

The Influence of Achievement Motivation on Work Commitment at SMK Muhammadiyah 1 Padang

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Abstract: There are still many teachers who carry out learning as a routine and formality only. The purpose of this study was to determine the influence of achievement motivation on work commitment at SMK Muhammadiyah 1 Padang. This research uses a quantitative approach with descriptive methods. The research sample consisted of 30 teachers, and the sample was determined randomly (*simple random sampling*). Data collection uses a questionnaire to measure work commitment variables and achievement motivation. The questionnaire provided a statement with alternative answers; always, often, sometimes, and never. The measurement scale uses a Likert scale. Quantitative data analysis techniques using statistics with the help of the SPSS program and *Microsoft Office Excel*. The research findings show that achievement motivation makes a significant contribution to teacher work commitment at SMK Muhammadiyah 1 Padang by 46.6%. This means that the higher the achievement motivation, the higher the teacher's work commitment. Conversely, the lower the achievement motivation, the lower the work commitment. To achieve teacher work commitment, it can be done by trying to increase achievement motivation for teachers.

Keywords: Teacher, Achievement Motivation, Work Commitment

A. Introduction

Education plays a very important role in forming qualified and skilled human resources (HR). Realizing this, the government has made the issue of human resources the main issue and something that must be improved and made into *taglines* Advanced Indonesian Human Resources. To produce quality human resources, of course, quality education is also needed.

Teachers are one of the keys to building quality education. In a professional position, a teacher is required to be able to carry out his duties professionally. Through Article 8 and Article 9 of the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, it is explained that teachers are required to have undergraduate academic qualifications or diploma four, pedagogical competence, personality competence, social competence, professional competence, educator certificate, physically fit and spiritual, as well as the ability to realize the goals of

national education. Therefore, to realize a quality education system and practice, the presence of qualified teachers is also needed as an absolute requirement.

One of the determining factors for the smooth implementation of the teacher's dedication and duties is commitment. Professionalism is enhanced through the teacher's commitment alone. The existence of a teacher in a school must have a commitment to his work and responsibilities as a teacher.

Motivation is an important factor because teachers with various responsibilities are required to have enthusiasm and motivation which will later influence the achievement of goals in the learning process. Through good and high motivation from a teacher, it is hoped that there will be an increase in teacher awareness in carrying out their duties, related to planning, implementation, and evaluation in learning. Teachers who have high motivation in carrying out their duties will increase morale which has an impact on increasing work productivity.

Motivation is very important because motivation is something that causes, distributes, and supports human behavior so that they want to work hard and enthusiastically to achieve optimal results (Hasibuan, 2013). This is based on the assumption that without motivation the work being done will quickly get bored. Because there is no driving force morale remains there and is stable. Carrying out life activities, leading a group of people, and achieving organizational goals and achieving achievements requires motivation.

Achievement motivation will be present if the teacher is proud of his success and will inspire him to continue to excel. Achievement of goals will be achieved if the teacher appears the urge to do the best work possible. Teachers should have high achievement motivation because the task of teaching to build superior and quality human resources so that they can carry out quality education is a task that is proud and full of challenges. Motivation arises from within the teacher because he does have the awareness to do something. Motivation can also arise from outside, as a result of influences that exist outside of work and from outside the teacher himself.

The phenomena that occur in the field are not by the theory that is developing. Based on the results of observations, there are still many teachers who carry out learning only as routines and formalities, of course, this will have an impact on low student achievement. Then there are still teachers who are late and go home quickly in carrying out assignments and are late in collecting learning materials. Not even making learning devices at all. From the various reasons that have arisen, it can be seen that teachers are not disciplined in their duties and are influenced by various factors, one of which is the teacher's weak motivation which has an impact on the teacher's low work commitment. Mart T. Cagri in *The International Journal of Academic Research in Progressive Education and Development* added that commitment is an important element of successful teaching (Mart, 2013).

Based on the description above, it is strongly suspected that achievement motivation can affect work commitment. This is because, the better the achievement motivation, the better the impact on work commitment by measuring how much influence it has. Therefore, researchers are interested in conducting research with the

research title *"The Effect of Achievement Motivation on Work Commitment at SMK Muhammadiyah 1 Padang"*.

Achievement motivation

Motivation has a big influence in encouraging a person to continue to achieve goals in his life. To further understand the definition of motivation, the following describes the definition of motivation according to some experts. According to Chung & Meggison, "Motivation is defined as/goal-directed behavior. It concerns the level of effort one exerts in pursuing a goal ... it's closely performance" (motivation is defined as behavior aimed at goals. Motivation is related to the level of effort exerted by a person in pursuing a goal ... motivation is closely related to job satisfaction and performance) (Fahmi, 2013).

Andrew J Dubrin stated that motivation is expending effort to achieve results, where effort is a power that comes from within the self (Dubrin, 2012). Meanwhile, Gomez-Mejia stated that motivation is a person's desire to do the best job or make maximum effort to complete the work assigned. Motivation energizes, directs, and maintains human behavior (Gomez-Mejia, 2012).

Then Sondang P. Siagian argues that motivation is the driving force that results in a member of the organization being willing and willing to mobilize his abilities (in the form of expertise or skills), energy, and time to carry out various obligations that are his responsibility, in the context of achieving organizational goals and objectives. (Siagian, 2012). In line with that, Hasibuan argues that motivation is the provision of a driving force that creates enthusiasm for someone's work so that they want to work together, work effectively, and integrate with all their efforts to achieve satisfaction. Based on some of the opinions above, it can be concluded that motivation is the desire of someone who encourages and moves them to exert their abilities with all their might and efforts to achieve goals and satisfaction.

David C. McClelland and his colleagues or institutions from Harvard University in the United States researched on employee achievement drives over more than twenty years. Then produce a theory of needs which is the source of achievement motivation theory. Achievement motivation is a theory that explains how individuals try with their strengths and efforts to achieve better performance in carrying out work activities related to their duties and responsibilities.

According to McClelland, there are three basic human needs, namely a) the need for achievement, b) the need for affiliation, and c) the need for power. The need for achievement is a motive that in contrast can be distinguished from other needs. The need for affiliation is almost the same or can be distinguished from the need for inclusion, love, and social activity as proposed by Maslow. The need for power is an impulse that arises in a person to sit in the most dominant or regulatory position in his group (Danim, 2004).

The need for achievement is the drive to excel, achieve success and excel while trying with all your might and efforts based on predetermined standards. If someone has this drive then he will try to reach the target and even exceed the target then develop the success he has achieved. According to Sudarwan Danim, there are several

characteristics of high achievers, namely:

- 1) Dare to take moderate risks
Moderate risk means that the risk is between the highest and lowest risks. Workers who are too willing to take risks usually work haphazardly. Conversely, workers who do not want to take risks usually just go with the flow or do not have initiative.
- 2) Wants immediate feedback
Positive feedback does not make him complacent and negative feedback does not cause excessive frustration. Both advantages and disadvantages are utilized to increase performance over current conditions. The information he gets is used to improve his performance for the better.
- 3) Success is carefully calculated
This type of worker is more concerned with achieving the tasks assigned to him without overly calculating what rewards he will get. He is more satisfied with the intrinsic aspects of the job than with material rewards or special gifts.
- 4) Integrate with the task
Employees with high achievement motivation accept assignments as part of their lives. The tasks or work (orders) he faces or is delegated to him are not seen as a burden but seen as fairness (Danim, 2004).

The need for affiliation is the drive to form a close and friendly relationship between individuals. If a person has good affiliation motivation and good cooperation, he will work well when he is praised. According to Richard, affiliation-motivated people will choose friends around them because they will receive self-satisfaction from friendship and from the freedom they develop these relationships. The need for power is an urge that arises from within a person to make other people behave in such a way that they would not behave otherwise (Daft, 2008).

Through this theory of achievement motivation, it is known that humans do work because they are driven by the need for achievement, the need for affiliation, and the need for power. Robert A. Baron suggests that achievement motivation is the desire to achieve difficult tasks and meet standards of excellence. There are two characteristics of highly motivated people; a) people who have high achievement motivation tend to look for tasks that are quite challenging, b) people who have high achievement motivation have a stronger desire than average average for feedback on their performance (Baron, 2008).

Based on the description above, it can be concluded that achievement motivation is a desire within a person to excel and achieve success by trying his best at work. Achievement motivation is an encouragement to have achievement and succeed in a competitive situation.

Based on the opinion of experts, the indicators of achievement motivation are 1) daring to take risks; 2) wanting feedback; 3) success is carefully calculated; 4) earnestly involved in the task.

Work Commitment

Commitment means a determination in carrying out various activities within the

organization to achieve goals. Commitment also means the attitude that must be owned by each individual in his work in an organization. Commitment is an important aspect of acting by showing an attitude as the basis for one's involvement. Commitment is defined as an attitude of involvement and a form of one's loyalty to an organization.

Commitment boils down to the belief to be responsible or promise to do the best work with the realization of a genuine effort to achieve organizational goals that are effective and efficient. The importance of commitment in the organization because he can develop attitudes and behaviors that direct employee activities in a positive direction so that organizational goals are achieved.

Teachers and employees who have high commitment will also have high involvement and obligation values. It also describes determination and belief as well as strong support for the values and goals to be achieved. So that these teachers and employees wish to continue to actively participate in various organizational activities and then feel at a loss or guilty when they cannot be involved in the organization.

According to Baron and Greenberg, four things will determine a person's level of commitment, namely: a) the higher the level of responsibility and autonomy given to someone in carrying out their work, the more attractive a job is to someone, and the higher the commitment; b) the more open the opportunity to work elsewhere, will result in lower commitment; c) a person's characteristics, such as the level of satisfaction with the current job affects the level of commitment; d) the situation or organizational culture such as the closeness or kindness of the leadership can make employee commitment high, as well as the organization's concern for the level of welfare (Greenberg, 2003).

Several factors affect a person's work commitment. According to Armstrong, two factors affect commitment: 1) the environment, namely organizational culture and values will encourage or discourage high achievers; 2) the individual, namely the level of one's attachment will be influenced by the way he is directed and motivated (Armstrong, 1994). In more detail, the factors thought to influence teacher work commitment identified in the field are as follows: a) work motivation, b) non-material incentives, c) material incentives, d) climate of cooperation, e) education, f) leadership style, g) supervision, h) teacher placement, and i) communication.

Based on the description above, it can be concluded that work commitment is a belief in being responsible and trying to give the best at work seriously and continuously being active in activities, and achieving school goals. In this case, of course, the teacher must have a work commitment in carrying out his duties and responsibilities. According to Prawiradilaga, there are four tasks of a teacher, namely: planning teaching and learning programs, carrying out teaching and learning processes, assessing student learning outcomes, and compiling lesson materials (Prawiradilaga, 2007). Based on the description above, the indicators of work commitment are 1) a sense of responsibility, 2) loyalty, 3) self-discipline, and 4) caring.

B. Methods

This research uses a quantitative approach with descriptive methods. According to Sugiyono, quantitative descriptive research is research that is intended to obtain data in the form of numbers or numerical quantitative data (Sugiyono, 2008). The quantitative descriptive used is a causal correlation descriptive type because this study aims to see the relationship between one variable and another. Causal analysis is needed to reveal the effect of the independent variable on the dependent variable so that the hypothesis can be tested empirically and through accurate statistical analysis. In this research, the researcher intends to find out whether there is an influence between achievement motivation and work commitment at SMK Muhammadiyah 1 Padang.

Determination of the sample from the population is done randomly (Simple Random Sampling). Data collection for this research was carried out when Indonesia and the world were being hit by the Covid-19 pandemic. Therefore, for the smoothness and success of research data collection, the number of samples for filling in data online is limited to only 30 people. So the samples taken in this study were 30 teachers. This is what was stated by Baley, who stated that for research using statistical data analysis, the minimum sample size is 30 (Mahmud, 2011). Data collection using a questionnaire was carried out systematically *online*, via Google Forms, which can be accessed by each respondent via their device.

C. Results and Discussion

The research data includes achievement motivation variable data (X) and work commitment variable data (Y). Through these data obtained descriptive data analysis as follows:

Table 1. Descriptive Data Analysis

Variable	N	Descriptive Statistics					
		Mean	Std. Deviation	Minimum	Maximum	Median	Modus
Commitment Work	30	53,33	6,71	16	64	55	58
Motivation Achievement	30	48,4	5,36	14	56	49,5	51

Complete data on the summary score of the achievement motivation variable can be seen in the following table.

Table 2. Achievement Motivation Research Data

No	Information	Amount
1	Achievement Motivation Instrument Items	14
2	Score Minimum	14
3	Score Maximum	56
4	Lowest Score	37
5	Highest Score	56
6	Mean	48,4
7	Median	49,5
8	Modus	51
9	Std. Deviation	5,36

To find out the histogram of achievement motivation scores in detail can be seen in Figure 1.

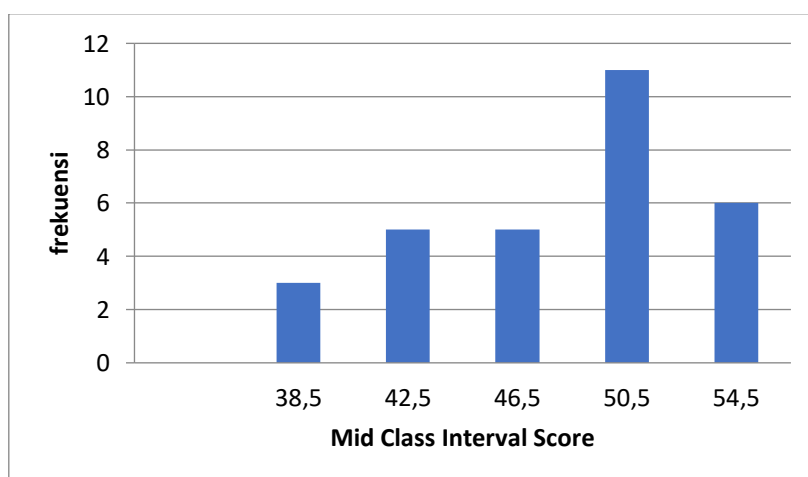


Figure 1. Histogram of Achievement Motivation Score Distribution (X)

Complete data on the summary score of the work commitment variable can be seen in the following table.

Table 3. Work Commitment Research Data

No	Information	Amount
1	Work Commitment Instrument Items	16
2	Score Minimum	16
3	Score Maximum	64
4	Lowest Score	37
5	Highest Score	64
6	Rate-rate (mean)	53,33
7	Median	55
8	Modus	58
9	Std. Deviation	6,71

To find out the work commitment score histogram in detail, it can be seen in Figure 2.

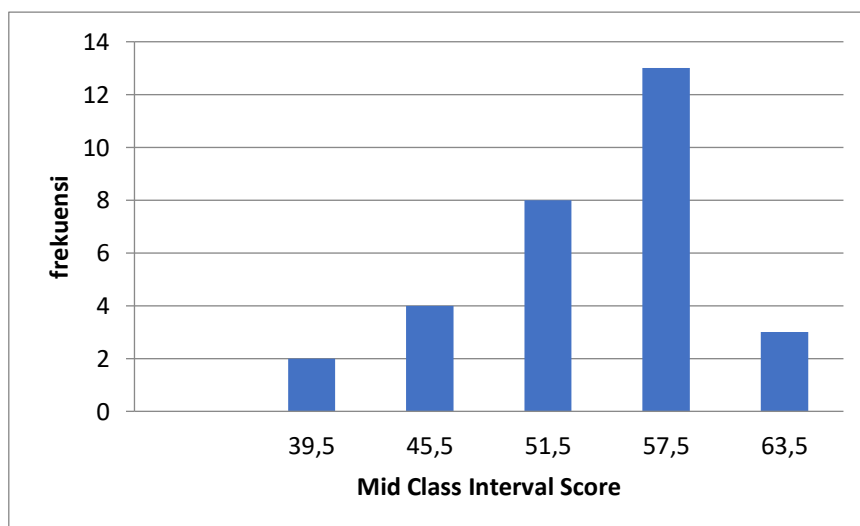


Figure 2. Histogram of Work Commitment Score Distribution (Y)

The research hypothesis reads as follows, there is an influence between achievement motivation and work commitment. The relationship model of achievement motivation to work commitment is as follows:

- Ho: there is no significant effect between achievement motivation (X) on work commitment (Y)
- Ha: there is a positive and significant influence between achievement motivation (X) on work commitment (Y)

The results of testing the data with simple linear regression analysis on the variable achievement motivation (X) on work commitment (Y) are shown in the following table.

Table 4. Regression Equation Significance Test Results between Achievement Motivation and Work Commitment Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	12,015	8,411		1,428	,164
X2	,854	,173	,683	4,941	,000

a. Dependent Variable: Y

From the table above the regression coefficients show that the regression direction coefficient b is 0.854 and the constant a is 12.015. Thus, the form of the relationship between the two variables can be expressed by the regression equation $Y = 12.015 + 0.854X$. From the calculation results, it was found that work commitment without achievement motivation (constant) was 12.015 and each change/increase in the achievement motivation variable would determine the teacher's work commitment. This means that every time there is an increase of one point in the achievement motivation variable it will increase the teacher's work commitment variable score of 0.854. To determine the magnitude of the influence of achievement motivation on work commitment can be seen in the following table.

Table 5. Determination Coefficient Value

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,683 ^a	,466	,447	4,993

a. Predictors: (Constant), x
 b. Dependent Variable: y

Based on the results of the table above, it is known that the R Square value is 0.446. This value implies that the influence of achievement motivation (X2) to work commitment (Y) is 46.6%. This shows that the null hypothesis (Ho) is rejected, which means that the research hypothesis which states that there is a positive and significant influence between achievement motivation on teacher work commitment can be accepted.

The achievement motivation of teachers at SMK Muhammadiyah 1 Padang in general has good achievement motivation. This happened partly because the average teacher at the school was still young. So that he still feels at home at school doing experiments that challenge the emergence of new creativity from him. Complete facilities and infrastructure is also a driving force for teachers to continue working and honing their skills. However, sometimes the achievement motivation goes up and down when there is no feedback from the environment. Because they also want their work to be appreciated and known by the environment.

In connection with achievement motivation and teacher work commitment, when achievement motivation exists, of course, there will be a driving force for someone to excel. Then it will make him more enthusiastic about doing the job as well as possible and will make his commitment to work increase as well. Vice versa, when the motivation for achievement decreases, it tends to even disappear. So that there is no driving force from within a person to excel. In the end, the enthusiasm in carrying out the work did not appear and the work was not carried out optimally.

Based on the results of data analysis achievement motivation makes a very significant contribution to teacher work commitment in SMK Muhammadiyah 1 Padang by 46.6% and the remaining 53.4% is a contribution from other variables. Achievement motivation is one of the determining factors in increasing work commitment in the SMK Muhammadiyah 1 Padang environment. This is by research conducted by Hobir (2017) which states that there is a positive and significant influence of achievement motivation on organizational commitment.

The results of this study indicate that there is a positive relationship between achievement motivation and teacher work commitment. If the achievement motivation is good (positive), then the teacher's work commitment will be good. Conversely, if the achievement motivation is bad (negative), then the teacher's work commitment will also be bad. However, this does not mean that achievement motivation alone determines teacher work commitment, but there are many other factors: leadership style, non-material incentives, material incentives, the climate of cooperation, and so on.

Teacher achievement motivation at SMK Muhammadiyah 1 Padang makes a significant contribution to teacher work commitment. This is illustrated by the existence of several teachers who have succeeded in bringing their students to win championships and become the best at the city and provincial levels and some have even succeeded in bringing their students to represent the province at the national level. Then some teachers work beyond their teaching hours, guiding students to study in workshops outside of learning hours or just doing experiments to hone their skills. As well as working outside of school hours until late in the evening, some even

late into the night to help achieve school programs. Moreover, SMK Muhammadiyah 1 Padang consists of many expertise programs, so it will create healthy competition between expertise programs to innovate and become superior. Research conducted by Astuti & Lian also revealed that there was an increase in commitment to work professionalism due to fieldwork programs for female employees (Astuti, 2018). This means that increasing work commitment will also have an impact on increasing teacher professionalism as seen through their performance. This is also by research conducted by Hayati, et al which states that commitment organization has a significant effect on the performance of teachers in SMA Negeri 1 Sungai Rotan, meaning that the better the organizational commitment, the better the teacher's performance (Hayati, 2016). So, This work commitment is one of the most important aspects that need to be improved by teachers. Wrong one of which needs to be improved through achievement motivation, so that there is encouragement from within to succeed and make his commitment to work increase.

These findings are by what was expressed by Winardi which states that people who have a very strong drive to succeed, struggle for achievement. Personally, not for the reward of success alone. They have a desire to do something better or more efficiently than has been done before, this drive is the need for achievement (*an achievement need*) (Winardi, 2002). In line with that Hasibuan stated that the need for achievement is the driving force that motivates one's work enthusiasm. Therefore the desire to achieve achievement will encourage a person to develop creativity and mobilize all the capabilities and energy they have to achieve optimal work performance (Hasibuan, 2007). McClelland further stated that individuals with a high need for achievement prefer job situations with personal responsibility, feedback and an intermediate degree when these characteristics apply high achievement will be more motivated. Such teachers will display higher performance, which in turn improves the quality of education (Winardi, 2002).

Achievement motivation is an encouragement to have achievement and succeed in a competitive situation. Someone who has achievement motivation will try with all his might and efforts to achieve better performance in carrying out his work activities related to his duties and responsibilities. The motivation that he has will encourage and move him to exert his abilities with all his might and efforts to achieve goals and satisfaction. So that he will give his best in his work with a belief to be responsible at work and continuously active in activities and achieving school goals. In other words, it will increase the teacher's commitment to carrying out his work.

Even though the influence of achievement motivation in this study only had an effect of 46.6 on teacher work commitment, this could continue to be improved if the teacher had achievement motivation in his work.

D. Conclusion

Based on the results of the study which included two variables, namely achievement motivation (X) and work commitment (Y) at SMK Muhammadiyah 1 Padang, whose data frequency distribution tended to be normal. The results of data analysis to test the research hypothesis can be concluded as follows: Achievement

motivation makes a significant contribution to the work commitment of teachers of SMK Muhammadiyah 1 Padang by 46.6% with a regression equation $Y = 12.015 + 0.854X$. This means that the higher the achievement motivation, the higher the teacher's work commitment. Conversely, the lower the achievement motivation, the lower the teacher's work commitment.

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