

The Ability of Motivation to Moderate the Effects of Competence and Organizational Commitment on Honorary Teacher Performance



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ABSTRACT: The honorary teacher competence in Indonesia was an issue for their workplace (school). This statement was supported by the result of competency test for civil servants and non-civil servants (honor) at the junior high school level in the City of East Java Province organized by the Ministry of Education and Culture, Kediri become such of the got the lower score than the other cities with average score about 63.78. Therefore, this research was aimed examine the effects of competence and organizational commitment on honorary teacher performance which was moderated by the motivation (a study was conducted at junior high school in Kediri). The research location was at National and Private Junior High School in Kediri. This research result showed the effects of competence on honorary teacher performance, and in this case, the motivation moderated a relation between competence and honorary teacher performance. Furthermore, this research also found the effects of motivation and organizational commitment on honorary teacher performance, and motivation moderated the relation between organizational commitment and honorary teacher performance.

KEYWORDS: Competence, Motivation, Organizational Commitment, Teacher Performance

I. INTRODUCTION

The success of development in a nation is closely related to human resource quality which is covered to a set of competence and potential owned by every individual. To bring out quality individuals, it needs order in a good educational system. Inasmuch as, through quality education, it can yield human with competence and skill that are highly needed for a nation in order to develop economy and ensure a more dignified life of nation (Rosyanti, Armanu & Ratnawati, 2021). To put in a highlight, a factor that can affect the quality of education is the quality of teacher. Since, the teacher has a strategic role in education, they are not only in charge of planning and carrying out a learning process and assessment on learning outcome, but they are also in charge of student need mobilization. Therefore, having competence is main requirement to be a teacher. However, a phenomenon that is frequently found in the field, not all the teachers are prepared and have competence according to the competence standard, especially for the honorary teachers in schools in various regions.

According to the result of competence test on teachers in junior high school level that has been carried out by the Ministry of Education and Culture for civil servant and non-civil servant teachers in the city region of East Java Province in 2019, two cities are found as getting the lower scores than the other cities, one of them is Kediri with average score of 63.78 (Ministry of Education and Culture of Republic of Indonesia, 2019). On the other hand, the teacher education association in 2020 has asserted that during corona virus-19, it is found a fact relating to the low quality of teacher (CNNIndonesia.com, 2020), welfare and safety protection for teacher. Moreover, the teacher education association has also claimed that a few of teachers still have a low level of competence in Indonesia (CNNIndonesia.com, 2020).

The teacher welfare still becomes a complicated issue for many of honorary teachers in various regions, also, the teacher education association has revealed that a lot of teachers get a low salary, starting from IDR 500.000 until 700.000 per month, but they are still burdened by responsibility and demand to become a quality educator and teacher (CNNIndonesia.com, 2020). This disparity seems to be apprehensive due to the reason that the teacher plays a center of education. Certainly, this issue must obtain a good solution particularly from the government, because it is worried that this issue will affect to the low commitment of honorary teachers towards school or their workplace. The different level of employment status and career from those civil

The Ability of Motivation to Moderate the Effects of Competence and Organizational Commitment on Honorary Teacher Performance

servant teachers causes it is not impossible for the honorary teachers will tend to feel distrusted or less involved within the organizational decision. As the consequence, it results to the low teacher performance and risk for school performance in a

The researcher has realized that the study on teachers have been investigated by a lot of academics. But, according to the researcher, this recent research has a fascinating urgency to be further examined in a quantitative research. Inasmuch, that there have not been many research studies that have explicit explored the relationship between teacher motivation, commitment toward teacher performance and the phenomena of honorary teachers in Indonesia is still a crucial topic, so it is interesting to study more deeply. Hence, based on the problem explained above, the research objective is to identify how far the effects of each variable can affect the honorary teacher performance in Kediri, so from this research, the researcher can acquire a good solution to the problem of honorary teacher either for school or related government.

II. LITERATUR REVIEW AND RESEARCH DEVELOPMENT

Study on teacher performance has been widely carried out, because it has great relevance to student achievement and school accountability, therefore it cannot be underestimated. The pros and cons of the existence of honorary teachers in Indonesia are still a polemic, so the assessment and evaluation of their performance needs to be reviewed further whether they can provide added value and solutions to problems experienced by the school and the honorary teachers themselves.

1. Honorary Teacher Performance

The performance is defined as a concept which quite has a broad meaning. Generally, the performance is also known as work achievement, this concept is either defined quantitatively or qualitatively. Supardi (2013) has said that the teacher performance is teacher competence to do the learning task in school and responsibility over the students under their guidance by improving the student's learning achievement. The teacher performance refers to the teacher ability to accomplish work and responsibility given to them by certain educational institution to carry out learning process in order to improve the student's learning achievement.

In other hand, many factors can improve teacher performance in schools, such as their competence, capability, timeliness, initiative, ability and the environment in which they work. But, in this part variable of honorary teacher performance is measured by three indicators, each indicator which is consisted of several items that refers to Directorate of Education Staff in the context of improvement concerning to teacher quality and education staff in 2008: planning, implementation, and evaluation or assessment on learning activities (Indonesian Ministry Of Education and Culture of Republic of Indonesia, 2008)

2. Competence

According to verse (10) chapter 1 of Laws 14th, 2005 about teacher and lecturer which has explained that the competence is a set of knowledge and behavior that must be owned, lived, and mastered by a teacher or lecturer to implement and do their task and professionalism. Moreover, it is defined as a teacher or lecturer's acknowledgement as a professional staff. Due to the significance of teacher competence for learning quality, it alters this variable to be studied a lot by previous researchers. Research on competence is widely researched and associated with performance, for example in research conducted by Vukofic, et al., (2014) ; Yu & Ramanathan, (2012) ; Zaim, Yaşar, & Ünal (2013) ; Serim, Demirbag, & Yozgat (2014) and Masoud (2013) which have found that the competence could affect significantly on performance. Thus, the proposed hypothesis is as follows :

H1: The competence affects significantly to the honorary teacher performance

3. Organizational Commitment

The organizational commitment is a popular topic to be the subject of human resource in an organization. This concept is commonly related to manager's responsibility to find factors that can create organizational commitment of employee, and then use that knowledge to increase retention and employee productivity (Jabri & Ghazzawi, 2019).

The employees who have commitment to an organization will be able to work with full dedication, because they have a high level of commitment and regard that the important thing to achieve is the task achievement in the organization (John & Jean, 1997). Furthermore, the relationship between organizational commitment and performance is often investigated and leads to a mutually influencing relationship, as described in the research of Yousef (2000) ; Fu & Deshpande (2013) and Gelderen and Bik (2015) who found that organizational commitment had an effect on significant to employee performance. Thus, the proposed hypothesis is as follows :

H2: The organizational commitment affects significantly to the honorary teacher performance

The Ability of Motivation to Moderate the Effects of Competence and Organizational Commitment on Honorary Teacher Performance

4. Motivation

Teacher needs a strong and deep motivation to carry out on daily teaching and learning activities. According to Danim (2011), the motivation is consisted of six essential elements. First, goal achievement in the learning process. Second, personal spirit or obsession to achieve a goal. Third, unstoppable will to realize dream and expectation in a high-level achievement. Fourth, no despair or stop before the goal is achieved. Fifth, spirit of self-development. Sixth, various kinds of process relating to creativity, innovation, and alternative. Basically, the concept of teacher motivation is similar to the definition of employee motivation in an organization.

The teachers who have motivation will definitely be happy and enjoy while they are doing activities, be able to survive during teacher education class in their early career, and then do teacher profession, until the level which they can get involved in the class and their profession as a teacher. Therefore, teacher motivated can be interpreted as an encouragement or stimulus that exists both from within or outside the teacher to create excitement and fulfill their duties in school.

In addition, teacher motivation has two dimensions, namely internal motivation and external motivation. Both of them have an important thing for the success of teaching and learning activities in school, especially for the performance of teachers in carrying out their activities. Correlational studies showed that motivation including intrinsic motivation and identified regulation was significantly and strongly related to performance in professional learning activities (Hwang & Admiraal, 2021). Motivation, on the other hand, stimulates people to change their behaviors, and make effort to sustain their endeavors in the direction of determined goals (Börü, 2018). So, the proposed hypothesis is as follows :

H3: The competence affects significantly to the honorary teacher performance through moderation of motivation variable

5. Relationship between Organizational commitment, Teacher Performance and Motivation

In recent years, study of employee's job performance and organizational commitment plays essential role for top-level management of the organizations. The research result by Rafiei, Amini, & Foroozandeh (2014) showed that low level of employee commitment will lead to turnover problems, while the level of job satisfaction certainly requires a high level of organizational commitment which further leads to an increase in employee work performance. Organizational commitment has indeed been predicted to have a positive influence on the framework within an organization, therefore organizations need to retain their employees willing to stay in the company. In this case, researcher tried to investigate for correlation between organization toward job performance through moderation of motivation. Although, in previous studies it was found that commitment is negatively associated with motivation.

H4: The organizational commitment affects significantly to the honorary teacher performance through moderation of motivation variable

III. RESEARCH METHODS

The population of research was taken from honorary teachers in both Public and Private Junior High School in Kediri, who has been registered as honorary teachers in official administration at education office of Kediri, thus, the total research population based on the entry from education office were 85 honorary teachers. The data collection was done by distributing questionnaire to honorary teachers. Each respondent's answer was measured by using likert scale ranging from score 5 for highly agree answer until score 1 for highly disagree answer.

IV. RESULT AND DEVELOPMENT

Based on the analysis result of respondent characteristics in this research, it was known about the gender of honorary teacher at public and private junior high school level in Kediri was dominated by man with percentage of 52,94%, while the woman with percentage of 47,06%. The difference of total respondent gender referred that the man or male is more dominant in the work as honorary teacher at both public and private junior high school level in Kediri. The majority of respondents have 2-5 years of service with percentage of 35,29%. Next, < 2 years of service with percentage of 25,49% or, this result was similar to the teachers who have 6-10 years of service with percentage of 25,49%. Meanwhile, the fewest was > 10 years of service with percentage of 13,73%. According to the respondent characteristic on year of service, it was indicated that the honorary teachers with non-permanent status and have a relatively low salary, but they still served and doing their roles as teacher or education staff.

The findings of this study are that 3 hypothesis was approved and 1 hypothesis was disapproved. Three accepted hypotheses are H1, H3, H4. First, relationship between competence and performance of teacher relevant with opinion of Mangkunegara (2012) explains that one of factors that could affect performance was competence factor. This research finding was also

The Ability of Motivation to Moderate the Effects of Competence and Organizational Commitment on Honorary Teacher Performance

supported by the opinion stated by Spencer & Spencer (1993) that the individual competence was an individual base which was relating to an effective performance to settle work and previous research Tariyo & Mulyanto (2012) that the competence affects significantly on employee performance. Moreover, this research was in line with the previous researches done by Vukofic, et al., (2014) ; Yu & Ramanathan, (2012) ; Zaim, Yaşar, & Ünal (2013) ; Serim, Demirbag, & Yozgat (2014) and Masoud (2013) which have found that the competence could affect significantly on performance. This research was not in line with the researched done by Sanda, Sackey, & Fältholm (2011) and Resubun, Hadiwidjojo, Rofyaty, & Djazul (2013) which found that the competence could not affect significantly on performance. Second, Based on multiple linear regression test result, This value showed that the motivation variable was able to support the relation of effect between variables of organizational commitment and honorary teacher performance at junior high school level in Kediri. This result was indicated that in this recent research, the motivation was appropriate to be a moderating variable. Third, the motivation was able to support the relation of effect between variables of organizational commitment and honorary teacher performance at junior high school level in Kediri. Then, this research result argued that the motivation in this recent research was appropriate to be a moderating variable.

Meanwhile, hypothesis 2 which was developed in this study was disapproved. This result refutes the opinion previous researches by Yousef (2000), Fu & Despadhe (2013), and Gelderen & Bik (2015) which have found that the organizational commitment was able to affect significantly on employee performance. This conditions can occurred at the organizational level with various factor that influence it. Considering that the tenure of the respondents in this study was not long enough, namely 2-5 years and some were even <2 years, so it was possible for them not to show a strong commitment to the organization (Burhaein & Phytanza, 2020). On the other hand, this condition can also be caused by a number of work factors, such as recognition, fairness, a non-ideal work environment, support from colleagues and school principals, and the reward system provided by the school.

CONCLUSIONS

This research result could deliver a practical contribution for organizations or schools. This research result also showed that the competence, organizational commitment, and motivation could affect the performance. Therefore, the organization or school should consider and concern on the competence owned by each teacher and the teacher should also know and realize about their own competence. In short, the competence which they owned could increase the performance. Moreover, the organizational commitment and motivation owned by honorary teacher performance to do the task and work were also required to increase the teacher performance.

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The Ability of Motivation to Moderate the Effects of Competence and Organizational Commitment on Honorary Teacher Performance

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