

The Effect of Organizational Commitment, Achievement Motivation on Work Effectiveness Through Job Satisfaction of Elementary School Teachers in Lampihong District



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ABSTRACT: This study aims to investigate the direct and indirect effects of teacher job satisfaction as a moderating variable in the effect of organizational commitment and achievement motivation on teacher work effectiveness. This study employed a quantitative method. The type of this research is correlational path analysis study. The study population consisted of 172 elementary school teachers in Lampihong District, from which a sample of 120 was drawn using proportional random sampling. Questionnaires were used to collect data, which were then analyzed statistically descriptively and inferentially using SPSS. The results of the study showed that: (1) organizational commitment, achievement motivation, job satisfaction, teacher work effectiveness are in categorized as high. (2) there is a direct effect of organizational commitment on teacher work effectiveness of 0.318, organizational commitment on teacher job satisfaction of 0.141, job satisfaction on teacher work effectiveness of 0.448, achievement motivation on teacher work effectiveness of 0.156, and achievement motivation on teacher job satisfaction of 0.315. (3) The indirect effect of organizational commitment via job satisfaction on teacher work effectiveness of 0.141, while the effect of achievement motivation via job satisfaction on teacher work effectiveness of 0.284. Based on the findings of this study, it is recommended that school principals together with SDN teachers in Lampihong District maintain organizational commitment, achievement motivation, and job satisfaction in order for teachers to demonstrate the efficacy of their work in terms of quality and quantity of work, as well as timely completion of assignments.

KEYWORDS: Organizational Commitment, Achievement Motivation, Job Satisfaction, Work Effectiveness

I. INTRODUCTION

Education is one of the organizations tasked with developing human resources. The challenges faced by the education system are increasing in both quantity and quality as the times change. To carry out education, qualified instructors are required. Therefore, efforts should be made to prepare human resources, in this case a professional teacher, because the role of the teacher in the administration of education is crucial to achieving quality education. Teachers are professional educators whose primary responsibility is to educate, instruct, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. Effectiveness as an Indonesian word is derived from the English word "Effective," which means successfully obeyed, effective, appropriate, and worked well. When compared, the most appropriate meaning in Indonesian is successful well. If the teacher can work effectively, he can be referred to as a teacher who works effectively. Effectiveness is a measure of a predetermined work achievement. Work effectiveness therefore refers to the completion of a task within the allotted time frame. This can be determined by examining the achieved results to determine whether they are in accordance with the specified quality and costs (Suwatno, 2014). Effectiveness is a multidimensional concept, wherein its translation varies according to a person's level of knowledge and experience, but ultimately refers to the same meaning, namely the accomplishment of objectives. Effective and efficient are frequently confused, but their meanings are not identical; something that is done efficiently is not necessarily effective (Moenir, 2016).

This definition suggests that work effectiveness places greater emphasis on the time required to complete a task or activity. Therefore, if a task can be completed within a predetermined time frame, it will be more effective, and vice versa. The longer a task is completed, the more ineffective the results become. According to Handoko (2015) "Employees are able to achieve work effectiveness if they demonstrate the ability to accumulate the selection of goals carried out with the equipment to be used to carry out these goals so that the work is carried out as expected. Many factors can improve or make a teacher successful in learning activities teaching. These factors are typically internal or external to the teacher. Work effectiveness can be effected by several other factors, both internal and external to the teacher, such as organizational culture, organizational commitment, job satisfaction, and teacher achievement motivation (Handyaningrat, 2016). Motivation is an activity that causes, distributes, and maintains employee

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behavior. Work motivation is an important subject for leaders, because by definition leaders have the power to effect employee behavior. Commitment is a sense of identification, involvement, and loyalty or degree, or the nature of the correlation from a person to an organization as demonstrated by taking sides with organizational goals, an interest in maintaining membership in the organization, and belief in and strong acceptance of the values and organization goals.

II. METHOD

This study employs a quantitative approach with explanatory research that aims to investigate the hypothesized correlations between variables. According to the level of explanation, it includes associative research which aims to determine the effect of two or more variables. Design of this study uses a cross-sectional method, namely research where the variables where the independent factor and the dependent variable are observed simultaneously at the same time. This study uses correlation techniques (correlation research) trying to determine how strong the correlation or effect is between variables. This research design was chosen because the researcher intends to reveal how much effect the independent variables, namely organizational commitment (X_1), job satisfaction (X_2) and achievement motivation (Z) have on the dependent variable, namely teacher work effectiveness (Y).

The population in this study was 172 SD N teachers in Lampihong District, Balangan Regency . The research sample was 120 people. The method of determining sample members is taken using the Proportional technique Random Sampling. Data was collected through instruments in the form of questionnaires containing statement items regarding organizational commitment, achievement motivation, job satisfaction and work effectiveness. The instrument was analyzed by testing the validity and reliability of the data description collected using path analysis to see direct and indirect correlations, by first carrying out normality, linearity, and homogeneity tests.

There were 4 (four) questionnaires used in this study, namely organizational commitment, achievement motivation, job satisfaction and work effectiveness questionnaires. Data was collected using instruments in the form of statements consisting of 21 items of organizational commitment, 30 items of achievement motivation, 33 items of job satisfaction and 25 items of work effectiveness.

III. RESULTS AND DISCUSSION

Based on the results of data analysis using path analysis found the coefficients of direct and indirect correlations. as described below:

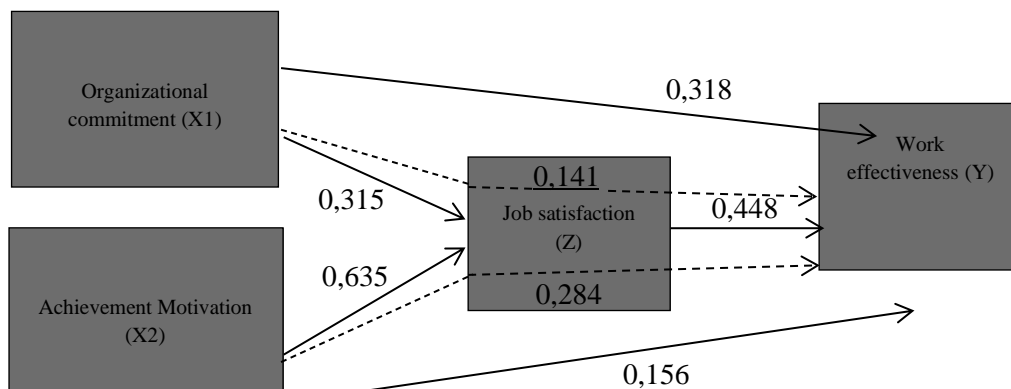


Figure 1. Summary of path analysis results

Information:

- : Direct —————> correlation
- : Indirect - - - - -> correlation

Table 1. Summary of Hypothesis Testing Decisions H1, H2, H3, H4, & H5

Hypothesis	p.s	Decision
H1 There is a significant positive correlation between organizational commitment and teacher effectiveness	0.318	Accepted
H2 There is a significant positive correlation between achievement motivation and teacher effectiveness	0.156	Accepted
H3 There is a significant positive correlation between job satisfaction and teacher effectiveness	0.448	Accepted
H4 There is a significant positive correlation between organizational commitment and job satisfaction	0.635	Accepted

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H5 There is a significant positive correlation between achievement motivation and job satisfaction 0.613 Accepted

Table 2. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis			Decision
	Direct	Indirect	
H ₆ There is an indirect positive correlation between organizational commitment and job effectiveness, job satisfaction	0.318	0.141	Accepted
H ₇ There is an indirect positive correlation between organizational climate and teacher's OCB through work motivation	0.156	0.284	Accepted

Table 1 is a summary of the decisions H₁, H₂, H₃, H₄, and H₅ with the criterion of a significance value of less than 0.05, so the hypothesis is accepted. Table 2 is a summary of the decision to test the hypotheses H₆ and H₇ with the stipulation that if the coefficient of the direct correlation is smaller than the coefficient of the indirect correlation, then the hypothesis is accepted.

A. The Direct Effect of Organizational Commitment to Work Effectiveness of Elementary School Teachers in Lampihong District

The results of this study have provided answers to the hypotheses that have been described from the formulation of the problem in the field. The first hypothesis of this study is that there is a direct effect of organizational commitment on the work effectiveness of SDN teachers in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of organizational commitment on the effectiveness of the work of teachers in SDN in Lampihong District. Increasing organizational commitment will increase the effectiveness of the teacher's work. One of the determining factors for the high and low levels of work effectiveness of SDN teachers in Lampihong District towards their schools is determined by the high or low levels of organizational commitment of these teachers. The results of these findings support previous research by Mistiah et al. (2022) which found organizational commitment to have a correlation with teacher performance

B. The Direct Effect of Organizational Commitment on Teacher Job Satisfaction at SDN Lampihong District

The second hypothesis of this study is that there is a direct effect of organizational commitment on the job satisfaction of SDN teachers in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of the organizational commitment variable on teacher job satisfaction in SDN in Lampihong District. Increasing organizational commitment will increase teacher job satisfaction. One of the determining factors for the high and low levels of job satisfaction of elementary school teachers in Lampihong District is determined by the high or low levels of teacher organizational commitment. The results of these findings support previous research (Ahmadiyahanto & Suriansyah, 2022; Anjarsari & Wahyu, 2022; Birhasani et al., 2022; Dudy & Aslamiah, 2022; Hidayati et al., 2022; Jarminto et al., 2022; Muhammad Rizky Anugerah, Muhammad Saleh, 2022; Muhammad Sukma Indrawan, Ahmad Suriansyah, 2022; Riski Emilia, Aslamiah, 2022; Supiansyah, Ahmad Suriansyah, 2022; Tajudin Noor, Rustam Effendi, 2022; Yusrina, Yusrina, Muhammad Saleh, 2022) who concluded that there is a positive and significant direct correlation between work commitment and teacher job satisfaction. This means that teachers who have good work commitment will tend to have high job satisfaction as well. Thus, it can be assumed that work commitment greatly effects teacher job satisfaction in carrying out their duties or work., (Zembylas & Papanastasiou, 2014) who found teachers who are committed to their work will experience job satisfaction.

Furthermore, teacher commitment and job satisfaction are interactions that occur throughout the teacher's career, therefore teachers who are committed to the school where they teach reflect their satisfaction at work.

C. The Direct Effect of Job Satisfaction on Teacher Work Effectiveness at SDN Lampihong District

For the third hypothesis of this study, there is a direct effect of job satisfaction on the work effectiveness of SDN teachers in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct positive and significant effect of job satisfaction on the work effectiveness of teachers at SDN in Lampihong District. increasing teacher job satisfaction, it will increase the effectiveness of the teacher's work. One of the determining factors for the high and low levels of work effectiveness of SDN teachers in Lampihong District towards their schools is determined by the high and low levels of job satisfaction of these teachers.

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The results of this study are in accordance with the opinion of Robbins (2010) who says job satisfaction is a general attitude of an individual towards work. Someone with a high level of satisfaction shows a positive attitude towards his work, someone who is dissatisfied with his job shows a negative attitude towards his job.

D. The Direct effect of Achievement Motivation on the Work Effectiveness of Teachers at SDN Lampihong District The fourth hypothesis of this study is that there is a direct effect of achievement motivation on the work effectiveness of SDN teachers in Lampihong District. The conclusion that can be drawn based on the tests that have been done is that there is a significant direct effect on achievement motivation. Increased achievement motivation, it will not affect work effectiveness. Achievement motivation which is a strong encouragement from a person to achieve success in work which is characterized by self-actualization efforts, concern for excellence and optimal execution of tasks based on rational calculations for competition which results in achievements for themselves, which of course will affect work effectiveness. The results of this study strengthen the previous research by Normaini et al., (2022) who concluded that work motivation has a direct effect on teacher performance., who concluded that there is a positive and significant direct correlation between work motivation and teacher performance.

E. The Direct effect of Achievement Motivation on Job Satisfaction of Elementary School Teachers in Lampihong District The fifth hypothesis of this study is that there is a direct effect of achievement motivation on the job satisfaction of SDN teachers in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of achievement motivation on teacher job satisfaction in SDN in Lampihong District. Increased achievement motivation, it will increase teacher job satisfaction. One of the determining factors for the high and low levels of job satisfaction of elementary school teachers in Lampihong District is determined by the high and low levels of achievement motivation those teachers.

The results of this study are in accordance with the results of Birhasan's research: Karyadi et al., (2022) concluded that there is a direct correlation between achievement motivation and job satisfaction, teachers who work with high achievement motivation will also have high job satisfaction. The existence of this correlation will give the view that a teacher with achievement motivation is based on two things, namely the tendency to achieve success and the tendency to avoid failure.

F. The Indirect Effect of Organizational Commitment on Teacher Work Effectiveness Through Job Satisfaction of Elementary School Teachers in Lampihong District

For the sixth hypothesis of this study, there is an indirect effect of organizational commitment mediated by job satisfaction on teacher work effectiveness SDN in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant indirect effect of organizational commitment through job satisfaction on the work effectiveness of teachers in SDN in Lampihong District. Increasing organizational commitment, then increasing the work effectiveness of teachers through job satisfaction. This means that the indirect effect of organizational commitment on work effectiveness mediated by the variable job satisfaction is significant. One of the determining factors for high and low levels. The organizational commitment of elementary school teachers in Lampihong District is determined by the high and low levels of the work effectiveness of teachers through job satisfaction. Nonetheless, based on data showing that organizational commitment has a stronger effect on work effectiveness directly than indirectly through job satisfaction.

G. The Indirect Effect of Achievement Motivation on Teacher Work Effectiveness Through Job Satisfaction of Elementary School Teachers in Lampihong District

The seventh hypothesis of this study is that there is an indirect effect of achievement motivation through job satisfaction on teacher work effectiveness SDN in Lampihong District. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant indirect effect of achievement motivation mediated by job satisfaction on the work effectiveness of teachers in SDN in Lampihong District. Increased achievement motivation, it will increase the work effectiveness of teachers through job satisfaction. This means that the indirect effect of achievement motivation on work effectiveness through the variable of job satisfaction is significant. One of the determining factors for the high and low levels of work effectiveness of elementary school teachers in Lampihong District is determined by the high and low levels of achievement motivation through job satisfaction. The results of this study are in accordance with the results of research by Dudy & Aslamiah (2022) which shows that work motivation has a major effect on teacher performance.

IV. CONCLUSION

There is a direct correlation between organizational commitment, achievement motivation and teacher job satisfaction on teacher work effectiveness. In addition to the direct correlation, there is also an indirect correlation between organizational commitment, achievement motivation and teacher job satisfaction on teacher work effectiveness.

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