

Received: 22 May 2021

Revision received: 21 October 2021

Accepted: 21 December 2021

Copyright © 2021 JESTP

www.jestp.com

DOI 10.12738/jestp.2021.3.008 ♦ December 2021 ♦ 21(3) ♦ 107-119

Article

Impact of Achievement Motivation and Transformational Leadership on Teacher Performance Mediated by Organizational Commitment

Abd. Madjid*

Muh. Samsudin

Corresponding Author, Universitas Muhammadiyah
Yogyakarta, Indonesia
Email: abdulmadjid@umy.ac.id

Universitas Muhammadiyah Yogyakarta, Indonesia
Email: muhsam29@umy.ac.id

Abstract

The purpose of this study was to determine and analyze the effect of transformational leadership style and motivation on teacher performance mediated by organizational commitment. The population in this study were all Madrasah aliyah teachers in Yogyakarta Municipality. The sample selection was 117 respondents. The sampling technique used was purposive sampling technique. The instrument used in this research was a questionnaire. The type of research used was quantitative research and the type of data was primary data that was sourced directly from the questionnaire distribution survey. The research model was analyzed using Structural Equation Modeling (SEM) with the help of AMOS Software. The results of this study indicated that (1) Achievement motivation had a positive and significant effect on teacher performance. (2) Transformational Leadership had a positive and significant effect on teacher performance. (3) Achievement motivation had a positive and significant effect on organizational commitment. (4) Transformational Leadership had a positive and significant effect on organizational commitment. (5) Organizational commitment had a positive and significant effect on teacher performance. (6) Achievement motivation had a positive and significant effect on teacher performance through organizational commitment. (7) Transformational Leadership had a positive and significant effect on teacher performance through organizational commitment.

Keywords

Achievement Motivation, Transactional Leadership, Teacher Performance, Organizational Commitment

Correspondence to Abd. Madjid, Corresponding Author, Universitas Muhammadiyah Yogyakarta, Indonesia, email: abdulmadjid@umy.ac.id

Citation: Madjid, A., Samsudin, M. (2021). Impact of Achievement Motivation and Transformational Leadership on Teacher Performance Mediated by Organizational Commitment. *Educational Sciences: Theory and Practice*, 21(3), 107 - 119. <http://dx.doi.org/10.12738/jestp.2021.3.008>

Teachers are the most important part of any educational organization educational organizations need to be developed as learning organizations, in order to be able to face the challenges, developments and uncertainties of life. The absolute requirement for the creation of a learning organization is to create a learning community within the educational organization. One of the challenges faced by the Indonesian people at this time is the low quality of education at every level and unit of education, especially Primary and Secondary Education (Devi & Liana, 2015). The quality of education, especially basic education, is still of low quality because there are still many school leaders, especially private schools who are not professional, private teachers who do not have the motivation and low commitment of teachers to the school or its organization.

The actualization of teachers' duties as professionals is stated in Law No. 20 of 2003 concerning the National Education System, Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards. These Laws and Government Regulations can be used as guidelines for teachers to develop their profession in a sustainable manner. Teachers' professional development is expected to improve the pedagogic, professional, social and personal qualities of teachers in meeting future needs and obligations related to the profession.

Teacher performance is a teaching achievement that results from activities carried out by teachers based on their main tasks and functions as professionals in the field of Education The quality of teacher performance can be viewed in terms of processes and results. Teachers can be said to be successful in terms of the process if they are able to actively involve most students, both physically, mentally, and socially in the learning process. Teachers are successful in terms of results if the learning provided can change the behavior of most students towards better mastery of basic competencies. The achievement of good quality teacher performance is influenced by several factors, including professional leadership, high motivation, and organizational commitment. The Law on Teachers and Lecturers states that several factors that are owned by teachers both internally and externally can improve teacher performance but there are still many teachers who are busy thinking about household finances, are not optimal in teaching students and there are still many teachers who were reluctant to increase self-potential and insight.

Transformational leadership of school leaders is a factor that can improve the performance of teachers as subordinates. This was postulated in the Bass theory (Robbins & Judge, 2003) which defined transformational leadership style in which the leader has the power to influence subordinates in certain ways. Transformational leadership is the ability of a leader to work with others to optimally transform organizational resources so that the goals that have been set can be achieved. In line with the role of transformational leadership, motivation is a condition that has an effect on generating, directing and maintaining behavior related to the work environment (McCormick in (Mangkunegara & Prabu, 2005). Motivation that will move individuals to do something to get what is needed or wanted which is also amplified by (Robbins & Judge, 2009), who believed that motivation was the process that accounted for an individual's intensity, direction, and persistence of effort toward attaining a goal.

In carrying out their duties in the organization, employee performance can also be determined from organizational commitment. Organizational commitment of an individual employee shows their sincerity in carrying out their duties in the organization or company. Robbins and Judge (2009), provided an understanding of organizational commitment as the degree to which an individual favors an organization and its goals and desires to maintain membership in the organization (Kocak & Bozkurt Bostanci, 2020).

Literature Review

Transformational Leadership Style

Bass described four dimensions of transformational leadership, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The idealized influence was described as a behavior that generated respect and confidence from the people they lead. The inspirational motivation was reflected in behavior that always provided challenges for the work done by staff and paid attention to the meaning of work for

staff. The intellectual stimulation was found mainly in leaders who practiced innovations. The individualized consideration meant when the leader reflected himself as someone who was attentive in listening and following up on complaints, ideas, expectations, and all inputs given by staff.

According to (Yukl, 2016), leadership was related to the deliberate process of a person to emphasize his strong influence on others to guide, structure, facilitate activities and relationships within a group or organization. One model of leadership was transformational leadership which called for moral values of its followers in its efforts to increase their awareness of ethical issues and to mobilize their energy and resources to reform institutions. Previous research has shown that transformational leadership style had a positive and significant effect on teacher performance (Adeyemi, 2017; Cavazotte et al., 2018; Surianta, 2018; Kheirandish, 2019; Arifin et al., 2019; Triwahyuni et al., 2019, Goctu, 2018, Herminingsih & Supardi, 2017; Wallenius, Alvinus, & Larsson, 2020).

Motivation

McClelland (Robbins Judge, 2009) mentioned the existence of three human needs, namely, the need for achievement which reflects the drive for responsibility for problem solving; the need to affiliate or join and mix with others which is the urge to interact with others without harming others; and the need to have power which is a reflection of the urge to seek authority and have influence over others. Motivation is a concept that relates to these human needs. It is the force that existed within employees that initiated and directed behavior (Gibson et al., 1985). Explained that motivation was a series of forces that caused people to behave in certain ways. David McClelland's pioneered work motivation thinking, developed achievement-based motivation theories and models, and promoted improvements in employee appraisal methods, as well as advocacy of competency-based assessments and tests (Dutta, Jana, & Das, 2020).

The theory of needs, according to David McClelland, was the need for achievement, or an encouragement to achieve a set of standards, because of which employees would try to achieve their highest achievements, the achievement of these goals was realistic but challenging, and progress in work. It also included the need for power or the need to make others behave in a way that would not have been possible without him. Finally, it also included the need for affiliation or the desire for close friendship and interpersonal relationships.

Several research studies have been carried out regarding the effect of motivation on performance

The results of several studies (Aacha, 2010; Kwapong, Opoku, & Donyina, 2015; Pongpearchan, 2016; Selvam & Chamundeswari, 2015; Shiha et al., 2017) indicate that work motivation had a positive and significant effect on teacher performance. However, on the contrary, different research results were stated by (Fuad & Srimindarti, 2015; Liana & Rijanti; Suhari, 2018; Sutomo, 2016) which states that motivation had no effect on teacher performance.

Organizational Commitment

The studies like Nalaka and Diunugala, (2020) & Respatiningsih and Sudirjo, (2016) provided an understanding of organizational commitment as the degree to which an employee sided with an organization and its goals and desires to maintain membership in the organization. Stated that the dimension of organizational commitment was affective commitment, normative commitment, and continuance commitment. Allen and Meyer (1997) formulated a definition of organizational commitment as a psychological construct that was characteristic of the relationship between organizational members and their organizations and had implications for individual decisions to continue membership in organizations.

The study of Allen & Meyer (1990) formulated 3 (three) dimensions of organizational commitment, namely: affective commitment, related to the emotional relationship of members to the organization, identification with the organization, and the involvement of members with activities in the organization. The second dimension related to the continuance commitment, and the awareness of organizational members so that they would experience losses if they left the organization. The third dimension speak of normative commitment

which described a feeling of connection to continue to be in the organization.

Previous research on organizational commitment stated that organizational commitment had a positive and significant effect on teacher performance, concluded by (Wahyuni et al., 2018) and (Ahmad et al., 2018). However, studies have stated that organizational commitment did not affect performance (Tolentino, 2017)(Lomanjaya & Laudi, 2016).

Performance

Campbell et al. (in (Sonnetag & Frese, 2002)) defined performance as a job done by someone who was employed by an organization, and that person performed the task well. Therefore, performance cannot only be determined by actions, but also by appraisal and evaluative processes. Moreover, only actions that can be weighed or measured or scaled can be considered performance. Furthermore, (Sonnetag & Frese, 2002) stated that the authors agreed that when conceptualizing performance, one must distinguish between the action aspect (eg, behavior) and the outcome aspect of performance. The behavioral aspect referred to what the individual did in a working situation, while the outcome aspect referred to the consequences or results of individual behavior. Not all attitudes/behaviors are classified as performance concepts, but only behaviors that are relevant to organizational goals(Emina & Ikegbu).

Permendiknas No. 41 of 2007 gave the understanding that teacher performance and teaching achievement resulting from activities carried out by teachers in their main tasks and functions in a concrete realization was a logical consequence as professionals in the field of education. Indicators of teacher performance assessment refer to Permendiknas Number 41 of 2007 concerning Process Standards which consists of: (1) planning the learning process, (2) implementing the learning process, (3) assessing learning outcomes, and (4) supervising the learning process.

Performance, according to Robbins, was a person's ability to achieve a goal in the organization. It was however different with Mathis and Jacson (in (Malik & Hutomo, 2017)) which stated that teacher performance consisted of several components: (1) interest in work, personality and talent; (2) work hard; (3) competence. In order to be able to carry out various roles, the teacher developed and improved human resources within the teacher (Seniati, 2006; Sugito et al., 2019).

The success of a learning cannot be separated from the quality of the teacher in managing learning (Kalelkar, 2017). The better the quality of the teacher, the higher would be the success rate of learning (Klein, 2018). Talking about teacher quality cannot be separated from how the teacher could carry out his competence, role, and function as a teacher (Santrock, 2011; Schunk, 2012; Woolfolk, 2016; Nasrollahzadeh & Koramaz).

Hypothesis Development

H₁: Achievement Motivation Affects Teacher Performance

H₂: Transformational Leadership Affects Teacher Performance

H₃: Achievement Motivation Affects Organizational Commitment

H₄: Transformational Leadership Affects Organizational Commitment

H₅: Organizational Commitment Affects Teacher Performance

H₆: Organizational Commitment Mediates the Effect of Achievement Motivation on Teacher Performance

H₇: Organizational Commitment Mediates the Effect of Transformational Leadership on Teacher Performance

Research Methods

This study used a deductive quantitative approach in which the problem formulation was executed by turning a theory into a hypothesis. The form of the problem in this study was a type of causal correlation. The study Bass & Avolio, (1990) defined causal research as the core of scientific research which examined whether one variable caused other variables to change. Given the relatively large number of populations, the sampling in

this study used the (SEM) method for data analysis. The number of subjects in this study was restricted to 117. The sampling criteria used in this study included teachers who had worked for at least 1 year, who were expected to understand things related to their work and environment. Another criterion was that the teachers should be less than 50 years of age; who are expected to provide an overview of the influence of achievement motivation and transformational leadership on teacher performance with organizational commitment (Butaev, 2020).

This study used a questionnaire for the data collection which was directly distributed to respondents. The questionnaire used a Likert scale to measure the responses of the participants. Validity and reliability tests were also conducted of the items of the questionnaire. Data analysis was carried out by descriptive analysis and Structural Equation Modeling (SEM) techniques. Observation data was first entered in AMOS program, which converted the raw data into a covariance matrix or a correlation matrix.

Results

The following tables present the characteristics of respondents by gender, age, work experience and education. Table 1 contains characteristics of respondents by gender:

Table 1. Characteristics of Respondents by Gender

		<i>Gender</i>			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Male	77	65.8	65.8	65.8
	Female	40	34.2	34.2	100.0
	Total	117	100.0	100.0	

The table shows that out of total number of 117 respondents, 77 were male and 40 were female respondents. Table 2 presents the characteristics of respondents based on age:

Table 2. Characteristics of Respondents Based on Age

		<i>Age</i>			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	20 - 28 years old	27	23.1	23.1	23.1
	29 - 36 years old	38	32.5	32.5	55.6
	37 - 44 years old	42	35.9	35.9	91.5
	45 - 52 years	10	8.5	8.5	100.0
	Total	117	100.0	100.0	

Table 2 shows that out of 117 respondents, the largest number of 42 were the teachers in the age range between 37 to 44 years (35.9%), followed by 38 respondents in the age group of 29 to 36 years.

Table 3 presents the characteristics of respondents based on working period:

Table 3. Characteristics of Respondents Based on Working Period

		<i>Years of service</i>			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1 - 3 years	19	16.2	16.2	16.2
	4 - 7 years	20	17.1	17.1	33.3
	9 - 11 years	33	28.2	28.2	61.5
	> 12 years	45	38.5	38.5	100.0
	Total	117	100.0	100.0	

Table 3 presents the data of 117 respondents in terms of their work experience. The largest number of 45

respondents (38.5%) were found in the working duration of >12 years; followed by 33 respondents (28.2%) with a working period of 9 to 11 years.

Table 4 presents characteristics of respondents based on the last education.

Table 4. Characteristics of Respondents Based on Last Education

		<i>Education</i>			<i>Cumulative</i>
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Percent</i>
Valid	Bachelor	104	89	89	89
	Master	8	7	7	94
	Others	5	4	4	100.0
	Total	117	100.0	100.0	

Among the respondents of 117 who participated in this study, the largest number of respondents of 104 people or 89% were found having bachelor's education; followed by 8 people or 7% with master's education.

The items of the questionnaire underwent tests of validity and reliability. The validity test of an instrument ensures its accuracy and its ability to conform with the problems to be examined and to the relationship between each variable. The reliability test is an index that shows the extent to which a measurement tool can be trusted or is reliable and the extent to which the measurement results remain consistent when two or more measurements are made on the same problem with a deep measuring instrument.

The results of the two confirmatory tests are presented in Table 5:

Table 5. Confirmatory Test Results

<i>Variable</i>	<i>Indicator</i>	<i>Loading</i> (□)	<i>Error</i> (□)	(□)	(□)	<i>Construct</i> <i>Reliability</i>	<i>AVE</i>	<i>Note:</i>
Achievement				2,225	0,436	0,919	0,793	Reliable
Motivation	MB1	0,657	0,169					Valid
	MB2	0,858	0,105					Valid
	MB3	0,710	0,162					Valid
Transformational Leadership				2,557	0,392	0,943	0,848	Reliable
	KT1	0,801	0,178					Valid
	KT2	0,877	0,114					Valid
Organizational Commitment	KT3	0,879	0,100					Valid
				3,588	1,268	0,910	0,645	Reliable
	KO1	0,590	0,267					Valid
	KO2	0,917	0,089					Valid
	KO3	0,669	0,302					Valid
Performance of the Teacher	KO4	0,601	0,322					Valid
	KO5	0,811	0,288					Valid
				3,047	0,854	0,916	0,732	Reliable
	KG1	0,742	0,276					Valid
	KG2	0,738	0,243					Valid
	KG4	0,841	0,115					Valid
	KG5	0,726	0,220					Valid

The table above is the result of testing the validity and reliability of the data, an indicator can be said to be valid if the loading factor is $\geq 0,5$ or ideally $\geq 0,7$ and a variable is declared reliable if the variable has Composite Reliability $> 0,50$. By looking at the data analysis in Table 5, all variables and indicators can be declared valid

and reliable.

Test of the suitability of the model was evaluated through a study of various criteria of Goodness of Fit. Therefore, the first action that needed to be taken was to evaluate whether the data used can meet the assumptions needed to perform SEM analysis. If these assumptions had been met, the model could be tested. Some important measurements in evaluating the Goodness-of-Fit criteria along with the Cut of Value were as follows:

Goodness of Fit (GOF) models

Table 6. Goodness of Fit Model Fitment Test Results Repair model

Criteria	Critical Value	Model Results	Conclusion
X ² - Chi-square	Expected to be Small (\leq 103.009)	85.224	Well
Probability	$\geq 0,05$	0,353	Well
RMSEA	$\leq 0,08$	0,021	Well
GFI	$\geq 0,90$	0,911	Well
AGFI	$\geq 0,90$	0,868	Marginal
TLI	$\geq 0,90$	0,994	Well
CFI	$\geq 0,90$	0,996	Well
CMIN/DF	≤ 2	1.052	Well

The table above shows that the Chi-square value was 85,224 and the probability value was greater than 0.05, which was 0.353. The probability value met the recommended value standard so that the model was feasible to be used as a tool to confirm the observed data. The RMSEA value of 0.021 was found smaller than 0.08, hence it was said to be good. Furthermore, the AGFI value of 0.868 was below 0.90, the TLI value of 0.994 was above the recommended value, which is 0.90; finally, the last CFI value of 0.996 was above the recommended value, which was 0.90. Based on these results, the model can be said to be marginally feasible.

Discussion

The hypotheses test results based on the research model are presented in Figure 1

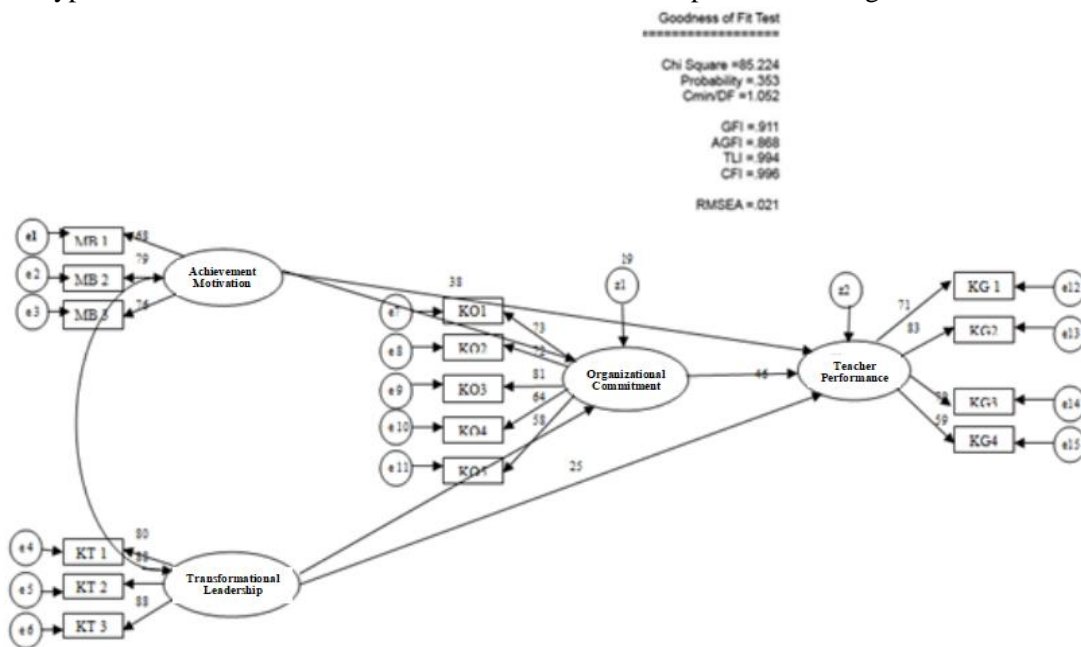


Figure 1. Hypothesis Test Results Based on the Research Model

Based on statistical analysis using the AMOS version 22 program, the results of hypothesis testing which were tests of causality of each research variable were obtained as presented in Table 6:

Table 6. Direct Influence between variables

Effect Between Variables	Standard Estimate	S.E.	C.R.	P	Information
Organizational Commitment <--- Achievement Motivation	0.380	0.1622	2.8650	0.004	Accepted
Organization Commitment <--- Transformational Leadership	0.419	0.1153	2.9600	0.000	Accepted
Teachers' Performance <--- Organizational Commitment	0.460	0.1513	2.1400	0.001	Accepted
Teachers' Performance <--- Achievement Motivation	0.290	0.1482	2.5100	0.012	Accepted
Teachers' Performance <--- Transformational Leadership	0.252	0.1022	2.3460	0.019	Accepted

Table 7. Indirect effect (mediation) mediation between variables

Variable Relationship	Sobel Test (T-test)	P	Information
MB► KO► KG	2,142	0.032	Mediate
KP► KO► KG	2,242	0.024	Mediate

Table 7 presents the P-value and t-test characteristics of the relationship between variables of the study. Based on the information in the table, the hypotheses results can be concluded as follows:

Hypothesis 1: The Influence of Achievement Motivation on Teacher Performance

Testing the first hypothesis proved that achievement motivation had a positive effect on teacher performance. Based on the results of the study, the positive regression coefficient was 0.380 with a p-value of 0.004 less than 0.05. The sig effect was positive which meant that the higher the achievement motivation, the better is the teachers' performance. It can also be concluded that achievement motivation had a positive effect on teachers' performance. The first hypothesis was thus accepted. The results of this study are in line with the results of research (Devi & Liana, 2015; Trirahayu & Kurniawati, 2019; Hayati et al., 2020; Yasin, 2020; Muhammad & Rahardja, 2021). This study results affirmed that high work motivation increased high performance which is in line with (Zein, 2017). However, the results of this study were contrary to (Hersanti & Rahmatika, 2020).

Hypothesis 2: The Effect of Transformational Leadership on Teacher Performance

Testing the second hypothesis to prove that Transformational Leadership has a positive effect on teacher performance. Based on the results of the study, the positive regression coefficient was 0.419 with a p-value of 0.000 less than 0.05. The sig. effect is positive which means the higher the Transformational Leadership, the better is the teachers' performance. It can be concluded that Transformational Leadership had a positive effect on teacher performance. Therefore, the second hypothesis was accepted. The results of this study are in line with (Azizah, Murgiyanto, & Nugroho, 2019; Hersanti & Rahmatika, 2020; Mruma, 2013; Muhammad & Rahardja, 2021; Richard, Dahnil Johar, & Erni, 2021; Trirahayu & Kurniawati, 2019; Yasin, 2020). The findings of this study are however not in line with the research results of (Devi & Liana, 2015) which stated that leadership style had a negative and less significant effect on employee performance

Hypothesis 3: The Effect of Achievement Motivation on Organizational Commitment

Testing the third hypothesis required to prove that achievement motivation had a positive effect on organizational commitment. Based on the results of the study, the positive regression coefficient was 0.460 with a p-value of 0.001 less than 0.05. The sig effect was also positive which meant that the higher the achievement motivation, the better is the organizational commitment. It can be concluded that achievement motivation had a positive effect on organizational commitment. Therefore, the third hypothesis was accepted. The results of this study were in line with. Policies that can be related to the findings produced in this study include that achievement motivation in teachers

should reflect in performance implications and utilized to realize the goals of the organization. This finding is in line with (Azizah et al., 2019), which showed that achievement motivation had no significant effect on organizational commitment.

Hypothesis 4: The Effect of Transformational Leadership on Organizational Commitment

Testing the fourth hypothesis required to prove that transformational leadership had a positive effect on organizational commitment. Based on the results of the study, the positive regression coefficient was 0.290 with a p-value of 0.000 less than 0.05. The sig effect is positive which meant that the higher the transformational Leadership, the better is the organizational commitment. It can be concluded that transformational leadership had a positive effect on organizational commitment. Thus, the fourth hypothesis was accepted. The results of this study are in line with (Devi & Liana, 2015; Herminingsih & Supardi, 2017; Oupen, Agung, & Yudana, 2020; Zein, 2017). These results indicate that the principal's leadership influenced teacher performance which in general can be stated that the skills possessed by the principal included conceptual skills, relationship skills with subordinates and skills as well as the existence of conducive leadership attitudes and behaviors that greatly affected teacher performance.

The more effective the leadership of a principal, the stronger is the commitment of the teacher or vice versa. This is reinforced by the opinion (Nelda, 2020) which stated that teachers will have a commitment to the organization in carrying out their work if they are supported by good leadership, namely the leadership of principals who are able to influence, motivate and treat teachers professionally and are able to inspire teachers in carrying out their duties more responsibly. However, contrary results were found in (Susan, 2017); who presented a high level of transformational leadership attitude which did not have an impact on the commitment of teachers to the school, because teachers were committed on the basis of being professional educators.

Hypothesis 5: The Effect of Organizational Commitment on Teacher Performance

Testing the fifth hypothesis aimed to prove whether organizational commitment had a positive effect on teacher performance. Based on the results of the study, the positive regression coefficient was 0.349 with a p-value of 0.252 less than 0.019. The sig effect was also positive which meant the higher the organizational commitment, the better is the teacher's performance. It can also be concluded that organizational commitment had a positive effect on teachers' performance. The fifth hypothesis was also therefore accepted. The results of this study are in line with (Ahmad, Ahmad, & Shah, 2010; Devi & Liana, 2015; Herminingsih & Supardi, 2017; Maris, Komariah, & Bakar, 2016; Oupen et al., 2020; Zein, 2017)

High organizational commitment can increase high performance as well. This is consistent with (Zein, 2017) who suggested that if a teacher had a high commitment, he would make maximum and voluntary efforts for the progress of his school, be involved and actively participate in advancing his school, and be responsible for the tasks assigned to him. The same thing was also expressed that the factors that affect employee performance includes: 1). individual basic behavior, namely biographical characteristics, abilities, and knowledge; 2). commitment; 3). motivation; 4). values, attitudes, and job satisfaction; and 5). individual perception and decision making. However, contrary results were shown by that teacher commitment did not affect their performance, according to (Azizah et al., 2019) how much a teacher's commitment had nothing to do with the performance given as a teachers responsibility.

Hypothesis 6: The Influence of Achievement Motivation on Teacher Performance Through Organizational Commitment(Vershitskaya, Mikhaylova, Gilmanshina, Dorozhkin, & Epaneshnikov, 2020)

The sixth hypothesis aimed to examine the mediating role of achievement motivation on teacher performance through organizational commitment. Based on the results of the analysis, the Sobel test value obtained was 2.142 with a p-value of 0.032 which was smaller than 0.05, so it can be said that achievement motivation was able to mediate the relationship between organizational commitment to teacher performance. Hence, the sixth hypothesis was also accepted. The results of this study are in line with (Bass & Avolio, 1990;

Devi & Liana, 2015; Liana & Rijanti; Vershitskaya et al., 2020) However, different results were shown by other research studies (State & Wiradesa, 2016) According to them, organizational commitment cannot mediate the effect of achievement motivation on teacher performance.

Hypothesis 7: The Effect of Transformational Leadership on Teacher Performance Through Organizational Commitment

The seventh hypothesis aimed to examine the mediating role of transformational leadership on teacher performance through organizational commitment. Based on the results of the analysis, the Sobel test value obtained was 2.242 with a p-value of 0.024 which is smaller than 0.05, hence, it can be said that transformational leadership was able to mediate the relationship between organizational commitment and teacher performance. Hence, the seventh hypothesis was accepted. The results of this study are in line with (Hersanti & Rahmatika, 2020). However, different results were shown by (Bass & Avolio, 1990; Devi & Liana, 2015; Liana & Rijanti; Vershitskaya et al., 2020) which stated that organizational commitment did not moderate motivation on teacher performance. This did not affect this because the majority of teachers were seniors and many held the rank of coach or some were nearing retirement. Hence, the commitment of a teacher needed to be coaching, training and education training, seminars, and teacher working groups are formed and character education is held (Aacha, 2010; Bass & Avolio, 1990; Devi & Liana, 2015; Liana & Rijanti; Respatiningsih & Sudirjo, 2016; Shiha et al., 2017; Vershitskaya et al., 2020)

Conclusion

This study aimed to examine the effect of achievement motivation and transformational leadership on teacher performance mediated by organizational commitment. Several conclusions were obtained in this quantitative study. The study revealed that if a teacher showed high commitment, he would make maximum and voluntary efforts for the progress of his school, be involved in tasks, and will actively participate in advancement of his school and be responsible for the tasks assigned to him. The same goes with motivation: great motivation can foster a strong will in carrying out these tasks. Motivation can also change the teacher's mindset to become a more competent teacher, while commitment can build professional performance and commitment to the task. The teacher also remains actively involved in carrying out his duties with sincerity, integrity, seriousness, discipline, and responsibility. He remains loyal in carrying out the process of teaching and learning activities, while the professional competence of teachers encourages him to further improve his professionalism so that the learning process can take place properly, and learning outcomes are in accordance with the standards of completion that have been set.

Transformational leadership behavior ensured that subordinates understand their roles clearly in accordance with the tasks and responsibilities entrusted to them, so that leaders do not need to interfere in authoritarian activities. The importance of leaders always maintains the aspect of giving praise to teachers. Teacher performance can be improved by optimizing the principal's leadership. For the working conditions of teachers to be realized as expected, the principal is needed who can apply transformational leadership, namely the principal who is tough and has a clear vision of the goals of all activities carried out in the school. If the principal carries out leadership duties effectively, teachers will feel compelled to make a real contribution in realizing the school's vision and mission. A leader is required to act decisively, fairly and in a participative manner.

Last, but not the least, this study has great implications for leaders in a school environment. Leadership is an interpersonal influence that is carried out in a situation through a communication process to achieve certain goals or objectives. The principal's transformational leadership is the principal's ability to effectively transform his influence on all school members through idealizing charismatic influence, inspirational motivation, intellectual stimulation, and individual consideration and develop their professionalism. The work commitment of teachers can increase along with the condition of healthy relationships and communication between school

components including the principal.

References

- Aacha, M. (2010). Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabakuzo Division, Masaka District. doi:<https://doi.org/10.1007/s10639-019-09978-0>
- Ahmad, H., Ahmad, K., & Shah, I. A. (2010). Relationship between job satisfaction, job performance attitude towards work and organizational commitment. *European journal of social sciences*, 18(2), 257-267. doi:<https://doi.org/10.1007/s10639-019-09978-0>
- Azizah, N., Murgiyanto, M., & Nugroho, R. (2019). The Effect of Transformational Leadership, Work Motivation on Organizational Commitment and Teacher Performance at Abdurrahman Wahid Lamongan Vocational High School. *Equilibrium. Equilibrium: Journal of Economics-Management-Accounting*, 15(2), 240-249. doi:<https://doi.org/10.30742/equilibrium.v15i2.683>
- Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development. *Research in organizational change and development*, 4(1), 231-272.
- Butaev, U. (2020). Issues of Continuity and a New Course in Uzbekistan's Political Process. *Central Asia & the Caucasus (14046091)*(4). doi:<https://doi.org/10.37178/ca-c.20.3.02>
- Devi, Y. K., & Liana, L. (2015). Pengaruh Gaya Kepemimpinan Transformasional dan Motivasi terhadap Kinerja Guru Dimediasikomitmen Organisasional (Studi pada Guru-Guru SMA Swasta di Kecamatan Pati). doi:<https://doi.org/10.30742/equilibrium.v15i2.683>
- Dutta, A., Jana, R., & Das, D. (2020). Do green investments react to oil price shocks? Implications for sustainable development. *Journal of Cleaner Production*, 266, 121956.
- Emina, K. A., & Ikegbu, E. A. The role of the military to national development in Nigeria. *socialspacejournal.eu*, 185. doi:<https://doi.org/10.32826/cude.v43i123.302>
- Fuad, S., & Srimindarti, C. (2015). The Effect of Motivation and Organizational Commitment on Teacher Performance Moderated by Organizational Culture in Noodles in Winong District, Pati District (Case Study on Noodle Teachers in Winong District, Pati District). doi:<https://doi.org/10.30742/equilibrium.v15i2.683>
- Herminingsih, A., & Supardi, W. (2017). The Effects of Work Ethics, Transformational and Transactional Leadership on Work Performance of Teachers. *Management Studies*, 5(3), 250-261. doi:<https://doi.org/10.17265/2328-2185/2017.03.009>
- Hersanti, D. W., & Rahmatika, D. N. (2020). Analisis Pengaruh Quality of Work Life, Motivasi Berprestasi dan Kepemimpinan Transformasional Terhadap Kinerja Guru. *Jurnal Inovasi Pembelajaran Karakter*, 5(1). doi:<https://doi.org/10.29103/j-mind.v4i2.3376>
- Kocak, S., & Bozkurt Bostanci, A. (2020). Does Public Leadership Improve School Effectiveness through Strengthening Teacher Professionalism? *Eurasian Journal of Educational Research*, 90, 19-44. doi:<https://doi.org/10.14689/ejer.2020.90.5>
- Kwapong, L. S. A., Opoku, E., & Donyina, F. (2015). The effect of motivation on the performance of teaching staff in Ghanaian polytechnics: The moderating role of education and research experience. *Global Journal of Human Resource Management*, 3(6), 30-43.
- Liana, L., & Rijanti, T. (2016). *The Influence of Motivation and Self Efficacy on Teacher Performance Moderated Transformational Leadership Style (Study on Teachers of Public Junior High Schools in Bojong District, Pekalongan Regency)*.
- Maris, I. S., Komariah, A., & Bakar, A. (2016). Principal transformational leadership, teacher performance and school quality. *Journal of Educational Administration*, 23(2). doi:<https://doi.org/10.1007/s12045-017->

[0513-y](#)

- Mruma, J. M. (2013). Effect of Motivation Factors on Teachers' Performance in Tanzanian Education Institution: A Case of Public Secondary School in Nyamagana District, Mwanza.
- Muhammad, A. R., & Rahardja, E. (2021). The effect of Transformational Leadership Style and Work Motivation on Employee Performance with Organizational Commitment as Intervening Variable (Study on Employees of PT. Pos Indonesia Kudus Office). *Diponegoro Journal of Management*, 10(1). doi:<https://doi.org/10.1007/s12045-017-0513-y>
- Nalaka, S., & Diunugala, H. (2020). Factors Associating with Social Media related Crime Victimization: Evidence from the Undergraduates at a Public University in Sri Lanka. *International Journal of Cyber Criminology*, 14(1), 174-184.
- Nasrollahzadeh, S., & Koramaz, T. K. Residential satisfaction and mobility in Göktürk peripheral neighbourhood. *socialspacejournal. eu*, 51. doi:i:<https://doi.org/10.32826/cude.v43i123.302>
- Oupen, S. M., Agung, A. A. G., & Yudana, I. M. (2020). Contribution of Transformational Leadership, Organizational Culture, Work Discipline, And Work Motivation, Towards Organizational Commitment of Elementary School Teachers. *Indonesian Journal of Education Administration*, 11(1), 32-41. doi:<https://doi.org/10.23887/japi.v11i1.3167>
- Pongpearchan, P. (2016). Effect of transformational leadership and high performance work system on job motivation and task performance: Empirical evidence from business schools of Thailand universities. *Journal of Business and Retail Management Research*, 10(3). doi:<https://doi.org/10.1037/h0037335>
- Respatiningsih, I., & Sudirjo, F. (2016). The influence of organizational commitment, motivation, capability and job satisfaction on employee performance (Empirical Study at the Pemalang Regency Inspectorate). *Serat Acitya*, 4(3), 56. doi:<https://doi.org/10.1037/h0037335>
- Richard, B. A., Dahnih Johar, J., & Erni, F. H. (2021). The Influence of Transformational Leadership Style And Organizational Culture On Employee Performance With Organizational Commitment As An Intervening Variable.
- Selvam, P., & Chamundeswari, S. (2015). Motivation, job satisfaction and performance of teachers at the secondary level. *International Journal in Management and Social Science*, 3. doi:<https://doi.org/10.1037/h0037335>
- Shiha, G., Ibrahim, A., Helmy, A., Sarin, S. K., Omata, M., Kumar, A., . . . Chawla, Y. (2017). Asian-Pacific Association for the Study of the Liver (APASL) consensus guidelines on invasive and non-invasive assessment of hepatic fibrosis: a 2016 update. *Hepatology international*, 11(1), 1-30.
- Suhari, Y. (2018). The Effect of Transformational Leadership and Work Motivation on Teacher Performance Moderated By School Climate In Mts, Winong District, Pati Regency. doi:<https://doi.org/10.30595/dinamika.v11i1.5980>
- Sutomo, Y. (2016). The Influence of Motivation and Professional Competence on Teacher Performance Moderated by Organizational Culture (Case Study on Teachers of State Senior High Schools in Tegal City).
- Trirahayu, D., & Kurniawati, D. (2019). Improving Private Elementary School Teacher Performance with Transformational Leadership, Motivation and Organizational Commitment (Case Study in Private Elementary Schools in Depok City). *Ecobism-Journal of Business Economics and Management*, 4(1), 1-12. doi:<https://doi.org/10.35457/akuntabilitas.v10i2.304>
- Vershitskaya, E. R., Mikhaylova, A. V., Gilmanshina, S. I., Dorozhkin, E. M., & Epaneshnikov, V. V. (2020). Present-day management of universities in Russia: Prospects and challenges of e-learning. *Education and Information Technologies*, 25(1), 611-621.
- Wallenius, C., Alvinus, A., & Larsson, G. (2020). Decision-making in a military staff context: A qualitative study on norms, challenges and difficulties. *Res Militaris*, 10(1).

- Yasin, S. (2020). Kontribusi Kepemimpinan Transformasional, Iklim Organisasi dan Motivasi Berprestasi Terhadap Kinerja Guru. *Media Manajemen Pendidikan*, 3(2), 273-282. doi:<https://doi.org/10.30738/mmp.v3i2.5070>
- Zein, A. K. A. (2017). The effect of organizational commitment and work motivation on teacher performance at SMK Pasundan 1 Cimahi. doi:<https://doi.org/10.17509/jpm.v3i2.11765>