

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

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Abstract

The study looks at the work-related motivation and dedication of educators and education staff in the Seventh-day Adventist Church Organization (SDA Church) in the Luwu Tanah Toraja Mission Area as indicators of their performance. The Seventh-day Adventist Church Organization (SDA Church) in the Luwu Tana Toraja Mission Area employs educators and education professionals, and the study examines their work-related motivation and dedication as performance indicators. This study found that motivation and commitment significantly predict the performance of educators and education personnel; however, motivation shows a more dominant influence compared to work commitment. These results support the importance of motivation and commitment in improving performance, although they only account for 16.9% of the variance. Further research is recommended to investigate other variables that affect performance and to expand the scope of the study.

Keywords: *Motivation, work commitment, performance of educators and education personnel*

INTRODUCTION

The globalization era, sometimes referred to as the borderless era, is characterized by openness and free competition in a number of areas, including technology, sociocultural aspects, and economics. This is typified by the surge of foreign workers entering the nation, which presents serious difficulties for all businesses, organizations, and institutions—public and private—including educational establishments (Rahmawati et al., 2019). In the Luwu Tana Toraja Mission Region, Seventh-day Adventist educational institutions likewise encounter this predicament. As a result, the administration of these educational establishments works to enhance the effectiveness of teachers and other staff members in overcoming different obstacles.

According to Law of the Republic of Indonesia Number 20 of 2003, education is a conscious and planned attempt to create learning environments and processes so that students can actively develop their potential to gain intelligence, noble character, self-control, spiritual-religious strength, and skills for themselves, society, the country, and the state. Based on the statistics and the results of the initial interviews, 90 percent of the educators at this institution are highly committed. However, 10% have not fully grasped the importance of performance, as seen by their lack of professional conduct. The education director has sought to improve performance through a range of training programs and higher education sponsorships. These efforts are consistent with other studies that demonstrate how important it is to understand the importance of performance in order to enhance individual performance (Rahmawati et al., 2019; Tosun et al., 2021). Good performance is measured by student achievements, the overall

quality of the school, and discipline, including punctuality and dedication to instruction. Kinerja, which means "performance" in English, is defined as accomplishments, shown accomplishments, and work capability in the Indonesian Dictionary (KBI). According to Supadi (2019), the capacity to carry out educational duties that can improve student accomplishment is known as educator performance. Furthermore, according to Suud et al. (2020), effective teacher performance satisfies several requirements, including: dedication and devotion to teaching responsibilities; proficiency and creation of educational resources; discipline in teaching and other responsibilities; inventiveness in the teaching process; cooperation with the school community and society as a whole; and strong moral character, integrity, and leadership that sets an example for students. The author concludes that, to enhance students' learning outcomes within the Seventh-day Adventist Church educational organization, Colquitt et al. (2021), the performance of educators and education personnel is defined as their capacity to carry out teaching duties and assume responsibility for students under their supervision.

Competence, motivation, and job satisfaction are internal elements that impact the performance of educators and education professionals (Fitriani et al., 2022). A person's knowledge and abilities serve as their foundation and can be transformed into their energy to perform their tasks and responsibilities with greater zeal. Motivation, according to Maslow's hierarchy of needs, is the internal drive to act and make the most of it to meet one's needs. The aforementioned explanation leads one to the conclusion that motivation is the strong internal desire to achieve one's own needs and to establish positive relationships with others (Bandhu et al., 2024). This is consistent with McClelland's theory, which lists three needs, one of which is achievement needs. 2. The requirement of association. 3. The necessity of power. Therefore, this study serves as a reference for the author and can be utilized as a tool to measure individual work motivation utilizing the McClelland dimensions (Clayton & Ritter, 2023).

Another internal component that influences performance is dedication, as an educator's level of devotion will affect how successfully they fulfill their roles and obligations (Ningtyas et al., 2020). Allen & Meyer (1990) defines work commitment as a psychological construct that refers to the nature of the interaction between members of an organization and their organization (e.g., fewer employees leaving the organization). Employees who are dedicated to their company are more likely to remain associated with it than those who are not, according to this assertion. Schools where teachers and other education staff are very committed to the organization are a great advantage to it, claim Colquitt et al. (Colquitt et al., 2021). The author might infer from the aforementioned description that commitment is the choice made by staff members, including educators and other education personnel, to remain faithful to the company where they perform their jobs. The following dimensions are used to gauge work commitment: a. Affective commitment. b. Constant dedication. c. Normative dedication.

Previous research conducted by Gani (2018), Saryadi & Arini (2022), and Aslindawati (2022) 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 Parandy (2024), found that motivation and commitment do not affect 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 amid external limitations such as low salaries, inadequate official housing, and all allowances are eliminated (Cajurao et al., 2023; Effendi et al., 2025).

The authors' methodology in this study differs from that of earlier research. This study's technique differs from earlier studies by the author. To understand the role of educators' and

education staff's intrinsic dedication and motivation in sustaining high performance and dedication in the face of external constraints like low salaries, inadequate formal housing, and the removal of all benefits, the researcher conducted an analysis using a Christian spiritual values approach (Fowler & Musgrave, 2024; Mawikere & Hura, 2025).

RESEARCH METHODS

This study employs a quantitative methodology. Cooper (2017), state that this approach is used to gather and examine numerical data to test theories and make inferences regarding a phenomenon being studied. This study was carried out in the GMAHK organization, Luwu Tana Toraja Mission Area, in September 2023. This kind of study uses a multiple regression strategy and is quantitative. Saturated sampling is the sample strategy employed in this study. With a measurement tool utilizing a Likert scale, this study uses a saturated sample, meaning that all 40 educators and education professionals in the Luwu Tana Toraja Mission Area are used as samples. A Likert scale is used in this investigation. Cooper (2017) claim that the Likert scale is the most often used summed rating scale variation. Both positive and negative opinions about the subject of interest are expressed in the statements that make up the total rating scale. There are five possible answers: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5).

This study utilizes primary data, which are data collected directly from various sources. methods for gathering data via surveys. The purpose of this study is to determine and investigate whether job commitment and motivation are significant predictors of educational and educational personnel performance. A questionnaire is used to gather data, which is then processed and examined to provide findings. The SPSS Statistics software, version 30.0, is used as a tool for processing and evaluating this data.

RESULTS AND DISCUSSION

Discrimination and reliability test results

With a reliability of $.930 \geq .05$ and a Cronbach's alpha coefficient value of $.333 - .747$, 27 items were deemed legitimate, and 4 items were canceled based on the results of the item selection test of 40 individuals using 31 items of the educator performance scale. Therefore, the 27-item performance scale for teachers and other education staff falls under the Very Strong and Reliable category. With a Cronbach alpha coefficient value or reliability of $.849$ and a vulnerable value of $.344$ to $.681$, after testing 30 items on 40 subjects, 14 items were deemed valid and 16 items were deemed invalid, indicating that the work motivation scale is dependable and falls into the Strong category. Although the size of job commitment With a Cronbach alpha coefficient value or reliability of $.836$ and a vulnerable value ranging from $.357$ to $.717$, the results of the calculation of 24 items yielded 14 items that were deemed valid and 10 things that were deemed invalid, indicating that the work commitment scale is dependable and falls into the Strong group.

Normality Test

The purpose of the normality test is to determine whether or not the distribution of the data under examination is normal. When the significance value is more than $.05$, the data is said to follow a normal distribution; if the value is less than $.05$, the data is said not to follow a normal distribution.

Table 1. *One-Sample Kolmogorov-Smirnov Test*

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

As can be shown, the regression test findings' residual value has a significance level of .200 and a K-S coefficient of .074. It is possible to conclude that the residual value data is normally distributed because the significance level is $> .05$. Therefore, it can be concluded that the normalcy assumption is met.

Multicollinearity Test

To determine whether the regression model discovered a correlation between the independent variables, the multicollinearity test is performed. Because multicollinearity is an issue if there is a correlation. Tolerance settings and the Variance Inflation Factor (VIF) are examined during testing.

Table 2. *Test of multicollinearity.*

		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
Model		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 work motivation's tolerance and VIF levels (X1). The multiple regression model does not have multicollinearity because the work commitment (X2) value is $.939 < .100$ and the VIF value of 1.065 is < 10.00 , and the Tolerant Collinearity Statistics value is $.939 < .100$ and the VIF value of 1.065 is < 10.00 .

Linearity Test

Arora et al. (2025) states that the linearity test is used to determine the accuracy of the model specifications. Information on whether the empirical model should be linear, quadratic, or cubic will be gathered using the linearity test. A linear relationship between the independent and dependent variables can be inferred from linearity deviation results $p > .05$.

Table 3. Tests of Linearity

			Sum of Square	df	Mean Square	F	Sig
Y * X1	Between Groups	(Combined)	2129.517	19	112.080	1.905	.081
		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 Groups	(Combined)	1623.983	22	73.817	.746	.744
		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			

Table 3 displays the findings of the linearity test on the performance and motivation variables of teachers and other education staff, including deviation of linearity, a p-value of .120 ($p > .05$), and an F value of 1.722. Therefore, a linear relationship can be said to exist. A deviation of linearity, p-value of .807 ($p > .05$) was obtained from the linearity test for the variable work commitment and performance of educators and education professionals, with .673 as the F value. It can therefore be said to have a linear relationship.

Hypothesis Test

Ha: The performance of teachers and other education staff at the Seventh-day Adventist Church Organization, Luwu Tana Toraja Mission Area, is predicted by their level of motivation and dedication to their jobs.

A hypothesis is a short-term solution to a research issue. There are two methods for testing hypotheses: the t-test (partial influence) and the F-test or Sig test (simultaneous influence). Only the simultaneous impact of independent variables on the dependent variable is examined in this study. The test's goal is to conclude at a significance level of .05, or 5%. Both work incentive and work commitment have an impact at the same time if $F_{count} \geq F_{table}$, but not if $F_{count} \leq F_{table}$.

Table. 4 *Determinant Coefficient*

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

The aforementioned computations yielded an F count value of 4.607 with a significance value of .016. Motivation and job commitment are worthy of being referred to as predictors of the performance of educators and education staff due to the significant probability < .05.

Table 5: *Regression Coefficient*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	β		
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

The variables X1 and X2 affect variable Y if T count \geq T table. It may be concluded that motivation influences the performance of educators and other education workers because the table above displays a t count for the motivation variable (X1) of 2.463 and a t table of 1.687 with a significant value of .019 ($p < .05$). Similarly, the work commitment variable (X2) has a t value of 2.221 and a significant value of .033 ($p \leq .05$) for t table 1.687, indicating that work commitment influences educators' and education personnel's performance to some extent.

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

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

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

- The value of variable Y is 27.702 if the independent variable is regarded as constant, according to the constant of 27.702.
- It is clear from the X1 regression coefficient of .369 that the addition of one unit or one level will also result in a .369-unit increase in Y.
- Each unit or level of X2 added affects increasing Y by .333 as well, according to the regression coefficient X2 of .333.

Discussion

Overall, the findings of the aforementioned assessment demonstrate that work dedication and motivation have a good and considerable impact on the performance of teachers and other education professionals at Luwu SDA Mission. This indicates that teacher performance is more influenced by high work motivation, strong work commitment, and high work culture. The study's findings also indicate that it has been partially or concurrently demonstrated to be a predictor of performance. Research by Afian et al. (2021), which similarly discovered a strong impact between organizational commitment and job motivation on employee performance, supports the findings of this study (Deligöz, 2024). The findings of this study also support Wijono's (2010) assertion that employees might be motivated by both internal and external factors.

In the Seventh-day Adventist Church of the Luwu Tana Toraja Mission Area, the motivation variable has a big impact on how well teachers and other education staff perform. This means that all of their actions and behaviors can still demonstrate a professional attitude toward their work, even if they don't receive as many awards as other institutions. Workplace motivation is what drives employees to take action toward accomplishing objectives and influences every performance-related step or activity (Wirama et al., 2022). The results of the study also show that if motivation is increased or higher motivation is given by the organization to educators and education professionals, then performance will increase. The study's findings also demonstrate that performance will rise if educators and other education professionals are provided more motivation by the foundation. According to the study's findings, teachers and other education staff working under the direction of the Luwu Tana Toraja Mission Region's GMAHK organization have been successful in professionally fostering a service-oriented mindset. Additionally, the study's findings support Petro's (2015) assertion that teacher behavior is significantly influenced by work motivation. It has been demonstrated that employees with high levels of motivation comprehend the purpose of their employment, making the outcomes appear trustworthy to the families, society, and country of students.

The results of this study have also found that work commitment is one of the variables that partially has a positive and significant influence on the performance of educators and education personnel. This finding supports the findings of Hosen et al. (2024), who found that one of the factors that should be enhanced to raise the organization's human resource performance is organizational commitment. Nonetheless, it seems that the work commitment variable in this study still contributes less than the motivation variable. Given that motivation has a larger impact than job dedication, the effective contribution that both variables make to the performance of educators and other education staff emphasizes the need to maintain the motivation variable. Institutions must nonetheless, however the dedication of teachers and other education professionals must still be recognized by institutions, nevertheless. This supports the assertion made by Malik and Hutomo (2017) that performance will rise in tandem with employees' high levels of work dedication. This indicates that the dedication of teachers and other education personnel within the GMAHK organization must continue to be upheld and even enhanced.

Maintaining internal drive for work is still necessary, but it's also critical to sustain external incentive (Okurame et al., 2024). For instance, it is becoming more and more common to receive praise and acknowledgment, a good salary, and a mindset of gratitude for the work completed (both intrinsic and extrinsic motivation). Regarding the maintenance of work

commitments, Mayer & Allen (Rafiei et al., 2014) stated that the establishment of affective, normative, and sustainable commitments can all promote work commitment. Understanding that work plays a significant role in life's challenges (Breitbart, 2016). It will have an effect on raising the standard of schools in addition to enhancing performance for all teachers and education staff.

As a result, motivation and organizational or job dedication might have an impact and can be considered a predictor of performance improvement or decline (Dewantara et al., 2024). The performance of teachers and other education staff will improve if these two factors offer constructive encouragement and influence, which will help to realize the goals and objectives of education in general and Adventist education in particular.

Conclusion

According to the findings of this study's analysis and discussion, educators and other education staff working under the sponsorship of the Seventh-day Adventist Church Organization, Luwu Tanah Toraja Mission Area, perform significantly better when they are motivated and committed to their jobs. Both factors are predictors that can help teachers and other education staff perform better.

Recommendations

To sustain and enhance performance, several suggestions are offered:

A. Academic Establishments:

1. Plan training and competency-building initiatives for teachers and other education staff.
2. Establish a transparent and development-oriented approach for performance reviews.
3. Motivating educators to pursue further education.
4. Planning spiritual events that enhance spiritual commitment and values.

B. Principal:

1. Establish supportive and adaptable rules for teacher preparation.
2. Establish a fair task distribution and foster positive collaboration between the principal and teachers.
3. Setting up frequent meetings and recognizing accomplishments.

C. Teacher Council

1. To increase quality, encourage educators to pursue further education.
2. Recognize the tasks and obligations that are performed to provide students with a solid grasp.
3. Boost drive and dedication to work and acquire technology to stay up to date with advancements in schooling.

D. Upcoming Studies

1. Carry out more thorough research on additional factors that influence success, like leadership, the workplace, and school assistance.
2. Use more varied data collection techniques or include control questions to make sure respondents complete the questionnaire correctly and accurately.
3. Extending the study's reach to more mission regions to compare the outcomes.

It is intended that by following these suggestions, educators and other education staff will perform better and contribute positively to the company and the field of education.

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