

# THE ROLE OF WORK COMMITMENT AS A MEDIATOR OF LEADERSHIP WORKPLACE MOTIVATION ON TEACHER ACHIEVEMENT AT SMP NEGRI KOTA BATAM

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## Abstract

Teachers at State Junior High Schools in Batam City, Riau Islands Province, have varying work ethics. The varying performance of teachers is caused by education, training and experience gained while working. The problem in State Junior High Schools in Batam City is the less than optimal achievement of teachers. Based on the problem, it is suspected that there are several influencing factors, namely leadership, work place, motivation and work commitment felt by teachers. This study aims to analyze the mediating role of work commitment in the influence of leadership, work place, motivation on teacher achievement. The study was conducted using a quantitative descriptive method and analyzed using Structural Equation Modelling-Partial Least Square (SEM-PLS). The data used in this study used primary data obtained from the answers of 125 respondents. The results of this study support the proposed hypothesis, namely: Leadership has a positive and significant effect on Work Commitment. Motivation has a positive and significant effect on Work Commitment. Work Place has a positive and significant effect on Work Commitment. Work Commitment has a positive and significant effect on Teacher achievement. Work Commitment can mediate the positive and significant influence between leadership variables, work place and motivation simultaneously on teacher achievement in SMP Negeri Batam City. The managerial implication of this study is that the role of work motivation needs to be considered more deeply to improve teacher achievement to accomplish the targeted goals, because this variable has a positive and significant influence both directly and indirectly.

**Keywords:** *Teacher Achievement; Leadership; Workplace; Motivation; Work commitment*

## I. INTRODUCTION

Along with the increasingly strong global challenges, the quality of human resources is very important. Today we can see that the progress of this nation is no longer seen from its natural resources but from its human resources. Competition in the world of work where an organization needs a capable workforce to advance its company. Quality workers can be created through quality work productivity. To be able to create quality work productivity, professional employees are needed. The professionalism of an employee can be seen from his/her good performance, whether good at completing tasks from superiors, good at creating a pleasant work atmosphere and many more. Employees are obligated to deliver and actualize the goals and desires of all parties, particularly the people who have trusted them. Performance is an action performed to carry out, accomplish duties and obligations according to the expectations and goals that have been assigned (Supardi, 2016). In addition, employee performance can also be interpreted as a result of an employee's efforts achieved by having abilities and actions in certain situations. Factors that can influence performance are leadership. A capable leader must have leadership skills, planning, and a broad view of the organization.

The main abilities that must be possessed such as good leadership, good communication and the ability to solve problems that may arise in the process of activities, so that leaders can easily socialize ideas, proposals, suggestions or thoughts that they have to their subordinates. Therefore, a leader who is the head of an organization must be able to set an example and be able to protect subordinates and be able to control his leadership function. In addition to leadership, motivation also affects the performance of an employee. A motivated employee will always carry out his duties well. Things that can motivate an employee can be such as achievement, recognition/awards,

responsibility, obtaining progress and development in work, salary/wages, relationships between workers, working conditions, organizational policies, administrative processes in the company and others. In addition to motivation, things that can affect performance are the workplace. The workplace is also an important factor in work commitment. When the workplace is not supportive, employee comfort in working will be disrupted which will result in employee work commitment being disrupted. Work commitment is very important in managing an organization. The existence of a complete division of labor from the leader to the lowest employee or officer makes a person consciously know what his duties are, how to do it, when the work starts and finishes, what the required work results are, and to whom the results of the work are accountable. Schools are one of the government agencies engaged in the field of education where the need for human resources is very necessary to educate and advance a nation.

Schools in this case are public organizations that provide educational services to the community to improve the quality of the individual in the community itself. A professional teacher is a teacher who prioritizes the quality and quality of education. To become a professional teacher, a teacher must have several competencies. Teacher achievement is expected to be able to boost the quality and relevance of education, in its implementation in the field depending on many factors that influence it and are interrelated, for example discipline factors and motivation factors (Brian *et. al*, 2017). Teacher achievement can be influenced by several factors including work discipline, organizational commitment, and work motivation. Teacher achievement can be influenced by various factors, both internal and external. This study focuses on the factors that influence the performance of junior high school teachers in Batam City.

## **II. LITERATURE REVIEW**

### **Performance**

According to (Gavino, M.C. *et.al* 2014), performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of an organization that is outlined through the strategic planning of an organization. Organizational strategy, consumer satisfaction and providing economic contributions. Performance is a result achieved by employees in their work according to certain criteria that apply to a job. As defined by Sanjaya and Ivan (2016), employee performance is the ability of employees to accomplish a certain skill. Employee performance is highly important, since it will be known how far the employee's skill is in carrying out the responsibilities set to himself. According to (Wibowo 2016), measuring performance is necessary to determine whether there is a deviation from the predetermined plan during performance implementation, whether performance can be carried out according to the specified time schedule, or whether the performance results have been achieved as expected.

### **Leadership**

According to (Wahjosumidjo, 2013) stated that Leadership is defined as the behavior of leaders who can initiate new thinking in the process of interaction in the organizational environment by changing or adapting an organization's goals, targets, configurations, procedures, inputs, processes, or outputs in response to development demands. In the words of (Fortunela S, Nugraheni 2017), leadership is a process by leaders who manage the company and provide models of conduct for followers.

### **Workplace**

The workplace is something that occupies the surroundings of workers and might influence them in carrying out duties such as temperature, humidity, ventilation, lighting, noise, workplace cleanliness, and suitable work equipment. (Isyandi, 2014:134). The workplace has an essential effect on how workers do their jobs. A good or happy workplace will have a positive impact on all parties, including workers, leaders, and their job (Anoraga, 2011). The workplace, according to Nurani (2013), includes everything that surrounds workers and may affect their ability to do activities, such as proper lighting.

### **Work Motivation**

Motivation is the drive to work toward a goal; it may inspire and motivate someone to work, or it can be the source of work motivation. According to Anwar Prabu Mangkunegara (2012:16), Employee attitudes about work settings inside the organization are what create motivation. Motivation is the state or energy that propels individuals to initiate action to accomplish the organization's or company's goals and to have a positive and

optimistic mindset toward their work environment in order to perform at their best. Sunyoto (2013) argues that motivation is how to increase someone's work ethic so that they want to work hard to attain organizational goals.

### **A. Description of exogenous and endogenous variables**

#### **1) Leadership factors that can affect teacher performance.**

Leadership is a person's inherent power or talent. This leadership mindset works when leading. One of the influences that arises from this leadership attitude is that it can influence someone. Leadership is an attitude that exists within a leader to achieve goals in work or organization. Leadership is a science and art of motivating and convincing others to understand, be aware and be happy to follow the will of a leader. Being a leader in an organization means having the capacity and talent to persuade people, especially subordinates, to think and behave in ways that will truly help the company achieve its objectives. Characteristics of a good leader according to various sources, namely a leader must always be honest and transparent in every action and decision taken, be humble and not arrogant, must always respect and treat everyone with dignity, have a clear vision and be able to communicate it well to the team, be able to motivate the team to pursue the vision and carry out the mission together, be able to apply the work ethic expected of his subordinates, have high integrity and are not afraid to take action or make difficult decisions, be able to listen well and sincerely, have a firm stance and not be easily influenced by what others say, must be fair and intelligent in every decision taken, be able to remain calm in facing various conditions, have good communication skills, be responsible for every action and decision taken, be able to inspire others, have strong beliefs and empathy for others.

#### **2) Workplace issues that can influence teacher achievement.**

The availability of suitable facilities and infrastructure, such as pleasant classrooms, instructional equipment, and educational technology, might influence teacher achievement. A positive and conducive school climate can improve teacher performance. This includes relationships between teachers, relationships between teachers and students, and relationships between teachers and principals. Clear and fair school policies can affect teacher performance. For example, policies on performance appraisal, promotion, and rewards. Collegial support, namely support from colleagues and the principal, can affect teacher performance. This support can be in the form of technical assistance, advice, or motivation. Workload, work schedules, and opportunities for professional development can also affect teacher performance.

#### **3) Motivational factors that can affect teacher performance.**

Providing rewards and recognition for teacher achievements and contributions can increase their motivation. These incentives might come in the shape of bonuses, promotions, or other prizes. Providing chances for professional growth and learning can help enhance teacher motivation. This might take the shape of training, seminars, or opportunity to take on new positions. Creating a positive and supportive workplace can help increase teacher motivation, this can include a positive work culture, good working relationships, and effective management. Promoting a balance between work and personal life can also help increase teacher motivation, in the form of flexibility in working hours, support for mental and physical well-being, and fair leave policies. Effective and inspiring leadership can influence teacher motivation through a clear vision and mission, effective communication, and providing examples of good behavior.

### **B. Description of Mediating Variables**

A factor that serves as a mediator is an indicator that explains how or why the relationship between two other variables exists. In this study, teacher work commitment functions as a mediating variable. Work commitment is an organizational commitment and psychological bond that connects individuals to an organization. The following are some ways that can be done to increase teacher work commitment, namely having a common goal, vision, mission, values, and clear company goals as a teacher's contribution to achieving common goals. A comfortable, safe, and conducive workplace makes teachers feel more at home so that teachers can be more committed because they feel in love with their workplace. Getting proper appreciation and recognition for the achievements of teachers as the most valuable assets. Getting an award in the form of a salary that is commensurate with their efforts. Getting constructive feedback and having the opportunity to learn and develop, encouraging independent learning, and jointly maintaining cleanliness and health in the workplace so that there is a contribution that will build commitment.

### C. Conceptual Framework

The conceptual framework of the research according to Handoko and Iskandar (2008) theoretically explains the conceptual model of research variables. Based on the theory and previous research on the previous page, This study plans to evaluate the determine of job motivation on teacher achievement, using organizational commitment and discipline as mediator factors, in public junior high schools in Batam City. The following is the framework of thought from the research conducted.

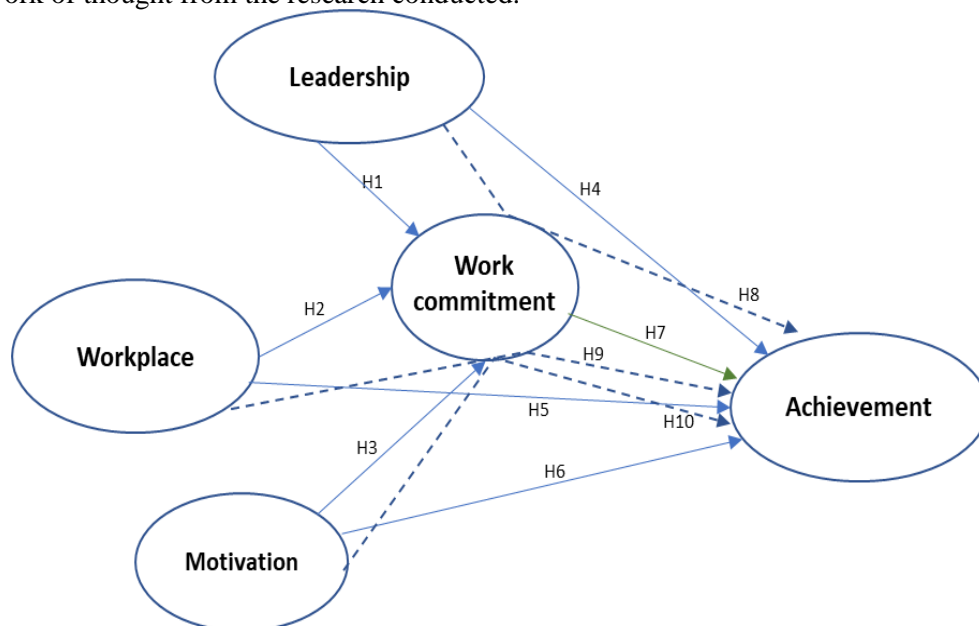


Figure 1. Conceptual Framework of Research

### D. Hypothesis

The following is the formulation of the research hypothesis based on the previously described conceptual framework:

#### Direct Influence Hypothesis:

H1: Leadership has been beneficial and valuable influence on Work Commitment.

H2: Workplace has been beneficial and valuable influence on Work Commitment

H3: Work motivation has a positive and significant influence on Work Commitment.

#### Mediation Influence Hypothesis:

H4: Leadership has been beneficial and valuable influence on teacher performance

H5: Workplace has been beneficial and valuable on teacher performance.

H6: Work motivation has been beneficial and valuable influence on teacher performance.

H7: Work commitment mediates the simultaneous effect of leadership, workplace, and work motivation on teacher achievement.

#### Indirect Influence Hypothesis (Mediation):

H8: Leadership has an indirect influence on performance through work commitment.

H9: Workplace has an indirect influence on performance through work commitment.

H10: Work motivation has an indirect influence on performance through work commitment.

## III. RESEARCH METHOD

### Object and Location of Research

The research took place in Batam City's public and private junior high schools. This study's subjects are teachers who teach in all disciplines. The scope of the research is the variables of leadership, work motivation, workplace, work commitment and teacher performance.

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Table 1. Operational Variable

NO	VARIABEL	INDICATOR	SOURCE	
1.	Leadership	X1.2	capable of providing feedback	Ria, dkk 2022
		X1.3	capable to inspire/motivate	Nurmayanti, dkk 2021
		X1.4	Capable to show empathy	Andika, dkk 2022
		X1.5	Capable managing conflict in a team	Muthia. 2021
		X1.6	Encouraging innovation and creative thinking	Nurmayanti, dkk 2021
2.	Workplace	X2.1	Workspace	Jusdiana, 2022
		X2.2	Adequate facilities	Wahyudi.2022.
		X2.3	Good air circulation	Made, dkk 2023.
		X2.4	Adequate workspace	Wahyudi.2022.
		X2.5	Good access to support and assistance from colleagues and superiors	Triliyani 2023.
3	Motivation	X3.1	Respecting the workplace	Hashim dan Wok. 2012.
		X3.2	Having career development opportunities	Hashim dan Wok. 2012.
		X3.3	Receiving positive feedback	Hashim dan Wok. 2012.
		X3.4	Having work-life balance	Husni Anwar, 2021.
		X3.5	Having support to do your best	Husni Anwar, 2021.
4	Work Commitment	Z1	Supporting professional development	Renita Angraini 2021.
		Z2	Supporting work-life balance	Sugiyono. 2018
		Z3	Supporting doing your best	Renita Angraini 2021.
		Z4	Supporting open and transparent communication	Fauzi, dkk. 2022
		Z6	Encouraging a good work-life balance	Murniasih, dkk. 2016
5	Achievement	Y1	Compiling and implementing enrichment of learning outcomes	Koopmans, et al. 2014.
		Y2	Having insight and skills to manage the learning process	Koopmans, et al. 2014.
		Y3	Able to provide ideas/concepts	Fauzi, dkk. 2022
		Y5	Able to communicate with colleagues	Fauzi, dkk. 2022
		Y6	Understanding the duties and obligations as an educator	Jusdiana, 2022

## Population and Sample

This study's population consisted of all instructors at SMP Negeri in Batam City, a total of 273 persons from 8 schools, therefore 125 respondents were used as samples.

## Approaches for Data Collection

The data collection method used was to distribute questionnaires to research respondents via Google Form and the measurement used a 5-point Likert Scale.

## Research Instrument Testing

Ghozali (2011) stated that data quality testing consists of:

### 1. Validity Test

In SEM, validity testing is carried out using Confirmatory Factor Analysis (CFA). A representation is considered legitimate if the loading factor value for each indicator item exceeds 0.60 (Ghozali, 2014).



**2. Reliability Test**

Reliability testing is done in two ways: construct reliability and variance extracted. The limit value used to evaluate Construct Reliability (CR) is 0.70. The Variance Extracted (VE) value should be estimated at least 0.50.

**Data Analysis Method**

The data analysis approach used in this study is Partial Least Square Structural Equation Modeling (PLS-SEM), which is controlled using the Smart-PLS application.

**IV. RESULTS AND DISCUSSION**

**Research Results**

**1. Confirmatory Factor Analysis (CFA) Test of All Exogenous Variables**

To see whether the construct of all exogenous variables and their indicators are valid, a validity test (CFA) is carried out as in the Figure and table below.

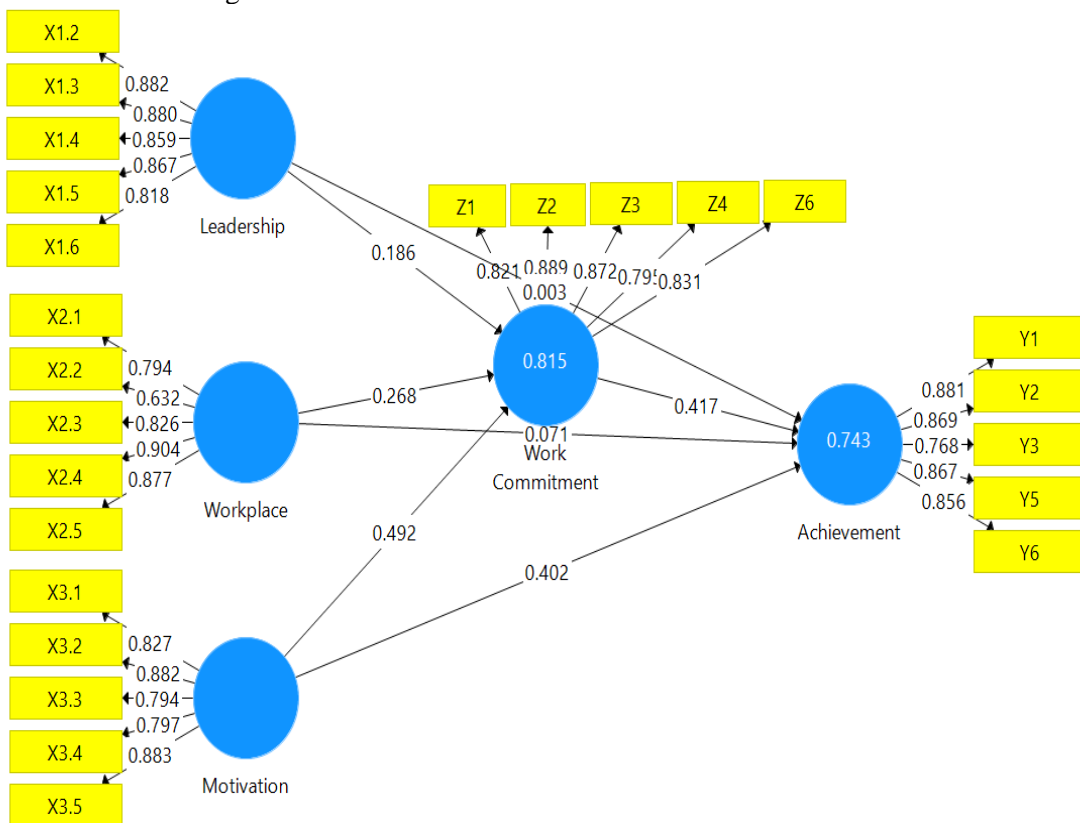


Figure 2. CFA test results for all exogenous variables for all indicators

Based on the Figure above, we may infer that all endogenous variable indicators are legitimate. This is clearly shown by the loading factor value for each indicator item being more than 0.60 (Ghozali, 2016). For more details, see table 4 below.

**Discriminant Validity**

Observed from the AVE score and the AVE roots score (Average Variance Extracted) > 0.5 (Bagozzi and Yi, 1998; Chin & Dibbern, 2010)

**AVE Root Value (Fornell-Larcker Criterion)**

To ensure discriminant validity, each variable's AVE root score must be higher than the AVE root of its relationship with other variables. Based on table 2 below, the Motivation and Work Commitment variables have a smaller AVE root value than the root correlation of the variables below them, so there are indicators that must be deleted so that their discriminant validity is met.

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Table 2. AVE Root Values (Fornell-Larcker Criterion)

**Discriminant Validity**

	Achievement	Leadership	Motivation	Work Commitment	Workplace
Achievement	0.849				
Leadership	0.734	0.861			
Motivation	0.837	0.833	0.838		
Work Commitment	0.836	0.812	0.884	0.842	
Workplace	0.785	0.805	0.885	0.853	0.812

To see whether the exogenous variable construct has all its indicators valid, the CFA validity test was carried out again by deleting indicators X1.4, X2.2, X2.3, X3.1, X3.4, and Z4 as shown in Figure 3 below.

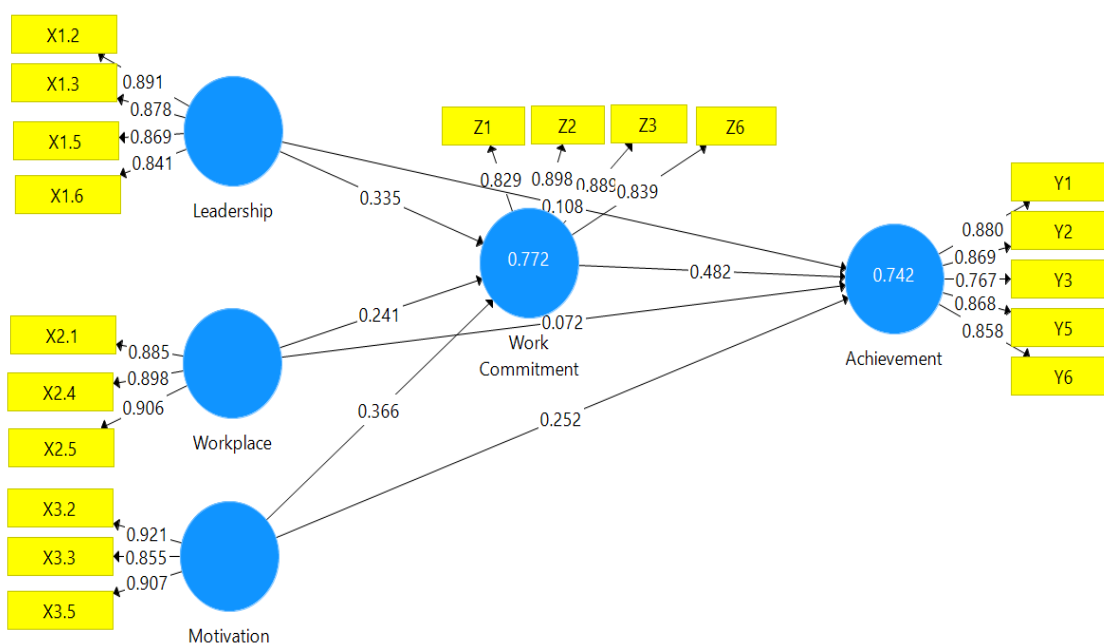


Figure 3. CFA test results for all exogenous variables after indicator modification.

In accordance with Figure 3 above, all indicator variables X1, X2, X3, Z, and Y have outer loading values higher than 0.6, indicating the validity of each indicator.

Table 3. Construct Reliability and Validity

**Construct Reliability and Validity**

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Achievement	0.903	0.909	0.928	0.721
Leadership	0.893	0.894	0.925	0.757
Motivation	0.876	0.885	0.923	0.801
Work Commitment	0.886	0.886	0.922	0.747
Workplace	0.878	0.881	0.925	0.804

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According to the findings in the above table, discriminant validity is satisfied since each variable's AVE value is higher than 0.5.

Table 4. Loading Factor Values for all exogenous variables

Symbol	Indicators	Estimate	Cut of Value	Result
X1.2	Leadership (X1)	0.891	0.60	Proper
X1.3		0.878	0.60	Proper
X1.5		0.869	0.60	Proper
X1.6		0.841	0.60	Proper
X2.1	Workplace (X3)	0.885	0.60	Proper
X2.4		0.898	0.60	Proper
X2.5		0.906	0.60	Proper
X3.2	Motivation (X2)	0.921	0.60	Proper
X3.3		0.855	0.60	Proper
X3.5		0.907	0.60	Proper
Z1	Work Commitment (Z)	0.829	0.60	Proper
Z2		0.898	0.60	Proper
Z3		0.889	0.60	Proper
Z6		0.839	0.60	Proper
Y1	Achievement (Y)	0.880	0.60	Proper
Y2		0.869	0.60	Proper
Y3		0.767	0.60	Proper
Y5		0.868	0.60	Proper
Y6		0.858	0.60	Proper

By examining the data in table 4, it is possible to infer that all endogenous variable indicators are proper. This will be explained by the loading factor value of each indicator item, which is higher than 0.60.

**2. Reliability Test**

Table 5. Conclusion of Construct Reliability and Variance Extracted Test Results

No	Test Result Construct Reliability (CR) and Variance Extracted (VE)					Finding
	Research Variables	CR		VE		
		Cut of Value	Result	Cut of Value	Result	
1	Leadership (X1)	0.70	0.893	0.50	0.757	Acceptable
2	Workplace (X2)	0.70	0.878	0.50	0.804	Acceptable
3	Motivation (X3)	0.70	0.876	0.50	0.801	Acceptable
4	Work Commitment (Z)	0.70	0.886	0.50	0.747	Acceptable
5	Achievement (Y)	0.70	0.903	0.50	0.721	Acceptable

Table 5 shows that the overall Construct Reliability score is better than 0.70, while the Variance Extracted score is higher than 0.50. Thus, the overall construct in this study is trusted, providing the model developed to be validated in the following stage.

**3. Model Collinearity Test**

The Variance Inflation Factor (VIF) number is the one that is utilized to examine it. (Hair, Hult Ringle & Sarstedt, 2014; Garson, 2016) with the following criteria:



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When the VIF value is greater than 5.00, a collinearity issue exists; when it is less than 5.00, no collinearity issue exists. (Hair, Hult Ringle & Sarstedt, 2014)

Table 6. Variance Inflation Factor Value

Colinearity Statistic	
Indicator	VIF
X1.2	2.708
X1.3	2.541
X1.5	2.404
X1.6	2.111
X2.1	2.330
X2.4	2.321
X2.5	2.662
X3.2	2.841
X3.3	2.016
X3.5	2.659
Y1	3.187
Y2	2.851
Y3	1.976
Y5	3.555
Y6	3.549
Z1	2.014
Z2	3.007
Z3	2.828
Z6	2.070

All indicator variables have VIF values less than 5, indicating that there is no collinearity between the variables that are being evaluated.

## 4. Structural Model/Inner Model Test

### a). R-Square

R-Square quantifies the percentage of variance in the endogenous variable's value that can be explained by the external influencing variable. The criteria are:

- If the R-Square score = 0.75 then the proportion of variation is substantial (large/strong)
- If the R-Square score = 0.50 then the proportion of variation is moderate (medium)
- If the R-Square score = 0.25 then the proportion of variation is substantial (weak/small)

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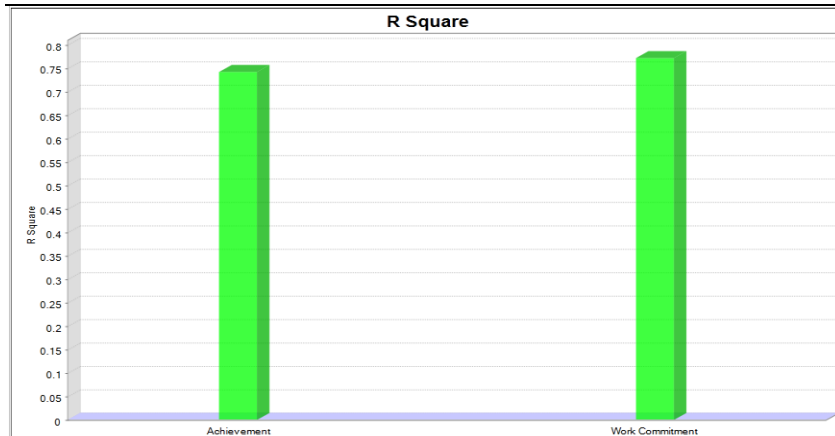


Figure 4. R-Square Graph

Table 7. R-Square Test Results

**R Square**

Matrix	R Square	R Square Adjusted
Achievement	0.742	0.734
Work Commitment	0.772	0.766

Table 7 shows that, Adjusted R-Square Model Path I = 0.734, indicating that the ability of exogenous variables in explaining Y is 73.4% (quite strong), implying that the ability of leadership, workplace, and motivation variables in explaining teacher achievement is quite strong, namely 73.4%, with the remaining 26.6% due to the influence of other independent variables that were not measured in the study. Adjusted R-Square Model Path II = 0.766, showing that factors X1, X2, and X3 through Work Commitment as a mediating variable may explain 76.6% of teacher achievement, with the remaining 23.4% due to the effect of additional independent variables that were not evaluated in this study.

b). F-Square

A metric called F-Square effect size is used to evaluate the relative influence of an exogenous influencing variable on an endogenous influenced variable (Cohen, 1998), criteria:

If the score of F-Square = 0.02 → Weak

If the score of F-Square = 0.15 → Moderate

If the score of F-Square = 0.35 → Strong

Table 8. F-Square Test Results

**f Square**

	Achievement	Leadership	Motivation	Work Commitment	Workplace
Achievement					
Leadership	0.014			0.181	
Motivation	0.049			0.131	
Work Commitment	0.206				
Workplace	0.004			0.054	

A review of table 8, the following conclusion may be reached:  $X1 \rightarrow Z = 0.181$  (Moderate)

- $X2 \rightarrow Z = 0.054$  (Weak)
- $X3 \rightarrow Z = 0.131$  (Moderate)
- $X1 \rightarrow Y = 0.014$  (Weak)
- $X2 \rightarrow Y = 0.004$  (Weak)
- $X3 \rightarrow Y = 0.049$  (Weak)
- $Z \rightarrow Y = 0.206$  (Moderate)

c). GoF PLS (Goodness of Fit PLS)

Verifying if the observed values and the model's predicted values match by testing the general model fit for both the inner and outer models. The criteria:

Score 0.00 - 0.24  $\rightarrow$  small category

Score 0.25 - 0.37  $\rightarrow$  medium category

Score 0.38 - 1  $\rightarrow$  high category

$$GoF = \sqrt{AVE \text{ Average} \times R^2 \text{ Average}}$$

$GoF = \sqrt{0.766 \times 0.757} = 0,76$  then the Goodness of Fit PLS value in the outer model and inner model, is included in the high category. This signifies that the total model fit, for both the outer and inner models, has a high observation value in relation to the model's predicted value.

**5. Hypothesis Testing**

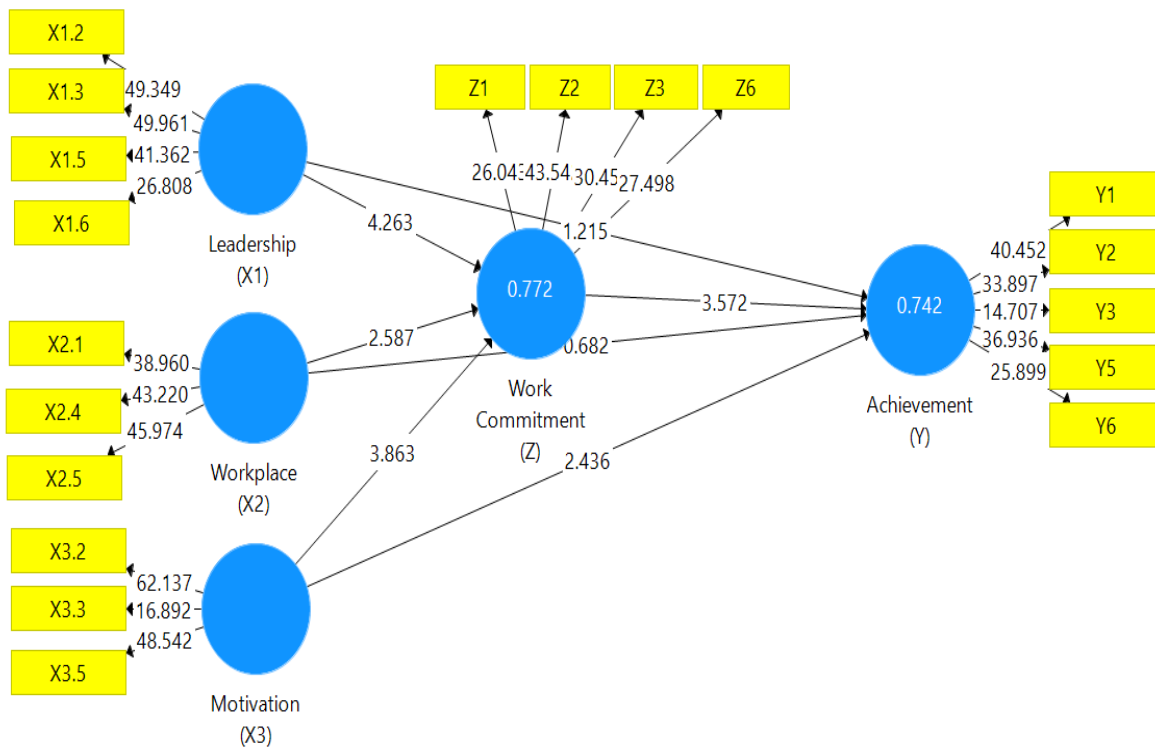


Figure 5. Full Hypothesis Testing Model

The results of the bootstrapping analysis, as shown in Figure 5 above, indicate that, generally speaking, all of the constructs used to form this research model after being modified have met the established Goodness of Fit (GoF) criteria, such as the Chi-Square value for  $p > 0.05$ ; RMSEA (Root Mean Square Error of Approximation)  $< 0.08$ ; GFI (Goodness of Fit Index)  $> 0.09$ , and others that will test that the difference is not significant so that the null hypothesis is not rejected (significant). In this case, it is said that there is no difference between the theoretical model and the empirical data, indicating that the theoretical model is in accordance (Fit) with the empirical data.

**a) DIRECT EFFECT**

This direct impact analysis is useful for evaluating the hypothesis that an exogenous variable has a direct influence on the endogenous variable. Criteria:

- The path coefficient, as the path coefficient value is positive, an exogenous variable's effect on the endogenous variable is in the same direction, and as the value of an exogenous variable increases/rises, so does the value of the endogenous variable.
- When the path coefficient is negative, an exogenous variable has the opposite effect on the endogenous variable. Conversely, when an exogenous variable grows, the value of the endogenous variable goes down.
- P-Value, or probability value, indicates if a situation is significant when it is less than 0.05, and not significant if it is more than 0.05.

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Table 9 Path Coefficients

**Path Coefficients**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STDEV)	P Values
Leadership (X1) -> Achievement (Y)	0.108	0.108	0.089	1.215	0.224
Leadership (X1) -> Work Commitment (Z)	0.335	0.340	0.079	4.263	0.000
Motivation (X3) -> Achievement (Y)	0.252	0.254	0.104	2.436	0.015
Motivation (X3) -> Work Commitment (Z)	0.366	0.365	0.095	3.863	0.000
Work Commitment (Z) -> Achievement (Y)	0.482	0.481	0.135	3.572	0.000
Workplace (X2) -> Achievement (Y)	0.072	0.073	0.106	0.682	0.496
Workplace (X2) -> Work Commitment (Z)	0.241	0.238	0.093	2.587	0.010

Table 9 show that, the concluded as follows:

H4:  $X1 \rightarrow Y = 0.108$ ,  $H_a$  is rejected and  $H_0$  is accepted when the P-Values are  $0.224 > 0.05$ , indicating that there is no significant and positive relationship between the Leadership and Achievement variables.

H1:  $X1 \rightarrow Z = 0.335$ ,  $H_a$  is approved and  $H_0$  is rejected when the P-Values are  $0.000 < 0.05$ , indicating that the Leadership significantly and favorably influences the Work Commitment.

H5:  $X2 \rightarrow Y = 0.072$ , P-value:  $0.496 > 0.05$  then  $H_a$  is rejected,  $H_0$  is accepted, indicating that the Workplace doesn't have a positive and substantial influence on the Achievement.

H2:  $X2 \rightarrow Z = 0.241$ , P-Values  $0.010 < 0.05$  indicate that the workplace has a positive and substantial impact on the work commitment, and  $H_a$  is accepted while  $H_0$  is rejected.

H6:  $X3 \rightarrow Y = 0.252$ , P-Values:  $0.015 < 0.05$  then  $H_a$  is accepted,  $H_0$  is rejected, meaning that the Motivation has a positive and significant effect on the Achievement.

H3:  $X3 \rightarrow Z = 0.366$ , P-Values:  $0.000 < 0.05$  then  $H_a$  is accepted,  $H_0$  is rejected, indicate that the Motivation has a positive and substantial influence on the Work Commitment.

H7:  $Z \rightarrow Y = 0.482$ ,  $H_a$  is approved and  $H_0$  is rejected when the P-Values are  $0.000 < 0.05$ , indicating that the Work Commitment significantly and substantial influences the Achievement.

**Moderated Regression Analysis:**

This analysis is useful for testing the effect of mediating variables in weakening or strengthening the relationship between independent variables and dependent variables (L Judijanto et al 2025). The criteria are:

- The mediating variable "doesn't contribute" in mediating the link between an exogenous variable and an endogenous variable when the P-Value is greater than 0.05, indicating that the association is not significant.
- The mediating variable takes on a role in mediating (strengthening/weakening) the link between an exogenous variable and an endogenous variable when the P-Value is less than 0.05, indicating that the relationship is significant.
- $X1, X2, X3 * Z \rightarrow Y = 0.482$  (positive/strengthening), P-Value  $0.000 < 0.05$  (significant)  $\rightarrow$  H7  
This means: Leadership, Workplace, Motivation can be strongly mediated by Work commitment to teacher achievement significantly. In other words:  
"The Work commitment variable plays a strong role in mediating the variables Leadership, Workplace, Motivation to teacher achievement significantly".

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**b) INDIRECT EFFECT**

The hypothesis of the indirect influence of an exogenous influencing variable on an endogenous influenced variable, which is mediated by an mediator variable, may be tested with the support of indirect effect analysis. Criteria:

- The intervening variable contribute in mediating the link between an exogenous variable and an endogenous variable when the P-Value is less than 0.05, indicating that the impact is indirect and significant.
- The intervening variable doesn't contribute in mediating the link between an exogenous variable and an endogenous variable when the P-Value > 0.05, indicating that the impact is direct and not significant.

Table 10. Results of the Indirect Effect Test

**Specific Indirect Effects**

	Original ...	Sample Mean (M)	Standard Deviatio...	T Statistic...	P Values
Leadership (X1) -> Work Commitment (Z) -> Achievement (Y)	0.162	0.163	0.059	2.732	<b>0.006</b>
Motivation (X3) -> Work Commitment (Z) -> Achievement (Y)	0.177	0.176	0.068	2.586	<b>0.010</b>
Workplace (X2) -> Work Commitment (Z) -> Achievement (Y)	0.116	0.115	0.059	1.982	<b>0.047</b>

Hypothesis result:

H8: P-Values 0.006 > 0.005 (not significant), the indirect effect of X1 → Z → Y is 0.162 (positive). It follows that the Work Commitment doesn't take on a role in mediating the relationship between Achievement and Leadership.

H9: P-Values 0.010 > 0.005 (not significant), the indirect effect of X2 → Z → Y is 0.116 (positive). This means that the Work Commitment variable doesn't take on a role in mediating the relationship between Workplace and Achievement.

H10: P-Values 0.047 > 0.005 (not significant), the indirect effect of X3 → Z → Y is 0.177 (positive). This means that the Work Commitment doesn't take on a role in mediating the relationship between Motivation and Achievement.

Table 11. Hypothesis Proof

H	Hypothesis	Std.Est	P-Values	Result
H1	Work Commitment is positively and significantly impacted by Leadership.	0.335	0.000	Accepted (Data supports the model)
H2	Workplace has a positive and significant effect on Work Commitment	0.241	0.010	Accepted (Data supports the model)
H3	Work Commitment is positively and significantly impacted by Motivation.	0.366	0.000	Accepted (Data supports the model)
H4	Leadership does not have a positive and significant effect on Achievement	0.108	0.224	Rejected (Data does not support the model)
H5	Workplace does not have a positive and significant effect on Achievement	0.072	0.496	Rejected (Data does not support the model)
H6	Achievement is positively and significantly impacted by Motivation.	0.252	0.015	Accepted (Data supports the model)

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H7	Work Commitment has a positive and significant effect on Achievement	0.482	0.000	Accepted (Data supports the model)
H8	Work commitment doesn't contribute in mediating the relationship between Achievement and Leadership.	0.162	0.006	Indirect influence and partial mediation
H9	The relationship between Workplace and Achievement is mediated by Work commitment, which "doesn't take on a role."	0.116	0.010	Indirect influence and full mediation
H10	Work Commitment doesn't contribute in mediating the relationship between Motivation on Achievement.	0.047	0.014	Indirect influence and partial mediation

**First Sub-Structure Regression Equation:**

$$Z = b1.X1 + b2.X2 + b3.X3 + e$$

$$\text{Work Commitment} = b1.\text{Leadership} + b2.\text{Workplace} + b3.\text{Motivation} + e$$

$$\text{Work Commitment} = 0.335.\text{Leadership} + 0.241.\text{Workplace} + 0.366.\text{Motivation} + e$$

**Second Sub-Structure Regression Formula:**

$$Y = b1.X1 + b2.X2 + b3.X3 + b4.Z + e$$

$$\text{Achievement} = b1.\text{Leadership} + b2.\text{Workplace} + b3.\text{Motivation} + b4.\text{Work Commitment} + e$$

$$\text{Achievement} = 0.108.\text{Leadership} + 0.072.\text{Workplace} + 0.252.\text{Motivation} + 0.482.\text{Work Commitment} + e$$

**V. CONCLUSION AND SUGGESTIONS**

**CONCLUSION**

This study shows that to improve teacher performance, there needs to be an improvement in leadership, workplace, and motivation. In addition, teacher work commitment also needs to be improved as a mediator in the relationship.

**Research Implications**

*1. Theoretical Implications*

This study produces several theoretical implications, namely as follows:

- a) The findings of these inquiries show that the variables Leadership, Achievement is positively and significantly impacted by the Workplace and Motivation through the facilitating of Work commitment, thus this study can strengthen several previous studies as described in the literature review, so that theoretically this finding adds or strengthens the variables that contribute to teacher achievement.
- b) The findings of these inquiries show that variables Work Commitment mediates the relationship of Leadership, Workplace, Work Motivation simultaneously, positively and significantly on teacher achievement. So theoretically this finding adds or strengthens the theory of variables that contribute to Achievement.
- c) The results of this study indicate that the Work commitment can facilitating the relationship between leadership and Workplace on teacher achievement, while work motivation is able to directly influence teacher achievement without being mediated by work commitment.

*2. Managerial Implications.*

On the other hand, the role of work motivation needs to be considered more strongly in improving teacher achievement to achieve targeted goals, because it has a positive and significant influence both directly and indirectly

## **SUGGESTIONS**

Further research can explore other factors that can influence teacher achievement, as well as consider other variables as mediators or moderators in the relationship. In addition, this study can also be conducted in other areas to see if the results are consistent with this study.

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