good performance. Good employee performance can be seen from various sides. Therefore, performance appraisal really needs to be done by companies to find out to what extent employees are able to play a role in the growth and development of the employees themselves (Paganda & Suharnomo, 2014). To improve the performance of an agency, of course, high performance is needed, so the factors to improve performance need to be known. Motivation plays an important

role on performance. A person's work motivation is closely related to high morale which will also create high productivity, so that the goals or targets set by the company will be achieved (Paganda & Suharnomo, 2014). Motivation can be interpreted as a state in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals (Handoko, 2008).

Maintaining employee motivation is very important because motivation is the driving force for each individual that underlies them to act and do something. People will not do something optimally if they do not have high motivation from within themselves to do it. Robbin and Judge define motivation as a process that explains a person's intensity, direction, and persistence (Paganda & Suharnomo, 2014). Based on research conducted by Paganda & Suharnomo (2014), motivation has a significant effect on performance. In addition, based on the Sobel test, motivation is proven to mediate the relationship between organizational culture and leadership on performance. In addition to work motivation, factors that can affect teacher performance are the Organizational Culture in the school where the teacher works, the Organizational Commitment that exists in the teacher towards the school and the job satisfaction felt by the teacher (Mukhsin, 2019).

Based on Ningsih's research (2016) Commitment, competence and work environment simultaneously have a significant effect on teacher performance in Pasangkayu District, North Mamuju Regency. In addition, research conducted by Anggra Yni, Sawiji, & Susantiningrum (2018) at SMK 6 Cilacap, Hadi Sumarsono & Sriwidodo (2010) at SMA Negeri 1 Karang anyar, Kuswoyo, Komara, & Junaedi (2018) at Rimba Melintang, Hasbay & Altindag (2018), Sughan (2005) at State Vocational Schools in the city of Tasikmalaya and Sunarno & Liana (2015) at Kesatrian High School said Motivation, Organizational Culture, Organizational Commitment and Job Satisfaction affect Teacher Performance (Mukhsin, 2019). Based on research by Nugraha et al. (2018) for State Vocational School teachers in Tasikmalaya City, competency, job satisfaction and organizational commitment have contributed to improving teacher performance.

Based on interviews with 10 teachers conducted at Public High Schools in the Tapung District regarding teacher performance, the main tasks assigned to teachers include aspects of planning the learning process, implementing the learning process, assessing learning outcomes. Of the three main elements that must be carried out by teachers, out of 10 teachers there are 3 teachers who do not make lesson plans, so that teachers tend not to achieve the curriculum that students will learn. Furthermore, in the learning process, there are 4 teachers who carry out learning that is not in accordance with the lesson plan and the final assessment of a lesson, there are 3 teachers who are late in giving evaluations to students, so that giving assessments to students will experience delays and will result in students not completing the lesson. will experience problems during remedial.

Furthermore, based on initial observations made at Public High Schools in Tapung District, the commitment of teachers is good, the evidence is that teachers have interacted well with students and other teachers, and teachers have carried out their duties and responsibilities well, but the following symptoms are still found: (1) There are still teachers who do not master and develop lesson materials (2) There are still teachers who are less skilled in teaching (3) There are still teachers who do not cooperate with other teams or teachers (4) There are still teachers who do not have leadership qualities or teachers cannot protect all school members as a whole.

Based on the above phenomenon, it can be explained that the organizational commitment and performance of teachers in Public High Schools in the Tapung District are still not optimal in learning at school. So, if the commitment and performance of the teacher is not increased, it will have a real effect on students in mastering learning. Given the importance of commitment and performance in each teacher, it is necessary to conduct research to investigate what factors can influence both. described above a number of things that the researchers are interested in examining the effect of organizational commitment and competence on teacher performance through teacher motivation in SMA Negeri in Tapung District. The purpose of this study was to find out whether the influence of organizational commitment and competence on teacher performance through teacher motivation at SMA Negeri Se Tapung district. The aims of this study were to find out: (1) To find out and analyze the effect of organizational commitment on teacher performance through the variable motivation of State High School Teachers in the Tapung District (2) To find out and analyze the effect of competence on teacher performance through the variable motivation of State High School Teachers in the Tapung District (3) to find out and analyze the influence of teacher motivation on the performance of public high school teachers in Tapung District.

The motivation for this research is to enhance employee retention, high levels of organizational commitment have been associated with increased employee retention rates. When employees are committed to their organization, they are more likely to stay, reducing turnover costs and maintaining institutional knowledge. Then, by improving work motivation, motivated employees are more likely to invest their efforts, time, and skills in their work, resulting in improved performance outcomes. Exploring the relationship between work motivation and organizational commitment can shed light on the factors that contribute to employees' drive and enthusiasm, leading to enhanced productivity and job satisfaction. Finally, in enhancing work performance, the competence of

employees plays a crucial role in determining their performance levels. Examining the impact of competence on work motivation and performance can provide insights into how specific competencies contribute to enhanced job performance.

LITERATURE REVIEW

Human Resource Management

According to Nyoto (2019) human resource management is part of the science and art that uses humans as the main actors in carrying out the management process in a structured organizational system in order to achieve the goals that have been set.

Human resource management is part of the science of management that discusses the regulation of the role of human resources in managing organizations in order to achieve goals. Among the management functions, human resource management has a very complex scope of problems, because it determines the implementation of the functions and activities of the organization as a whole. Human resource management are the policies and practices required for a manager to run human resources from a management position, including recruiting, screening, training, rewarding and assessing. According to Handoko (Rokhman, 2011), human resource management is the process of withdrawing, selecting, developing, maintaining and using human resources in order to achieve organizational goals effectively and efficiently. Human resource management is a series of management and organizing activities of the human resource function in order to achieve organizational goals effectively and efficiently (Suhardjo, Renaldo, Andi, et al., 2022).

Teacher Performance

According to (Pujiastuti & Rozi, 2017) One of the most important components in the development of education is the availability of adequate resources. Teachers are the front line in the development and service of education for the community. Teacher performance is the result achieved from doing the assignments given according to ability, experience and sincerity as well as time management. According to Robbin (Mangkun Negara; 2014) suggests that dimensions and performance indicators can be measured, namely (1) Quality, namely the quality of work is how well an employee does what he should do. (2) Quantity, namely how long an employee is in one day. The quantity of this work can be seen from the work speed of each employee respectively. (3) Responsibility is the awareness of the employee's obligation to carry out the work given by the company. (4) Cooperation is the willingness of employees to participate with other employees or employees vertically and horizontally both inside and outside of work so that the work results are getting better. And (5) Initiative is an initiative from within the members of the company to do work and solve problems at work without waiting for orders from superiors or showing responsibility in work that has become the obligation of employees and employees.

Work Motivation

According to Samsudin (2010) motivation is the process of influencing or pushing from the outside towards a person or work group so that they want to carry out something that has been determined. Motivation or drive (driving force) is intended as a natural urge to satisfy and maintain life. According to (Theory of Maslow, Robbins and Jugde; 2008) there are several indicators of teacher performance as a variable measure of motivation in this study, namely (1) Physiological needs, the most basic hierarchy of human needs which are the needs to be able to live such as eating, drinking, housing, oxygen, sleep and so on. (2) The need for a sense of security, if the physiological needs are relatively satisfied, then the second need arises, namely the need for a sense of security, this need for security includes security for protection from the dangers of work accidents, guarantees for the continuity of work and guarantees for old age in when they are no longer working. (3) Social needs, namely the need for friendship, affiliation and closer interaction with others. in the organization will be related to the need for a compact work group, good supervision, joint recreation and so on. (4) The need for appreciation, this need includes the desire to be respected, appreciated for one's achievements, recognition of one's abilities and expertise and the effectiveness of one's work. (5) The need for self-actualization, is the highest hierarchy of Maslow's needs. Self-actualization is related to the process of developing one's real potential. The need to demonstrate one's abilities, skills and potential. According to Maslow, when the first level needs are met, the next level needs become dominant and so on hierarchically.

Organizational Commitment

According to Meyer and Allen (1997) (Rashid et al., 2003), a committed employee is one who remains with the organization through difficult times, attends work regularly, works full days (and possibly more), protects company assets, shares company goals and others. Thus, having a committed workforce will be an added

advantage for the organization. Organizational commitment is a psychological state that characterizes the employee's relationship with the organization. This has implications for the continuity of membership in the organization. According to (Meyer & Allen; 2002) (Jaros, 2007) there are several indicators of Organizational Commitment as follows (1) Affective commitment. This aspect is the emotional feelings and beliefs of members/employees towards the values and goals of the company, a sense of belonging as part of the organization, and a sense of involvement in the organization. (2) Continuance commitment in this aspect, relates to the economic value (Renaldo et al., 2023; Suhardjo et al., 2022) that an employee gets, which means that a person chooses to stay in a company because he gets certain benefits, compared to the employee leaving or moving to another company. (3) Normative commitment. This aspect relates to the desire to stay with the organization for moral or ethical reasons. In this aspect, commitment is formed from the feelings of employees who feel obliged or obliged by employees to survive more than other people and (4) Moral Commitment, namely an individual who has high commitment will likely see himself as a true member of the organization, and to see himself as a long-term member of the organization.

Competence

(Lyle M. spencer, JR. & Signe M. Spencer, 1993) states that competencies are underlying characteristics of people and indicate "ways of behaving or thinking, generalizing across situations and enduring for a reasonably long period of time". Competence is the basic foundation of people's characteristics and indicates a way of behaving or thinking, equating situations and supporting for a long period of time. According to Gordon (Sutrisno, 2011) Several indicators are contained in the concept of competency, namely (1) Knowledge. Awareness in the cognitive field. For example, an employee knows how to identify learning and how-to do-good learning according to existing needs effectively and efficiently in the company. (2) Ability/Skill. Something that is owned by an individual who carries out the task or work assigned to him. For example, the ability of employees to choose work methods that are considered more effective and efficient. (3) Value. A standard of behavior that has been recognized and psychologically has been integrated within a person. For example, standards of behavior (Panjaitan et al., 2022; Renaldo et al., 2020). (3) Understanding. Into the cognitive and affective owned by individuals. For example, an employee in carrying out learning must have a good understanding of the characteristics and conditions effectively and efficiently. (4) Attitude. Feelings (happy-unhappy, like-dislike) or reactions to a stimulus that comes from outside. For example, reactions to the economic crisis, feelings towards salary increases and so on. (5) Interest. A person's tendency to commit an act. For example, doing something task activity.

Hypothesis

The hypothesis put forward is: (1) Organizational Commitment influences the motivation of SMA teachers in Tapung District. (2) Teacher competence influences the motivation of SMA teachers in Tapung District. (3) Organizational Commitment influences the work performance of SMA teachers in Tapung District. (4) Competence influences the performance of State Senior High School teachers in the Tapung District. And (5) work motivation has an effect on teacher performance in SMA Negeri in Tapung District.

METHODOLOGY

Place and Time of Research

This research was conducted at public high schools in Tapung District, Kampar Regency. The time of the research was carried out from March 2021 to September 2021.

Population and Sample

The population in this study were all teachers at State Senior High Schools in the Tapung District, totaling 155 people. While the number of samples, this study is guided by the opinion of Slovin in Sugiyono (2012: 73) who put forward the sampling formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size

N = population size

e = percent allowance for inaccuracy in sampling (5%)

It is known that (N) the total population is 155 people and (e) the percentage of inaccuracy is 5%, so the number of samples is 111.7 teachers. So, the number of samples in this study was 111.7 teachers rounded up to

112 teachers spread across high schools throughout the Tapung District. In order for each class of population (sub-population) to be represented, sampling using the Stratified Random Sampling technique is used to obtain a representative sample, taking from classes (sub-populations) is determined by a balance or proportional to the number of subjects in each sub-population.

Variable Operational Definitions

The measurement indicators for each variable can be seen in table 1.

Table 1. Variable Operational Definition

No	Variable	Indicator	Sources	Scale
1	Organizational Commitment (X1)	1. Teacher's Will 2. Teacher loyalty 3. The teacher's pride in the organization 4. Work habits	(Meyer & Allen; 2002) (Jaros, 2007)	Interval
2	Competency (X2)	1. Knowledge 2. Ability/Skill 3. Value 4. Understanding 5. Attitude 6. Interests	Gordon (Sutrisno, 2011)	Interval
3	Work Motivation (Y1)	1. Physiological needs 2. The need for taste 3. Social ownership 4. Self-esteem 5. Self-actualization	(Maslow Theory, Robbins dan Jugde; 2008)	Interval
4	Performance (Y2)	1. Quality 2. Quantity 3. Responsibility 4. Cooperation 5. Initiative	Robbin (Mangkunegara; 2014)	Interval

Source: Journal summaries, 2021

Data Analysis Technique

The descriptive analysis in this study contains a discussion of the characteristics of the respondents which are linked to the responses of the respondents, namely (1) Analysis of Respondent Characteristics, Analysis of the characteristics of the respondents consists of the respondent's education age, respondent's gender, and respondent's income, respondent's tenure, and respondent's work unit. This respondent's analysis shows the results in the form of the percentage of each respondent's identity. (2) Analysis of Respondents' Responses. The results of this study can be described in a conclusion and make class intervals as the basis for describing the perceptions of the indicators being measured (Renaldo, Suhardjo, Suyono, et al., 2022).

Questionnaire Feasibility Test

Validity Test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the questions or statements from the questionnaire are able to reveal something that will be measured by the questionnaire. The accuracy of the questionnaire can be measured using the correlation coefficient. A questionnaire is said to be good and valid if the correlation coefficient is significant or r count > 0.3 (Ghozali, 2016).

Reliability test is a questionnaire test conducted with the intention of measuring the consistency of respondents' answers. The reliability test was carried out with the Cronbach alpha statistical test. The Cronbach alpha test limit is ≥ 0.70 (Ghozali 2016).

Structural Equation Analysis

As for the stages of structural equation analysis, need to develop a model based on the theory of the model that has been designed. The form of the Structural Equation Modeling (SEM) equation is as follows:

$$Y_1 = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Y_2 = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Y_1 + e_2$$

Information:

- Y₁ : Motivation
 Y₂ : Performance
 X₁ : Organizational Commitment
 X₂ : Teacher Competency
 β₁... β₇ : Coefficient of standardized SEM path
 e₁...e₂ : Term error / Other Factors outside the Model

Testing Assumptions in Structural Equation Modeling (SEM)

Before arriving at the results of the analysis in the form of goodness of fit, it is necessary to first check the assumptions underlying the validity of the model that has been made. According to Ghozali (2017) the assumptions in SEM can be divided into two parts, namely assumptions related to models and assumptions related to parameter presumptions and hypothesis testing. The assumptions related to parameter estimation and hypothesis testing in SEM are: (1) The number of samples must be large (asymptotic). (2) Distribution of normal multivariate observe variables. (3) The hypothesized model must be valid. (4) The measurement scale must be continuous (interval). Measurement Model Fit The last step of the SEM assumption test is the measurement of each construct to assess the unidimensionality and reliability of the construct. Unidimensionality is the assumption that underlies the calculation of reliability and is shown when an indicator of a construct has an acceptable fit of one single factor model. Cronbach alpha measurement does not guarantee unidimensionality but assumes unidimensionality. The approach to assessing the measurement model is to measure the composite reliability and variance extracted for each construct. Reliability is a measure of the internal consistency of a construct indicator. High reliability results provide confidence that the individual indicators are all consistent with their measurements. The generally accepted level of reliability is > 0.70, while reliability < 0.70 is accepted for exploratory research (Ghozali, 2017). Variance extracted is a measure of validity. Validity is a measure of the extent to which all indicators accurately measure what is intended to be measured. The recommended figure for the variance extracted is > 0.50 (Ghozali, 2017).

Data Processing Process and Hypothesis Testing

The next step is to process the data using SPSS 21 and SMART PLS. The results obtained can be directly used to test the hypothesis.

RESULTS AND DISCUSSION

Characteristics of Respondents

Based on the results of the analysis of the most dominant respondents in this study, namely respondents with an undergraduate education (S1) who had a high school in Tapung District. The most dominant respondents in this study were respondents aged 30 to 40 years who served at SMA in Tapung District. The most dominant respondents in this study were women in charge of SMA Tapung. The most dominant respondents in this study were teachers who had wages in the range of 2 to 2 million Rupiah.

Questionnaire Test Using SPSS

Validity Test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the questions or statements from the questionnaire are able to reveal something that will be measured by the questionnaire. The results of the data validity and reliability tests in this study were used in this study to measure the variables Commitment, competence, motivation and performance of all statements in this study that had a Correct Item Total Correlation value of > 0.30 and had a Cronbach alpha value above 0.7. So that these results can be concluded that all statements to measure Competency variables in the Kampar Police Bhabinkantibmas have valid and reliable values. This means the use of a questionnaire in collecting research data, namely the statement items prepared are valid statements and what is the aim of this research has fulfilled the testing requirements.

Questionnaire Test Using Smart PLS

The next stage is testing the consistency of measurement (reliability) with Average Variance Extract (AVE) and Composite Reliability (CR). High reliability indicates that the indicators have high consistency in measuring their latent constructs. Reliability can be known through the Composite Reliability (CR) and Average Variance Extracted (AVE) values. Composite reliability is said to be good if it has a value of ≥ 0.6 . The AVE value is said to be good if it has a value ≥ 0.5 . Data from the AVE and CR test results are shown in the table 2.

Table 2. Questionnaire Test Using Smart PLS

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Performance	0.859	0.862	0.899	0.643
Commitment	0.849	0.857	0.899	0.692
Competence	0.935	0.940	0.951	0.797
Motivation	0.694	0.710	0.866	0.765

Source: *Smart PLS Processed Results, 2021*

Multicollinearity Test

According to Ghozali (2012), the multicollinearity test aims to test whether a regression model finds a correlation between independent (independent) variables. To find whether or not multicollinearity exists in the regression model, it can be seen from the Variance Inflation Factor (VIF) value. Tolerance measures the variability of independent variables that cannot be explained by other independent variables. So, a high VIF value indicates high collinearity. The commonly used cut off value is the VIF value < 10. The following are the results of the multicollinearity test from this study, namely:

Table 3. Multicollinearity Test

Variable	Performance	Motivation
Commitment	3.565	3.120
Competence	3.255	3.120
Motivation	1.985	

Source: *Smart PLS Processed Results, 2021*

Based on the results of the multicollinearity test table above, it can be stated that there is no multicollinearity in the variables for all variables, namely Organizational Commitment, Competence, Motivation and Performance because the VIF value is still below 10.

Determination Coefficient Test

The R2 test is used to measure how far the model's ability to explain variations in the dependent variable. In this study the coefficient of determination uses the adjusted R Square value.

Table 4. Determination Coefficient Test

	R Square	R Square Adjusted
Performance	0.685	0.676
Motivation	0.496	0.487

Source: *Smart PLS Processed Results, 2021*

From the table above, it can be seen that the adjusted R-Square motivation of teachers at SMA Negeri in the Tapung District is 0.487 or 48.7%. Thus, the motivation of employees of SMA Negeri in Tapung District is influenced by Organizational Commitment and Competence of 48.7%. While the remaining 51.3% is influenced by other factors not disclosed in this study.

PLS Equation Model Structure Analysis (SEM)

The results of the path coefficient in this study in the structural equation model (SEM) model are as follows:

Table 5. Structure of the PLS Equation Model (SEM)

Variable	Original Sample (O)	Conclusion
Commitment -> Motivation	0.474	Positive Influence
Competence -> Motivation	0.261	Positive Influence
Commitment -> Performance	0.249	Positive Influence
Competence -> Performance	0.428	Positive Influence
Motivation -> Performance	0.234	Positive Influence

Source: *Smart PLS Processed Data, 2021*

Based on the calculation results of SmartPLS 3.0 which can be seen in Table 5, the structural model I path analysis equation is obtained, namely (1) Based on the structural equation model (SEM) it shows that the

organizational commitment variable has a positive effect on work motivation of 0.474. This value can mean that the organizational commitment variable has increased, so it can have an impact on increasing the work motivation of teachers in schools. (2) the teacher competency variable has a positive effect on work motivation of 0.0.261. This value can mean that if the competency variable increases, it can have an impact on increasing the work motivation of teachers in schools

Based on the calculation results of SmartPLS 3.0 which can be seen in Figure 4.16, the structural model path analysis equation II is obtained, namely (1) Based on the SEM, it shows that the variable teacher organizational commitment has a positive effect on teacher performance at school by 0.249. This value can mean that if the teacher's organizational commitment variable increases, it can have an impact on improving the performance of teachers in schools. (2) the teacher competency variable has a positive effect on teacher performance in schools of 0.428. This value can mean that if the teacher competency variable increases, it can have an impact on improving the performance of teachers in schools. (3) the teacher's work motivation variable has a positive effect on teacher performance in schools of 0.234. This value can mean that if the teacher's work motivation variable increases, it can have an impact on improving the performance of teachers in schools

Hypothesis Test

The results of hypothesis testing can be seen in table 6.

Table 6. Hypothesis Testing

Variable	T Statistics (O/STDEV)	P Values	Conclusion
Commitment -> Motivation	2.750	0.006	Significant
Competence -> Motivation	1.487	0.138	Not significant
Commitment -> Performance	1.486	0.138	Not significant
Competence -> Performance	2.630	0.009	Significant
Motivation -> Performance	1.630	0.104	Not significant

Source: *Smart PLS Processed Data, 2021*

Based on the results of the hypothesis testing, it can be explained that: (1) Based on the results of hypothesis testing it shows the influence of organizational commitment on teacher work motivation has a P value of 0.006 or smaller than alpha 0.05. So, it can be concluded that the organizational commitment variable has a positive significant effect on teacher work motivation. It can be concluded that a high sense of teacher commitment to school will foster high work motivation at school. (2) the effect of teacher competence on teacher work motivation has a P value of 0.138 or greater than alpha 0.05. So, it can be concluded that the teacher competency variable is not significant to the teacher's work motivation. It can be concluded that good teacher competence will not always foster high work motivation at school. (3) The influence of organizational commitment on teacher performance has a P value of 0.138 or greater than an alpha of 0.05. So, it can be concluded that the organizational commitment variable is not significant on teacher performance. It can be concluded that the teacher does not always have a high sense of teacher commitment to the school, it is not necessarily able to improve teacher performance at school. (4) the effect of teacher competence on teacher performance has a P value of 0.009 or greater than alpha 0.05. So, it can be concluded that the teacher competency variable has a positive significant effect on teacher performance. It can be concluded that good competence can improve teacher performance in schools. (5) the influence of teacher work motivation on teacher performance has a P value of 0.104 or greater than alpha 0.05. So, it can be concluded that the teacher competency variable is not significant to teacher performance. It can be concluded that not always teachers who have a high sense of motivation will be able to improve teacher performance in schools

Discussion

Organizational commitment is an attitude that reflects the extent to which an individual recognizes and is bound to his or her organization. An individual who has a high commitment is likely to see himself as a true member of the organization. The significance of the influence between organizational commitment and teacher performance was stated by Sunarto (2015). Based on the analysis of respondents' responses, on average, respondents gave responses to organizational commitment by giving a good assessment. This means that the commitment of teachers in public high schools in the Tapung District is in accordance with the perceptions of each existing teacher. This result is in line with the results of responses to teacher work motivation. Where on average the teacher gives a high assessment of the work motivation of teachers in State Senior High Schools in the Tapung District. Based on the structure of the equation model (SEM) shows that organizational commitment has a positive impact on work motivation. So that means that the organizational commitment variable can have an impact on increasing the work motivation of teachers in schools. Meanwhile, based on the results of hypothesis testing, it shows that organizational commitment has a significant impact on teacher work motivation. It can be concluded that a high sense of teacher commitment to school will also foster high work motivation at school. This

is in line with Alimohammadi and Neyshabor's research (2013) which also supports that organizational commitment has a significant positive impact on work motivation.

Competence as a fundamental characteristic possessed by someone who has a direct influence on, or can describe, excellent performance. In other words, competence is what outstanding performers do more often, in more situations, with better results, than what average performers do. Based on the analysis of respondents' responses, the average teacher's response to the competence of teachers in State Senior High Schools in the Tapung District was good. This result is in line with the results of responses to teacher work motivation. Where on average the teacher gives a high assessment of the work motivation of teachers in State Senior High Schools in the Tapung District. Based on the structure of the equation model (SEM) it shows that the teacher competency variable has a positive impact on work motivation. So that means that good teacher competence will have an impact on increasing the work motivation of teachers in schools. Meanwhile, based on the results of hypothesis testing, it shows that teacher competence does not have a significant impact on teacher work motivation. It can be concluded that good teacher competence will not always foster high work motivation at school. The results of this study are in contrast to research conducted by Ivano (2013) and Kouzes (Rommy, 2011) showing that high competence can produce high motivation which will result in good performance.

In theory, commitment has a positive relationship to performance. Where the higher one's commitment to the organization will have an impact on improving performance. Conversely, if a person's sense of commitment to the organization decreases, then his performance will automatically decrease. Based on the analysis of respondents' responses, on average, respondents gave responses to organizational commitment by giving a good assessment. This means that the commitment of teachers in public high schools in the Tapung District is in accordance with the perceptions of each existing teacher. This result is in line with the respondents' responses to teacher performance. on average, teachers gave good responses to the performance of teachers in State Senior High Schools in the Tapung District. This means that the performance of the existing teachers is in accordance with the results of the teacher's assessment of State Senior High Schools in the Tapung District. Based on the structural equation model (SEM) it shows that teacher organizational commitment has a positive impact on teacher performance in schools. so that it can mean that the high teacher organizational commitment variable can have an impact on improving the performance of teachers in schools. Based on the results of hypothesis testing, it shows that organizational commitment has a significant impact on teacher performance. It can be concluded that the teacher does not always have a high sense of teacher commitment to the school, it is not necessarily able to improve teacher performance at school. In line with the results of research conducted by Warongan (2014), the results show that organizational commitment is not significant on teacher performance. Unlike the results of research conducted by Sunarto (2015) and Shaputra (2015) it shows that organizational commitment has a positive and significant effect on teacher performance.

Competence is an ability to carry out or carry out a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. competence has a positive relationship to performance. Where good competence will produce good performance. Based on the analysis of respondents' responses, the average teacher's response to the competence of teachers in State Senior High Schools in the Tapung District was good. This result is in line with the respondents' responses to teacher performance. on average, teachers gave good responses to the performance of teachers in State Senior High Schools in the Tapung District. This means that the performance of the existing teachers is in accordance with the results of the teacher's assessment of State Senior High Schools in the Tapung District. Based on the structure equation model (SEM) it shows that teacher competence has a positive impact on teacher performance in schools. so that it can be interpreted that if the teacher's competence is good, it can have an impact on improving the performance of teachers in schools. Meanwhile, based on the results of hypothesis testing, it shows that teacher competence has a significant impact on teacher performance. It can be concluded that good competence can improve teacher performance in schools. In line with research conducted by Hendri Rohman (2020) and Muslim (2015) it shows that teacher competence with its four dimensions has a significant effect on the performance of MTs teachers. Contrary to research conducted by Supiyanto (2015), the results were not significant.

Motivation or enthusiasm in doing something can come from within because of the intention to make a new breakthrough or it can be given from outside from people around us or people who are specifically handling it to raise everyone's self-esteem, for that it is important to keep the spirit stable so that commitment what has been formed will survive. Theoretically, work motivation has a positive relationship to performance. The higher a person's motivation in doing work, the better the performance will be. Based on the analysis of respondents' responses on average responses to teacher work motivation. Where on average the teacher gives a high assessment of the work motivation of teachers in State Senior High Schools in the Tapung District. This result is in line with the respondents' responses to teacher performance. on average, teachers gave good responses to the performance of teachers in State Senior High Schools in the Tapung District. This means that the performance of the existing teachers is in accordance with the results of the teacher's assessment of State Senior High Schools in the Tapung

District. Based on the structure equation model (SEM) it shows that the variable of teacher work motivation has a positive impact on teacher performance in schools. So, it can be interpreted that high teacher work motivation can have an impact on improving the performance of teachers in schools. Meanwhile, based on the results of hypothesis testing, it shows that the influence of teacher competence does not have a significant impact on teacher performance. It can be concluded that not always teachers who have a high sense of motivation will be able to improve teacher performance in schools. The results of this study are in contrast to research conducted by Theodora Yatipai (2015) and Usman (2008) stating that there is a significant relationship between motivation and employee performance.

CONCLUSION

Conclusion

Based on the results of the analysis and testing of the hypotheses that have been carried out, the conclusions in this study can be drawn as follows: (1) Organizational Commitment Variable has a positive and not significant influence on motivation. This means that the proposed hypothesis is accepted. This means that the better the organizational commitment, the more significant it will have an influence on teacher motivation for teachers in Public Senior High Schools in Tapung District. (2) Competency variables have a positive and insignificant effect on motivation. This means that the proposed hypothesis is rejected. This means that the higher the competency of employees on motivation, the less impact it will have on the motivation of employees in SMA Negeri in Tapung District. (3) Variable Organizational Commitment has a positive and insignificant influence on performance. It can be concluded that if the teacher's Organizational Commitment is good, it will not have an overall effect on performance. this means the hypothesis is rejected. (4) Competency variable has a positive and significant effect on performance. This means that the proposed hypothesis is accepted. This shows that competence has a positive and significant effect on teacher performance in public high schools in Tapung District. (5) Motivation variable has a positive and insignificant influence on employee performance. This means that the proposed hypothesis is rejected. This shows that motivation has a positive and insignificant effect on the performance of teachers in public high schools in the Tapung District.

Recommendation

The recommendation that can be given from the results of this study are for schools if they want to improve employee performance, they must pay more attention to organizational commitment. If seen from the results of the study, the overall commitment variable has a positive and significant effect on performance variables, in this case agencies must always make good commitments and improve the competence of each employee and provide motivation that supports by improving employee performance. It is recommended for further researchers who are interested in the same theme, with this research it is suggested to use another sampling method with a larger sample size so that the influence of the independent and dependent variables is more measurable, stronger, and better.

REFERENCES

- Abdul Rashid, Z., Sambasivan, M., & Johari, J. (2003). The Influence of Corporate Culture and Organisational Commitment on Performance. *Journal Of Management Development*, 22(8), 708–728. <https://doi.org/10.1108/02621710310487873>
- Armana, Syamsul Bachri Thalibb, Darman Manda. (2016). The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia. *International Journal of Environmental & Science Education 2016*, Vol. 11, No.15, 7309-7317.
- Chandra, T., Renaldo, N., & Putra, L. C. (2018). Stock Market Reaction towards SPECT Events using CAPM Adjusted Return. *Opción, Año 34*(Especial No.15), 338–374.
- Dewi, P. E. P., & Dewi, I. G. A. M. (2015). Pengaruh Self-Efficacy Dan Motivasi Kerja Pada Kepuasan Kerja Karyawan Happy Bali Tour & Travel Denpasar. *Jurnal Manajemen, Strategi Bisnis dan Kewirausahaan Vol*, 9.
- Fahdini, R., Mulyadi, E., Suhandani, D., & Julia, J. (2014). Identifikasi Kompetensi Guru Sebagai Cerminan Profesionalisme Tenaga Pendidik di Kabupaten Sumedang. *Mimbar Sekolah Dasar*, 1(1), 33–42.
- Gabriella, Petrina, Hendy Tannady. Pengaruh Motivasi dan Disiplin Kerja Terhadap Kinerja Guru di SMAN 8 Bekasi. *Seminar Nasional Sains & Teknologi Informasi (Sensasi)*. Isbn: 978-602-52720-2-8

- Hendri Rohman, 2020. Pengaruh Kompetensi Guru Terhadap Kinerja Guru. <https://ejournalunma.ac.id/index.php/madinaska>
- Hermansyah. 2016. Pengaruh Motivasi, Komitmen dan Kompetensi Terhadap Kinerja Guru Ekonomi SMA di Palembang. <https://ejournal.unsri.ac.id/index.php/jp/article/view/5529/2968>
- Kompasiana.Com. (2019, November 1). *Peran Strategis Guru dalam Mewujudkan SDM Indonesia Unggul*. KOMPASIANA. <https://www.kompasiana.com/muhammadarifai/5dbbe8e4d541df08080a4f32/Peran-Strategis-Guru-Dalam-Mewujudkan-Sdm-Indonesia-Unggul>
- Louis George, Thara Sabapathy (2011) Work Motivation of Teachers: Relationship with Organizational Commitment. *Canadian Social Science*. Vol 7, No 11
- Masruroh, Umi, Partono Thomas, Lina Latifah. 2012. Pengaruh Kompensasi dan Disiplin Kerja Terhadap Kinerja Guru Ekonomi SMA Negeri Brebes. *Economic Education Analysis Journal EEAJ 1 (2)* (2012)
- Mukhsin. 2019. *Pengaruh Motivasi, Budaya Organisasi dan Komitmen Organisasi Terhadap Kepuasan Kerja dan Kinerja Guru di SMK PGRI Pekanbaru*. Tesis. Program Studi Strata 2 (S2) Manajemen Sekolah Tinggi Ilmu Ekonomi (STIE) Pelita Indonesia Pekanbaru.
- Mustika, D. (2018). Pengaruh Budaya Organisasi, Gaya Kepemimpinan Transformasional dan Kepuasan Kerja Terhadap Kinerja Pustakawan Di Perpustakaan Universitas Muhammadiyah Yogyakarta. <https://docplayer.info/149857289-Oleh-Mustika-Diana-Nim-Tesis.html>
- Nasreen Zehra (2016) Training & Development Barometer for Effective Transformation of Organizational Commitment and Overall Performance in Banking Sectors of KPK, Pakistan: Qualitative study of Workforce of Bank of Khyber. *International Journal of Academic Research in Business and Social Sciences June 2016*, Vol. 6, No. 6
- Ngiodo, S. (2016). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru Mts. N Batudaa Kabupaten. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 4(2), 127–137.
- Ningsih, P. (2016). Pengaruh Komitmen, Kompetensi, dan Lingkungan Kerja Terhadap Kinerja Guru di Kecamatan Pasangkayu Kabupaten Mamuju Utara (Study Kasus Pada SMA Negeri 1 Pasangkayu Dan MA DDI Pasangkayu). *E Jurnal Katalogis*, Volume 4 Nomor 11, November 2016 Hlm 127-137, 11.
- Nugraha, S., Putu, I., & Adnyani, I. G. A. D. (2018). Pengaruh Budaya Organisasi, Komitmen Organaisasi, dan Kompetensi Terhadap Organizational Citizenship Behaviour Pada Setda Kota Denpasar.
- Nyoto. (2019). Manajemen Transformasi Budaya Konfusianisme dalam meningkatkan Kinerja Perusahaan.
- Paganda, B., & Suharnomo, S. (2014). Analisis Pengaruh Budaya Organisasi Dan Kepemimpinan Terhadap Kinerja Dengan Motivasi Sebagai Variabel Intervening (Studi Pada Karyawan PT Suri Tani Pemuka). Fakultas Ekonomika Dan Bisnis.
- Panjaitan, H. P., Renaldo, N., & Suyono. (2022). The Influence of Financial Knowledge on Financial Behavior and Financial Satisfaction on Pelita Indonesia Students. *Jurnal Manajemen Indonesia*, 22(2), 145–153. <https://doi.org/10.25124/jmi.v22i1.4289>
- Praati Ningsih, Pengaruh Komitmen, Kompetensi, dan Lingkungan Kerja Terhadap Kinerja Guru di Kecamatan Pasangkayu Kabupaten Mamuju Utara. <https://media.neliti.com/media/publications/154413-ID-pengaruh-komitmen-kompetensi-dan-lingkun.pdf>
- Pujianti, Isroah. Pengaruh Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru SMA Negeri 1 Ciamis. *Kajian Pendidikan Akuntansi Indonesia*.
- Purwoko, Sidik. 2018. Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, Dan Budaya Sekolah Terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan Volume 6*, No 2, September 2018 (149-162).
- Putra, R., & Renaldo, N. (2020). Peningkatan Kepuasan Kerja dan Kinerja Guru melalui Komitmen, Budaya Organisasi, Motivasi, dan Gaya Kepemimpinan Guru SLTA Sederajat di Kabupaten Rokan Hilir. *Procuratio: Jurnal Ilmiah Manajemen*, 8(1), 125–139.
- Renaldo, N., Sudarno, & Hutahuruk, M. B. (2020). The Improvement of Generation Z Financial Well-being in Pekanbaru. *Jurnal Manajemen Dan Kewirausahaan*, 22(2), 142–151. <https://doi.org/10.9744/jmk.22.2.142-151>

- Renaldo, N., Suhardjo, Suharti, Suyono, & Cecilia. (2022). Benefits and Challenges of Technology and Information Systems on Performance. *Journal of Applied Business and Technology*, 3(3), 302–305. <https://doi.org/https://doi.org/10.35145/jabt.v3i3.114>
- Renaldo, N., Suhardjo, Suyono, Putri, I. Y., & Cindy. (2022). Bagaimana Cara Meningkatkan Kinerja Lingkungan Menggunakan Green Accounting? Perspektif Generasi Z. *Kurs: Jurnal Akuntansi, Kewirausahaan Dan Bisnis*, 7(2), 134–144.
- Renaldo, N., Suyono, Andi, Putri, N. Y., & Cecilia. (2023). How Business Intelligence, Intellectual Capital, and Company Performance Increase Company Value? Leverage as Moderation. *Journal of Applied Business and Technology*, 4(1), 93–99. <https://doi.org/https://doi.org/10.35145/jabt.v4i1.123>
- Rimm-Kaufman, Sara E., Brook E. Sawyer. 2004. Primary-Grade Teachers' Self-Efficacy Beliefs, Attitudes Toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the "Responsive Classroom" Approach. *The Elementary School Journal*, Vol. 104, No. 4. (Mar., 2004), Pp. 321-341.
- Sanjaya, M. (2015). *Pengaruh Disiplin Kerja Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada Hotel Ros in Yogyakarta* [Skripsi, Fakultas Ekonomi]. <https://Eprints.Uny.Ac.Id/28529/>
- Saragih, A. H. (2008). Kompetensi Minimal Seorang Guru Dalam Mengajar. *Jurnal Tabularasa*, 5(1), 23–34.
- Sudarno, Putri, N. Y., Renaldo, N., Hutahuruk, M. B., & Cecilia. (2022). Leveraging Information Technology for Enhanced Information Quality and Managerial Performance. *Journal of Applied Business and Technology*, 3(1), 102–114. <https://doi.org/https://doi.org/10.35145/jabt.v3i1.97>
- Suhaemi Syam, Basri Modding, Salim Basalamah, Arief Halim (2019), Influence of Islamic Leadership, Spiritual Pedagogic Competency, Organizational Commitment to Work Environment and Teacher Performance Madrasah Aliyah State Kota Makassar. *International Journal of Social Sciences 20th October 2019*. Vol. 79. No.1.
- Suhardjo, Renaldo, N., Andi, Sudarno, Hutahuruk, M. B., Suharti, & Veronica, K. (2022). Bonus Compensation and Real Earnings Management: Audit Committee Effectiveness as Moderation Variable. *The Accounting Journal of BINANIAGA*, 07(01), 89–102. <https://doi.org/10.33062/ajb.v7i1.495>
- Suhardjo, Renaldo, N., Suyono, Nyoto, & Ngatikoh, S. (2022). Determination of Profitability and Firm Value of the Food and Beverage Industry Sub Sector (Case study on the Food and Beverage Sub-sector Consumer Goods Industry on the IDX 2016-2020). *Kurs: Jurnal Akuntansi, Kewirausahaan Dan Bisnis*, 7(1), 105–115.
- Wahyudi, Adi, Partono Thomas, Rediana Setiyani. 2012. Pengaruh Disiplin Kerja, Motivasi Kerja, dan Supervisi Kepala Sekolah Terhadap Kinerja Guru. *Economic Education Analysis Journal*. Eeaj 1 (2) (2012).