

# ORGANIZATIONAL COMMITMENT AND ACHIEVEMENT MOTIVATION ON TEACHER PERFORMANCE IN SCHOOL

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## Abstract:

The purpose of this study was to determine how much influence organizational commitment and achievement motivation have on teacher performance at Muhammadiyah Vocational Schools throughout the city of Metro Lampung. This research is quantitative research with this type of research is causal-comparative research. The population in this study were all teachers of Muhammadiyah Vocational Schools throughout Metro City, totaling 207. The research sample was 67 teachers using the proportional cluster random sampling technique. This research instrument uses a questionnaire. The data analysis technique in this study uses statistical analysis, namely simple and multiple regression analysis and analysis of the coefficient of determination and the F test. The results of this study are organizational commitment and achievement motivation together have a positive and significant effect on teacher performance at SMK Muhammadiyah throughout - Metro City. This is evident from the probability value (p), which is  $0.000 < 0.05$ . The value of the coefficient of determination obtained is 0.590. This means that achievement motivation affects teacher performance by 59.0% and is tested empirically at a significance level of 5%.

**Keywords :** *Organizational Commitment, Achievement Motivation, Teacher Performance*

## Abstrak:

Tujuan penelitian ini adalah untuk mengetahui seberapa besar pengaruh komitmen organisasi dan motivasi berprestasi terhadap kinerja guru di SMK Muhammadiyah se-kota metro Lampung. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian ini adalah penelitian kausal komparatif (*causal comparative research*). Populasi dalam penelitian ini adalah seluruh guru SMK Muhammadiyah se - Kota Metro yang berjumlah 207. Sampel penelitian berjumlah 67 guru yang diambil dengan menggunakan teknik *proportional cluster random sampling*. Instrumen penelitian ini menggunakan angket. Teknik analisis data dalam penelitian ini menggunakan analisis statistik yakni analisis regresi sederhana dan ganda, serta analisis koefisien determinasi dan uji F.. Hasil penelitian ini adalah Komitmen organisasi dan motivasi berprestasi secara bersama-sama berpengaruh secara positif dan signifikan terhadap kinerja guru di SMK Muhammadiyah se - Kota Metro, Hal ini terbukti dari nilai probabilitas (p) yakni  $0,000 < 0,05$ . Nilai koefisien determinasi yang didapatkan adalah sebesar 0,590. Hal ini berarti bahwa motivasi berprestasi berpengaruh terhadap kinerja guru sebesar 59,0% serta teruji secara empiris pada taraf signifikansi 5%.

**Kata Kunci:** *Komitmen Organisasi, Motivasi Berprestasi, Kinerja Guru*

## INTRODUCTION

Human resources in an organization is a significant factor for the effectiveness of activities within the organization (Silviani et al., 2021; Pusvitasari, 2021). Regardless of its form and type, every organization will require human resources who can think and act in dealing with any situation that occurs in an organization (Hayati et al., 2020; Trihapsari & Mujahidah, 2021). For this reason, organizations are required to improve the quality of their human resources so that there is an increase in employee performance and can contribute to improving organizational performance (France-Harris et al., 2019; Owenubiugie & Ekhaise, 2019).

Teachers are determinants of the high and low quality of education and have a strategic position (Prayoga & Yuniati, 2019; Stoiljković, 2020). Teachers in the learning process activities are also very strategic in explaining a lesson (Borashkyzy et al., 2020; Saka, 2021). Because the teacher will determine the depth and breadth of the subject matter (Sodik et al., 2019). The teacher is a human figure who occupies a position and plays a vital role in education (Sugiman et al., 2020; Thoyibi et al., 2021). When everyone has a problem with the world of education, the teacher figure is always involved in the main discussion agenda concerning the issue of formal education in schools (Hartini, 2019). A teacher has good performance if he understands the meaning of actual performance and should be proven by carrying out his obligations (Tosun et al., 2021). Performance is a result that a group of people or individuals has achieved by the responsibilities and authorities to achieve organizational goals by applicable rules (Rahma et al., 2019).

There is an influence between organizational commitment variables and work motivation on teacher performance there is an influence between organizational commitment variables on teachers' performance. Still, there is no influence between work motivation variables on the performance of honorary teachers at SLB Anak Sungai Autism Malang City (Rahma et al., 2019). Purwoko's (2018) research shows that; 1) There is a positive and significant influence on the principal's leadership on teacher performance; 2) There is a positive and significant effect of teacher commitment on teacher performance; 3) There is a positive and significant influence of teacher discipline on teacher performance.

In the educational process, the teacher has a significant role and determines achieving academic goals (Bali et al., 2020; Kistoro et al., 2021). Learning seems interesting, fun, and meaningful so that the achievement of educational purposes on the part of teachers as educators and students as students can be realized (Prayoga & Yuniati, 2019; Adhimiy, 2019). The learning process in the classroom is seen as playing an important role, especially in serving students in their learning activities. The teacher will build a positive attitude in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in education (Nurhamida, 2018). Therefore, teachers are expected to design activities, communication, and relationships that lead to learning.

In the learning process in the classroom, the teacher is seen to play an important role, especially in helping students build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in education (Maghfiroh et al., 2019). Teacher performance and competence bear the primary responsibility in transforming student orientation from ignorance to knowledge, dependence to independence, and unskilled to skilled (Islam et al., 2018).

The performance of Muhammadiyah SMK teachers throughout Metro City, when viewed from the teacher's readiness in learning, can be seen from the preparations made by a teacher before teaching, namely in the form of complete understanding. The equipment should have been prepared before the teaching and learning process so that the teacher has the provisions before being in front of the class. The Lampung Provincial Education Office, in dealing with this, has dispatched a supervisory team to carry out socialization in the form of organizing curriculum workshops at Muhammadiyah Vocational Schools throughout Metro City for the preparation of these teaching tools, but, after the program runs, the percentage of Muhammadiyah SMK teachers in Metro City. They compile learning tools correctly and adequately less than 50%.

Teachers who teach without mature readiness, of course, do not have clear goals so that the competency standards that students must master cannot be achieved. Based on initial observations and observations at Muhammadiyah Vocational Schools throughout Metro City, many teachers teach only using the note-taking method without any apparent planning, and teachers do not have competency indicators that should be conveyed. This is certainly very influential on the ability of teachers to prepare teaching materials and deliver competency materials to students. The appropriate level of education without the availability of adequate facilities can also reduce the achievement of competencies that should be conveyed to students.

Muhammadiyah Vocational Schools throughout Metro City have scored achievements at the provincial and national levels. In 2017, one of the Muhammadiyah Vocational School students in Metro City became the 2nd Winner of LKS at the Lampung Province level in March 2017 for the Automotive Engineering competition. In the same year, I also won first place at the national level for the Automotive Engineering competition, namely in The 5th Ahmad Dahlan Olympiad event in Bandar Lampung City.

Most of the teachers at Muhammadiyah Vocational Schools throughout Metro City are still very concerned about the level of welfare. This condition encourages honorary teachers to teach in various places with hours exceeding the provisions. There are even some state teachers looking for additional income outside their profession so that in preparing teaching materials, they cannot be optimal.

Organizational commitment, teachers at Muhammadiyah Vocational Schools throughout Metro City have not fully committed and loyal to schools and Organizational Organizations. This can be seen from the desire and relevance of a teacher in carrying out his duties as a teacher. On the other hand, organizational commitment can be seen in that some teachers still seem

reluctant to participate in some of the recitation activities organized by Persyarikatan Muhammadiyah. This is something that Muhammadiyah leaders often mention who say, "Amal effort yes Muhammadiyah no."

The professional development of teachers at Muhammadiyah Vocational Schools throughout Metro City is well structured. The dispatch of teachers to attend training in institutions such as PPPPTK, LPMP, VEDC has been carried out periodically and in stages. Professional development from the certification path is also limited to a 15% quota and quotas provided annually. Professional development and its relation to the level of welfare also impact the motivation of teachers to improve their performance.

This study aims to determine how much (1) the influence of organizational commitment on teacher performance, (2) the effect of achievement motivation on teacher performance, (3) the effect of organizational commitment and achievement motivation together on teacher performance at Muhammadiyah Vocational Schools throughout Metro City Lampung.

## RESEARCH METHODS

This research is a quantitative research that aims to determine the effect of the independent variable on the dependent variable (Khumairoh & Suprihhadi, 2021). Seeing the effect of these variables on other variables that are affected (dependent variable). The variables sought for influence in this study include two independent variables, namely organizational commitment (X1), achievement motivation (X2), and teacher performance (Y). This type of research is causal-comparative research. The comparative causal analysis explains the causal relationship between two or more variables. This study uses a quantitative method with a regression approach to present the data in a descriptive analysis, and the data is processed using regression analysis.

The population in this study were all teachers of SMK Muhammadiyah in Metro City.

**Table 1: Research Population Table**

No	Name of School	Number of Teachers		
		Civil Servant (Person)	Honorary (Person)	Total (Person)
1	SMK Muhammadiyah 1 Metro	15	38	53
2	SMK Muhammadiyah 2 Metro	10	68	78
3	SMK Muhammadiyah 3 Metro	4	72	76
	<b>Quantity</b>	<b>29</b>	<b>178</b>	<b>207</b>

Not all population members were studied in this study. Considering various considerations for research purposes, part of the research sample was determined. The example in this study was some Muhammadiyah Vocational Schools teachers throughout Metro City with characteristics according to the population size of 207 teachers and different study program backgrounds (homogeneous). So the sample size used to determine the sample in this study was 67. The sampling technique used the proportional cluster random sampling technique. The distribution of sample members can be seen in the table below:

**Table 2: Research Sample Group based on Research Object**

No	Name of School	Number of Teachers (Persons)	Number of Samples (Persons)
1	SMK Muhammadiyah 1 Metro	53	17
2	SMK Muhammadiyah 2 Metro	78	25
3	SMK Muhammadiyah 3 Metro	76	25
	<b>Quantity</b>	<b>207</b>	<b>67</b>

Meanwhile, 20 people were taken from the total population outside the predetermined model for the trial sample. Collecting data using questionnaires or questionnaires, documentation, and data analysis using analytical techniques, namely, (a) simple and multiple regression analysis, and (b) analysis of the coefficient of determination and F test.

The grid of instruments that will be used to measure the dependent variable of teacher performance (Y) and the independent variable; organizational commitment (X1) and achievement motivation (X2), the variables are presented in the table below:

**Table 3: Teacher Performance Instrument Grid**

Variable	Indicator	Sub Indicator / Predictor Item Item	Items	
			Number of Items	Question Points
Teacher Performa nce (Usman 2002: 21)	Plan Learning	1. Develop syllabus	2	1,2
		2. Make a lesson plan	2	3,4
		3. Create a semester program	3	5,6,7
		4. Create an assessment program	2	8,9
	Mastering teaching materials	1. Explaining teaching materials	2	10,11
		2. Organizing teaching materials	2	12,13
		3. Solve problems related to teaching materials	2	14,15
	Execute and manage Learning	1. Show responsiveness, 2. Give attention and clear instructions, 3. To reprimand / to reward, 4. Give a reinforcement, 5. Arrange the study room according to class conditions 6. Open learning 7. Carry out teaching and learning activities 8. Assessing and following up on learning activities, 9. Close the lesson 10. Help develop positive attitudes in students 11. Be flexible and open to students, 12. Show enthusiasm and sincerity in teaching, and 13. Managing the interaction of student behavior in the classroom.	2	16,17
			2	18,19
			2	20,21
			2	22,23
			2	24,25
			2	26,27
2			28,29	
2			30,31	
2			32,33	
2			34,35	
Conducting a learning	1. Determine the assessment approach	2	42,43	
		3	44,45,46	

evaluation or assessment	2. Conduct an assessment of learning outcomes	2	47,48
	3. Carry out remedial programs	3	49,50,51
	4. Processing and use of learning outcomes		

**Table 4: Table of Organizational Commitment Instruments**

Variable	Indikator	Sub Indikator / Predictor Item Item	Item Items	
			Number of Items	Number of Items
Organizational Commitment Allen and Mayer	Affective	1. Attachment	3	1,2,3,
		2. Get to know	3	4,5,6,
		3. Engagement	1	7
	Sustainable	1. Worries	2	8,9,
		2. Loss	2	10,11
	Normative	1. Loyalty	3	12,13,14,
		2. Pride	3	15,16,17,
		3. Fun	3	18,19,20

**Table 5: Table of Achievement Motivational Instruments**

Variable	Indikator	Sub Indikator / Predictor Item Item	Item Items	
			Number of Items	Number of Items
Achievement Motivation	Actualize Achievement Desire	1. Strive to excel	4	1,2,3,4,
		2. Complete the task well	3	5,6,7,
		3. Rational in achieving success	4	8,9,10,11,
		4. Likes Challenges	3	12,13,14,
		5. Accept responsibility	3	15,16,17,
		6. Prefer work situations with personal responsibility feedback and medium level risk	3	18,19,20

Before the research data is analyzed, several assumptions must be met to continue testing the hypothesis. Test requirements in this analysis there are tests of normality and homogeneity.

## RESULTS AND DISCUSSION

### The Effect of Organizational Commitment on Teacher Performance

Based on the framework as discussed previously, to test how much influence organizational commitment has on teacher performance, the hypothesis is formulated as follows;

**Table 6: Regression Analysis of Variable X1 against Y**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.583	2.236		5.180	.000



Organizational Commitment	2.186	.027	.995	79.663	.000
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a. Dependent Variable: Teacher Performance

The calculation of simple linear regression analysis obtained the regression line equation is:  $= 11,583 + 2,186 X_1$ . With the regression equation, it can be interpreted that if the variable organizational commitment ( $X_1$ ) and teacher performance ( $Y$ ) is measured with the instrument developed in this study, then every change in the organizational commitment score of one unit can be estimated the teacher's performance score will change by 2,186 units in the direction of the same one. The purpose of the study to determine the effect of organizational commitment on teacher performance can be proven.

### 1. Testing the Significance of the Regression Equation

The significance of the regression equation is based on the results of calculations using the SPSS program, as shown in the table below:

**Table 7: Significance Test Results of the  $X_1$  Regression Equation against  $Y$**

		Coefficients <sup>a</sup>			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	11.583	2.236		5.180	.000
	Organizational Commitment	2.186	.027	.995	79.663	.000

a. Dependent Variable: Teacher Performance

The criterion for testing the regression equation is to reject  $H_0$  if the probability is less than  $\alpha = 0.05$ . Based on the table above, the probability value, as continued in the Sig column, is  $0.000 < 0.005$ . It can be concluded that the regression coefficient is significant, Variable  $X_1$  has a positive and significant effect on  $Y$ . Thus, the hypothesis which reads the impact of organizational commitment on teacher performance in Muhammadiyah Vocational Schools throughout Metro City is proven true, and the research objective which reads to determine the magnitude of the effect of organizational commitment on performance teachers at Muhammadiyah Vocational Schools throughout Metro City can be realized.

### 2. Calculating the Value of the Coefficient of Determination

The results of the calculation using the SPSS program the value of the coefficient of determination of the organizational commitment variable ( $X_1$ ) on teacher performance ( $Y$ ) as shown in the table below:

**Table 8: Coefficient of Determination Test Results X1 against Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.592 <sup>a</sup>	.3420	.605	8.301

a. Predictors: (Constant), Komitmen Organisasi

In the table above, it can be shown that the results of the calculation of simple regression analysis obtained an R square score of 0.342, which means that organizational commitment variables influence 34.2% of teacher performance. In comparison, the remaining 65.8% is influenced by other variables outside of this study.

Thus, the hypothesis that organizational commitment affects teacher performance in Muhammadiyah Vocational Schools throughout Metro City can be accepted. Namely, 34.2%, tested empirically at a significant level of 5%. Thus, the research objective, which reads to determine the magnitude of the influence of organizational commitment on teacher performance in Muhammadiyah Vocational Schools throughout Metro City, can be realized.

From the results of the significance test, a probability score (sig) of 0.00 is obtained, thus the regression coefficient is significant, or the regression model can be used to predict teacher performance which describes the significance of the influence between organizational commitment on teacher performance is very substantial so that it can be explained that:

- a. Teacher performance supported by organizational commitment (constant) is 31,829.
- b. Every change/increase in the organizational commitment variable will determine the level of teacher performance. Every one-point increase in the corporate commitment variable will increase the teacher performance variable score of 2.047.

Organizational commitment, in general, can be interpreted as a teacher's attachment to the organization where the teacher works. Commitment is needed by the organization so that competent human resources can be maintained and maintained correctly. Organizational commitment is a value orientation towards the organization, which shows that individuals think about and prioritize their work and organization.

Suppose it is seen from the magnitude of the influence of the dependent variable, which is 34.2%. In that case, the organizational commitment in Muhammadiyah Vocational Schools throughout Metro City is relatively low, which means that teacher performance will decrease. This will affect the implementation of learning that occurs in schools.

Organizational commitment will positively impact both the Muhammadiyah association and the teachers themselves because committing to the organization will build a sense of belonging to the organization that houses it. This can generate work motivation of a teacher to improve good performance.

Based on the description above, organizational commitment has a vital role in improving teacher performance. Suppose the teacher has an outstanding



commitment to the organization. In that case, his sincerity in carrying out his duties as an educator will be maximal. It will ultimately impact the learning process results, namely producing the best graduates.

Thus, teachers' performance at SMK Muhammadiyah throughout Metro City is influenced by an organizational commitment of 34.2%. The results of this study indicate that the better the organizational commitment will be directly proportional to teachers' performance, namely the increased performance of teachers in carrying out their duties as an educator in schools.

### The Effect of Achievement Motivation (X2) on Teacher Performance

Based on the framework as discussed in the previous chapter, to test how much influence achievement motivation has on teacher performance as follows:

**Table 9: Regression Analysis X2 against Y**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.684	2.071		9.020	.000
	Achievement motivation	2.059	.025	.995	82.579	.000

a. Dependent Variable: Teacher Performance

The calculation of simple linear regression analysis obtained the regression line equation is:  $= 18,684 + 2,059 X_2$ . With the regression equation, it can be interpreted that if the achievement motivation variable ( $X_2$ ) with teacher performance ( $Y$ ) is measured with the instrument developed in this study, then every change in the achievement motivation score of one unit can be estimated the teacher's performance score will change by 2,059 units in the direction of the same one.

Based on the significant value of 0.000. Therefore, the hypothesis reads reject  $H_0$  and accept  $H_1$ : There is a positive influence between achievement motivation ( $X_2$ ) and teacher performance ( $Y$ ).

#### 1) Testing the Significance of the Regression Equation

The significance of the regression equation is based on the results of calculations using the SPSS program, as shown in the table below:

**Table 10: Significance Test Results of the X2 Regression Equation against Y**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.684	2.071		9.020	.000
	Achievement motivation	2.059	.025	.995	82.579	.000

a. Dependent Variable: Teacher Performance

The criterion for testing the regression equation is to reject H0 if the probability is less than  $\alpha = 0.05$ . Based on the table above, the probability value as continued in the column Sig,  $0.000 < 0.005$ , it can be concluded that the regression coefficient is significant. Variable X2 has a positive and significant effect on Y. Thus, the hypothesis which reads the influence of achievement motivation on teacher performance in Muhammadiyah Vocational Schools throughout Metro City is proven true, and the research objective which reads to determine the magnitude of the influence of achievement motivation on teacher performance in Muhammadiyah Vocational Schools throughout the City Metro can be realized.

## 2) Calculating the Value of the Coefficient of Determination

The results of calculations using the SPSS program, the coefficient of determination of the achievement motivation variable (X2) on teacher performance (Y) is as shown in the table below:

**Table 11: Determination Coefficient Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541 <sup>a</sup>	.271	.260	9.274

a. Predictors: (Constant), Achievement motivation

In the table above, it can be shown that the results of the calculation of simple regression analysis obtained an R square score of 0.271, which means that achievement motivation variables influence 27.1% of teacher performance. In comparison, the remaining 72.9% is influenced by other variables outside of this study.

From regression testing, achievement motivation can be used to predict teacher performance. Thus, the hypothesis that achievement motivation affects teacher performance in Muhammadiyah Vocational Schools throughout Metro City can be accepted. Namely, 27.1%, tested empirically at a significant level of 5%. Thus, the research objective reads to determine the magnitude of the influence of achievement motivation on teachers' performance at Muhammadiyah Vocational Schools throughout Metro City can be realized.

With the regression equation, it can be interpreted that:

- Teacher performance supported by achievement motivation (constant) is 18,684.
- Every change
- An increase in the achievement motivation variable will determine the level of teacher performance. Every one-point increase in the achievement motivation variable will increase the teacher's performance variable score of 2.059.

Motivation is an impulse that arises from a person to do something. Teachers who have high motivation will try to give the best they can because they are highly committed to their professional calling. Teachers work not only because they want to be praised or to get rewards, but more than that because of the demands of their profession.

As a good teacher and has a far-sighted orientation must have high motivation where the motivation that arises comes from oneself caused by the desire to achieve a goal, Someone who is highly motivated, namely people who carry out substantial efforts, to support production goals his work unit, and the organization in which he works, and the unmotivated person only gives minimum effort in terms of work, The concept of motivation is essential in the study of individual work performance.

Thus, the performance of Muhammadiyah SMK teachers throughout Metro City is influenced by achievement motivation of 27.1%. The results of this study indicate that the better the achievement motivation, the better the teacher's performance.

### The Effect of Organizational Commitment (X1) and Achievement Motivation (X2) on Teacher Performance (Y)

Based on the framework as discussed in the previous chapter, to test how much influence organizational commitment (X1), achievement motivation (X2) on teacher performance (Y) is formulated in the following hypothesis:

The formula for the regression equation between the variables of organizational commitment and achievement motivation on teacher performance is  $= a + bX1 + bX2$ . Calculations using the SPSS program obtained results as shown in the table below:

Table 12: Variable Regression Analysis Table X1, X2 against Y

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	14.928	2.013		7.417	.000
	Organizational Commitment	1.021	.230	.465	4.434	.000
	Achievement motivation	1.102	.217	.533	5.083	.000

a. Dependent Variable: Teacher Performance

The table above shows that the Y regression equation for X1 and X2 is:  $= 14.928 + 1.021 X1 + 1.102 X2$ . With the regression equation, it can be interpreted that if the variables of organizational commitment (X1) and achievement motivation (X2) on teacher performance (Y) are measured with the instruments developed in this study, then each change in organizational commitment scores and high achievement motivation of one unit can be estimated at a score of the productivity of teacher performance will change by 1.021 units of X1 and 1.102 units of X2 in the same direction. Thus, the research objective to determine the effect of organizational commitment and achievement motivation on teacher performance can be proven.

### 1) Testing the Significance of the Regression Equation

The significance of the regression equation is based on the results of calculations using the SPSS program, as shown in the table below:

**Table 13: Significance Test Results for the Regression Equation X1, X2 to Y**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.928	2.013		7.417	.000
	Organizational Commitment	1.021	.230	.465	4.434	.000
	Achievement motivation	1.102	.217	.533	5.083	.000

a. Dependent Variable: Teacher Performance

The criterion for testing the regression equation is to reject H0 if the probability is less than  $\alpha = 0.05$ . Based on the table above, the probability value as continued in the Sig column, is 0.000, so the probability value is much smaller than 0.005. Thus the hypothesis which reads that there is a positive influence of organizational commitment and achievement motivation together on teacher performance in Muhammadiyah Vocational Schools throughout Metro City and the research objective which reads to determine the magnitude of the effect of organizational commitment and achievement motivation together on teacher performance in SMK Muhammadiyah in Metro City can be realized.

### 2) Calculating the Value of the Coefficient of Determination

The results of calculations using the SPSS program, the value of the coefficient of determination of the organizational commitment variable (X1), and the achievement motivation variable (X2) together on teacher performance (Y) as shown in the table below:

**Table 14: Determination Coefficient Test Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 <sup>a</sup>	.590	.523	7.320

a. Predictors: (Constant), Achievement Motivation, Organizational Commitment

Based on the table above, it can be shown that the magnitude of the effect of the organizational commitment variables (X1) and achievement motivation (X2) together on teacher performance (Y) is 0.590 or 59.0%, the remaining 41.0% is influenced by other factors. not reviewed in this study (answered).

From all the above analysis, it can be concluded that organizational commitment and achievement motivation together significantly influence teacher performance at Muhammadiyah Vocational Schools throughout Metro City. From regression testing of organizational commitment and achievement

motivation together can be used to predict the teacher performance. Thus, the hypothesis that organizational commitment and achievement motivation jointly affect teachers' performance in Muhammadiyah Vocational Schools throughout Metro City can be accepted, namely 59.0% empirically tested at a significance level of 5%.

A teacher's performance can be improved if there is a match between work and expertise, as well as the placement of teachers in their field of work. Teacher performance can also be influenced by the exemplary commitment and high motivation to improve their performance. Placing teachers according to their expertise absolutely must be done. If teachers are given assignments that are not by their expertise, it will decrease the way they work and the results of their work. It will also cause them to feel dissatisfied. Disappointment will hinder the moral development of the teacher's work. Positive work morale is a happy working atmosphere, and work is not regarded as forced but as something fun.

The magnitude of the effect of organizational commitment and achievement motivation together on the performance of teachers of SMK Muhammadiyah in Metro City is 59.0%. The results of this study indicate that the teacher as an individual must have an attachment and a sense of devotion to the institution where he teaches. Teachers as individuals must also have high achievement motivation and good communication skills to develop themselves and improve performance. If each teacher's performance is high, the quality of students will increase, which in turn will have an impact on increasing the quality of schools.

## CONCLUSION

Based on the results of the analysis that has been described, it can be concluded that: Organizational commitment has a positive and significant effect on teachers' performance in Muhammadiyah Vocational Schools throughout Metro City. Furthermore, achievement motivation has a positive and significant effect on teacher performance at Muhammadiyah Vocational Schools throughout Metro City. Organizational commitment and achievement motivation have a positive and significant effect on teacher performance at Muhammadiyah Vocational Schools throughout Metro City. It showed that organizational commitment and achievement motivation partially and simultaneously have a positive and significant effect on teacher performance, especially in Muhammadiyah Vocational Schools throughout Metro City.

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