THE EFFECT OF ACHIEVEMENT MOTIVATION ON PERFORMANCE THROUGH PROFESSIONAL COMMITMENT OF LECTURERS OF STATE POLYTECHNIC OF TANAH LAUT

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Abstract

This study examines the effect of achievement motivation on lecturer performance at Tanah Laut State Polytechnic, with professional commitment as a mediating variable. The study used a quantitative approach and multiple regression analysis techniques to test the relationship between variables in a sample of lecturers with State Civil Apparatus (ASN) status at the institution. The results of the analysis show that achievement motivation significantly affects lecturer performance, both directly and through professional commitment. High motivation encourages lecturers to achieve optimal performance, characterized by quality, quantity, and punctuality in carrying out tasks. In addition, professional commitment acts as a mediator that strengthens the relationship between achievement motivation and performance. Lecturers with strong professional commitment are more likely to achieve good and consistent performance. The data also shows challenges in fulfilling professional commitment in several administrative aspects that can impact lecturer career development. These findings provide insight for higher education management to design effective development strategies, which can improve lecturers' motivation and professional commitment in order to achieve optimal performance and support higher quality education.

Keywords: Achievement Motivation, Professional Commitment, Lecturer Performance.

INTRODUCTION

Lecturers as educators, researchers, and community service actors are expected to be able to carry out all obligations imposed on them professionally. Professionalism in carrying out work is a firm commitment from lecturers to their profession. Their dedication is reflected in their sense of pride as professionals and their ongoing enthusiasm to continuously improve their professional abilities (Yanti, Indrayani, & Satriawan, 2022).

Lecturer performance not only has a significant impact on the quality of higher education, but also presents important implications for the development of the personal academic career of the lecturer himself in increasing functional positions or meeting the requirements to obtain professional certification allowances. This is an obligation for lecturers who have aspirations to achieve higher levels of progress and achievement in their academic careers (Lazuardi & Suharjo, 2023).

Lecturer performance will emerge when they have good motivation in doing their work, this is related to the achievement motivation that must be implemented by lecturers. Actually, those who have motivation will have an impact on performance in carrying out work. One aspect of motivation that can be observed is the need for achievement. According to Mahendrawan, Hardhienata, Setyaningsih (2023), achievement motivation refers to the drive to achieve goals, achieve standards of excellence, and strive to achieve excellence.

Lecturers in doing their work need motivation, this can affect their performance. Lecturers can be said to be motivated in carrying out their work when they show performance in terms of quality, quantity, time and behavior that are in accordance with the standards that have been set.

The data in Table 1 shows the performance of lecturers in carrying out their duties from 2021 to 2023.

Table 1. Lecturer Performance Scores for 2021-2023

No.	Element Which rated	2021		2022		2023	
		Number	Predicate	Number	Predicate	Number	Predicate
1	Quantity	78.40	Good	77.50	Good	76.40	Good
2	Quality	77.50	Good	76.00	Good	75.00	Enough
3	Time	78.40	Good	77.00	Good	75.30	Good
	Amount	314		308		304	
	Mark Average	78.50	Good	77.00	Good	76.00	Good

Source: Lecturer Performance Score 2024.

Based on the data above, it shows that as lecturers, their average performance is considered good, but there are still values that are lacking in terms of quality. This performance is seen when lecturers carry out and complete their work well.

Apart from the achievement motivation that can influence the performance of lecturers. It can happen when they have a commitment in carrying out their duties so that all work can be completed well. Lecturer commitment has a very important role in carrying out the tasks that are their responsibility. Lecturers need to demonstrate a strong professional commitment in carrying out their work in order to achieve more optimal performance. Professional commitment refers to the behavior, goals, or qualitative characteristics that characterize a particular professional or profession.

Commitment to the profession plays an important role in improving performance, this is also in line with the principles of Islamic teachings that encourage individuals to commit to carrying out relevant good deeds. One of the government's policies to encourage and measure the capacity of lecturers is the Regulation of the Minister of Research, Technology, and Higher Education Number 51 of 2017 concerning Educator Certification for Lecturers which aims to evaluate the professionalism of lecturers in order to improve the quality of education in higher education. The provision of certificates as a form of recognition of this professionalism is not only a

form of appreciation for the achievements of lecturers, but also as a form of protection and guarantee for the welfare of the teaching profession (Arif et al., 2021). With these regulations, it is hoped that lecturers can improve the quality of their performance by carrying out tasks that are relevant to the teaching profession, such as teaching activities, conducting research, and contributing to community service. In this context, lecturers are expected to have a strong commitment to the profession, which is reflected in a greater level of time dedication to carrying out these three activities compared to activities outside the field (Ramadania, Candra & Afifah, 2020).

Based on the results of observations on the professional commitment of lecturers at Politala, several aspects were found that still need attention. Several lecturers have not yet obtained a teaching certificate, have experienced delays in completing the lecturer workload documents according to the specified deadline, and have not met the requirements for promotion to functional positions. This condition has an impact on stagnation in the career development of these lecturers. Failure to meet the requirements and delays in the administrative process have significant consequences for the career advancement of lecturers, including limited opportunities for promotion, certification allowances, and recognition of their professional performance. The following is data on the number of lecturers at the Tanah Laut State Polytechnic who have functional positions and certification

Table 2. Lecturer Position and Certification Data

No.	Functional Position	Amount	Certification
1.	Expert Assistant	35	10
2.	Lecturer	21	21
3.	Associate Professor	1	1
	Amount	57	32

Source: Object (2023)

Therefore, strategic steps and strong institutional support are needed to help and encourage these lecturers to fulfill their professional requirements and commitments in a timely manner, so that they can better develop their academic careers in the university environment.

The tasks that must be carried out by lecturers, as explained in the Tri Dharma of Higher Education concept, include the fields of teaching, research, and community service. In carrying out these activities, lecturers have various different reasons. Based on the results of interviews with several lecturers, it was found that these reasons include obligations, development of scientific fields, support for study program accreditation, development of science, solving community problems, and also to increase income. These reasons reflect the lecturer's commitment to their profession. Therefore, further research is needed to clarify the relationship between achievement motivation and research performance with professional commitment.

In general, the performance of lecturers at Politala can be said to be good, but still needs to be improved in terms of quality. In line with the research of Yanti, Indrayani & Satriawan (2022), it was found that in the first year, motivation acted as an intervening variable that mediates the relationship between organizational commitment and lecturer performance, but did not mediate the relationship between professional commitment and lecturer performance. The results of this study also show that motivation has a significant influence on lecturer performance.

Based on the research reflection from Nursafitri (2022), it is explained that achievement motivation affects performance through organizational commitment. Organizational commitment is able to mediate between achievement motivation and performance. Based on the reflection research, commitment has an indirect effect on performance while work motivation has a direct effect on employee performance. Therefore, researchers try to prove it in terms of the truth of achievement motivation through the lecturer's professional commitment to performance.

Several studies that support this research are from Gani (2022) showing that there is an influence of commitment on lecturer performance. Waluyo, Syarifuddin, & Ariani (2023) there is an influence of Achievement Motivation on Lecturer Performance in carrying out duties as lecturers. Nursafitri (2022) there is Achievement Motivation on Teacher Performance in teaching students Therefore, researchers are interested in exploring this matter more deeply, by raising the research title, namely "The Influence of Achievement Motivation on Performance Through Professional Commitment of Lecturers at the Tanah Laut State Polytechnic".

RESEARCH METHODS

This study was conducted with a quantitative approach and associative research type, which aims to understand the relationship between variables, especially the influence of achievement motivation on lecturer performance with the role of professional commitment as a mediating variable. The quantitative approach was chosen because it allows researchers to process data in the form of numbers and conduct statistical analysis to ensure the accuracy of the results. This research method was implemented on lecturers with the status of State Civil Apparatus (ASN) at the Tanah Laut State Polytechnic, who have more than two years of work experience. This experience criterion is determined because lecturers with this length of service have been officially appointed as ASN and have obtained functional positions, which indicate a certain level of professionalism and commitment in their work.

The unit of analysis in this study is ASN lecturers working at the Tanah Laut State Polytechnic, with a population of 57 people. The population in the context of this study is all subjects who meet certain criteria to be studied, as defined by Sugiyono (2019). For sampling, this study uses a census method, where the entire population is used as a sample. This approach is taken because all members of the population meet

the research requirements and criteria, so that data representation will be more complete and accurate.

The data collection technique used in this study is a questionnaire. Questionnaires or surveys allow researchers to collect relevant information from respondents, including attitudes, beliefs, behaviors, and characteristics relevant to the study. With this technique, researchers can get a deeper picture of how factors such as achievement motivation and professional commitment affect lecturer performance. The use of questionnaires also allows researchers to collect data on a wider scale in a systematic and structured manner, which is important in a quantitative approach.

For data analysis, this study applied multiple linear regression techniques using SPSS (Statistical Package for the Social Sciences) software version 21. Multiple linear regression techniques help in identifying whether independent variables have a significant influence on dependent variables. In the context of this study, the independent variables are achievement motivation and professional commitment, while the dependent variable is lecturer performance. By using SPSS, the collected data were processed and tested to see if there was a significant relationship between the variables. Multiple linear regression facilitates understanding of the extent to which achievement motivation and professional commitment factors can play a role in improving lecturer performance.

In addition to multiple linear regression analysis, this study also uses mediation regression analysis. This analysis is used to see the role of professional commitment as a mediating variable in the relationship between achievement motivation and lecturer performance. In this analysis, the professional commitment variable functions as a variable that connects or strengthens the influence of achievement motivation on lecturer performance. Mediation regression analysis is carried out with two equations, where the first equation measures the direct relationship between the independent variable and the dependent variable, while the second equation involves the mediating variable to see whether the presence of this variable affects or strengthens the relationship between the independent and dependent variables. In the context of this study, mediation regression analysis aims to determine whether professional commitment plays an important role as a factor that strengthens the relationship between achievement motivation and lecturer performance.

Achievement motivation in this study is defined as the internal drive of lecturers to achieve achievements in their tasks, which is considered important in improving individual performance. This motivation includes aspects such as the desire to achieve targets, satisfaction in completing tasks, and the desire to develop professional skills. On the other hand, professional commitment describes the attachment and dedication of lecturers to their profession. This commitment is important because lecturers who have professional commitment tend to show better performance, both in the learning process and in their contributions to the institution.

Lecturer performance as the dependent variable in this study is measured based on various aspects including teaching quality, ability to adapt to new teaching methods, and contribution to curriculum development or research in their institutions. Measuring lecturer performance is important because it directly affects the quality of education received by students and the achievement of institutional goals. This study emphasizes the importance of achievement motivation and professional commitment as two main factors that can affect lecturer performance, with the hope that the results of this study can provide a better understanding of the factors that support improved performance among lecturers.

Overall, this study attempts to identify and analyze the influence of achievement motivation on lecturer performance at Tanah Laut State Polytechnic with professional commitment as a mediating variable. The findings of this study are expected to provide insight for the management of higher education institutions regarding the importance of paying attention to aspects of motivation and professional commitment in an effort to improve lecturer performance. Thus, institutions can design more effective development strategies or programs, which aim to improve lecturer motivation and professional commitment in order to achieve optimal performance.

RESULTS AND DISCUSSION

testing uses multiple regression which will be tested empirically to find the functional relationship between two or more independent variables and the dependent variable, or to predict two or more independent variables against the dependent variable.

Regression Model I

Individual Influence Test (t-Test) can be seen in the following table

Table 3. Individual Influence Test (t-Test) Model I

	Coefficients [a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	5,998	1,969		3,046	.004
Achievement Motivation (X)	.806	.074	.826	10,853	.000

a. Dependent Variable: Professional Commitment (Z)

Source: data processed by researchers (2024)

Based on Table 3, the regression model for motivation based on the influencing factors, namely achievement motivation, is as follows:

Z = 0.826 X + 0.05

Based on the regression equation, it shows that the achievement motivation variable has a positive regression coefficient direction or is directly proportional to Professional Commitment (Z), this shows that the Achievement Motivation variable (X) will have a positive influence on Professional Commitment (Z).

Based on the t table which is 1.67203, and the t count is 10.853. This shows that t count > t table or 10.853 > 1.67203. Table 3 shows the p-value of the t-test results of the Achievement Motivation variable (X) of 0.000. Because the p-value is smaller than the significance level $\alpha = 5\%$ or (0.000 < 0.05), then H0 is rejected and Ha is accepted which means that Achievement Motivation (X) has an influence and is significant to Professional Commitment (Z). This means that Achievement Motivation (X) has a significant effect on Professional Commitment (Z) is proven to be accepted. Meanwhile, from the results of the F test between Achievement Motivation (X) has a significant effect on Professional Commitment (Z). So the results of the F test can be seen in the following table:

Table 4. F Test Results Table

		ANOVA [a]				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	462,345	1	462,345	117,781	.000 [b]
	Residual	215.901	55	3.925		
	Total	678,246	56			
a. Dependent Variable: Professional Commitment (Z)						
b. Predictors: (Constant), Achievement Motivation (X)						

Source: data processed by researchers (2024)

Based on DF = Nk-1, the F table or F 0.05; 55; 1 is 3.2317, and the F count is 117,781. This shows that the F count > F table or 117,781 > 4.03.

Table 4 shows the p-value of the F test results of 0.000. Because the p-value is smaller than the significance level of $\alpha = 5\%$ or (0.000 <0.05), then H0 is rejected which means that Achievement Motivation (X) simultaneously has an influence on Professional Commitment (Z).

The results of the multiple determination coefficient (adjusted R square). The results of the multiple determination coefficient can be shown as follows:

Table 5. Coefficient of Determination

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 [a]	.682	.676	1.98128
a. Predictors: (Constant), Achievement Motivation (X)				

Source: data processed by researchers (2024)

Based on Table 5, it can be seen that the magnitude of the multiple determination coefficient (adjusted R^2) is 0.676. These results can be interpreted that 41.6% of the magnitude of Professional Commitment (Z) is influenced by the

independent variable consisting of Achievement Motivation (X). While the remaining 67.6% is influenced by other variables that are not included in the research model.

Regression Model II

The results of the multiple linear test in this study can be seen in the table below.

Table 6. Results of Multiple Linear Regression Test or Multiple Effect Test

	Coefficients [a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	14,268	1,694		8,421	.000
Achievement Motivation (X)	.363	.105	.512	3.463	.001
Professional Commitment (Z)	.226	.107	.312	2.107	.040
a. Dependent Variable: Performance (Y)					

Source: data processed by researchers (2024)

Based on Table 6, the multiple regression model for performance on influencing factors, namely achievement motivation (X) and professional commitment (Z) is as follows:

$$Y = 0.512\,(X) + 0.312\,(Z)$$

Based on the regression equation, it shows that the variables namely achievement motivation (X) and professional commitment (Z) have a positive regression coefficient direction on performance, this shows that the variables namely achievement motivation (X) and professional commitment (Z) will have a positive influence on performance. The better the achievement motivation and professional commitment increase, the better the performance will be on performance.

Referring to the t table which is 1.67203, and the calculated t is 3.463. This shows that the calculated t < t table or 3.463 < 1.67203. Table 4 shows the p-value of the t-test results of the achievement motivation variable of 0.251. Because the p-value is smaller than the significance level $\alpha = 5\%$ or $(0.001 < 0.05)$, then Ho is rejected Ha is accepted which means that there is an influence of achievement motivation (X) on lecturer performance (Y). This means that the better the achievement motivation will make the lecturer's performance better.

Referring to the t table which is 1.67203, and the t count is 2.107. This shows that t count > t table or 2.107 > 1.67203. Table 6 shows the p-value of the t-test results of the motivation variable of 0.04. Because the p-value is smaller than the significance level $\alpha = 5\%$ or $(0.040 < 0.05)$, then Ho is rejected and Ha is accepted which means that professional commitment (Z) has a significant influence on performance.

To prove that independent variables simultaneously affect the dependent variable, the F statistical test is used. The F test is conducted to determine whether all independent variables simultaneously affect the dependent variable. The results of the simultaneous test (F test) are as follows:

Table 7. Simultaneous Hypothesis Testing

	ANOVA [a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	222,532	2	111,266	44,735	.000 [b]
	Residual	134,310	54	2.487		
	Total	356,842	56			
a. Dependent Variable: Performance (Y)						
b. Predictors: (Constant), Professional Commitment (Z), Achievement Motivation (X)						

Source: data processed by researchers (2024)

Based on DF = Nk-1, Ftable or F 0.05; 54; 2 is obtained which is 3.18, and F count is obtained which is 44,735. This shows that F count> F table or 44,735> 3.18. Table 7 shows the p-value of the F test results of 0.000. Because the p-value is smaller than the significance level α = 5% or (0.000 <0.05), then Ho is rejected which means that professional commitment simultaneously has an influence on performance variables.

The results of the multiple determination coefficient (adjusted R square). The results of the multiple determination coefficient can be shown as follows:

Table 8. Coefficient of Determination

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 [a]	.624	.610	1.57709
a. Predictors: (Constant), Professional Commitment (Z), Achievement Motivation (X)				

Source: data processed by researchers (2024)

Based on Table 8, it can be seen that the magnitude of the multiple determination coefficient (adjusted R^2) is 0.610. These results can be interpreted that 61% of the magnitude of Politala lecturer performance is influenced by the two independent variables consisting of Achievement Motivation (X) and Professional Commitment (Z). While the remaining 39% is influenced by other variables that are not included in the research model.

Total Influence Analysis

The study used statistical analysis, namely path analysis. This analysis is used to test the influence of intervening variables (Z) where the use of regression analysis to estimate the causal relationship between variables (casual model). Path analysis is an extension of multiple linear regression analysis or path analysis is the use of regression

analysis to estimate the causal relationship between variables that have been previously determined based on theory. In path analysis there are direct and indirect relationships.

A direct relationship occurs when one variable affects another variable without a third variable mediating (intervening) the relationship between the two variables. An indirect relationship is when there is a third variable mediating the relationship between the two variables (Ghozali, 2018:160). Thus, in the model of the relationship between these variables, there are independent variables which in this case are called exogenous variables, and dependent variables which are called endogenous variables. Through this path analysis, it will be possible to find the most appropriate and shortest path from an independent variable to the last dependent variable (Sugiyono, 2019:39).

Before using path analysis, it is necessary to first compile a model of the relationship between variables, which in this case is called a path diagram. The path diagram is compiled based on a framework of thought developed from the theory used in the study. Where there are independent variables consisting of achievement motivation (X) and professional commitment (Z) as intervening variables, while performance (Y) is the dependent variable. Based on the influence models above, overall the influence path can be compiled as follows:

Based on the path analysis test, the results of the direct and indirect influence of achievement motivation (X) on performance (Y) through professional commitment (Z) showed that the direct influence was greater than the indirect influence.

Table 9. Summary of Hypothesis Testing Results

	Hypothesis	Test results
H1	significant partial influence of lecturers' achievement motivation on the performance of Politala lecturers.	Accepted
H2	significant simultaneous influence of achievement motivation on professional commitment.	Accepted
H3	significant simultaneous influence of significant professional commitment on the performance of Politala lecturers.	Accepted
H4	the influence of achievement motivation on performance through the professional commitment of Politala lecturers.	Accepted

Source: researcher (2024)

The conclusion is that the direct influence is greater than the indirect influence because the direct influence reaches 82.6% and the indirect influence only reaches 77.8%.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant influence of lecturers' achievement motivation on the performance of Politala lecturers partially, which shows that good achievement motivation will encourage increased lecturer performance in carrying out their work. In addition, there is also a significant simultaneous influence between achievement motivation and professional commitment, where good achievement motivation can increase professional commitment in working. Professional commitment also has a significant influence on lecturer performance, because good professional commitment will support lecturers in completing their tasks optimally. In addition, it was also found that achievement motivation can affect performance through professional commitment, although professional commitment does not always behave as expected, which has an impact on lecturer performance. Based on these findings, the suggestion put forward is that this study can contribute to further research related to professional commitment, work motivation, and lecturer performance, especially with a deeper focus on aspects of research and community service. For future surveys, filling out the questionnaire should involve the assessor or direct superior of the lecturer concerned, so that the results can complement the findings of previous studies.

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