



DOI: <https://doi.org/10.38035/dijdbm.v7i1>
<https://creativecommons.org/licenses/by/4.0/>

The Influence of Competence and Organizational Commitment on Achievement Motivation and Its Impact on Teacher Performance at SMP Negeri 17 Sarolangun

Yulinarti¹, M. Zahari², Sudirman³.

¹Universitas Batanghari, Jambi, Indonesia, yulinarti72@gmail.com.

²Universitas Batanghari, Jambi, Indonesia, m.zaharims@gmail.com.

³Universitas Batanghari, Jambi, Indonesia, sudirmanidris8@gmail.com.

Corresponding Author: yulinarti72@gmail.com¹

Abstract: This study aims to describe the competence, organizational commitment, achievement motivation and performance of teachers of SMP Negeri 17 Sarolangun and to determine and analyze the influence of competence and organizational commitment on achievement motivation and its impact on teacher performance at SMP Negeri 17 Sarolangun. This type of research uses descriptive verification research. This study uses the PLS analysis method. Based on the results of the descriptive analysis, it explains that the total competency score is 1949 in the high category. Then for the description of the organizational commitment variable, it shows that the organizational commitment of teachers at SMP Negeri 17 Sarolangun is high with a score of 1739. Furthermore, the description of the achievement motivation variable shows that the achievement motivation score is 2602 in the high category. While the description of the teacher performance variable shows that the score is 2596 in the high category. The results of the study indicate that competence and organizational commitment have a positive and significant influence on achievement motivation and teacher performance at SMP Negeri 17 Sarolangun. Increasing competence and organizational commitment encourages the creation of higher achievement motivation, which in turn contributes to improving teacher performance. In addition, achievement motivation itself has been proven to play an important role in strengthening the relationship between competence and organizational commitment with teacher performance, so that these factors are interrelated and together form optimal performance.

Keyword: Competence, Organizational Commitment, Achievement Motivation, Teacher Performance.

INTRODUCTION

The development of human resource management in the era of globalization requires every organization, including educational institutions, to improve the quality of their workforce through continuous performance evaluation. Performance evaluation is a crucial aspect in ensuring that employee contributions and achievements can be continuously monitored and

improved (Sari, Marbawi & Murhaban, 2020). In the educational context, this is particularly relevant because teachers are the spearhead in improving the quality of learning in schools.

In accordance with the mandate of Law No. 12 of 2012, education is not only oriented towards academic achievement, but also towards the development of dignified character, morals, and ethics. Therefore, it is necessary to increase teacher capacity through training, workshops, and strengthening networks with the community and industry to make education more relevant to the demands of the times (Law No. 12 of 2012).

Various studies have shown that competence plays a significant role in improving employee performance. Research by Ali, Hubeis & Fatchiya (2023), Mardiana, Kasmir & Safuan (2021), and Lianasari & Ahmadi (2022) found that competence positively influences performance. However, other studies have found that competence does not always have a direct impact on performance (Basori, Prahiawan & Daenulhay, 2017; Agustine Pariesti, Chrisna & Meitana, 2022). This suggests that the relationship between competence and performance requires further study, particularly in the educational context.

Besides competence, another factor influencing performance is organizational commitment. Teachers with high commitment tend to demonstrate loyalty, responsibility, and a willingness to contribute to school progress (Steers et al., 2012). Previous research has yielded varying results, with some finding a significant effect of commitment on performance (Kirani, 2023; Anggara, Sujana & Novarini, 2022; Syahputra & Tukimin, 2022), while others have found no significant effect (Rorimpandey, Nelwan & Taroreh, 2022).

Another important mediating factor is achievement motivation. McClelland (1987) in Rikasari (2021) explains that individuals with high achievement motivation tend to set challenging goals and strive for the best results. Other studies have also shown that achievement motivation has a positive effect on performance (Jeffrey, 2017; Waluyo, Syarifudidin & Anriani, 2023; Kurniasih, Bastian & Setiadi, 2023), although some studies suggest otherwise (Setyanti, 2020).

In the context of SMP Negeri 17 Sarolangun, field observations indicate that some teachers are still not performing optimally, both in planning, implementing learning, and evaluating learning outcomes. This is thought to be related to limited competency, weak organizational commitment, and low achievement motivation. Therefore, this study was conducted to analyze in more depth the influence of competency and organizational commitment on achievement motivation, as well as their impact on teacher performance at SMP Negeri 17 Sarolangun.

METHOD

This study uses a quantitative approach with a causal associative approach, aiming to analyze the influence between independent and dependent variables through mediating variables. According to Sugiyono (2016), quantitative research is used to test established hypotheses using measurable instruments and statistical analysis. The focus of this study is to analyze the influence of competence and organizational commitment on achievement motivation, as well as their impact on teacher performance at SMP Negeri 17 Sarolangun.

The data used were primary and secondary. Primary data were obtained directly through questionnaires distributed to respondents, namely teachers at SMP Negeri 17 Sarolangun, while secondary data were obtained from official school documents, literature, and previous research results (Sudirman, Osrita & Zahari, 2020). The research instrument, a questionnaire, used a Likert scale with a range of 1–5, where respondents were asked to provide answers ranging from "strongly disagree" to "strongly agree" (Sugiyono, 2016).

The study population consisted of all 52 teachers at SMP Negeri 17 Sarolangun. Because the population was less than 100, this study used a census method, where the entire population was used as a sample (Arikunto, 2012). This ensures that the data obtained is more representative and reflects the actual conditions at the school.

Data analysis was performed using Partial Least Square (PLS) with the help of the SmartPLS 3.0 program. The PLS method was chosen because it is able to process data with a small sample size and does not require a normal distribution (Ghozali & Latan, 2015). Model evaluation in PLS is carried out through validity and reliability tests (outer model), as well as tests of structural relationships between variables (inner model). The outer model is evaluated through loading factors, Average Variance Extracted (AVE), and composite reliability, while the inner model is analyzed using R-Square, Q-Square, and path significance tests with bootstrapping (Hair et al., 2014).

RESULTS AND DISCUSSION

Respondent Characteristics

To find out the characteristics of teacher respondents at SMP Negeri 17 Sarolangun based on age, gender, and education, see the following.

Table 1. Respondent Characteristics

No	Respondent Characteristics	Frequency	Percentage (%)
Gender			
1	Man	18	34,62
2	Woman	34	65,38
Age Group (Years)			
1	20 – 30	3	5,77
2	31 – 40	12	23,08
3	41 – 50	28	53,85
4	51 – 58	9	17,31
Education			
1	Bachelor's Degree	48	92,31
2	Master's Degree	4	7,69

Source: Primary Data Processing, 2025

Description of Research Variables

Based on the survey conducted, the description of the variables observed in the study is summarized in the following table

Table 2. Description of Research Variables

No	Variable	Item	Average score	Score	Information
1	Competence	9	217	1.949	Tall
2	Organizational Commitment	8	217	1.739	Tall
3	Achievement Motivation	12	217	2.602	Tall
4	Teacher Performance	12	216	2.596	Tall

Source: Questionnaire Processing Results, 2025

Verification/Quantitative Analysis

Partial Least Squares (PLS) analysis is a statistical method often used to analyze complex relationships between variables, particularly in structural models (SEM). PLS is suitable for situations where data do not fully meet the classic SEM assumptions, such as small sample sizes or non-normal data distributions. In PLS, the analysis is conducted through two main stages: the measurement model and the structural model. The results of this study can be seen below:

a. Convergent Validity Testing

Convergent validity testing is a type of validity used to evaluate the extent to which an instrument or measurement tool accurately measures the same construct. In the context of statistics and data analysis, particularly in latent variable-based models such as Partial Least Squares (PLS), convergent validity is essential to ensure that the indicators or items used in the

model truly reflect the same construct. The convergent validity results in this study can be seen in the following figure.

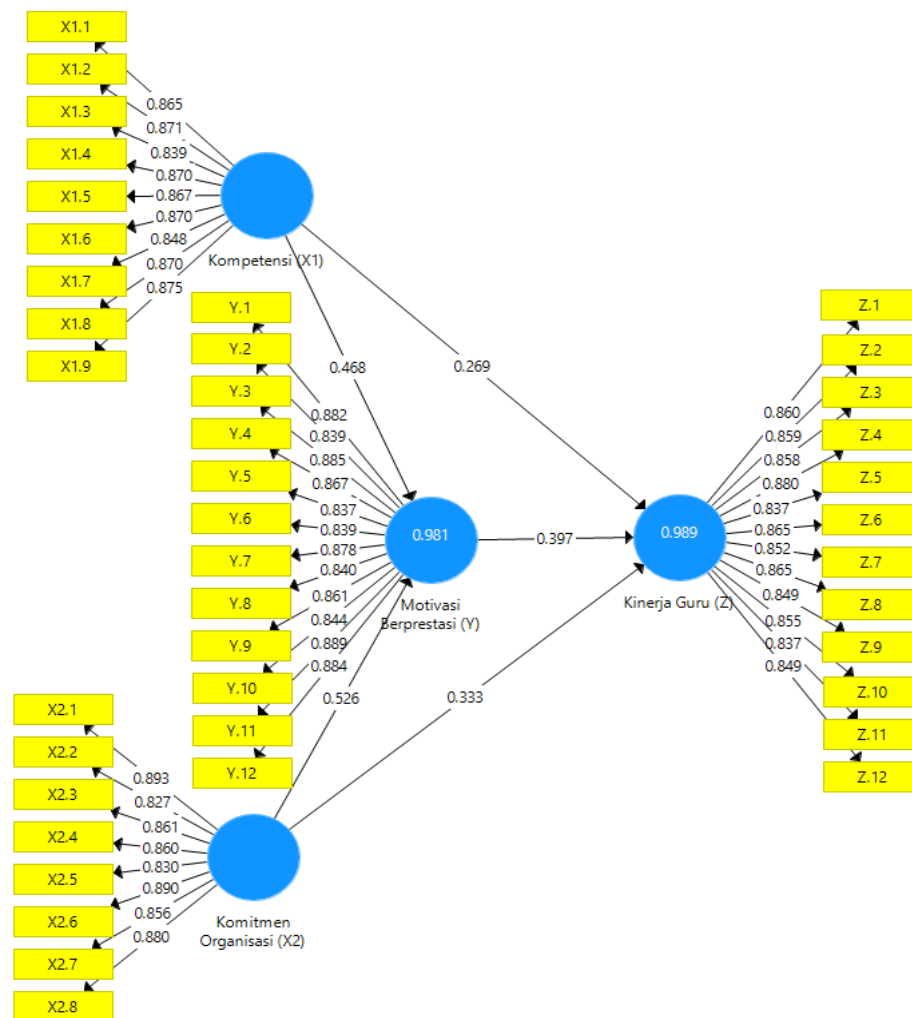


Figure 1. Full Outer Model

Based on the outer loading results displayed in Figure 1 above, it can be concluded that all indicators in each research variable, namely Competence (X1), Organizational Commitment (X2), Achievement Motivation (Y), and Teacher Performance (Z), have loading values above 0.70. This indicates that each indicator has excellent convergent validity and is suitable for use to represent its construct. In the context of Partial Least Squares Structural Equation Modeling (PLS-SEM), an outer loading value exceeding 0.70 indicates that the indicator makes a strong contribution to the latent variable it measures.

In addition, based on the Composite Reliability value for all research variables, namely Competence (X1) of 0.964, Organizational Commitment (X2) of 0.959, Achievement Motivation (Y) of 0.972, and Teacher Performance (Z) of 0.970, all are above the minimum limit value of 0.70. Likewise, the Cronbach's Alpha value of each variable which ranges from 0.951 to 0.969 also exceeds the minimum standard of 0.70. These results indicate that all indicators in each variable have very good internal consistency, so that the instrument used in this study can be declared reliable.

b. Inner Model Evaluation

Structural model testing in SEM-PLS analysis uses SmartPLS.3, namely the coefficient of determination (R^2) to measure how far the model's ability to explain the variance of the

dependent variable. The R² value ranges from 0 to 1, with higher levels indicating a higher level of predictive accuracy as with multiple regression, the adjusted coefficient of determination (Adjusted R²) is used as a criterion to avoid bias towards complex models. This criterion is modified according to the number of exogenous variable constructs (Hair et al., 2014).

1) R-Square

In assessing a model with PLS, we begin by looking at the R-square for each dependent latent variable (Hair et al., 2014). Table 3 shows the results of the R-square estimation using SmartPLS 3:

Table 3. R Square Results

	R Square	R Square Adjusted
Achievement motivation (Y)	0.981	0.981
Teacher Performance (Z)	0.989	0.988

Source: Data Processing with PLS, 2025

Table 3 shows the results for the R-square value of achievement motivation at 98.1 percent and teacher performance at 98.9 percent. This indicates that the influence of competence and organizational commitment on achievement motivation is categorized as strong. Furthermore, the influence of competence and organizational commitment on teacher performance is categorized as strong. Thus, this research model has excellent predictive power, allowing the relationships between the analyzed variables to be interpreted with a high degree of confidence.

2) Q Square

Q Square (Q²) or Stone-Geisser's Q² is a measure used in Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis to assess the predictive relevance of a model. The higher the Q² value, especially if it is close to 1, the better the model's ability to predict data. The predictive relevance value is obtained using the formula:

$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2)$$

$$Q^2 = 1 - (1 - 0,9812)(1 - 0,9892)$$

$$Q^2 = 1 - (1 - 0,962)(1 - 0,978)$$

$$Q^2 = 1 - (0,038)(0,022)$$

$$Q^2 = 1 - 0,001$$

$$Q^2 = 0,999$$

The result of the Q square calculation in this study is 0.999, meaning that the model in this study is suitable for explaining endogenous variables because the value of 0.999 > 0.

3) Structural Model Testing

In SEM PLS analysis, the structural value of the model in this study can be seen from the direct effects value, also known as the path coefficient. Next, path coefficients between constructs are measured to determine the significance and strength of the relationship and also to test the hypothesis.

Table 4. Path Coefficients

	Path Coefficient
Kompetensi (X1) -> Motivasi berprestasi (Y)	0.468
Komitmen organisasi (X2) -> Motivasi berprestasi (Y)	0.526
Kompetensi (X1) -> Kinerja guru (Z)	0.269
Komitmen organisasi (X2) -> Kinerja guru (Z)	0.333
Motivasi berprestasi (Y) -> Kinerja guru (Z)	0.397
Kompetensi (X1) -> Motivasi berprestasi (Y) -> Kinerja guru (Z)	0.186

Komitmen organisasi (X2) -> Motivasi berprestasi (Y) -> Kinerja guru (Z)	0.209
--	-------

Source: Data Processing with PLS, 2025

Based on the results of the path coefficient analysis in Table 4 above, the following conclusions can be drawn:

a) The direct effect of competence on achievement motivation is 0.468, meaning that if competence increases by one unit, achievement motivation can increase by 0.468. This effect is positive. b) The direct effect of organizational commitment on achievement motivation is 0.526, meaning that if organizational commitment increases by one unit, achievement motivation can increase by 0.526. This effect is positive. c) The direct effect of competence on teacher performance is 0.269, meaning that if competence increases by one unit, teacher performance can increase by 0.269.

This effect is positive. d) The direct effect of organizational commitment on teacher performance is 0.333, meaning that if organizational commitment increases by one unit, teacher performance can increase by 0.333. This effect is positive. e) The direct effect of achievement motivation on teacher performance is 0.397, meaning that if achievement motivation increases by one unit, teacher performance can increase by 0.397. This effect is positive. f) The indirect effect of competence on teacher performance through achievement motivation is 0.186, meaning that if competence increases by one unit, teacher performance can increase indirectly through achievement motivation by 0.186. This effect is positive. g) The indirect effect of organizational commitment on teacher performance through achievement motivation is 0.209, meaning that if organizational commitment increases by one unit, teacher performance can increase indirectly through achievement motivation by 0.209. This effect is positive.

c. Hypothesis Testing

Hypothesis testing is a statistical process used to determine whether sample data provide sufficient evidence to reject an initial hypothesis about a population. The goal is to make a decision about the truth of a statement or claim based on the collected data. The results of this study consist of testing the direct and indirect effect hypotheses. The bootstrapping process yielded the results shown in Figure 2 and Table 5 below

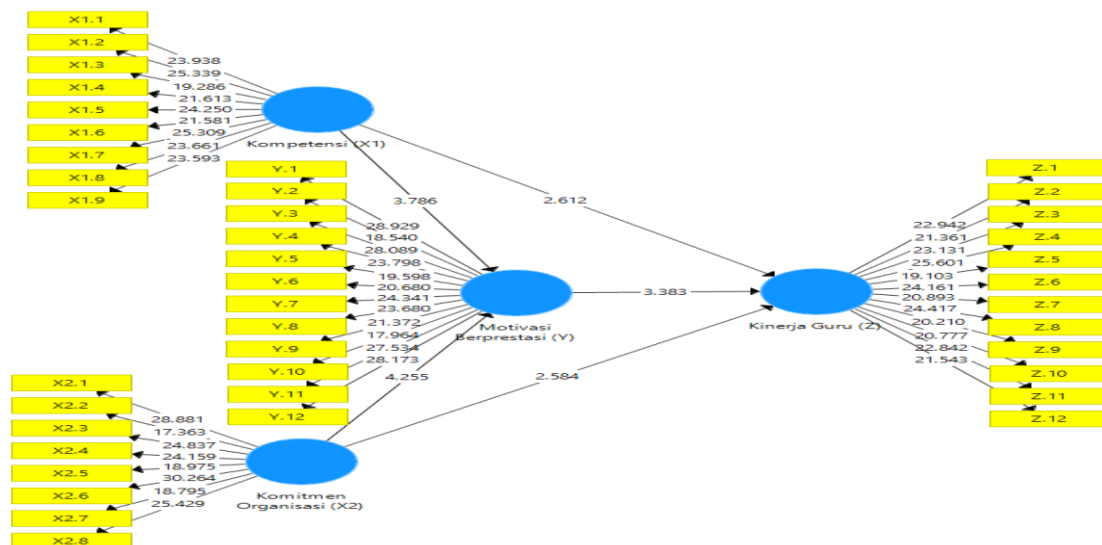


Figure 2. Bootstrapping output on SmartPLS 3.0

Apart from being seen in the image above, the results of hypothesis testing using the bootstrapping method can also be seen in the following table.

Table 5. Hypothesis Testing of Direct and Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competence (X1) -> Achievement motivation (Y)	0.468	0.474	0.124	3.786	0.000
Organizational commitment (X2) -> Achievement motivation (Y)	0.526	0.521	0.124	4.255	0.000
Competence (X1) -> Teacher performance (Z)	0.269	0.262	0.103	2.612	0.009
Organizational commitment (X2) -> Teacher performance (Z)	0.333	0.343	0.129	2.584	0.010
Achievement motivation (Y) -> Teacher performance (Z)	0.397	0.394	0.117	3.383	0.001
Competence (X1) -> Achievement motivation (Y) -> Teacher performance (Z)	0.186	0.185	0.072	2.600	0.010
Organizational commitment (X2) -> Achievement motivation (Y) -> Teacher performance (Z)	0.209	0.207	0.083	2.527	0.012

Source: Data Processing with PLS, 2025

In theory, the hypothesis of the influence of exogenous variables on endogenous variables is carried out by comparing the results of the p value of the path coefficient with a significance level of $\alpha = 0.05$. The test can be said to be very significant if the p value is smaller or equal to 0.05 ($p \text{ value} \leq 0.05$) or using the t table value of 1.96 with the criteria for rejecting and accepting the hypothesis, namely if the t-statistic $>$ t count then the hypothesis is rejected, and if the t-statistic $<$ t count then the hypothesis is accepted (Hair et.al., 2014).

Based on the results of hypothesis testing through bootstrapping as shown in Figure 2 and Table 5 above, it appears that all exogenous variables have a T-Statistic value $>$ 1.96, and a P-Value $<$ 5% (0.05). Based on these results, it can be concluded that all hypotheses are accepted. This means that there is a significant influence of competence and organizational commitment on teacher performance, both directly and indirectly through achievement motivation.

The results of the study indicate that competence has a significant influence on teacher achievement motivation at SMP Negeri 17 Sarolangun. This is in line with the research of Darwina et al. (2019) and Kholisoh (2015), which stated that competence has a positive and significant influence on achievement motivation. Spencer (1993) in Hutapea & Thoha (2017) stated that competence consists of the knowledge, skills, and attitudes needed to carry out work effectively. Teachers with high competence tend to be able to design learning well, manage classes effectively, and assess student learning outcomes objectively. Thus, increasing competence will encourage teachers to be more motivated in achieving optimal work performance. Not only does competence influence achievement motivation, it has also been shown to affect teacher performance. These results are supported by studies conducted by Mardiana et al., (2021) and Lianasari & Ahmadi, (2022), which stated that competence has a positive and significant influence on teacher performance.

Furthermore, this study also found that organizational commitment positively influences achievement motivation. Teachers who have an emotional attachment and a willingness to contribute to the school tend to demonstrate high motivation in carrying out their duties. These results agree with those of Hasal et al. (2023) and Karim et al. (2023), who stated that organizational commitment significantly influences achievement motivation. These results are also supported by the opinion of Steers et al. (2012), who define organizational commitment as an individual's positive attitude towards the organization characterized by loyalty, a sense of responsibility, and involvement in achieving common goals. Research by Kirani (2023) and Anggara et al. (2022) also supports these results by stating that organizational commitment plays a significant role in improving employee performance. Not only does organizational commitment influence achievement motivation, it has also been shown to influence teacher

performance. These results are supported by studies conducted by Kirani (2023), Anggara et al. (2022), Syahputra & Tukin (2022), and Selan et al. (2016), which state that organizational commitment has a significant influence on teacher performance.

Achievement motivation has been shown to be a mediating factor that strengthens the relationship between teacher competence and performance. This is consistent with McClelland's (1987) achievement motivation theory, as cited in Rikasari (2021), which explains that individuals with high achievement motivation tend to set challenging goals and strive for success. Therefore, competent and highly committed teachers are more motivated to innovate in their learning and are focused on achieving optimal results, thus improving their performance. Research by Jeffrey (2017), Waluyo et al. (2023), and Kurniasih et al. (2023) also found that achievement motivation has a positive effect on improving teacher performance.

Furthermore, teacher performance is influenced by a combination of individual and organizational factors. Robbins & Judge (2017) stated that performance is influenced by individual (competence), group (team support), and organizational (commitment) factors. In the context of SMP Negeri 17 Sarolangun, teachers with adequate competence, high commitment, and achievement motivation are able to plan, implement, and evaluate learning more effectively. This ultimately contributes to the achievement of National Education Standards at the school, which has continued to improve from 2020 to 2024.

The findings of this study also indicate a competency gap between civil servant and non-civil servant teachers, particularly regarding certification. The data shows that non-civil servant teachers have fewer certifications than civil servant teachers. This situation has the potential to lead to differences in performance and motivation between teachers. As Wibowo (2016) noted, competency is a determining factor in the quality of employee work. Therefore, more inclusive policies are needed to provide training and certification opportunities to all teachers, regardless of their employment status.

Thus, it can be concluded that improving competency, strengthening organizational commitment, and managing achievement motivation are key strategies for improving teacher performance. The results of this study emphasize the importance of human resource management in education, particularly in creating professional, committed, and achievement-oriented teachers to achieve better educational quality.

CONCLUSION

This study shows that competence and organizational commitment play a significant role in enhancing achievement motivation and impacting teacher performance at SMP Negeri 17 Sarolangun. Teachers with high competence tend to be more confident, able to design effective learning, and demonstrate more optimal work results. Similarly, teachers with strong organizational commitment demonstrate loyalty, a sense of responsibility, and a desire to contribute to school progress. Achievement motivation acts as a mediating factor that strengthens the influence of competence and commitment on performance. Thus, improving competence, strengthening commitment, and managing achievement motivation can be key strategies in encouraging teacher performance to be more professional and achievement-oriented.

Furthermore, the research findings also confirm that there remains a competency gap between civil servant and non-civil servant teachers, particularly regarding certification. This situation can impact the quality of learning provided to students. Therefore, schools and local governments need to focus more on programs to improve teacher competency and ensure equitable teacher certification.

This study has several limitations. First, the study was conducted at only one school, SMP Negeri 17 Sarolangun, so the results cannot be generalized to other schools with different characteristics. Second, the research instrument used a questionnaire with a Likert scale, so respondents' answers were highly dependent on subjective perceptions and may not fully reflect

the actual conditions. Third, the research variables focused on competence, organizational commitment, achievement motivation, and performance, while other factors such as leadership style, organizational culture, and teacher welfare were not analyzed further. These limitations are expected to be a concern for future research to expand the object, variables, and methods for more comprehensive research results.

REFERENCE

- Ali, M., Hubeis, A. V. S., & Fatchiya, A. (2023). Pengaruh kompetensi terhadap kinerja pegawai. *Jurnal Manajemen Sumber Daya Manusia*, 12(1), 45–56.
- Anggara, I. M., Sujana, I. W., & Novarini, I. A. (2022). Komitmen organisasi dan pengaruhnya terhadap kinerja pegawai. *Jurnal Ilmiah Ekonomi dan Bisnis*, 9(2), 155–167.
- Arikunto, S. (2012). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Basori, S., Prahiawan, W., & Daenulhay, A. (2017). Analisis kompetensi terhadap kinerja pegawai. *Jurnal Administrasi Publik*, 6(2), 120–130.
- Ghozali, I. (2013). *Aplikasi Analisis Multivariate dengan Program IBM SPSS*. Edisi 7. Semarang: Badan Penerbit UNDIP.
- Ghozali, I., & Latan, H. (2015). *Partial Least Squares: Konsep, Teknik, dan Aplikasi Menggunakan SmartPLS 3.0*. Semarang: Badan Penerbit UNDIP.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage Publications.
- Hutapea, P., & Thoha, N. (2017). *Kompetensi Plus: Teori, Desain, Kasus, dan Penerapan untuk HR serta Organisasi yang Dinamis*. Jakarta: Gramedia.
- Jeffrey, M. (2017). Hubungan motivasi berprestasi dengan kinerja guru. *Jurnal Psikologi Pendidikan*, 8(1), 33–42.
- Kirani, N. (2023). Pengaruh komitmen organisasi terhadap kinerja pegawai. *Jurnal Administrasi dan Manajemen*, 10(1), 77–86.
- Kurniasih, E., Bastian, A., & Setiadi, W. (2023). Motivasi berprestasi sebagai determinan kinerja pegawai. *Jurnal Manajemen dan Bisnis*, 15(2), 112–124.
- Lianasari, D., & Ahmadi, R. (2022). Kompetensi dan kinerja guru. *Jurnal Pendidikan*, 14(1), 56–64.
- McClelland, D. C. (1987). *Human Motivation*. Cambridge: Cambridge University Press.
- Mardiana, R., Kasmir, & Safuan, M. (2021). Pengaruh kompetensi terhadap kinerja karyawan. *Jurnal Ekonomi dan Bisnis*, 7(3), 210–219.
- Priansa, D. J. (2018). *Kinerja dan Profesionalisme Guru*. Bandung: Alfabeta.
- Rikasari, D. (2021). Motivasi berprestasi dan implikasinya terhadap perilaku kerja. *Jurnal Psikologi*, 9(2), 88–96.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. 17th ed. Harlow: Pearson Education.
- Rorimpandey, R., Nelwan, O., & Taroreh, R. (2022). Komitmen organisasi dan pengaruhnya terhadap kinerja pegawai. *Jurnal Administrasi Bisnis*, 11(3), 220–228.
- Sari, R., Marbawi, & Murhaban. (2020). Evaluasi kinerja sebagai upaya peningkatan SDM. *Jurnal Ilmiah Manajemen*, 6(2), 99–108.
- Setyanti, I. (2020). Pengaruh motivasi berprestasi terhadap kinerja guru. *Jurnal Ilmu Pendidikan*, 4(2), 145–154.
- Spencer, L. M., & Spencer, S. M. (1993). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons.
- Steers, R. M., Porter, L. W., & Bigley, G. A. (2012). *Motivation and Leadership at Work*. New York: McGraw-Hill.
- Sudirman, S., Osrita, & Zahari, M. (2020). *Metodologi Penelitian Manajemen*. Palembang: Universitas Sriwijaya Press.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

UU No. 12 Tahun 2012. Undang-Undang tentang Pendidikan Tinggi. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Waluyo, S., Syarifudin, & Anriani. (2023). Pengaruh motivasi berprestasi terhadap kinerja guru. *Jurnal Pendidikan dan Manajemen*, 13(1), 65–74.

Wibowo. (2016). *Manajemen Kinerja*. Jakarta: Rajawali Pers.