

The Influence of Organizational Commitment, Competence, Academic Atmosphere on Motivation and Performance (Study on State Elementary School Teachers in Region 3T: Lagging, Frontier, Outermost)

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Abstract: The purpose of this study is to empirically test and explain (1) the effect of organizational commitment on motivation, (2) the effect of Competence on motivation, (3) the influence of the academic atmosphere on motivation, (4) the effect of organizational commitment on performance, (5) the effect of Competence on performance, (6) the effect of the academic atmosphere on performance, and (7) the effect of motivation on performance. This type of research is explanatory research. The research sample is teachers who work in the 3 T region (Lagging, Frontier, Outermost) in Tojo Una-Una Regency, Central Sulawesi Province, and the number of samples is 200 teachers. The data analysis method uses Structural Equation Modeling (SEM), the results show that (1) organizational commitment has a significant effect on motivation, (2) competence has no significant effect on,

Keywords: Organizational Commitment, Competence, Academic Atmosphere, Motivation, and Performance.

I. INTRODUCTION

The development of an organization, both government and private, can be measured by the extent to which each individual achieves the performance. According to Susanto (2014), Performance can be understood as an achievement, result, or ability that is earned or shown in the implementation of work, obligations or tasks individuals, including teachers.

Tojo Una-Una Regency has been designated as a 3T area through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 123/P/2012 concerning Designation of Special Regions, spread over 8 sub-districts. The number of schools included in the disadvantaged category is 47 schools with 3,928 students. Characteristics of the 3 T region that are subject to limitations, the teachers who work in that area must have a high commitment to the organization. According to Allen and Mayer (2009) that organizational commitment consists of: three, namely: (1) affective commitment, (2) normative commitment, and (3) continuance commitment.

The importance of teacher commitment has attracted the attention of researchers, including Shadma and Rasmita, (2009), Tuğrul Mart, (2013), and Basilius and Anak Agung (2017). The results show that committed teachers tend to play their roles effectively what their jobs require and to build good teacher-student relationships consistent with professional values. The findings of Shadma and Rasmita (2009), Tuğrul Mart (2013), and Basilius and Anak Agung (2017) are reinforced by Suharto, et al. (2018); the results of the study explain that commitment directly affects the job performance of Civil Servants.

In addition to the teacher's commitments most crucial thing to note is the Competence of the teacher. Competence is seen from the education of elementary school teachers in the 3T region, the dominant education is Strata D2, and a small part has an undergraduate education. How vital is Competence, as explained by Spencer and Spencer (1993), that Competence is a characteristic that stands out for a person, ways of behaving, and thinking in all situations that last for an extended period? Five characteristics of Competence, according to Spencer and Spencer (1993), are: (1) Motive, is something that is thought and desired, (2) Traits, are physical characteristics and consistent responses to situations, (3) Self-concept, namely attitudes, values, and the image of a person, (4) Knowledge, namely the information a person has in a particular field, and (5) Skills, namely the ability to perform tasks related to physical and mental. Thus, it can be concluded that Competence is needed as an essential characteristic for someone in doing work, by combining education,

Research on Competence about performance has been carried out by previous researchers, including Maende and Luvai (2014), Bambang et al. (2016), Haniatin (2016), and Sumual et al. (2017), Sammy et al. (2018). The findings reveal that professional teacher training, teacher discipline, and teacher competence positively and significantly affect

performance. And the most significant influence contribution to performance is professional teacher training.

Characteristics of the 3T region with all the limited facilities and infrastructure, teachers are required to have high commitment and good Competence, and teachers are also expected to create an academic atmosphere. According to Kurniawan (2013), the academic atmosphere is an ideal academic atmosphere that can be described by various activities (activities) in the school environment, which are characterized by harmonious interactions between teachers-students, students, and teachers based on academic values. This is in line with the opinion of Bosque and Dore (1998) that the learning and teaching environment must implement six (6) functions, namely: (1) information, (2) communicating, (3) collaborating, (4) product, (5) buffer and (6) manage.

Regarding the academic atmosphere has attracted the attention of researchers, including Sarwat and Muhammad (2014), Shamaki and Timothy (2015), Ahmad et al. (2018), the results of descriptive research show the average value of the academic environment is 3.79 (good category). The indicator that gives the highest contribution to the intellectual atmosphere is: collaboration, and the lowest indicator is: instructional innovation. Thus, it can be concluded that the academic atmosphere or academic atmosphere can trigger teacher work motivation.

Furthermore, the government's attention to motivating teachers to stay in the 3T region is through providing special allowances for teachers. The funding comes from the APBN and APBD. The form of material motivation is the essential driving force or stimulant that causes people to do something. This motivation is the guiding force that moves people to behave to achieve specific goals. According to Gibson et al. (2011), motivation is a force that can encourage him to do something that causes and directs behavior. Maslow (Kreitner and Kinicki; 2014) introduced a theory of motivation based on a hierarchy of needs, five basic needs that influence behavior- physiological, security, social, esteem, and self-actualization. In line with the opinion of Robbins and Timothy (2018), motivation describes the strength, direction, and persistence of a person to achieve goals.

How important teacher motivation is, has received serious attention from several researchers, including those conducted by Atiya and Palwasha (2016), Rhini et al. (2017), and Elizabeth (2019). The results of the study conclude that teacher motivation has a significant influence on performance. This study recommends that teachers should be given better explanations in terms of salary and promotion. Other research conducted by: research results show that: In addition, analysis by Hamidi et al. (2017) leads that (1) intrinsic factors that motivate teachers to persist in teaching in remote areas (a sense of responsibility for education, teachers enjoy work, teachers gain good appreciation from the local community,

II. LITERATURE REVIEW

Relationship between Organizational Commitment and Motivation

Previous researchers have carried out an empirical study of the relationship between organizational commitment and motivation. Empirical evidence shows that (a) organizational commitment has a positive and significant effect on work motivation, and (b) organizational commitment has a substantial contribution or influence of 76% on the variance of work motivation variables (Farida et al., 2016). Other empirical research conducted by Bano et al. (2019) and Tugrul (2013) explains that very high organizational commitment can lead to increased performance and efficiency of an employee in completing organizational tasks and goals. It can be demonstrated that organizational commitment can improve one's work motivation to better perform according to individual and organizational expectations.

H1: Organizational commitment has a significant effect on motivation Relationship of Competence with Motivation,

Robbins and Judge (2015) explain that Competence is "the ability or capacity of a person to do various tasks in a job, where this ability is determined by 2 (two) factors, namely intellectual ability and physical ability. Likewise, according to Veithzal et al. (2015), Competence is a fundamental characteristic possessed by a person that directly affects or can predict good performance. Because of the importance of competence in motivation, it has been the concern of previous researchers, among others, by Heriyanto et al. (2018), Utoyo et al., (2019). The findings state that Competence has a direct impact on work motivation. Based on previous empirical studies and studying the theories that have been described previously, the following hypotheses are formulated:

H2: Competence has a significant effect on motivation Relationship between Academic Atmosphere and Motivation

The relationship between the academic atmosphere and employee work motivation has become an exciting issue for previous researchers, including those conducted by Srikanthan and Dalrymple (2003), Thrash (2009), Siddique et al. (2011); Alafy et al. (2013), explained that the academic atmosphere is a learning process that adheres to a system of academic freedom and can form a campus climate that is ethical and moral. Likewise, Agustina's opinion, at al (2016) explains that the academic atmosphere is a condition that must be created to make the learning process run according to the vision, mission, and goals. In addition, Ahmad et al. (2018) research concluded that the academic atmosphere significantly affected motivation.

H3: Academic Atmosphere has a significant effect on motivation Relationship between Organizational Commitment and Performance

Previous research has proven that commitment has a significant influence on performance, among others, carried

out by Anwar et al. (2019), this study reveals that Competence, motivation Jafri and Lhamo (2013) explains that employee organizational commitment is one of the attitudes that can lead to high performance. Employees committed to their organization are more likely to be better off than employees who are less committed because they put more effort on behalf of the organization towards its success and strive to achieve its goals and mission. Next, pThe research of Anwar et al. (2019) has proven that commitment has a significant effect on performance; a decrease in organizational commitment among teachers can affect the quality and quantity of their performance. Based on empirical studies and studying the theories that have been described previously, the following hypotheses are formulated:

Based on empirical studies and studying the theories that have been described previously, the following hypotheses are formulated:

H4: Organizational Commitment has a significant effect on performance Relationship between Competence and Performance

Competency research on performance has become the attention of previous researchers, among others, has been carried out by Bambang et al. (2016), Haniatin (2016) has proven empirically Competence has a significant effect on performance, especially in the development of teacher competencies, primarily academic and professional competencies. In addition, research conducted by Sammy et al. (2019), the results of his study recommend that teachers are encouraged to develop their competencies for effective delivery in the classroom. Thus, the research has proven that the competencies possessed will improve employee performance, including SDN teachers who work in the 3 T area. Based on empirical studies and studying the theory described previously, the following hypothesis is formulated:

H5: Competence has a significant effect on performance Relationship between Academic Atmosphere and Performance

Research on the academic atmosphere about performance has been the concern of previous researchers, among others, has been carried out by Sarwat and Muhammad (2014), where the results of the study explain that Robbins and Judge (2015) explain employee performance is a function of the interaction between ability and motivation. In line with Gibson et al. (2011), every employee in the organization is required to

make a positive contribution through good performance, considering that organizational performance depends on the performance of its employees. Likewise, Simamora (2012) explains that performance is the level of work achievement efficiently and effectively, or employee performance is work performance. Thus, it can be concluded that the creation of an academic atmosphere will affect the overall performance in the process of achieving academic achievement.

Research on the academic atmosphere about performance has been the concern of previous researchers, among others, has been carried out by Sarwat and Muhammad (2014). The results of the study explain that a supportive school environment affects performance. In addition, research conducted by Raziq and Raheela (2015) and Hafeez et al. (2019) has been able to show that the academic atmosphere (workplace environment) has a significant influence on employee performance. Based on empirical studies and studying the theories that have been described previously, the following hypotheses are formulated:

H6: Academic Atmosphere has a significant effect on The Relationship between Motivation and Performance

The Relationship between Motivation and Performance

Motivation theory divides 3 basic needs in work motivation: achievement, power, and affiliation (Robbins and Judge, 2015). McClelland argued that individuals have potential energy reserves. How this energy is released and developed depends on the strength or motivation of the individual and the available situations and opportunities. McClelland describes three types of motivation, namely: (1) The need for achievement (N-Ach), (2) The need for power (Need for Power: N-Pow), and (3) the Need for Affiliation or friendship (*Need for Affiliation: N-Aff*). The relationship of motivation to performance has been carried out by Fei and Crispina (2019), Elizabeth (2019), and Rhini et al. (2017); his findings confirm that motivation affects the main construction to improve performance. This finding is different from the findings of Nawangsih and Linayaningsih (2015), where the study results show no significant relationship between motivation and performance.

Based on empirical studies and studying the theories that have been described previously, the following hypotheses are formulated:

H7: Motivation has a significant effect on performance.

The conceptual framework

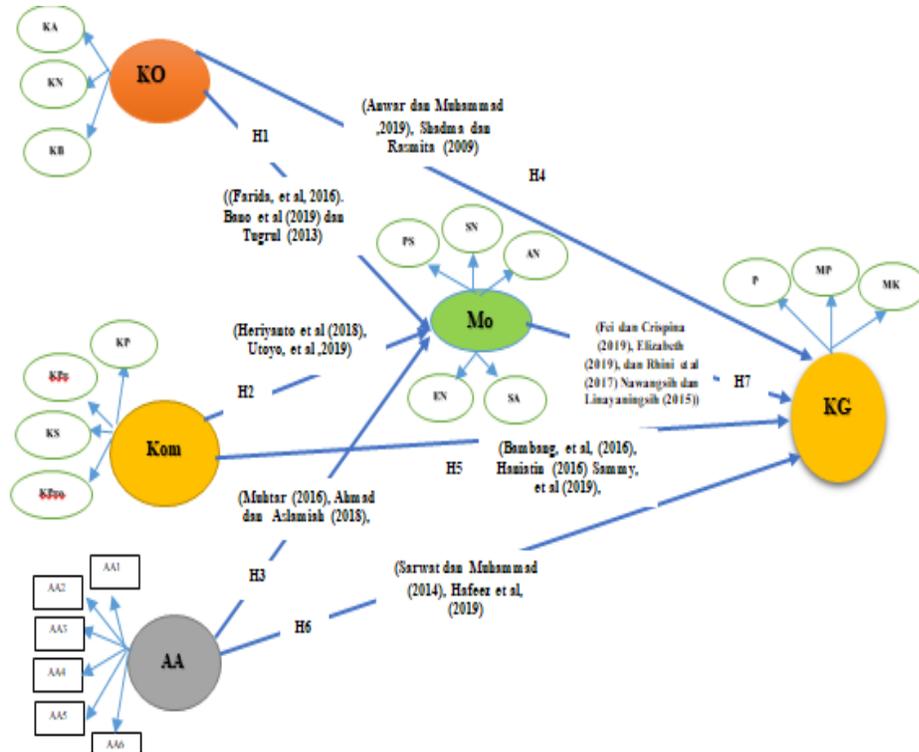


Figure 1: Research Structure Model

Information:

- KO : Organizational Commitment Mo: Motivation
- Kom : KAA competency: Academic Atmosphere
- KG : Teacher Performance

II. METHODOLOGY

This type of research includes the explanatory kind of research. Explanatory is a type of research that highlights the relationship between research variables and tests hypotheses that have been formulated previously (Sekaran & Bougie, 2017). The same opinion was expressed by Sugiyono (2017) and Sukmadinata (2009) that explanatory research is research that explains the position between the variables studied and the relationship between one variable and another. Furthermore, Sekaran & Bougie (2017), when viewed from the research objective, this research is in the form of a descriptive and explanatory study through hypothesis testing.

Sampling and data collection

The population in this study were all SDN teachers left behind in the 3T region, as many as 396 teachers (250 PNS teachers and 146 non-PNS teachers). The sample size refers to the opinion of Ferdinand (2000) that the sample size for model testing using SEM is between 100-200 samples or depending on the number of parameters used in all latent variables, namely the number of parameters multiplied by 5 to 10. In general, the structural equation model has at least 200

observations (Kelloway, 1998; Bacharuddin and Harapan, 2003). Furthermore, it is generally acceptable for a sample of 200 as a representative sample in SEM analysis. On the other hand, Kusnendi (2005) opinion states that the minimum sample size for SEM analysis is 100-200. Based on the opinion reference above, the researchers set 200 samples. The analysis carried out for the structural measurement model is using AMOS software release 20.0.

Table 1 below is a suitability index and cut-off value to test whether a model can be accepted or rejected according to Ferdinand (2000); the CFI criteria can be presented as follows.

Table 1. CFI (Comparative Fit Index)

No	The goodness of Fit Index	Cut off value
1	Chi-Square	Expected to be small below the table value
2	Significance	> 0.05
3	RMSEA	< 0.08
4	GFI	> 0.90
5	AGFI	> 0.90
6	CMIN/DF	< 2.00
7	TLI	> 0.95
8	CFI	> 0.94

Source: Ferdinand (2000).

III. RESEARCH RESULT

Respondent Profile

Respondents in this study were 200 teachers of SDN 3 T region, described as follows.

Table 1. Respondent Profile

No	Description		□	%
1	Gender	Man	107	53.5%
		Woman	91	46.5%
Amount			200	100%
2	Age	17-27 Yr	13	6.5%
		> 27-37 Yrs	72	36%
		> 37-47 Yr	67	33.5%
		> 47 Yrs	48	24%
Amount			200	100%
3	Family Status	Marry	180	90%
		Single	20	10%
Amount			200	100%
4	Education	SMA/SMK/Equivalent	30	15%
		DII/DIII	49	24.5%
		Bachelor	118	59%
		Postgraduate	3	1.5%
Amount			200	100%
5	Rank/Goal	PNS Goal II	36	18%
		PNS Goal III	87	43.5%
		PNS Goal IV	7	3.5 %
		Honorary	70	35%
Amount			200	100%
6	Years of service	0-5 Years	26	13%
		>5-15 Years	107	53.5%
		>15-25 Years	48	24%
		>25 Years	19	9.5%
Amount			200	100%
7	Salary/Honor	<Rp.1.000.000	68	34%
		> IDR 1,000,000 -	3	1.5%

		IDR 2,000,000		
		> IDR 2,000,000 - IDR 3,000,000	71	35.5%
		> IDR 3,000,000	58	29%
Amount			200	100%
8	3T allowance	<Rp.1.000.000	76	38%
		> IDR 1,000,000 - IDR 2,000,000	17	8.5%
		> IDR 2,000,000 - IDR 3,000,000	58	29%
		> IDR 3,000,000	49	24.5%
Amount			200	100%

Source: Primary data reprocessed (2021).

Structural Equation Modeling Analysis

SEM testing is carried out with two kinds of tests: the model suitability test called CFA and the causality significance test through the regression coefficient test. For Confirmatory factor analysis (CFA) or measurement model analysis, the research is carried out in two stages: first, testing the conceptual model, if the results are unsatisfactory, proceed to the second stage by providing modification treatment to the developed model after paying attention to the modification index and justification of the existing theory. Suppose in the second stage unsatisfactory results are still obtained. In that case, the third step is taken by eliminating or dropping variables that do not have a critical ratio (CR) value in the regression weight of 2.00 because this variable is considered not to have the same indicators as other variables. to explain latent variables (Ferdinand, 2014).

According to Hair et al. (2014), the value of construct validity can be observed through the estimated coefficient (λ), which is called the loading factor in other terms. This coefficient is valid, which means that the variable observatory used can represent a particular construct when > 0.05 . This study is guided by the provisions recommended by Ferdinand (2014), namely $CR > 2.00$ and the estimated coefficient (λ) or loading factor recommended by Hair et al. (2014) CR value $CR > 2.00$ and the higher loading factor will be better. The results of the data processing will be explained as follows:

Table 2. The goodness of Fit Indices(GFI) computational results

Variable/ Dimension	Criteria	Cut Of Value	Model Computing Results		Model Evaluation	
			EARLY CFA	FINAL CFA	CFA BEGINNING	CFA END
Organizational Commitment (X1): Dimensions of Affective Commitment (KA) (X1.1)	Chi-square	Expected small	43,307	23,775	Not good	Well
	Probability	0.05	0.002	0.205	Not good	Well
	CMIN/DF	2.00	2.165	1.251	Not good	Well
	RMSEA	0.08	0.079	0.036	Well	Very good
	GFI	0.90	0.948	0.971	Well	Very good
	TLI	0.95	0.915	0.982	Not good	Well

	AGFI	≥ 0.90	0.906	0.945	Well	Very good
	CFI	0.95	0.939	0.988	Not good	Well
Organizational Commitment (X1): Dimensions of Normative Commitment (KN) (X1.2)	Chi-square	Expected small	47,646	26,604	Not good	Well
	Probability	0.05	0.000	0.114	Not good	Well
	CMIN/DF	2.00	2,382	1,400	Not good	Well
	RMSEA	0.08	0.086	0.046	Not good	Well
	GFI	0.90	0.941	0.966	Well	Very good
	TLI	0.95	0.903	0.972	Not good	Well
	AGFI	≥ 0.90	0.893	0.935	Not good	Well
	CFI	0.95	0.931	0.981	Not good	Well
Organizational Commitment (X1): Dimensions of Sustainability Commitment (X1.3)	Chi-square	Expected small	44,376	23,943	Not good	Well
	Probability	0.05	0.001	0.198	Not good	Well
	CMIN/DF	2.00	2,219	1,260	Not good	Well
	RMSEA	0.08	0.080	0.037	Not good	Well
	GFI	0.90	0.944	0.969	Well	Very good
	TLI	0.95	0.903	0.980	Not good	Well
	AGFI	≥ 0.90	0.900	0.941	Not good	Well
	CFI	0.95	0.934	0.987	Not good	Well
Competency Variable (X2), Pedagogic Competency Dimension (X2.1)	Chi-square	Expected small	53,908	32,276	Not good	Well
	Probability	0.05	0.000	0.092	Not good	Well
	CMIN/DF	2.00	2,695	1,699	Not good	Well
	RMSEA	0.08	0.095	0.061	Not good	Well
	GFI	0.90	0.934	0.959	Well	Very good
	TLI	0.95	0.884	0.952	Not good	Well
	AGFI	≥ 0.90	0.881	0.922	Not good	Well
	CFI	0.95	0.917	0.968	Not good	Well
Competency Variable (X2), Dimensions of Personality Competence (X2.2)	Chi-square	Expected small	33,242	18,941	Not good	Well
	Probability	0.05	0.003	0.125	Not good	Well
	CMIN/DF	2.00	2,374	1,457	Not good	Well
	RMSEA	0.08	0.085	0.049	Not good	Well
	GFI	0.90	0.952	0.973	Well	Very good
	TLI	0.95	0.884	0.962	Not good	Well
	AGFI	≥ 0.90	0.905	0.942	Well	Very good
	CFI	0.95	0.923	0.976	Not good	Well
Competency Variable (X2), Dimensions of Social Competence (X2.3)	Chi-square	Expected small	2,777	Well		
	Probability	0.05	0.249	-	Well	-
	CMIN/DF	2.00	1,388	-	Well	-
	RMSEA	0.08	0.045	-	Well	-
	GFI	0.90	0.993	-	Well	-
	TLI	0.95	0.986	-	Well	-
	AGFI	≥ 0.90	0.965	-	Well	-
	CFI	0.95	0.995	-	Well	-

Competency Variable (X2), Dimensions of Professional Competence (X2.4)	Chi-square	Expected small	20.984	13,964	Not good	Well
	Probability	0.05	0.013	0.083	Not good	Well
	CMIN/DF	2.00	2,332	1,746	Not good	Well
	RMSEA	0.08	0.084	0.063	Not good	Well
	GFI	0.90	0.963	0.976	Well	Very good
	TLI	0.95	0.924	0.957	Not good	Well
	AGFI	≥ 0.90	0.913	0.936	Well	Very good
	CFI	0.95	0.954	0.977	Well	Very good
Academic Atmosphere Variable (X3)	Chi-square	Expected small	14,410	-	Well	-
	Probability	0.05	0.108	-	Well	-
	CMIN/DF	2.00	1,801	-	Well	-
	RMSEA	0.08	0.056	-	Well	-
	GFI	0.90	0.974	-	Well	-
	TLI	0.95	0.966	-	Well	-
	AGFI	≥ 0.90	0.939	-	Well	-
	CFI	0.95	0.980	-	Well	-
Motivation Variable (Y1), Physiological Needs Dimension (Y1.1)	Chi-square	Expected small	0.051	-	Well	-
	Probability	0.05	0.975	-	Well	-
	CMIN/DF	2.00	0.025	-	Well	-
	RMSEA	0.08	0.000	-	Well	-
	GFI	0.90	1,000	-	Well	-
	TLI	0.95	1.039	-	Well	-
	AGFI	≥ 0.90	0.999	-	Well	-
	CFI	0.95	1,000	-	Well	-
Motivation Variable (Y1), Dimension of Safety or Security Needs (Y1.2)	Chi-square	Expected small	5.103	0.087	Not good	Well
	Probability	0.05	0.078	0.768	Well	Very good
	CMIN/DF	2.00	2,552	0.087	Not good	Well
	RMSEA	0.08	0.091	0.000	Not good	Well
	GFI	0.90	0.986	1,000	Well	Very good
	TLI	0.95	0.932	1.040	Not good	Well
	AGFI	≥ 0.90	0.931	0.998	Well	Very good
	CFI	0.95	0.977	1,000	Well	Very good
Motivation Variable (Y1), Affiliation or Acceptance Needs Dimension (Y1.3)	Chi-square	Expected small	1.154	-	Well	-
	Probability	0.05	0.561	-	Well	-
	CMIN/DF	2.00	0.577	-	Well	-
	RMSEA	0.08	0.000	-	Well	-
	GFI	0.90	0.997	-	Well	-
	TLI	0.95	1.031	-	Well	-
	AGFI	≥ 0.90	0.999	-	Well	-
	CFI	0.95	0.985	-	Well	-
Motivation Variable (Y1), Esteem or	Chi-square	Expected small	2,713	-	Well	-
	Probability	0.05	0.258	-	Well	-

Status Needs Dimension (Y1.4)	CMIN/DF	2.00	1.365	-	Well	-
	RMSEA	0.08	0.043	-	Well	-
	GFI	0.90	0.993	-	Well	-
	TLI	0.95	0.970	-	Well	-
	AGFI	≥ 0.90	0.964	-	Well	-
	CFI	0.95	0.990	-	Well	-
Motivation Variable (Y1), Self Actualization Dimension (Y1.5)	Chi-square	Expected small	1,780	-	Well	-
	Probability	0.05	0.411	-	Well	-
	CMIN/DF	2.00	0.890	-	Well	-
	RMSEA	0.08	0.000	-	Well	-
	GFI	0.90	0.995	-	Well	-
	TLI	0.95	1.006	-	Well	-
	AGFI	≥ 0.90	0.976	-	Well	-
	CFI	0.95	1,000	-	Well	-
Performance Variable (Y2), Planning Dimension (Y2.1)	Chi-square	Expected small	18,024	5.172	Not good	Well
	Probability	0.05	0.003	0.207	Not good	Well
	CMIN/DF	2.00	3,605	1.293	Not good	Well
	RMSEA	0.08	0.117	0.039	Not good	Well
	GFI	0.90	0.968	0.990	Well	Very good
	TLI	0.95	0.878	0.986	Not good	Well
	AGFI	≥ 0.90	0.903	0.962	Well	Very good
	CFI	0.95	0.939	0.994	Not good	Well
Performance Variable (Y2), Dimensions of Implementing Process (Y2.2)	Chi-square	Expected small	3.889	-	Well	-
	Probability	0.05	0.566	-	Well	-
	CMIN/DF	2.00	0.778	-	Well	-
	RMSEA	0.08	0.000	-	Well	-
	GFI	0.90	0.992	-	Well	-
	TLI	0.95	1.023	-	Well	-
	AGFI	≥ 0.90	0.976	-	Well	-
	CFI	0.95	1,000	-	Well	-
Performance Variable (Y2), Dimension Assessing progress (Y2.3)	Chi-square	Expected small	0.161	-	Well	-
	Probability	0.05	0.922	-	Well	-
	CMIN/DF	2.00	0.081	-	Well	-
	RMSEA	0.08	0.000	-	Well	-
	GFI	0.90	1,000	-	Well	-
	TLI	0.95	1.024	-	Well	-
	AGFI	≥ 0.90	0.998	-	Well	-
	CFI	0.95	1,000	-	Well	-

Source: primary data reprocessed (2021)

Furthermore, the results of the Loading Factor (λ) and Critical Ratio (CR) can be presented in the following table:

Table 3. Loading Factor (λ) and Critical Ratio (CR) Measurement of Organizational Commitment Variable (X1) on the Affective Dimension (X1.1)

Indicator	Loading factor (λ)	CR / t-Calculate	Probability (p)	Information
X1.1.1 ← X1.1	0.707	5.107	0.000	Significant
X1.1.2 ← X1.1	0.792	5.265	0.000	Significant
X1.1.3 ← X1.1	0.699	5.089	0.000	Significant
X1.1.4 ← X1.1	0.641	4.938	0.000	Significant
X1.1.5 ← X1.1	0.428	4.080	0.000	Significant
X1.1.6 ← X1.1	0.471	4.299	0.000	Significant
X1.1.7 ← X1.1	0.465	4.275	0.000	Significant
X1.1.8 ← X1.1	0.411			Significant

Source: Data processed, 2021.

Table 4. Table of Loading Factor (λ) and Critical Ratio (CR) Variable Measurement (X1), Normative Dimension (X1.2)

Indicator	Loading factor ()	CR / t-Calculate	Probability (p)	Information
X1.2.1 ← X1.2	0.466	5.429	0.000	Significant
X1.2.2 ← X1.2	0.468	5.446	0.000	Significant
X1.2.3 ← X1.2	0.459	5.374	0.000	Significant
X1.2.4 ← X1.2	0.446	5.235	0.000	Significant
X1.2.5 ← X1.2	0.687	7.394	0.000	Significant
X1.2.6 ← X1.2	0.766	7,940	0.000	Significant
X1.2.7 ← X1.2	0.764	7,922	0.000	Significant
X1.2.8 ← X1.2	0.619			Significant

Source: Processed Data, 2021.

Table 5: Table of Loading Factor () and Critical Ratio (CR)

Measurement of Organizational Commitment Variable (X1), Dimensions of Sustainable Commitment (X1.3)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
X1.3.1 ← X1.3	0.450	5,300	0.000	Significant
X1.3.2 ← X1.3	0.707	5.619	0.000	Significant
X1.3.3 ← X1.3	0.468	7.521	0.000	Significant
X1.3.4 ← X1.3	0.470	7.779	0.000	Significant
X1.3.5 ← X1.3	0.720	5.497	0.000	Significant
X1.3.6 ← X1.3	0.686	5.481	0.000	Significant
X1.3.7 ← X1.3	0.480	7.678	0.000	Significant
X1.3.8 ← X1.3	0.450			Significant

Source: Data processed, 2021.

Table 6: Loading Factor (λ) and Critical Ratio (CR)

Measurement of Competency Variables (X2), Dimensions of pedagogic Competence (X2.1)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
X2.1.1 ← X2.1	0.698	5.319	0.000	Significant
X2.1.2 ← X2.1	0.782	5.508	0.000	Significant
X2.1.3 ← X2.1	0.756	5.458	0.000	Significant
X2.1.4 ← X2.1	0.626	5.102	0.000	Significant
X2.1.5 ← X2.1	0.464	4.403	0.000	Significant
X2.1.6 ← X2.1	0.460	4.382	0.000	Significant
X2.1.7 ← X2.1	0.447	4.314	0.000	Significant
X2.1.8 ← X2.1	0.429			Significant

Source: Data reprocessed, 2021.

Table 7: Table of Loading Factor (λ) and Critical Ratio (CR)
Measurement of Competency Variables (X2), Dimensions of Personality Competence (X2.2)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
X2.2.1 ← X2.2	0.553	5.268	0.000	Significant
X2.2.2 ← X2.2	0.590	5.440	0.000	Significant
X2.2.3 ← X2.2	0.482	4.737	0.000	Significant
X2.2.4 ← X2.2	0.535	5.157	0.000	Significant
X2.2.5 ← X2.2	0.581	5.424	0.000	Significant
X2.2.6 ← X2.2	0.598	5.512	0.000	Significant
X2.2.7 ← X2.2	0.546			Significant

Source: Data processed, 2021.

Table 8: Table of Loading Factor (λ) and Critical Ratio (CR)
Measurement of Competency Variables (X2), Dimensions of Social Competence (X2.3)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
X2.3.1 ← X2.3	0.712	5.735	0.000	Significant
X2.3.2 ← X2.3	0.661	5.579	0.000	Significant
X2.3.3 ← X2.3	0.751	4,801	0.000	Significant
X2.3.4 ← X2.3	0.499			Significant

Source: Primary Data Reprocessed, 2021.

Table 9: Table of Loading Factor (λ) and Critical Ratio (CR)
Measurement of Competency Variables (X2), Dimensions of Professional Competence (X2.4)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
X2.4.1 ← X2.4	0.655	6.353	0.000	Significant
X2.4.2 ← X2.4	0.664	6.657	0.000	Significant
X2.4.3 ← X2.4	0.651	6.575	0.000	Significant
X2.4.4 ← X2.4	0.583	6.109	0.000	Significant
X2.4.5 ← X2.4	0.627	6.162	0.000	Significant
X2.4.6 ← X2.4	0.580			Significant

Source: Data processed, 2021.

Table 10: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Academic Atmosphere Variables (X3)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
X3.1 ← X3	0.687	7.062	0.000	Significant
X3.2 ← X3	0.684	7.042	0.000	Significant
X3.3 ← X3	0.658	6.868	0.000	Significant
X3.4 ← X3	0.610	6.516	0.000	Significant
X3.5 ← X3	0.471	5.317	0.000	Significant
X3.6 ← X3	0.620			Significant

Source: Data processed, 2021.

Table 11: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Motivation Variables (Y1), Dimensions of Physiological Needs (Y1.1)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
Y1.1.1 ← Y1.1	0.606	6.372	0.000	Significant
Y1.1.2 ← Y1.1	0.668	6.209	0.000	Significant
Y1.1.3 ← Y1.1	0.728	5.892	0.000	Significant
Y1.1.4 ← Y1.1	0.591			Significant

Source: Data processed, 2021.

Table 12: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Motivation Variables (Y1), Dimensions of Safety or Security Needs (Y1.2)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
Y1.2.1 ← Y1.2	0.476	5.554	0.000	Significant
Y1.2.2 ← Y1.2	0.853	4.911	0.000	Significant
Y1.2.3 ← Y1.2	0.548	5.404	0.000	Significant
Y1.2.4 ← Y1.2	0.542			Significant

Source: Data processed, 2021.

Table 13: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Motivation Variables (Y1), Affiliation or Acceptance Needs Dimensions (Y1.3)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
Y1.3.1 ← Y1.3	0.696	4.649	0.000	Significant
Y1.3.2 ← Y1.3	0.490	4.498	0.000	Significant
Y1.3.3 ← Y1.3	0.449	4.165	0.000	Significant
Y1.3.4 ← Y1.3	0.561			Significant

Source: Data processed, 2021.

Table 14: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Motivation Variables (Y1), Esteem Dimensions or Status Needs (Y1.4)

Indicator	Loading factor ()	CR/t Count	Probability (p)	Information
Y1.4.1 ← Y1.4	0.500	4.069	0.000	Significant
Y1.4.2 ← Y1.4	0.519	4.126	0.000	Significant
Y1.4.3 ← Y1.4	0.582	4.253	0.000	Significant
Y1.4.4 ← Y1.4	0.546			Significant

Source: Data processed, 2021.

Table 15: Loading Factor (λ) and Critical Ratio (CR)
Measurement of Motivation Variable (Y1), Self Actualization Dimension (Y1.5)

Indicator	Loading factor ()	CR / t-Calculate	Probability (p)	Information
Y1.5.1 ← Y1.5	0.621	5.117	0.000	Significant
Y1.5.2 ← Y1.5	0.580	5.000	0.000	Significant
Y1.5.3 ← Y1.5	0.693	5.257	0.000	Significant
Y1.5.4 ← Y1.5	0.524			Significant

Source: Data processed, 2021.

Table 16: *Loading Factor (λ) and Critical Ratio (CR)*
Measurement of Performance Variables (Y2), Planning Dimensions (Y2.1)

Indicator	Loading factor (λ)	CR / t-Calculat	Probability (p)	Information
Y2.1.1 ← Y2.1	0.597	5.330	0.000	Significant
Y2.1.2 ← Y2.1	0.694	5.147	0.000	Significant
Y2.1.3 ← Y2.1	0.655	5.558	0.000	Significant
Y2.1.4 ← Y2.1	0.718	5.738	0.000	Significant
Y2.1.5 ← Y2.1	0.516			Significant

Source: Data processed, 2021.

Table 17: *Loading Factor (λ) and Critical Ratio (CR)*
Measurement of Performance Variables (Y2), Dimensions of Implementing Processes (Y2.2)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
Y2.2.1 ← Y2.2	0.522	4,571	0.000	Significant
Y2.2.2 ← Y2.2	0.496	4.444	0.000	Significant
Y2.2.3 ← Y2.2	0.406	3.901	0.000	Significant
Y2.2.4 ← Y2.2	0.618	4.875	0.000	Significant
Y2.2.5 ← Y2.2	0.563			Significant

Source: Data processed, 2021.

Table 18: *Loading Factor (λ) and Critical Ratio (CR)*
Measurement of Performance Variables (Y2), Dimensions of Assessing Progress (Y2.3)

Indicator	Loading factor (λ)	CR/t Count	Probability (p)	Information
Y2.3.1 ← Y2.3	0.685	7.251	0.000	Significant
Y2.3.2 ← Y2.3	0.834	7,934	0.000	Significant
Y2.3.3 ← Y2.3	0.726	7,531	0.000	Significant
Y2.3.4 ← Y2.3	0.614			Significant

Source: Data processed, 2021.

Based on Tables 3 to 18 above, it shows that all indicators of the variable/dimension loading factor meet the requirements (LF 0.40). This illustrates that all of these indicators have contributed to the variable dimensions. Next for the probability value of each value is 0.000. it means that it has fulfilled the requirements (p 0.05). This indicates that the indicator statements used in this study on the variable dimensions are significantly indicators of the formed factors.

Hypothesis test

To test the hypothesis of the Effect of Organizational Commitment, Competence, Academic Atmosphere on Motivation and Performance in Tojo Una-Una Regency (Study on State Elementary School Teachers in Region 3 T: Disadvantaged, Foremost, Outermost), can be presented in path coefficients showing the influence between these variables (Table 19)

Table 19: Hypothesis Testing The Effect of Organizational Commitment, Competence, Academic Atmosphere on Motivation and Performance in Tojo Una-Una Regency (Study on State Elementary School Teachers in Region 3 T: Disadvantaged, Foremost, Outermost).

Track	Regression Weight	Critical Ratio	Probability (p)	Information
Organizational Commitment (X1) → Motivation (Y1)	0.815	4.489	***	Significant
Competence (X2) → Motivation (Y1)	0.003	0.275	.784	Not significant
Academic Atmosphere (X3) → Motivation (Y1)	0.058	2.266	.023	Significant
Organizational Commitment (X1) → Performance (Y2)	0.481	6,861	***	Significant
Competence (X2) → Performance (Y2)	-0.013	-1.412	.158	Not significant
Academic Atmosphere (X3) → Performance (Y2)	0.066	2,594	.009	Significant
Motivation (Y1) → Performance (Y2)	0.138	2,619	.009	Significant

Source: Processed SEM Data, AMOS, 20.0.

IV. DISCUSSION

The effect of organizational commitment on motivation

The hypothesis test results (H1) stated that there was a significant influence between organizational commitment and motivation. This study supports the findings of Farida, et al, (2016), Bano et al (2019) and Tugrul (2013), Yanti & Sanny., (2019) and Diansyah et al., (2020). The results of this study are different from the findings of research conducted by Hari et al. (2021), which explains that there is no significant effect between organizational commitment and teacher work motivation. Study Hari et al., (2021) In measuring commitment, it is not based on the division by Dimension, namely the dimensions of affective dedication, normative commitment, and ongoing commitment.

Furthermore, the findings in this research explain that organizational commitment consists of affective, normative, and continual commitment dimensions. It was revealed that teachers in the 3T region, SDN teachers have a high affective obligation, especially teachers who have worked in the 3T region between 5-15 years (54%) and above 15-25 years (24%). Zacher & Rudolph (2021) and Karimah et al. (2021) explain the psychological contract on emotional involvement and career-related behavior through two dimensions of the future time perspective of work. Associated with economic value or compensation benefits received by the opinion of Robbins & Timothy (2015), explains loyalty related to material compensation guarantees other than the level of trust.

The influence of Competence on motivation

The hypothesis test results (H2) stated that there was no significant effect between Competence and motivation. This research is not in line with the study conducted by Heriyanto et al. (2018), Utoyo et al. (2019), Tarigan & Setiawan (2020), and Katarina Hutagalung et al. (2020) found that employee competence had a significant effect on increasing employee motivation. However, the findings on the object of this study were not proven. According to Boyatzis (1982), in theory, Competence refers to the knowledge-based performance that integrates practical and theoretical knowledge with personal and social qualities.

Furthermore, what is sufficient to support the implementation of teaching process activities is the professional Competence of teachers who are categorized as enough. However, their existence is very limited to the support of learning facilities and infrastructure and access to destinations. This finding is in line with Fahmi et al. (2021), who explained that professional Competence has a positive and significant effect on teacher performance. This study also found that work motivation is the most dominant variable influencing teacher performance improvement in schools.

The influence of the academic atmosphere on motivation

The hypothesis test results (H3) stated that there was a significant influence between the academic atmosphere on

work motivation. This study is in line with the research findings conducted by Ahmad et al. (2018) and Ashraf, (2019) confirmed that the work atmosphere has a significant mediating role in linking supervisor cooperation and employee job satisfaction in the organization. In line with the same opinion Agung Nugroho et al. (2020) and Sutanto et al. (2018) that organizational justice and work environment have a positive and significant effect on employee motivation, both individually and collectively. The findings of this study can be interpreted that the better the academic Susana, the higher the work motivation of teachers who work in the 3 T area.

The effect of organizational commitment on performance

The hypothesis test results (H4) prove that organizational commitment has a significant effect on performance. This study supports the results of previous research conducted by Ramli, (2019), which states that high organizational commitment turns out to have a positive and significant effect on employees. Likewise, research Oyewobi et al. (2019), Rivai et al., (2019), Loan (2020). Rahmanullah et al., (2021) and Yekti Irawan & Usman, (2021). The results of this study can be interpreted that the higher organizational commitment will impact the high performance of teachers following government expectations, especially for teachers who work in areas that are completely limited in terms of facilities and infrastructure.

Performance improvement is seen in the organizational commitment that puts forward affective, normative, and ongoing commitments to improve performance, especially in work planning, implementation processes, and assessing progress. More objective evidence will emerge from examining the materials used and prepared by the instructor and the performance that students have shown in their final grades. Alvarez-Gil, (2021). Theoretically, according to Robbins & Timothy (2015), employee performance is a function of the interaction between ability and motivation. Every employee in the organization is required to make a positive contribution through good performance, considering that organizational performance depends on the performance of its employees. (Gibson et al.,; 2010 and Simamora, 2012).

The influence of Competence on performance

The hypothesis test results (H5) stated that it was not proven that Competence had a significant effect on performance. The results of this study are different from the findings of Ayu et al. (2018), Sammy et al. (2019), and Tarigan & Setiawan (2020) stated that Competence has an impact on improving organizational performance. In addition, it was found that employee competence and organizational commitment dimensions showed a positive and significant influence on employee performance. This is in line with the findings Parashakti et al. (2020). The results of the path analysis show that the Work Environment and Competence have a positive and significant effect on performance, either directly or indirectly through motivation.

Furthermore, theoretically, Competence proposed by Boyatzis (1982), Brockman et al. (1993) refers to the knowledge-based performance that integrates practical and theoretical knowledge with personal and social qualities. This can be shown in the findings of this research that the competencies related to planning performance achieved in the 3 T work area can be explained that in carrying out the work assisted by learning tools, formulating objectives and indicators of learning success, preparing scenarios for learning activities, carrying out plans and procedures, preparing assessment tools, and planning guidance and counseling programs.

The Influence of Academic Atmosphere on Performance

The hypothesis test results (H6) state that it is proven that the academic atmosphere has a significant effect on performance. This study supports the results of research conducted by Suryawan et al. (2020), which states that the intellectual atmosphere substantially affects performance and the environment. Likewise, a study conducted by Pharisees & Fani (2019), Fachmi et al. (2021) states a positive and significant influence between work environment variables on employee performance. In theory, according to Danang (2015), the work environment is everything that is around the workers, and that can affect him in carrying out the assigned tasks.

Regarding the work environment that can affect the performance of teachers on duty in the 3T area, despite the limitations of facilities and infrastructure and access to transportation, the teachers continue to carry out their duties faithfully. It is proven that almost 80 percent of the employees remain in the area, which shows and maintains the value of responsibility for work, upholding the importance of honesty in work, respecting the matter of criticality in work, maintaining the value of perseverance in carrying out work, having a high curiosity value towards educational progress, and having high importance of caring for students.

The influence of motivation affects performance.

The hypothesis test results (H7) stated that it was proven that the academic motivation variable had a significant effect on performance. This study supports the results of research in line with research conducted by Zameer et al. (2014), Gachengo & Wekesa (2017), Kadek et al. (2021), Nasution et al. (2021), and Rijanti et al. (2021) states that motivation has a positive effect on organizational performance. In addition, find, motivation plays a vital role in all public and private organizations, and without motivation, employees cannot achieve organizational goals. The support for motivation theory put forward by Robbins and Judge (2015) explains that motivation is a process of strength and perseverance to achieve the desired goal.

In addition, the motivation for the dimensions of Safety or Security Needs is fulfilled. This means that respondents feel safe while on duty in the 3 T area, such as the availability of access to transportation from their place of

residence to the district capital. In addition, there is a guarantee of security against the certainty of guaranteeing the consistency of the rules for remote areas allowances. Likewise, it was identified that motivation with the dimensions of social needs (Affiliation or Acceptance Needs) was well established. They felt that social relations were well established between leaders, co-workers, and the surrounding community.

V. CONCLUSION

Based on the results and discussion of the research, it can be concluded as follows: (1) organizational commitment has a significant effect on teacher motivation in SDN Region 3 T (Lagging, Foremost, Outermost), (2) competence has no significant effect on motivation, (3) academic atmosphere has a significant effect on motivation, (4) organizational commitment has a significant effect on performance, (5) competence has no significant effect on performance, (6) academic atmosphere has a significant effect on teacher performance, and (7) motivation has a significant effect on performance.

The suggestions in this research are: (1) increasing organizational commitment, especially on sustainable commitments related to guaranteeing economic benefits while serving in the 3 T (Lagged, Frontier, Outermost) regions, it is necessary to review the number of remote area allowances (Dacil) and facilitate monthly payments, (2) increase pedagogic Competence, especially in increasing the ability to excel and mastering information technology, especially anticipating online/offline learning, (3) maintaining the academic atmosphere, especially in increasing responsibility for tasks and functions and showing perseverance in work, and (4) ensuring psychological needs (clothing, food), related to the smooth process of disbursement of salaries/honors and allowances for Dacil (remote areas).

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