

## **“The Influence of Motivation and Commitment on Educator Performance in the Luwu SDA Mission”**

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### **Abstract**

*This study analyzes motivation and work commitment as predictors of the performance of educators and education personnel in the Seventh-day Adventist Church Organization (SDA Church) in the Luwu Tana Toraja Mission Region, using a quantitative approach with multiple regression analysis. The sample in this study used a saturated sampling technique, with a total of 40 respondents. The study found that motivation and commitment significantly predict the performance of educators and education personnel ( $F = 4.607$ ;  $p = 0.016$ ;  $R^2 = 0.169$ ). Motivation showed a more dominant influence ( $\beta = 0.369$ ) compared to work commitment ( $\beta = 0.333$ ). These results support the importance of motivation and commitment in improving performance, although they explain only 16.9% of the variance. Further research is recommended to investigate other variables affecting performance and to broaden the scope of the study.*

**Keywords:** *Motivation, Work Commitment, Performance of Educators and Education Personnel*

### **INTRODUCTION**

The openness and free competition in various fields—technology, socio-cultural, and economic—are hallmarks of the globalization era, also known as the borderless era. This is characterized by the influx of foreign labor into the country, posing significant challenges for all institutions, companies, and organizations, both public and private, including educational institutions (Rahmawati, 2019). This situation is also faced by educational institutions of the Seventh-day Adventist Church in the Luwu Tana Toraja Mission Region. Therefore, the management of these educational institutions strives to improve the performance of educators and education personnel in facing various challenges.

The Law of the Republic of Indonesia Number 20 of 2003 states that education is a conscious and planned effort to create learning processes and environments so that students can actively develop their potential to gain spiritual-religious strength, self-control, noble character, intelligence, and skills for themselves, society, the nation, and the state. Based on the data and initial interview results, it was found that 90% of educators and education personnel in this institution have a high level of dedication. However, 10% have not fully realized the importance of performance, as reflected in their lack of professional behavior. The education director has made efforts to improve performance through various training programs and by providing scholarships for further education. These efforts align with previous research findings that emphasize the importance of understanding the meaning of performance in enhancing individual performance (Anwar & Rahma, 2019; Babur & Tosun, 2021). Good performance is indicated by discipline, such as punctual attendance and dedication in teaching, as well as student achievements and overall school quality.

In English, "kinerja" translates to "performance," which in the Indonesian Dictionary (KBI) means achievements, demonstrated accomplishments, and work capability. According to Supadi (2019), educator performance is defined as an individual's ability to carry out teaching tasks that can enhance student achievement. In addition, Suud et al. (2020) state that good educator performance meets several criteria: loyalty and commitment to teaching duties; mastery and development of learning materials; discipline in teaching and other duties; creativity in the teaching process; collaboration with the entire school community and society; good character, honesty, leadership that serves as a role model for students. Based on these explanations, the author concludes that the performance of educators and education personnel refers to their ability to carry out teaching tasks and take responsibility for students under their guidance, aiming to improve students' learning achievements in the Seventh-day Adventist Church educational organization.

Internal factors that affect the performance of educators and education personnel are competence, motivation, and job satisfaction (Gani et al., 2018). Knowledge and skills are a person's ability as a basis and can turn into someone's energy to be more enthusiastic in carrying out their duties and responsibilities. Motivation according to Maslow's theory (Wijono, 2018), motivation is the drive within a person to take action and maximize it in the process of fulfilling their life needs. From the explanation above, it can be concluded that motivation is a strong urge from within a person to do their best in meeting their needs, wanting to have a good relationship with others. This is in line with McClelland's theory which identifies 3 needs including: 1). Achievement needs. 2). The need for affiliation. 3). The need for power. Thus, in this study, which is a reference for the author to be used as a tool to measure individual work motivation using the dimensions described by McClelland.

Another internal factor that affects performance is commitment because the commitment of an educator will have an impact on how well it carries out its duties and responsibilities (Ningtyas & Ayu, 2018). According to Meyer, (2013), work commitment is defined as a psychological concept which is the nature of the relationship between organizational members and their organization (such as the example of less employee departure from the organization). According to this statement, employees who are committed to their organization will be more likely to stay as part of the organization than employees who are not committed. According to Colquitt & Wesson, (2021), schools where educators and education personnel have a high commitment to the organization are an invaluable asset for an organization. From the explanation above, the author can draw the conclusion that commitment is a decision made by an employee as both educators and education personnel to be loyal to the organization where they carry out their duties and responsibilities. To measure work commitment, dimensions are taken which include: 1). affective commitment. 2). ongoing commitment. 3). normative commitment

Previous research conducted by Gani et al, (2018), Azizah & Tyas, (2020), Aslindawati et al (2022), Arya et al, (2018), Hartinia & Rahmawati (2021), found that competence, motivation and commitment have a significant effect on performance. This can be interpreted that the higher the motivation and commitment, the better the performance of educators and education personnel. However, in contrast to research conducted by Lianan & Sudriyah, (2015), Rahma et al. (2019), Sutisna et al. 2021), Humaira, (2018), found that motivation and commitment have no effect on performance. The approach that the authors took in this study is different from previous studies. This encourages the author to want to examine more deeply the role of intrinsic motivation and commitment of educators and education personnel based on Christian faith and spiritual values to have high performance and dedication in the midst of external limitations such as low salaries, inadequate official housing, and all allowances are eliminated, as written in the Bible in Colossians 3: 23 "Whatever you do, do it with all your heart, as for the Lord and not for men" and 1 Corinthians 15:58, "Therefore, my dear brothers,

stand firm, do not waver, and always be active in the work of the Lord! For you know that in fellowship with the Lord your labor is not in vain.”

There are several gaps in this study that the author focuses on such as: differences in perceptions about the importance of performance with the behavior of a small proportion of educators and education personnel, differences in findings regarding the effect of motivation and commitment on performance, high performance in the midst of unfavorable external conditions. These gaps encourage further research to reveal the factors underlying the performance and high dedication of educators and teaching staff in less than ideal conditions.

## RESEARCH METHODS

This research uses a quantitative approach. According to Cooper and Schindler (2017) This method is used in collecting and analyzing data in the form of numbers, to test hypotheses and draw conclusions about a phenomenon under study. This research was conducted in September 2023 in the GMAHK organization Luwu Tana Toraja Mission Area. This type of research is quantitative with a multiple regression approach. The sampling technique used in this research is saturated sampling. According to Tersiana (2018), determining the sample if the subject is less than 100 then all of them are taken as research samples. This study uses a saturated sample, namely all members of the population are used as samples with a total of 40 educators and education personnel in the Luwu Tana Toraja Mission Area with a measurement scale using a Likert scale. The scale in this study uses a Likert scale. According to Cooper & Schindler, (2017), the Likert scale is the most frequently used variation of the summed rating scale. The summed rating scale consists of statements that express both favorable and unfavorable attitudes towards the object of interest. with 5 categories of answer choices are Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5).

The type of data in this study is primary data, namely data obtained directly from various sources. Data collection techniques through questionnaires, interviews and observations. This study aims to determine and analyze whether motivation and work commitment are worth mentioning as predictors of the performance of education and education personnel. After collecting data through a questionnaire, the data is processed and analyzed in order to provide results. In processing and analyzing this data, a tool is used in the form of an application of the SPSS Statistics program version 30.0.

## RESULTS AND DISCUSSION

### Discrimination and reliability test results

Based on the results of the item selection test of 40 subjects with 31 items of the educator performance scale, 27 items were declared valid and 4 items were cancelled with a vulnerable value of 0.333 - 0.747 with a Cronbach's alpha coefficient value or reliability of  $0.930 \geq 0.05$ . So the performance scale of educators and education personnel consisting of 27 items is included in the Very Strong and reliable category. For the motivation scale, testing of 40 subjects with 30 items obtained 14 items that were declared valid and 16 items that were declared invalid with a vulnerable value of 0.344 - 0.681 with a Cronbach alpha coefficient value or reliability of 0.849 thus the work motivation scale is reliable and in the Strong category. While the work commitment scale The results of the calculation of 24 items obtained 14 items that were declared valid and 10 items that were declared invalid with a vulnerable

value of 0.357 - 717 with a Cronbach alpha coefficient value or reliability of 0.836 thus the work commitment scale is reliable and in the Strong category.

### Normality Test

The normality test is carried out to find out whether the distribution of the data being tested is normal or not. Data is said to follow a normal distribution when the significance value is  $> 0.05$ , while if the significance value is  $< 0.05$  the data is considered not to follow a normal distribution.

Table 1: One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			40
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		9.40327601
Most Extreme Differences	Absolute		.074
	Positive		.074
	Negative		-.052
Test Statistic			.074
Asymp. Sig. (2-tailed) <sup>c</sup>			.200 <sup>d</sup>
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.		.846
	99% Confidence Interval	Lower Bound	.837
		Upper Bound	.856

It can be seen that the residual value of the regression test results has a Kalmogrov coefficient of 0.074 with a significance of 0.200. Because the significance is  $\geq 0.05$ , it can be concluded that the residual value data is normally distributed. Thus it can be said that the assumption of normality is fulfilled

### Multicollinearity Test

Multicollinearity test is conducted to test whether the regression model found a correlation between independent variables. Because if there is a correlation, there is a multicollinearity problem. Testing is done by looking at the Variance Inflation Factor (VIF) and tolerance values.

Table 2: Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	28.270	39.076		.723	.474		
	X1	.525	.230	.353	2.280	.028	.939	1.065
	X2	.419	.205	.316	2.045	.048	.939	1.065

a. Dependent Variable: Y

The tolerance and VIF values of work motivation (X1) Tolerant Collinearity Statistics value shows  $0.939 < 0.100$  and the VIF value of 1.065 is  $< 10.00$  and work commitment (X2)  $0.939 < 0.100$  and the VIF value of 1.065 is  $< 10.00$ , thus the multiple regression model does not have multicollinearity.

### Linearity Test

According to Ghazali (2016), the linearity test is used to see whether the model specifications used are correct or not. With the linearity test, information will be obtained whether the empirical model should be linear, quadratic or cubic. Linearity test results with  $p > 0.05$ , it can be said that there is a linear relationship between the independent variable and the dependent variable.

Table. 3 test of linearity Anova

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between	(Combined)	2129.517	19	112.080	1.905	.081
	Groups	Linearity	306.285	1	306.285	5.207	.034
		Deviation from Linearity	1823.231	18	101.291	1.722	.120
	Within Groups		1176.383	20	58.819		
	Total		3305.900	39			
Y * X2	Between	(Combined)	1623.983	22	73.817	.746	.744
	Groups	Linearity	225.314	1	225.314	2.277	.150
		Deviation from Linearity	1398.669	21	66.603	.673	.807
	Within Groups		1681.917	17	98.936		
	Total		3305.900	39			

The results of the linearity test on the motivation and performance variables of educators and education personnel can be seen in table 4.8, namely the p value of 0.120 ( $p > 0.05$ ) with an F value of 1.722. Thus it can be stated that it has a linear relationship. For the variable work commitment and performance of educators and education personnel, the results of the linearity test obtained are a p value of 0.807 ( $p > 0.05$ ). with an F value of 0.673. Thus it can be stated to have a linear relationship.

### Hypothesis Test

Ha: *Motivation and work commitment are predictors of the performance of educators and education personnel of the Seventh-day Adventist Church Organization Luwu Tana Toraja Mission Area.*

Hypothesis is a temporary answer to research problems. Hypothesis testing can be done in 2 ways, namely: F test or Sig test (simultaneous influence), and T test (partial influence). In this study only tests the effect of independent variables simultaneously on the dependent variable. According to Ghazali (2018) the test is to determine the conclusion with a significance

level of 5% or 0.05. If  $F_{count} \geq F_{table}$ , then simultaneously work motivation and work commitment have an effect, but if  $F_{count} \leq F_{table}$ , then work motivation and work commitment have no effect.

**Table. 4  $F$  Count : Tabel ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	659.152	2	329.576	4.607	.016 <sup>b</sup>
	Residual	2646.748	37	71.534		
Total		3305.900	39			

The results of the above calculations obtained an  $F_{count}$  value of 4.607 with a significance value of 0.016, and an  $F_{table}$  value of 3.25. Because the significant probability  $\leq 0.05$ , motivation and work commitment deserve to be called predictors of the performance of educators and education personnel.

**Table 5: Multiple Regression Test Results Beta Coefficient Value and  $t$  Value of Independent Variables on Dependent Variables**

		<b>Coefficients</b>				
		Unstandardized Coefficients		Standardized Coefficients	$t$	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	27.702	36.090		.768	.448
	X1	.547	.222	.369	2.463	.019
	X2	.401	.181	.333	2.221	.033

a. Dependent Variable: Y

If  $T_{count} \geq T_{table}$  then variables X1 and X2 have an effect on variable Y. The table above shows  $t$  count for the motivation variable (X1) 2.463, and for  $t$  table 1.687 with a significant value of 0.019 ( $p \leq 0.05$ ), thus it can be stated that motivation affects the performance of educators and education personnel. Likewise, the work commitment variable (X2) has a  $t$  value of 2.221 and for  $t$  table 1.687 with a significant value of 0.033 ( $p \leq 0.05$ ), thus work commitment partially affects the performance of educators and education personnel.

From table 5, the regression equation can be arranged as follows:

$$Y = \alpha + \beta X_1 + \beta X_2$$

$$= 27.702 + X_1 0.369 + X_2 0.333 = 4.144$$

Description:

- The constant of 27.702 states that if the independent variable is considered constant, the value of variable Y is 27.702.
- The X1 regression coefficient of 0.369 provides an understanding that each addition of one



- unit or one level will have an impact on increasing Y by 0.369 units as well.
- The regression coefficient X2 of 0.333 provides an understanding that each addition of one unit or one level of X2 has an impact on increasing Y by 0.333 as well.

The results of this study explain that motivation and work commitment are partially and worth mentioning as predictors of the performance of educators and education personnel are accepted.

## Conclusion

Based on the results of the analysis and discussion in this study, it can be concluded that work motivation and work commitment have a significant influence on the performance of educators and education personnel under the auspices of the Seventh-day Adventist Church Organization Luwu Tana Toraja Mission Area. Both variables serve as predictors that can improve the performance of educators and education personnel.

## Recommendations

To maintain and improve performance, several recommendations are made:

### A. Educational Institutions:

1. Organize training and competency development programs for educators and education personnel.
2. Create a clear and development-focused performance appraisal system.
3. Encouraging educators to continue their studies to a higher level.
4. Organizing spiritual activities to improve spiritual values and commitment.

### B. Principal:

1. Implement flexible and supportive regulations in teaching preparation.
2. Build good cooperation between the principal and educators, and provide a fair division of tasks.
3. Organizing regular meetings and rewarding achievements.

### C. Teacher Council

1. Encourage educators to continue their education for quality improvement.
2. Understand the duties and responsibilities that are carried out to provide a good understanding to students.
3. Increase motivation and commitment to work and learn technology to keep up with educational developments.

### D. Future Research

1. Conduct more in-depth research on other variables that affect performance, such as leadership, work environment, and support from the school.
2. Ensure that respondents fill out the questionnaire properly and accurately, for example by adding control questions or using more diverse data collection methods.

3. Expanding the scope of the study to other mission areas to compare the results.

With these recommendations, it is hoped that it can improve the performance of educators and education personnel and make a positive contribution to the organization and the world of education.

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