
THE EFFECT OF ACHIEVEMENT MOTIVATION ON ORGANIZATIONAL COMMITMENT IN HIGH SCHOOL LEVEL OF EDUCATION

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Abstract

This article aims to discuss the effect of economic civil servant teachers' achievement motivation to the organizational commitment in Jakarta High Schools. All this time, Commitment is always associated with motivation. Organisational commitment is a picture of an individual who identifies with the organisation and has a common goal. Organisational commitment does not come by itself but is influenced by factors such as motivation. Therefore, it becomes vital to examine further the effect of motivation, in this case, the achievement motivation of teachers concerning organisational commitment. This study applied quantitative research design with survey methods while employing a path analysis model to analyse the data. A total of 200 economic teachers from the Municipality of East Jakarta, Central Jakarta, West Jakarta, South Jakarta, and the Thousand Islands District joined this study. Sampling in this study was chosen by (simple random sampling) of the population. This study found that based on the results of the analysis and testing of the hypothesis, it can be found that achievement motivation has given a direct positive effect to organizational commitment. Based on this empirical evidence, it can be seen that this finding shows that achievement motivation is one of the variables that have a direct positive effect on organisational commitment.

Keywords: achievement motivation; teacher; organizational commitment

Abstrak

Artikel ini bertujuan untuk membahas pengaruh motivasi berprestasi guru PNS bidang ekonomi terhadap komitmen organisasi di SMA Negeri Jakarta. Selama ini Komitmen selalu dikaitkan dengan motivasi. Komitmen organisasi merupakan gambaran individu yang mengidentifikasikan diri dengan organisasi dan memiliki tujuan yang sama. Komitmen organisasi tidak datang dengan sendirinya tetapi dipengaruhi oleh faktor-faktor seperti motivasi. Oleh karena itu, menjadi penting untuk mengkaji lebih jauh pengaruh motivasi dalam hal ini prestasi belajar guru terhadap komitmen organisasi. Penelitian ini menggunakan desain penelitian kuantitatif dengan metode survei dengan menggunakan model analisis jalur untuk menganalisis data. Studi ini diikuti oleh 200 guru ekonomi dari Kota Jakarta Timur, Jakarta Pusat, Jakarta Barat, Jakarta Selatan, dan Kabupaten Kepulauan Seribu. Pengambilan sampel dalam penelitian ini dipilih dengan (simple random sampling) dari populasi. Penelitian ini menemukan bahwa berdasarkan hasil analisis dan pengujian hipotesis diketahui bahwa motivasi berprestasi berpengaruh langsung positif terhadap komitmen organisasi. Berdasarkan bukti empiris tersebut dapat diketahui bahwa temuan ini menunjukkan bahwa motivasi berprestasi merupakan salah satu variabel yang berpengaruh langsung positif terhadap komitmen organisasi.

Kata kunci: motivasi berprestasi; guru; komitmen organisasi

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Introduction

Education's success is an essential part of accelerating economic growth and technology and society's sustainability. Zamroni (2000) as cited in Yudha & Hasib (2014) stated that to improve education quality, fundamental truth is realised that the key to success is preparing and creating professional teachers. They have new strength and responsibility for planning education in Indonesia. They are required to work professionally and have high commitment to educational institutions to educate the children.

Teachers who are professional in conducting learning must commit to the work or task being carried out (Nojani et al., 2012; Sofyan, 2016; Ramdass & Lewis, 2012). Having high commitment, the teacher will become more responsible and professional. Quality education cannot be achieved without teachers who have high dedication and commitment. Commitment is an internal resource that is owned by a teacher, needed to carry out the responsibilities and challenges that exist in the development of education. Organisational commitment is one of the determining factors for an organisation's success, whatever the organisation is, including the educational organisation.

According to Purnama et al. (2016: 41), organisational commitment as partisanship and employee loyalty towards the organisation and organisational goals. In this context, the essence of organisational commitment is a strong willingness to remain part of the organisation, believe in, and accept its values and goals. Besides having a strong desire to be in an organisation, individuals who have organisational commitment will unite to accept values such as discipline, targets to be achieved, and accept organisational goals. For example, an educational organisation aims to create graduates who have the skills, then a teacher who has organisational commitment

will try to realise graduates as expected by the educational organisation.

Kreitner and Kinicki (2007) stated that the opinion of organisational commitment "reflects the extent to which an individual identifies with an organisation and is committed to its goals."????? Thus, organisational commitment is a picture of an individual who identifies himself with the organisation and has a common goal with the organisation. The same goals mark a teacher who has organisational commitment in educational organisations, such as educating the lives of the nation's children. The teacher realises that these goals cannot be achieved independently, so the teacher needs to align himself with an educational organisation's goals.

According to Oei (2010), cited by Wardhana, Tarmedy, & Sumiyati (2017), organisational commitment is the relative power of recognising involvement from within an individual in a particular organisation. Furthermore, according to Mar'at (2000), as quoted by Purnama et al. (2016), an employee's commitment is influenced by several factors such as motivation, compensation, training, leader function, and the climate of cooperation work spirit, and conflict. It is happening in an office.

Commitment is essential for the teaching profession and an essential component for all organisations' efficiency and effectiveness. The concept of commitment has been the focus of research for several years, especially among sociologists regarding behaviour, both individuals and groups in phenomena such as religion, power, job recruitment, political behaviour, and bureaucratic behaviour (Reyes, 1990) in (Hariri et al., 2020).

Personal and operational factors influence organisational commitment. Personal factors that influence organisational commitment are positive attitudes toward coworkers, education, achievement motivation, years of service, age,

work challenges, feedback, job stress, task identification, role clarity, personal development, career, and professional responsibility. Besides, whereas operational factors that can affect organisational commitment include task enrichment, employment, decentralisation, participation in decision-making, the nature and quality of work, autonomy, and the opportunity to use their capabilities.

Teacher commitment is a multidimensional concept and classified into various types (Collie *et al* 2018). Specifically, Thien and Razak (2014) in Hariri *et al.* (2020: 3), Schafer *et al* (2020) outline four types: commitment to school organisation, commitment to students and student learning, commitment to the profession, and commitment to teaching.

Furthermore, many factors can influence teachers' organisational commitment, especially one of which is the motivation for achievement. Every organisation, including schools, would want to achieve goals, to achieve these goals; the role of humans involved in it is significant. Moving people to fit what the organisation wants, it must be understood that human motivation works within the organisation. Motivation is what determines people's behaviour to work. In other words, the behaviour is the purest reflection of motivation (Sutrisno, 2010) in (Wardhana *et al.*, 2017).

According to Hasibuan (2014), motivation is the provision of motive power that creates the excitement of one's work so that they are willing to work together, work effectively and are integrated with all their power and efforts to seek satisfaction. According to Djamarah (1994) in Yudha & Hasib (2014), motivation is an impulse that moves a person to do an activity. Besides, motivation, according to Sutrisno (2009), as a factor that drives a person to do a specific activity. Therefore motivation is often interpreted as a factor driving a person's behaviour (Yudha & Hasib, 2014).

Every teacher's motivation can encourage the birth of organisational commitment (Recepoglu 2013, Fontan *et al* 2019). Work motivation is a collection of energetic forces that coordinate within and outside a worker, which encourages work effort in determining the direction of behaviour, level of effort, intensity and persistence (Ngai *et al.*, 2016). Furthermore, Winardi (2001: 6) explains that motivation is a potential force that exists in a human being, which he can develop himself, or developed by some outside forces which mainly revolve around monetary rewards and non-monetary rewards, which can affect the performance results positively or negatively, which depends on the situation and conditions faced by the person concerned. Motivation will make someone have more enthusiasm to do a job. Work motivation is a collection of energetic forces that coordinate inside and outside a worker, which encourages work effort in determining the direction of behaviour, level of effort, intensity, and persistence. Work motivation can be interpreted as any power that arises from within an individual to achieve specific goals or benefits in the workplace environment or life in general (Danim, 2004 in Marli & Fitria, 2019). Besides, Luthan (1998), as quoted by Amdan *et al.* (2016), refers to motivation as the management process of influencing behaviour based on what makes people tick.

The purpose of motivating employees is to create morale and increase productivity. Highly motivated employees will understand what they are doing, are passionate about working, work happily without any pressure, and give the best results. Encouraging the form of motivation from superiors to subordinates that are done continuously will create a good relationship between superiors and subordinates.

Previous researchers have proved that Parents' attention mediates parents' socio-economic conditions on motivation to learn and

learning achievement. The study's findings are the socio-economic conditions and parents' attention directly, positively and significantly influence students' motivation to learn. The parents' socio-economic conditions, parents' attention, and motivation to learn have a positive and significant direct effect on learning achievement (Hutasuhut & Wirawan, 2019). The effect of achievement motivation on organisational commitment has also been demonstrated in several researches (Siburian (2013); Febriena et al. (2017); . although the research conducted by Amdan et al. (2016), found that extrinsic motivation failed to moderate the relationship between the office environment and organisational commitment.

However, the research about the effect of achievement motivation in educational institution is still not sufficiently proven. For this reason, this study tries to prove whether Achievement Motivation (X_1) has a positive direct effect on Organizational Commitment (X_2) in educational institution.

Method

This research applied a quantitative research method and the data were analyzed using path analysis models. This study's target population are 200 economics teachers in SMAN in DKI Jakarta, spread across the Municipality of East Jakarta, Central Jakarta West Jakarta, South Jakarta, and the Kepulauan Seribu District. Fifty seven teachers were taken as the sampling in this study and they were chosen by using simple random sampling taken from the total of the population. Determination of the number of samples in economics teachers taken with the Slovin formula as follows: $n = \frac{N}{N.d^2+1}$ n = Number of samples: N = Number of population: d^2 = The precision used $n = \frac{66}{66.0.05^2+1} = 56,65$, rounded up, so the sample numbered 57.

Results and Discussion

This research data was taken from 57 economics teachers as a unit of analysis. Each variable is measured separately through research instruments that already have a proven level of validity and reliability. The data described is the result of descriptive statistical analysis of frequency distribution, average values, standard deviation (SD), mode (Mo), median (Me), and frequency distribution accompanied by the histogram. The data description is based on the results of the study of each variable consisting of organisational commitment (variables X_2) and achievement motivation (X_1).

Variable of Organizational Commitment (X_2)

The total score of the organisational commitment variable was obtained from 57 respondents with 28 instruments using a Likert scale. Theoretically, interval scores range from 28 to 140. Based on data collection, the lowest score is 99, and the highest is 130, with a range of values of 31.

The results of data processing showed that the value of the variable organizational commitment obtained an average value = 113.47; median = 111.00; mode = 104; and standard deviation = 9.18. Data from this study were made in the frequency distribution with many classes determined by the Sturges formula, namely: $k = 1 + 3,3 \log n$; $k = 1 + 3,3 \log 57$; $k = 6,794$. So the number of classes is 7. The length of the class is calculated by the formula $i = \frac{R}{k}$; $i = \frac{31}{7}$; $i = 4,43$. So the class length is 5.

The distribution of the frequency of organisational commitment data can be seen in table 1.

Table 1. Variable Frequency Distribution of Organizational Commitment

No	Interval Class	$f_{absolut}$	$f_{relative}(\%)$	$f_{cumulati}$	$f_{cumulative relativ}(\%)$
1	99-103	8	14,04	8	14,04
2	104-108	13	22,80	21	36,84
3	109-113	10	17,54	31	54,39
4	114-118	5	8,77	36	63,16
5	119-123	9	15,79	45	78,95
6	124-128	9	15,79	54	94,75
7	129-133	3	5,26	57	100,00
Amount		57	100		

Table 2. Variable Frequency Distribution of Achievement Motivation

No	Interval Class	$f_{absolut}$	$f_{relative}(\%)$	$f_{cumulati}$	$f_{cumulative relativ}(\%)$
1	132-139	1	1,75	1	1,75
2	140-147	9	15,79	10	17,54
3	148-155	25	43,86	35	61,40
4	156-163	10	17,54	45	78,95
5	164-171	4	7,02	49	85,96
6	172-179	6	10,53	55	96,49
7	180-187	2	3,51	57	100,00
Amount		57	100		

Achievement Motivation Variable (X_1)

The total score of achievement motivation variable was obtained from 57 respondents with 38 items using the Likert scale. Theoretically, interval scores range from 38 to 190. Based on data collection, the lowest score is 132, and the highest is 183, with a range of values of 51.

From the results of data processing it is obtained that the score of achievement motivation variable scores obtained an average value = 155.79; median = 152.00; mode = 151.00; and standard deviation = 10.78. The data from this study were made in a frequency distribution with many classes determined by the Sturgess formula: $k = 1 + 3,3 \log n$; $k = 1 + 3,3 \log 57$; $k = 6,794$. So the number of classes is 7. The length of the class is calculated by the formula $i = \frac{R}{k}$; $i = \frac{51}{7}$; $i = 7,28$. So the length of the class is 8. The distribution of the frequency of achievement motivation data can be seen in Table 2.

Testing Prerequisite Analysis

Data analysis to test the research hypothesis was carried out using statistical analysis, namely path analysis. Testing requirements analysis includes (1) normality test; (2) the significance and linearity test of the regression model is performed before testing the hypothesis. To test the hypothesis, the following requirements must be met (1) samples must be taken randomly, (2) data for each variable customarily distributed, (3) the form of regression is linear and significant.

Normality Testing

The first requirement test is the normality test. This normality requirements test is done with the data stage arranged according to its value, then determined the difference between the theoretical frequency and the actual frequency at each data value. The absolute maximum price of the difference is $L_{calculate}$ or L_0 .

The hypothesis being tested is as follows:

H_0 : data are normally distributed if the value $L_{calculate} < \text{value } L_{table}$

H_1 : data are not distributed generally if the value $L_{calculate} > \text{value } L_{table}$

Based on the normality test calculation, results obtained as follows:

Organisational Commitment (X₂)

To test the normality of organisational commitment data (X₂) performed using SPSS 20 and $\alpha = 0,05$. Based on the calculation results of the organisational commitment test normality data (X₂) was obtained, the significance value at $\alpha = 0,276 > \alpha = 0,05$. It can be concluded that the distribution of organisational commitment data (X₂) has a normal distribution. So the data of this study come from normally distributed populations. It can be seen in the attachment.

Achievement motivation (X₁)

To test the normality of achievement motivation, data (X₁) performed using SPSS 20 and $\alpha = 0,05$. Based on the results of the calculation of achievement motivation normality data (X₁) was obtained, the significance value at $\alpha = 0,175 > \alpha = 0,05$. It can be concluded that the distribution of achievement motivation data (X₁) has a normal distribution. Hence, the data of this study come from normally distributed populations.

Linearity Testing of Regression Model

Before the path model is tested in a hypothesis, a linearity test on the relationships and influences is first performed. To test the relationship's linearity and the effect of research variables carried out using the SPSS 20 program. The hypothesis tested for linearity is as follows:

H_0 : Regression is linear if the value $F_{calculate} < value F_{table}$

H_1 : Regression is not linear if $F_{calculate} > value F_{table}$

Testing the hypothesis proposed in this study is "Organizational Commitment (X₂) on Achievement Motivation (X₁)" After calculating and analysing the organisational commitment data (X₂) on Achievement Motivation (X₁), then the results obtained can be explained in the following table 3.

Table 3 shows that $F_{hitung} = 0,667$ was smaller than $F_{tabel} = 2,90$, and the value in the sig column of the Deviation from Linearity row is $\alpha = 0,855$ was higher than $\alpha 0,05$ so that H_0 accepted. The conclusion is that the regression line for the influence of variables X₁ toward X₂ is linear.

Table 3. Linearity Test of Organizational Commitment above Achievement motivation

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
KOMITMEN ORGANISASIONAL (X4) * MOTIVASI BERPRESTASI (X3)	Between Groups	(Combined)	3061.769	30	102.059	.882	.632
		Linearity	823.725	1	823.725	7.120	.013
		Deviation from Linearity	2238.044	29	77.174	.667	.855
	Within Groups		3007.950	26	115.690		
Total			6069.719	56			

Hypothesis test

Structural models and Correlation Coefficients Matrix Between Variables

Before the calculation is performed to test the causality model, in this case, using path analysis, then as previously explained, the research data has been tested and fulfils all the requirements. One essential requirement that must be fulfilled is a significant correlation between the variables related to each other. However, the relationship proven through the correlation coefficient's magnitude does not conclude a causal relationship between these variables.

It is based on the understanding that the correlation coefficient is a coefficient that states the magnitude or degree of relationship between some variables. The thinking that can be developed is the multicollinearity among independent variables in the regression model, indicating a causal relationship in the research variable.

Table 4. Simple Correlation Coefficient Matrix Between Variables

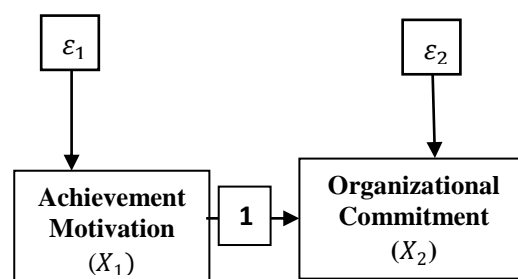
Achievement Motivation (X_1)	Organisational Commitment (X_2)	
Achievement Motivation (X_1)	1	.827**
	6513.474	.000
	116.312	4585.474
	57	81.883
		53
Organisational Commitment (X_2)	.827**	1
	.000	4722.140
	4585.474	84.324
	81.883	57
	53	

Correlations **Correlation is significant at the 0.01 level (2-tailed).

After the data obtained is processed and has gone through the various tests required, starting from the normality test, all data from the two variables are normally distributed, the linearity test of the two pairs of variables is proven to be all linear. Then the next step in testing the causality model is to do a path analysis. Based on

the causal model formed theoretically, a path analysis diagram will be obtained, and the coefficient values calculated for each path.

The required value is known for further calculations, is the simple correlation value presented in the form of a correlation coefficient matrix, as shown in Table 4 above. Based on table 4, it is proven that achievement motivation (X_1) and organisational commitment (X_2) has a strong correlation with the correlation coefficient 0,827. To find out the causal influence of the studied variables, the theoretical models analyzed based on understanding theoretical concepts and field reality are as follows figure1.



The equation is as follows: $X_2 = \rho_{21}X_1 + \rho_{x2}\epsilon_2$

Figure 1. Model Structural Relations Between Variables

From the path diagram, one path coefficient is obtained ρ_{21} With two correlation coefficients, namely, r_{21} . Furthermore, from the results of the calculation of the correlation coefficient in table 4 and using the matrix multiplication according to the steps of the path analysis work, the coefficient values for each path are calculated and tested for significance by using the t -test. If the path tested shows the path coefficient value is not significant (not significant), then the path will be eliminated, and the structural relationship model between variables is modified, and the path coefficient value is recalculated.

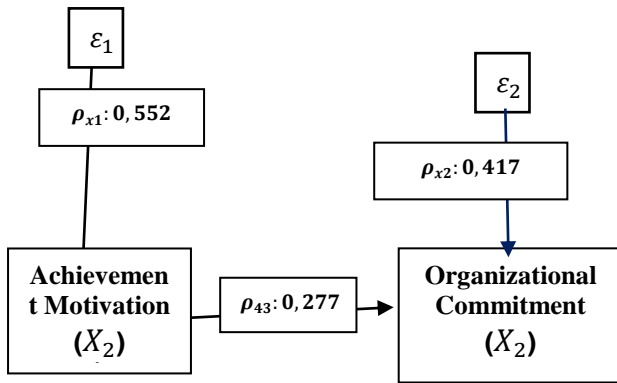
Structural Pathway Model of Research Structures

Based on the results of calculations using the SPSS-20 program, the path coefficient values are obtained in the following table 5.

Table 5. Path coefficient calculation results (ρ)

Path	Path coefficient	
X_{21}	ρ_{21}	0,277

Based on the calculation of the path coefficient, the structural research model can be arranged, as shown in the following figure 2.



The equation is as follows: $X_2 = 0,277X_1 + 0,417\epsilon_2$

Figure 2. Structural Research Model

Based on the results of the calculation of the path coefficient in table 5 and the structural model of the study in Figure 4, the direct effect and total effect of the research results can be calculated on the effect of achievement motivation (X_1) on organisational commitment (X_2) with the analysis of this pathway model can be examined in the following table 6.

Table 6. Path coefficient calculation results

Direct and Total Influence

Effect Variables	of Directly	Through X1 Total	Total
$X_1 \rightarrow X_2$	$\rho_{21} = 0,277$	-	0,277

Research Hypothesis Testing

Based on the structural model analysis, the calculations obtained are used to test the proposed hypothesis and measure the influence between variables. Hypothesis conclusions are made by calculating the path coefficient and significance through the t-test for each path studied. The following is a description of the results of hypothesis testing "Positive direct effect of Achievement Motivation (X_1) on Organizational Commitment (X_2)". To test the positive direct effect of achievement motivation (X_1) on organisational commitment (X_2), the hypothesis being tested is:

$$H_0 : \beta_{21} \leq 0$$

$$H_1 : \beta_{21} > 0$$

From the calculation of hypothesis testing in the following table 7, the path coefficient values are obtained (ρ_{21}) = 0,277 with $t_{calculate} = 2,673$ and the real level $\alpha = 0,05$ obtained $t_{table} = 1,67$. Because $t_{calculate} = 2,673$ is smaller than $t_{table} = 1,67$, then H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the achievement motivation variable (X_1) have given direct influence to the organisational commitment (X_2).

Table 7. Hypothesis Testing Effect of Achievement Motivation Against Organisational Commitment

Model	Unstandardised Coefficients		Unstandardised Coefficients	t	sig
	B	Std. Error			
1 Achievement model (X1)	.236	.088	.277	2.673	.010

Based on the calculation results of hypothesis testing, namely: there is a positive direct effect of Achievement Motivation (X_1) on Organizational Commitment (X_2), then the

substructural model 1 in this study is as can be checked in Figure 3.

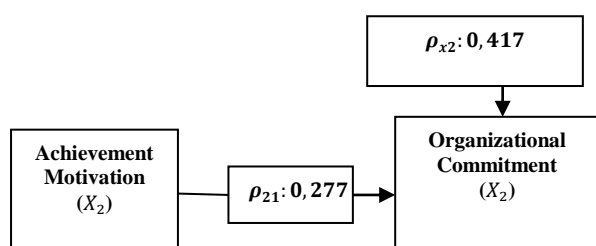


Figure 3. Sub structural Model 1

Based on the results of the analysis and testing of the hypothesis of the Direct Effect of Achievement Motivation on Organizational Commitment, it can be found that achievement motivation has a direct positive effect on Organizational Commitment. The results of the calculation of the direct effect of achievement motivation on organisational commitment, the path coefficient values are obtained (ρ_{21}) = 0,277, which is visible in the beta column. The values above are obtained in the table $t_{calculate} = 2,673$ greater than $t_{table} = 1,67$. Thus it can be stated that achievement motivation has a direct positive effect on organizational commitment.

Based on this empirical evidence, it can be seen that this finding shows that achievement motivation is one of the variables that have a direct positive effect on organisational commitment. It means that the level of teachers' organizational commitment is highly determined by the level of the achievement motivation.

This research result also supports the study conducted by Anastasia and Sutanto (2013), who found that work motivation positively and significantly affects employee organisational commitment. These results are also similar to the research conducted by Suputra and Sriathi (2018), who found that work motivation positively and significantly affects organisational commitment. The results of this study also confirm the research conducted by Liana dan Irawati (2014), which proves that motivation has

a significant influence on organisational commitment and the path of motivation (X1) on organisational commitment is obtained with a sig value of 0.000 which means motivation has a significant effect on organisational commitment.

Furthermore, the findings of this study confirm a finding put forward by Mar'at (2000: 87), as quoted by Purnama et al. (2016: 40), that an employee's commitment is influenced by several factors such as motivation, compensation, training, leader functions, the climate of cooperation, morale, and conflicts that occur in an office.

Furthermore, this finding is supporting the theories of Colquitt, Lepine and Wesso (2009: 202), that individuals who have the sincerity or the drive to do better than what they have previously made or achieved, in this case, individuals that continually update their experiences, tend to have high organisational commitment. Furthermore, in their empirical findings, Colquitt, LePine, and Wesson (2015) stated that motivation has a positive influence, although it is weak on organisational commitment with a correlation coefficient of 0.10 or contributing 10%.

The results of research conducted by Wardhani, Susilo & Iqbal (2015) also following the result of this research. His research focuses on employee work motivation on organisational commitment with job satisfaction as an intervening variable. The results of this study indicate that employee work motivation affects organisational commitment through job satisfaction. If employee motivation is high, job satisfaction levels will be high, and when job satisfaction is high, the organisational commitment will increase.

On the contrary, this study's result differs from Amdan et al. (2016). They focus on The Role of extrinsic motivation in the relationship between the office environment and

organisational commitment. Motivation can be divided into two forms which are intrinsic and extrinsic motivation (Ryan & Deci, 2000; Amdan et al., 2016). Their study concluded that extrinsic motivation failed to moderate the relationship between the office environment and organisational commitment.

Motivation systems in organisations are needed to develop the organisation and every member's commitment (Khoshnevisa & Tahmasebib 2016, Akroun & Nagy 2020). Teachers in school institutions are given autonomy to carry out the teaching process, so that teachers can adapt to any changes in educational institutions, including facing the process of changing human resource development (Collie et al 2018, Schafer et al 2020).

Achievement motivation from teachers will undoubtedly be seen from the behaviour, level of effort, and persistence. It is consistent with what Danim (2004) as cited in Marli & Fitriana (2019), which states that work motivation is a collection of energetic forces that coordinate inside and outside a worker, which encourages work effort in determining the direction of behaviour, level of effort, intensity and persistence. Work motivation can be interpreted as any strength that arises from within an individual to achieve specific goals or benefits in the workplace or life. Motivation has three significant components. The first component of motivation deals with direction or giving power or energy to the behaviours, including environmental indicators, memories, and emotional responses that lead individuals to a particular behaviour. The second component of motivation deals with an intensity that influences or controls the individual's behaviour. Finally, motivation deals with the durability or persistence of behaviour (Khoshnevis & Tahmasebi, 2016).

Conclusions

Based on the analysis and testing of the Direct Effect of Achievement Motivation on Organisational Commitment hypothesis, it can be found that achievement motivation has a direct positive effect on Organizational Commitment.

The results of the calculation of the direct influence of achievement motivation on organisational commitment, the path coefficient values are obtained (ρ_{21}) = 0,277, which is visible in the beta column. The values above are obtained in the table $t_{calculate} = 2,673$ greater than $t_{table} = 1,67$. Thus it can be stated that achievement motivation has a direct positive effect on organisational commitment. It means that the level of achievement motivation determined the teachers' level of organisational commitment.

This finding calls for the principals of high schools in Jakarta's attention to the teachers' motivational factors. It is important to increase the teachers' motivation in order to stimulate them to give their best teaching performance.

One of the ways that schools can take related to motivation is by providing training and seminars on self development motivation for teachers so that it will improve teachers' performance and commitment in the organisation.

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