



**STRENGTHENING ACHIEVEMENT MOTIVATION,
EMOTIONAL INTELLIGENCE, AND COMMITMENT ON
PERFORMANCE IMPROVEMENT EFFORTS:
Empirical Study of Private Elementary School Buddhist
Education Teachers in Banten**

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Abstract

This study aims to find strategies and ways to improve the performance of Buddhist education teachers at private elementary schools in Banten Province by analyzing the relationship between achievement motivation, emotional intelligence, commitment to the profession and teacher performance. The method used is correlational analysis method to see the strength of the relationship between variable and indicator analysis using the SITOREM method to find out how to strengthen the variables of achievement motivation, emotional intelligence, and commitment to the profession with teacher performance. The population of this study were teachers of Buddhist education in private elementary schools in Banten Province as many as 159 teachers and a sample of 114 teachers. The results of the study using correlational analysis showed that there was a positive and significant relationship between the three independent variables, namely achievement motivation (X1), emotional intelligence (X2), and commitment to the profession (X3) with teacher performance (Y) with the value of the correlation coefficient, respectively $r_{y1} = 0.221$, $r_{y2} = 0.252$, $r_{y3} = 0.256$, $r_{y12} = 0.311$, $r_{y13} = 0.275$, $r_{y23} = 0.310$ and $r_{y123} = 0.321$. Based on the analysis of indicators using the SITOREM method, it shows that the achievement motivation variable can be strengthened by improving the indicators of setting goals with moderate levels of difficulty and exploring self-ability maximally to achieve targets above the standard and maintaining indicators of strong desire to obtain feedback on performance, self-emotional assessment, and the desire to complete the work based on his personal abilities. For the emotional intelligence variable, it can be strengthened by improving indicators of the use of emotions to facilitate the performance of self-emotional assessment and maintaining indicators of emotional regulation in oneself and the emotional assessment of others, as well as the commitment variable to the profession can be strengthened by improving indicators of self-identification and maintaining indicators of voluntary work, cost estimates, problems that arise, work commitments, work ethic.

Keywords: *Teacher Performance, Achievement Motivation, Emotional Intelligence, Commitment to the Profession*

Introduction

The progress of a country is very dependent on the success of education in that country, as well as the country of Indonesia. The success of education in Indonesia will have a huge



impact on the life of the nation and state in our beloved homeland, namely Indonesia. The success of education is the responsibility of all elements of the Indonesian nation, which includes the government and society itself.

Teachers who have good teaching performance ranged from 31%, teachers with poor performance ranged from 31%, while teachers with poor performance ranged from 37%. These results indicate that there are inhibiting factors in the work performance of Buddhist education teachers. From the description above, it shows that the quality of education in Indonesia and Banten Province, especially for the elementary school level, is still low, far below the national standard expected by the government. For this reason, it needs to be explored more deeply where there are weaknesses or shortcomings so that they cannot achieve optimal results. Whether we realize it or not, that the success of education in an education unit is largely determined by all the components in the education unit, including students, educators and education staff.

From such apprehensive conditions in Banten Province, it is necessary to further investigate how this can happen and what are the causes, as well as the extent to which the role of each component of education management which consists of students, educators and education staff, in this case is the role of educators. (principals, teachers, counselors). In this case the role of educators becomes very dominant because as one of the main driving forces in the management of education. One component that greatly affects the quality of education for educators is the teacher.

The teacher is a very important component in the educational process, the teacher is the spearhead of the quality of an education. To get a good quality education it is necessary to know how the performance of teachers, at this time there are many problems regarding teacher performance. Especially in educational units that are managed by the community or often called private schools. In an effort to strengthen the study of the importance of teacher performance, preliminary research was conducted to obtain an overview of the problems that arise related to improving teacher performance in private elementary schools in Banten province. The initial research was conducted on the performance of 30 teachers with respondents 3 principals who were in private elementary schools in Banten province.

This research was conducted on October 28 to. November 02, 2020 From the results of this study, the following data shows:

1. There are 32.22% of teachers who have not been able to meet the work target, which can be seen from the number of teachers who have not met the target in planning the implementation of the specified program, planning the study and development of superior programs, planning the analysis of achievement of results.
2. There are 34.44% of teachers who still do not meet the Work Standards, which can be seen from the number of teachers who still do not meet the Work Standards, in carrying out learning with good mastery of the material, teachers make scientific



papers according to their fields of expertise, teachers carry out Community Social communication.

3. There are 36.66% of teachers who have not been maximized in Work Results, which can be seen from the number of teachers who have not been maximal in completing work ahead of the set time schedule, completing work in a time-disciplined manner, completing work exceeding the specified target.
4. There are 37.78% of teachers who still do not contribute to organizational goals, which can be seen from the number of teachers who do not improve their HR skills through training or education, do creativity for learning strategies that are the school's advantages, conduct research into renewal programs.

Less than optimal teacher performance can be seen from the comparison between the effectiveness of the work achieved (output) in quantity and quality with the overall resources used (input) efficiently. This of course will have an impact on the lack of quality teacher services and learning processes, students are not motivated to take part in learning and are not optimal in receiving learning, resulting in less qualified student graduates and hindering the process of achieving the expected educational goals. Teachers who have high performance will have the ability, enthusiasm for work and always develop their potential to make their students always eager to learn. In the face of the industrial revolution 4.0 even in developed countries that have entered the 5.0 industrial revolution, like it or not, competition is getting tougher and teachers are required to have good performance, to continue to improve performance optimally, where teachers are expected to carry out all their duties and responsibilities as well as possible. work quickly, accurately, creatively and carry out self-development so that it is in accordance with the intended expectations and makes a positive contribution to the development of an institution. So as to produce good teachers and accelerate the achievement of school institution goals effectively and efficiently.



Based on the description above, there are several reasons that encourage conducting research on improving teacher performance. First, considering that education is one of the benchmarks for the progress of a nation, it is very necessary to improve the performance of teachers to be able to produce graduates who are reliable and can face various conditions that are always changing so that the government's goals regarding national education standards can be achieved. Second, to improve performance in the midst of many challenges from various characters of students and the community, teachers who have emotional intelligence are needed so that they can overcome various problems that exist so that they have an impact on the progress of the world of education. Third, teachers must also have high achievement motivation to always maintain and increase enthusiasm for work which will result in increased performance. Fourth, in an effort to improve performance, teachers must be committed to the profession so that they work more focused on the goals of the institution. Based on the order of the problems, there is a need for research related to improving teacher performance.

Method

This study uses the correlational method which is part of the type of quantitative descriptive research. The purpose of correlation is to find out whether there is a relationship, how close it is, and the direction of the relationship (positive or negative). The correlation study contains the strength of the relationship between variables, the statistical significance of the relationship between variables, and the direction of the correlation. The researcher uses a survey approach to find the distribution of respondents' answers to the statements of the intended variables before being analyzed with correlation coefficients. that the population of this study is only the foundation teachers (GTY) of private elementary schools in the province of Banten. This study uses a data collection instrument in the form of a questionnaire. The questions posed to the respondents must be clear and not doubtful of the respondents. The data collection instrument is a questionnaire to determine the relationship between Achievement Motivation, Emotional Intelligence and Commitment to the Profession with the performance of Buddhist education teachers in private elementary schools in the Province Banten. This research is a quantitative research, with data analysis of descriptive statistics and inferential statistics. Descriptive statistics are used to describe research variable data, among others in the form of mean, median, variance and standard deviation. Inferential statistics are used to test hypotheses using correlation and regression techniques.

Result and Discussion



The Relationship between Achievement Motivation and Performance.

The results showed that there was a positive relationship between achievement motivation and significant performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation (r_{y1}) is 0.221 with the category having a moderate relationship. The probability value of $0.000 < 0.05$ and H_0 is rejected, it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a significant positive relationship between achievement motivation and performance. The contribution of the achievement motivation variable to performance is reflected in the coefficient of determination of 0.221 or 22.1%, while the remaining 77.9% is influenced by other factors. The results of this study get the equation = $52.881 + 0.5456X_1$ can be used to predict the strength of the relationship achievement motivation with performance, where every 1 increase in achievement motivation score can increase 0.5456 performance score at a constant 52.881. With the conclusion is; The strength of the relationship between the achievement motivation variable and teacher performance is indicated by the correlation coefficient $r_{y2} = 0.470$, so the correlation between achievement motivation and teacher performance is very significant. The results of the study also support research by Hasan Tutar, Mehmet Altinoz and Demet Cakriloglu (2011: pp. 6318-6329). that there is a very significant positive relationship between achievement motivation and performance. The higher a person's achievement motivation, it is predicted that the higher the performance will be. Based on the results of the research and discussion above, it can be indicated that one of the efforts to improve performance is to increase or develop achievement motivation.

Relationship between Emotional Intelligence and Performance.

The results showed that there was a very significant positive relationship between emotional intelligence and performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between emotional intelligence and performance (r_{y2}) is 0.502 with the category having a strong relationship. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant positive relationship between emotional intelligence and performance. The contribution of emotional intelligence to performance is reflected in the coefficient of determination of 0.252 or 25.2%, while the remaining 74.8% is influenced by other factors.

The results of this study get the equation = $21.408 + 0.814X_2$ can be used to predict the strength of the relationship between emotional intelligence and performance, where every 1 increase in emotional intelligence score can increase 0.814 performance score at a constant of 21.408.

The results of this study are in line with the results of research submitted by Syamsul Huda, Suparno Eko Widodo, Widodo Sunaryo. (2016:63) confirms that emotional intelligence affects performance. This finding strengthens the hypothesis testing of quantitative research results that there is a significant positive relationship between emotional intelligence and employee performance. These results also support research by Based on the results of the research and discussion above, it can be indicated that one of the efforts to improve performance is to increase or develop emotional intelligence.

Relationship between Commitment to the Profession with Performance.

The results showed that there was a very significant relationship between work motivation and commitment to the organization. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between work motivation and commitment to the organization (r_{xy3}) is 0.506 with a moderate relationship category. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant relationship between performance and commitment to the profession. The contribution of performance is reflected in the coefficient of determination of 0.256 or 25.6%, while the remaining 74.4% is influenced by other factors.

The results of this study get the equation $= 11.236 + 0.751X_3$ can be used to predict the strength of the relationship between commitment to the profession, and performance where every 1 increase in commitment to the profession can increase 0.611 performance scores at a constant of 82.240. The results of this study are in line with Bakan's research, Buyukbese, Ersahan and Sezer, (2014:1476), convey the following conclusions: Pearson correlation reveals that there is a significant correlation between job satisfaction and work commitment, job satisfaction and work performance and between commitment to the profession and work performance. These results also support Sungu's research. , Weng , Xu . (2019:5) shows that organizational commitment, commitment to the profession and transformational leadership are positively related to work performance. Based on the results of the research and discussion above, it can be indicated that one of the efforts to improve performance is to increase or develop commitment to the profession.

Relationship between Achievement Motivation and Emotional Intelligence together with Performance.

The results showed that there was a positive relationship between achievement motivation and emotional intelligence together with a very significant performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation and emotional intelligence ($r_{y1.2}$) is 0.310 with the category having a low relationship. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a positive relationship between achievement motivation and emotional intelligence together with significant performance. The contribution of achievement motivation and emotional intelligence together to performance is reflected in the coefficient of determination of 0.311 or 31.1%, while the remaining 68.9% is influenced by other factors.



The results of this study get the equation = $110.301 + 0.246X_1 + 0.217 X_2$ can be used to predict the strength of achievement motivation and emotional intelligence together with performance. This means that the equation can predict each increase of 1 score of achievement motivation and emotional intelligence together will be 0.246 times for the achievement motivation variable and 0.241 times for the emotional intelligence variable at a constant 110.301. Based on the results of the research and discussion above, it can be concluded that achievement motivation and emotional intelligence together make a positive contribution that has a significant effect on performance.

Relationship between Achievement Motivation and Commitment to the Profession together with Performance.

The results showed that there was a positive relationship between achievement motivation and commitment to the profession together with significant performance. Based on the results of the research by testing the hypothesis, it is known that the correlation coefficient between achievement motivation and commitment to the profession with performance ($r_{y1.3}$) is 0.275 with the category having a high relationship. The probability value is $0.009 < 0.05$, then H_0 is rejected, so it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a significant relationship between achievement motivation and commitment to the profession. The contribution of achievement motivation and commitment to the profession on performance is reflected in the coefficient of determination of 31%, while the remaining 69% is influenced by other factors. The results of this study get the equation = $103.575 + 0.238X_1 + 0.239X_3$ can be used to predict the strength of the motivational relationship achievement and commitment to the profession together with performance, meaning that the equation can predict that every increase of 1 score of achievement motivation and commitment to the profession together will increase performance by 0.238 times for the variable achievement motivation and 0.239 times for the variable commitment to the profession at constant 103.575. Based on the results of the research and discussion above, it can be concluded that achievement motivation and commitment to the profession together make a positive contribution that has a significant effect on performance.

Relationship between Emotional Intelligence and Commitment to the Profession together with Performance.

The results showed that there was a positive relationship between emotional intelligence and commitment to the profession together with a significant performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between emotional intelligence and commitment to the profession with performance ($r_{y2.3}$) is 0.275 with a strong relationship category. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a positive relationship between emotional intelligence and commitment to the profession together with significant performance. The contribution of the relationship between emotional intelligence and commitment to the profession on



performance is reflected in the coefficient of determination of 0.275 or 27.5%, while the remaining 13.3% is influenced by other factors. The results of this study get the equation = $126.097 + 0.161 X_2 + 0.192 X_3$ can be used to predict the strength of the relationship between emotional intelligence and commitment to the profession together with performance, meaning that the equation can predict every increase in 1 score of emotional intelligence and commitment to the profession together. -the same will increase performance by 0.161 times for the variable of emotional intelligence and 0.192 times for the variable of commitment to the profession at a constant 126.097. Based on the results of the research and discussion above, it can be concluded that emotional intelligence and commitment to the organization together make a positive contribution that has a significant effect on performance.

Relationship between Achievement Motivation, Emotional Intelligence and Commitment to the Profession together with Performance.

The results showed that there was a positive relationship between achievement motivation, emotional intelligence and commitment to the profession with significant performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation, emotional intelligence and commitment to the profession with performance ($r_{y1.2.3}$) is 0.321 with a very strong relationship category. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a positive relationship between achievement motivation, emotional intelligence and commitment to the profession together with performance. The contribution of achievement motivation, emotional intelligence and commitment to the profession to performance is reflected in the coefficient of determination of 0.321 or 32.1%, while the remaining 67.9% is influenced by other factors. The results of this study get the equation = $106.350 + 0.223 X_1 + 0.125 X_2 + 0.130 X_3$ can be used to predict the strength of the relationship between achievement motivation, emotional intelligence and commitment to the profession together with performance, meaning that the equation can predict every increase in 1 motivation score achievement, emotional intelligence and commitment to the profession together will increase performance by 0.223 times for the variable achievement motivation, emotional intelligence variable by 0.125 times and 0.130 times for the variable commitment to the profession at constant 106.350.

Relationship between Achievement Motivation, Emotional Intelligence and Commitment to the Profession together with Performance.

The results showed that there was a positive relationship between achievement motivation, emotional intelligence and commitment to the profession with significant performance. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation, emotional intelligence and commitment to the profession with performance ($r_{y1.2.3}$) is 0.321 with a very strong relationship category. The probability value of $0.000 < 0.05$ then H_0 is rejected, it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a positive relationship between achievement motivation, emotional intelligence and commitment to the profession together with

performance. The contribution of achievement motivation, emotional intelligence and commitment to the profession to performance is reflected in the coefficient of determination of 0.321 or 32.1%, while the remaining 67.9% is influenced by other factors.

The results of this study get the equation = $106.350 + 0.223 X_1 + 0.125X_2 + 0.130X_3$ can be used to predict the strength of the relationship between achievement motivation, emotional intelligence and commitment to the profession together with performance, meaning that the equation can predict every increase in 1 motivation score achievement, emotional intelligence and commitment to the profession together will increase performance by 0.223 times for the variable achievement motivation, emotional intelligence variable by 0.125 times and 0.130 times for the variable commitment to the profession at constant 106.350. Based on the results of the research and discussion above, it can be concluded that achievement motivation, emotional intelligence and commitment to the profession together make a positive contribution that has a significant effect on performance.

This research was conducted with the aim of finding efforts to improve performance through a study of the correlation between research variables, namely achievement motivation, emotional intelligence and commitment to the profession. Based on the results of the study, it is known that among the three independent variables, commitment to the profession and emotional intelligence has a high significant level of performance when compared to achievement motivation. The results of this study indicate that there is a performance through achievement motivation, emotional intelligence and commitment to the profession either partially or jointly. These results provide input that the performance of Buddhist education teachers in private elementary schools in Banten province can be improved and developed through strengthening achievement motivation, emotional intelligence and commitment to the work profession, both individually and together. In fact, the three independent variables make a positive contribution to the increase in the dependent variable, namely performance. Therefore, the following implications are needed in an effort to improve performance:

1. There is an increase in performance through strengthening achievement motivation. This shows that achievement motivation increases in performance. Several efforts must be made, namely by increasing achievement motivation on indicators of self-confidence.
2. There is an increase in performance through strengthening emotional intelligence. This shows emotional intelligence increases in performance. Several efforts must be made, namely by increasing emotional intelligence on the indicators of trying to achieve achievements.
3. There is an increase in performance through increased commitment to the profession. This shows that strengthening commitment to the profession can improve performance. Several efforts must be made, namely by maintaining all indicators of commitment to the profession.
4. There is an increase in performance through achievement motivation and emotional intelligence together. This shows that achievement motivation and strong emotional intelligence together can improve performance. Several efforts must be made, namely increasing the indicators of recognizing one's emotions and emotions and providing motivation to achieve work above the standard.



5. There is an increase in performance through strengthening achievement motivation and commitment to the profession together. This shows that with strong achievement motivation and commitment to the profession together, it can increase commitment to the organization. Several efforts must be made, namely increasing the indicators of sincerity towards organizational achievement and maintaining indicators of work motivation.

There is an increase in performance through strengthening achievement motivation, emotional intelligence and commitment to the profession together. This shows that with achievement motivation, emotional intelligence and a strong commitment to the profession together can improve performance. Several efforts must be made, namely increasing the indicators of seriousness towards work achievement and confidence in self-ability. Thus, through strengthening achievement motivation, emotional intelligence and commitment to the profession together, they will be able to improve performance.

Conclusion

Based on this research has succeeded in finding ways and strategies to improve performance through identification of the strength of the relationship between research variables. Furthermore, this research has produced findings about indicators of research variables that need to be improved and maintained. In detail, the conclusions of this study are as follows:

1. There is a positive relationship between Achievement Motivation and Performance, so that the strengthening of Achievement Motivation can improve Performance.
2. There is a positive relationship between Emotional Intelligence and Performance, so that strengthening Emotional Intelligence can improve performance.
3. There is a positive relationship between Commitment to the Profession and performance, so that strengthening Commitment to the Profession can improve Performance.
4. There is a positive relationship between achievement motivation and emotional intelligence together with performance, so that strengthening achievement motivation and emotional intelligence can improve performance.
5. There is a positive relationship between Achievement Motivation and Commitment to the Profession together with Performance, so that strengthening Achievement Motivation and Commitment to Profession can improve Performance.
6. There is a positive relationship between emotional intelligence and commitment to the profession together with performance, so that strengthening Emotional Intelligence and Commitment to the Profession can improve performance.
7. There is a positive relationship between Achievement Motivation, Emotional Intelligence, and Commitment to the Profession together with increased performance, so that the strengthening of Achievement Motivation, Emotional Intelligence, and Commitment to the Profession can improve performance.

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