



EMPLOYEE ENGAGEMENT MEDIATES THE ACHIEVEMENT MOTIVATION AND ORGANIZATIONAL CULTURE TOWARDS TEACHER PERFORMANCE AT BINA INSAN MANDIRI SCHOOL, JAKARTA

Ira Sumiati¹, Singmin Johanes Lo²

¹) Universitas Mercu Buana, Jakarta, Indonesia, irabim77@gmail.com

²) Universitas Mercu Buana, Jakarta, Indonesia, singmin.johanes@mercubuana.ac.id

Corresponding Author: Ira Sumiati

Abstract: This research purposes to explore the role of achievement motivation and organizational culture that affected employee engagement in teacher performance. The research population here was permanent teachers at Bina Insan Mandiri School that is located in DKI Jakarta, with a total sample of 65 teachers. The data analysis method used the Structural Equation Model-Partial Least Square (SEM-PLS). The result indicates that achievement motivation and organizational culture have a positive and significant impact on teacher performance and employee engagement, likewise to employee engagement which has positive and significant in mediates the effect of achievement motivation and organizational culture on performance.

Keywords: Achievement motivation, organizational culture, employee engagement, teacher performance.

INTRODUCTION

Education is the key factor in developing a nation in order to established the future generations of the nation who has competency, noble character, scientific insight and high technological abilities. To enhance the transcendence of education in Indonesia, it will requires the educators or teachers who has high quality performance.

The quality of teachers plays a crucial part in the education field, due to the teachers being the frontline in the process of developing students, so that the ability of students would depend on how the teacher delivers their own daily tasks. In fact, there is still a decrease in teacher performance. This could be seen from various assessments, both carried out by the government and by internal schools. Elicited from the observations results made by the author at a private school located in the West Jakarta area, namely the Jakarta Bina Insan Mandiri School (BIM), the authors found such an interesting phenomenon that occurred, which is the presence of late culture, not attending school without explanation, not attending

school by reason of illness or permission and the lack of enthusiasm from teacher in carrying out the additional tasks given.

To gain an overview from those variables who are studied, the authors performed an interviews with two school leaders, namely the Principals of Elementary Schools and Vocational Schools. Referring to these interviews outcomes, it can be illustrated that there still a lots of lacks in the teacher performance, particularly in terms of discipline and attendance and also in several occasions that there are some of teachers who refuse to given the extra assignments. Both the principals of SD and SMK revealed that these lack occurred because the lack of achievement motivation from teachers, including the number of teachers who came to school not on time, allowed to leave before teaching and learning time was over, or even did not attend at all for teaching with simple reasons such as family events, attending relatives' invitations and so on.

Furthermore, quoted from the results of the report given by the picket teacher to the principal, there are often the picket teacher found that the teachers who should have been in the classroom when the subject shift changed but the teacher was still in the teacher's room so that many students are still playing outside classroom during class hours. If this phenomenon are allowed to drag on, it will lead to an unfavorable organizational culture so that the factor of teacher involvement in schools would be low which will affect to the performance of teacher.

To strengthen these description from the variables which are suspected to have an influence in teacher performance, the authors refers to several studies that have been conducted. Such as the Research which conducted by Haryanti (2017) whom stated that achievement motivation has a positive and significant impact to the performance. Febriantina et al. (2018) in her research suggests that organizational culture has a positive and significant impact to the teacher performance. Rosalina (2018) in her research defined that employee engagement has a positive and significant affect on performance. Opposites to the three research results by Setyanti (2020) who found that achievement motivation had no significant affect to the teacher performance. Yusuf (2016) results who defined that organizational culture has a negative affect on performance. Aswell as Drajat & Maulyan (2020)who stated that organizational culture had no significant affect to the employee engagement.

According to the phenomena, pre survey and those research gap, the authors want to discover further relates to the correlation between achievement motivation, organizational culture and employee engagement to the teacher performance and curious to look up the part of employee engagement in intervene the influence from achievement motivation and organizational culture in an efforts to improve the teacher quality performance at Bina Insan Mandiri School, Jakarta.

LITERATURE REVIEW

Teacher Performance

The Performance is one of the most important aspects in an organization that is used as the main standard to measure the contribution of human resources which involved in the organization (Riyanto & Prasetyo, 2021). In relation to the education field, Supardi (2016) said that teacher performance is the ability which possess by the teacher to carry out the learning tasks at school and responsible for their own students by improving the achievement or learning outcomes of their students. Priansa (2018) added that the dimensions and indicators from the teacher performance consist of preparing lesson plans, implementing the learning process and assessing the learning outcomes.

Achievement Motivation

Moorhead & Griffin (2013) defines that achievement motivation as the desire to complete a task with accurates target. Individuals who sets a high need for achievement will tend to choose a quite difficult goals and take riskier decisions. Maslow in Siagian (2016) added that achievement motivation is an hierarchy of needs, namely social needs and the need for a feeling of progress. McClelland in Adibah (2011) were classified the dimensions and indicators of achievement motivation into four main components, namely the risk of task selection, feedback, responsibility, and creative-innovative.

Organizational Culture

Schein in Irnawati & Prasetyo (2020) argues that organizational culture is a pattern of shared basic assumptions that certain groups learn to deal with problems of external adaptation and internal integration that are official and taught/inherited to new members as the right way to understand, think and feel about these problems. Meanwhile, Quoted from Robbins & Judge (2015), organizational culture stand for system of sharing which performed by members that discern the organization from others. Furthermore, Robbins & Judge (2015) added that the dimensions and indicators from organizational culture are consist of innovation and risk taking, attention to detail, results orientation, individual orientation, team orientation, aggressiveness and stability.

Employee Engagement

Robinson in Elmi (2018) declared that employee engagement as a positive act towards organization where they work and the yvalues possessed by the organization. Meanwhile, Gallup in Simbolon (2017) defines employee engagement as a bond that occurs between employees and the organization (place of work), so that employees show concern for business continuity. Furthermore, Schaufeli & Bakker (2010) said that the dimensions and indicators of employee engagement are consist of vigor, dedication and absorption.v

Theoretical Framework and Hypothesis

The theoretical framework is established as an fundamental in order to answering the objectives of the research, namely to scientifically prove: 1) The affect of achievement motivation on teacher performance, 2) The affect of achievement motivation on employee

engagement, 3) The influence of organizational culture towards teacher performance, 4) The influence of organizational culture on employee engagement, 5) The affect of employee engagement on teacher performance, 6) The role of employee engagement in mediating the influence of achievement motivation towards teacher performance and 7) The role of employee engagement in mediating the influence of organizational culture on teacher performance.

RESEARCH METHODS

The design which applied in this research is causal associative to reveal the causal relations which occurred between research variables. The independent variables in this research are achievement motivation and organizational culture, the dependent variable is teacher performance and the mediator variable is employee engagement. Assessment scale in this research uses a Likert Scale. The research population and sample was permanent teachers of PG/TK, SD, SMP and SMK at Bina Insan Mandiri Jakarta, with totaling of 65 people. The sampling technique which applied was the saturated sample. Data analysis method by Structural Equation Model-Partial Least Square (SEM PLS) to test the hypothesis.

FINDINGS AND DISCUSSION

The Characteristics of Respondents

Derived from characteristics of these 65 respondents who were current permanent teachers at Bina Insan Mandiri Jakarta, it is concluded that the majority are female (63.1%), aged 40-50 years (44.6%), with undergraduate education (83%), having a working period of > 10 -20 years old (40%), and teaching vocational students (49.3%). This illustrates that mostly permanent teachers at Bina Insan Mandiri Jakarta are women who have an educational background which relates to their jobs, and recognizes the extensive and insightful knowledge about Bina Insan Mandiri Jakarta to improve their performances.

Outer Model Assessments

Derived from the convergent validity analysis, the range of indicators from achievement motivation, organizational culture, employee engagement, and teacher performance is 0.791 to 0.980, which declared valid (> 0.7).

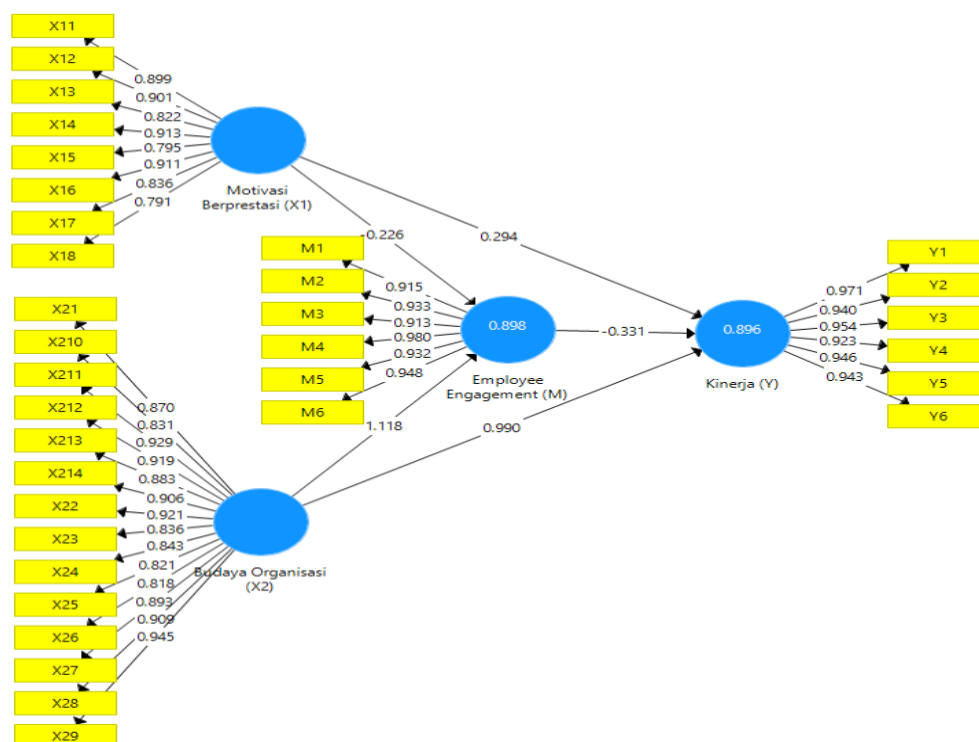


Figure 1. PLS Algorithm

Based on these reliability test, both Cronbach's alpha and composite reliability of the research variables have a value range of 0.950 to 0.981, so means it is declared reliable (> 0.7).

R² Test, and Stone-Geisser (Q²) Test

R² values for employee engagement and teacher performance are 0.896 and 0.898, respectively. Then, the value of Q² > 0, so this model has good predictive relevance.

Hypothesis Test

The hypothesis test result from this research could be viewed in the link table below.

Table 1. Significance Test

Correlations between the constructs	Original Sampel	Sampel Mean	Std. Dev	T Statistics	p Values
Achievement motivation -> Teacher performance	0,294	0,328	0,138	2,129	0,034
Achievement motivation -> Employee engagement	-0,226	-0,234	0,105	2,156	0,032
Organizational culture -> Teacher performance	0,990	0,956	0,218	4,534	0
Organizational culture -> Employee engagement	1,118	1,125	0,084	13,244	0
Employee engagement -> Teacher performance	-0,331	-0,330	0,126	2,635	0,009
Achievement motivation -> Employee engagement -> Teacher performance	-0,370	0,072	0,038	1,974	0,049
Organizational culture -> Employee engagement -> Teacher performance	0,069	-0,367	0,133	2,788	0,005

Derived from the hypothesis test results above, it can be interpreted that achievement motivation, organizational culture and employee engagement have a positive and significant

affect on teacher performance. The Employee engagement in the other hand could manage to mediates the influences from achievement motivation and organizational culture towards teacher performance.

Discussion

The achievement motivation variable has a positive and significant affect on teacher performance variable. Thus, the H₁ hypothesis in this research which stated that “Achievement motivation has a positive and significant effect on teacher performance” is accepted. This is in line with research by Haryanti (2017), which stated similiar concludes that achievement motivation has a positive and significant affect on teacher performance.

Achievement motivation variable has a positive and significant affect on employee engagement variable. Thus, the hypothesis H₂ from this research which defines that “Achievement motivation has a positive and significant affect towards employee engagement” is accepted. These results are in line with research by Setyanti (2020) which illustrated that Achievement Motivation has a positive and significant affect towards Employee Engagement.

Organizational culture variable has a positive and significant affect on the performance variable. Therefore, the hypothesis H₃ in this research which viewed that “Organizational culture has a positive and significant affect towards the teacher performance” is accepted. This is according to the research by Febriantina (2018) which illustrated that organizational culture has a positive and significant affect towards teacher performance.

Organizational culture variable has a positive and significant affect on the employee engagement variable. Therefore, Hypothesis H₄ from this research which declared that “Organizational culture has a positive and significant affect on employee engagement” is accepted. This is according to the research by Oktora (2020) which stated similiar thing that organizational culture has a positive affect towards employee engagement.

Employee engagement variable has a positive and significant affect on teacher performance variables. Therefore, the hypothesis H₅ from this research which declares that “Employee engagement has a positive and significant affect on teacher performance” is accepted. This is in line with the research by Rosalina (2018) which states similiar thing that employee engagement has a positive affect towards the performance.

Achievement motivation variable has a positive and significant affect which mediated by employee engagement to the performance variable. Therefore, The hypothesis H₆ from this research which defines that “Employee engagement positively and significantly mediates the impact from achievement motivation towards teacher performance” is accepted.

Organizational culture variable has a positive and significant affect on the performance variable through employee engagement. Thus hypothesis H₇ from this research which stated

similar thing that “Employee engagement positively and significantly mediates the influence from organizational culture towards the teacher performance” is accepted.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research outcomes likewise to the deliberation stated from data analysis which conducted by the author, the several conclusions that can be set up based on evidence of the hypothesis that has been set in this research, such as:

- 1) Achievement motivation has a positive and significant affect towards teacher performance.
- 2) Achievement motivation has a positive and significant affect towards teacher employee engagement.
- 3) Organizational culture has a positive and significant affect towards teacher performance.
- 4) Organizational culture has a positive and significant affect on employee engagement.
- 5) Employee engagement has a positive and significant affect on teacher performance.
- 6) Employee engagement is positively and significantly mediates the affect of achievement motivation on teacher performance.
- 7) Employee engagement is positively and significantly mediates the affect of organizational culture on teacher performance.

Recommendation

Following from the research outcomes, discussion and interpretation above, the recommendation that authors need to convey are:

- 1) Principals at Bina Insan Mandiri Schools is expected to assess the teacher performance in the implementation of learning including pre-learning (checking class readiness and apperception), core activities (mastery of materials, learning strategies, use of media/sources, assessment of learning processes and outcomes, use of language) and its closing (reflection, summary and follow-up).
- 2) The principal at Bina Insan Mandiri School is expected to be able to develop a good organizational structure and socialize in order to determine a good and correct understanding for teachers, so that teachers would understand their respective functions and positions.
- 3) The principal at Bina Insan Mandiri School is expected to accommodate various training related to online teaching. After receiving the training, it is hoped that the insight and skills from the teachers will increase, and in the end, it will also be capable to advance their performance.
- 4) Teachers at Bina Insan Mandiri School are expected to get even better in preparing RPP, so it is mandatory to conduct more frequent training on RPP making, especially before the start of the new school year. Because the teacher in compiling the lesson plan implies the importance of the ability of the teacher in preparing the correct lesson plan, so that it will affect the accomplishment of correct and appropriate learning, in order to complete learning objectives which according to the curriculum that has been outlined.

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