

THE EFFECT OF COMPENSATION, WORKLOAD AND ORGANIZATIONAL COMMITMENT ON THE PERFORMANCE OF NON-ASN STATE HIGH SCHOOL TEACHERS IN BATAMCITY WITH ACHIEVEMENT MOTIVATION AS AN INTERVENING VARIABLE

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Abstract

This study aims to analyze the effect of compensation, workload, and organizational commitment on the performance of non-ASN state high school teachers in Batam City, with achievement motivation as an intervening variable. The background of the study is based on the phenomenon of low performance of some non-ASN teachers as indicated by the increasing proportion of performance assessments in the "sufficient" category from 24.0% in 2023 to 29.5% in 2024, which is thought to be influenced by low compensation, high workload, and weak organizational commitment. This study uses a quantitative approach with an explanatory research method. The study population was all 359 non-ASN state high school teachers in Batam City, using a saturated sampling technique. Primary data were collected through a Likert-scale questionnaire, while secondary data were obtained from official documents of the Riau Islands Provincial Education Office. Data analysis was carried out using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) to test the direct and indirect effects between variables. The results showed that compensation had a positive and significant effect on teacher performance and achievement motivation. Workload had a negative effect on performance, but not significant on achievement motivation. Organizational commitment has a positive and significant effect on performance and achievement motivation. Achievement motivation has a positive and significant effect on performance, while also mediating the relationship between compensation and organizational commitment on performance. However, achievement motivation does not mediate the effect of workload on performance. The implications of this study are the need for policies to increase appropriate compensation, manage proportional workloads, and strengthen organizational commitment to improve achievement motivation and the performance of non-civil servant teachers. This study is expected to serve as a reference for the Riau Islands Provincial Education Office in formulating human resource management policies in the education sector.

Keywords: *compensation, workload, organizational commitment, achievement motivation, teacher performance*

INTRODUCTION

Improving the quality of human resources in Indonesia is a challenging task. Completing this work will undoubtedly require considerable time, significant costs, and a process of understanding the current situation, which will then be followed up with concrete steps for improvement. Indonesia's human resources are still very weakly aware of their current situation, and this lack of awareness sometimes makes it difficult to improve their quality. Awareness of the current situation will lead to new steps to address and resolve the challenges of improving the quality of human resources in Indonesia. One of the factors contributing to the weakness of human resources in Indonesia is education. Education provides a unique process through which students are given the opportunity to improve their quality of life. Through education, humans can develop the potential to think, making them adaptable to their environment and develop their lives. Teachers play a key role in educational development. Teachers play a vanguard role in the success of educational services, improving their quality, and achieving educational goals. Without teacher support, efforts to improve educational quality will yield little or no results. The government is currently aggressively improving the quality of education. This is evident in the implementation of the "Merdeka" curriculum, which prioritizes students' freedom to learn. Educational facilities are also contributing

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to the government's efforts to improve the quality of education, including by continuously increasing the distribution of School Operational Assistance (BOS) and Regional School Operational Assistance (BOSDA) funds. BOS and BOSDA funds are used to cover the high operational costs of education, ensuring that all students can enjoy free education. Amidst the massive distribution of School Operational Assistance (BOS) funds used to improve school facilities and operations, a key educational issue that is often overlooked is teacher welfare. Yet, education will be of good quality if it has quality teachers, because quality teachers will also produce quality students. Currently, the need for teachers in public schools has reached 2,161,791 people, with a breakdown of 1,294,422 people (60%) for ASN, including 293,860 people filled by PPPK in 2021. Meanwhile, the number of PPPK teachers in 2022 is 250,432 people (11.5%) and non-ASN people are 363,760 people (16.8%). Thus, the total teacher shortage is 254,177 people (11.7%). The centralized ASN teacher recruitment policy with limited frequency further opens up opportunities for schools to fill vacant teaching positions with honorary staff. One of the government's efforts, particularly in the Riau Islands Province, to address the teacher shortage, particularly in public schools, is to implement a policy of appointing honorary teachers. Currently, honorary teachers in the Riau Islands Province who teach in public schools under the auspices of the Riau Islands Province Education Office are referred to as "NON ASN High School Teachers" of the Riau Islands Province Education Office.

Non-ASN Senior High School Teachers of the Riau Islands Provincial Education Office are teachers appointed by the Personnel Development Officer or other officials in the government, in this case the Riau Islands Provincial Education Office, whose salaries are a burden on the Regional Budget (APBD). Currently, there are around 600 Non-ASN teachers under the Riau Islands Provincial Education Office spread throughout the Riau Islands Province. The largest number of these teachers is in Batam City with around 359 Non-ASN Senior High School teachers of the Riau Islands Provincial Education Office. Almost half of the Non-ASN Senior High School teachers of the Riau Islands Provincial Education Office in the Riau Islands Province are in Batam City, this is because Batam City has the largest number of public schools at the SMAN and SMK levels compared to other areas in the Riau Islands Province. With the presence of non-civil servant high school teachers from the Riau Islands Provincial Education Office, they are able to cover the shortage of teachers in public schools. However, the current reality is that the performance of non-civil servant high school teachers from the Riau Islands Provincial Education Office in Batam City is declining. This decline in performance will certainly have a significant impact on the quality of education produced. From data from the Riau Islands Provincial Education Office Branch Office in Batam City related to the results of the performance assessment of non-civil servant high school teachers from the Riau Islands Provincial Education Office, it was found that there are still some non-civil servant high school teachers from the Riau Islands Provincial Education Office whose performance assessment is below the good category.

LITERATURE REVIEW

Performance

Performance is the quality and quantity of work results achieved by an individual in carrying out their duties according to their responsibilities (Kasmir, 2016). Factors influencing performance include ability, knowledge, work design, motivation, leadership, organizational culture, and discipline. Indicators include work quality, quantity, timeliness, effectiveness, independence, and responsibility. Good teacher performance directly contributes to the quality of education.

Compensation

Compensation is the reward employees receive in return for their contributions, whether in the form of salary, incentives, allowances, or facilities (Hasibuan, 2012). Determinants include labor supply and demand, organizational capabilities, productivity, cost of living, and national economic conditions. Indicators include wages/salaries, incentives, allowances, and facilities. Adequate compensation encourages achievement motivation and performance.

Workload

Workload encompasses the number of tasks that must be completed within a specific timeframe (Koesomowidjojo, 2017). Influencing factors include physical and psychological working conditions, job design, targets, and organizational support. Indicators include working conditions, use of working time, and targets to be achieved. Excessive workload can reduce motivation and performance.

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Organizational Commitment

Organizational commitment is an individual's attitude that reflects involvement, belief, and loyalty to organizational goals (Robbins & Judge, 2015). Factors that shape it include personal characteristics, job characteristics, organizational structure, and work experience. Indicators include career beliefs, involvement in organizational issues, interest in the organization, and a sense of belonging. High commitment drives consistent performance.

Achievement Motivation

Achievement motivation is an internal drive to achieve high performance standards and overcome obstacles to success (Murray in Damanik, 2020). Intrinsic factors include self-efficacy, goal values, and risk tolerance; extrinsic factors include work relationships, organizational support, and the work environment. Indicators include independence, responsibility, courage to face risks, and self-confidence. This motivation can be an intervening variable between compensation, workload, organizational commitment, and performance.

METHOD

Types of research

This study uses a quantitative approach with an explanatory research method. The aim is to explain the causal relationship between the independent variables (compensation, workload, organizational commitment), the intervening variable (achievement motivation), and the dependent variable (the performance of non-ASN public high school teachers in Batam City).

Location and Time of Research

The research was conducted at a public high school in Batam City under the auspices of the Riau Islands Provincial Education Office. The study was conducted during the 2024–2025 academic year and included preparation, data collection, analysis, and reporting.

Population and Sample

The population is all non-ASN state high school teachers in Batam City, totaling 359 people (Data from the Riau Islands Province Education Office Branch Office, 2024). The sampling technique uses saturated sampling (census), so that the entire population is used as respondents because the number is relatively small and possible to reach.

RESULTS AND DISCUSSION

Structural Model Analysis (inner Model)

The structural model (inner model) is essentially a test of the relationship between latent variables and other latent variables, both exogenous and endogenous. Inner model testing can also be considered as hypothesis testing. Testing is conducted by examining the percentage of explained variance, namely R^2 , for the dependent (endogenous) latent variable modeled as being influenced by the independent (exogenous) variable using the Stone-Geisser Q-square test, and by examining the magnitude of the structural path coefficient. The stability of this estimate is tested using a t-statistic obtained through a bootstrapping procedure.

1. Collinearity (Collinearity / Variance Inflation Factor / VIF)

The Multicollinearity Test aims to test and determine whether a regression model finds a high or perfect correlation between independent variables. This test can be determined by looking at the tolerance value and the variance inflation factor (VIF) value. The value used to analyze it is by looking at the Variance Inflation Factor (VIF) value. (Hair, Hult, Ringle, & Sarstedt, 2014; Garson, 2016). If the VIF value is greater than 5.00, it means there is a collinearity problem, and vice versa, there is no collinearity problem if the VIF value is <5.00 (Hair, Hult, Ringle, & Sarstedt, 2014).

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Table 1

	BURDE N	PERFORMANC E	COMMITMEN T	COMPENSATIO N	MOTIVATIO N
WORKLOAD		2,526			1,341
PERFORMANCE					
COMMITMENT		1,377			1,073
COMPENSATIO N		1,287			1,260
ACHIEVEMENT MOTIVATION		2,996			

Source: Primary Data Processed with PLS in 2025

From the data above, it can be described as follows:

- VIF for the correlation between Compensation (X1) and Performance (Y) is $1.287 < 5.00$ (no collinearity problem occurs)
- VIF for the correlation between Workload (X2) and Performance (Y) is $2.526 < 5.00$ (no collinearity problem occurs)
- VIF for the correlation between Organizational Commitment (X3) and Performance (Y) is $1.377 < 5.00$ (no collinearity problem occurs)
- VIF for the correlation between Achievement Motivation (Z) and Performance (Y) is $2.996 < 5.00$ (no collinearity problem occurs)

Thus, from the data above, the structural model in this case does not contain collinearity problems.

2. Testing the Significance of the Path Coefficients of the Structural Model

This test consists of two stages: testing the direct influence hypothesis and testing the indirect influence hypothesis. The significance of the structural model path coefficient is tested. This test is used to determine the path coefficients of the structural model. The goal is to test the significance of all relationships or hypotheses.

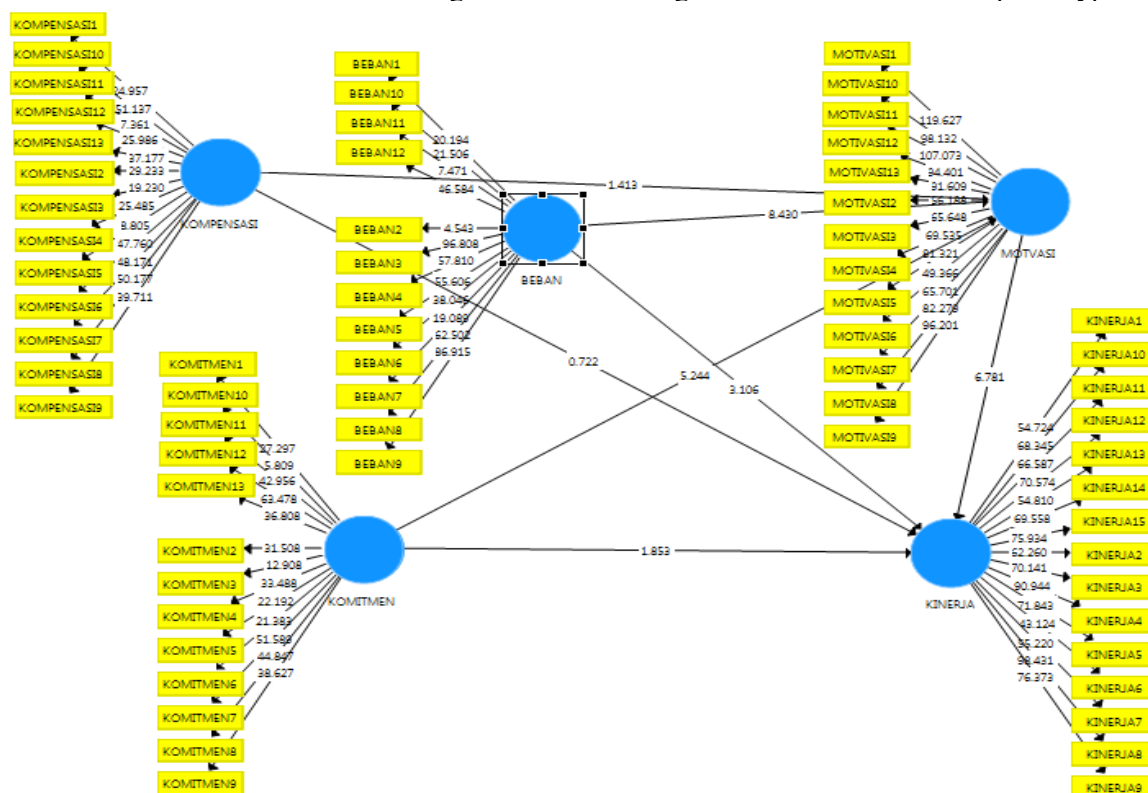


Figure 1 Hypothesis Testing with Path Analysis
Source: Primary Data Processed with PLS in 2025

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Hypothesis Testing

1. Direct influence testing

A direct effect is where an exogenous latent variable influences an endogenous latent variable without being mediated or influenced by an intermediary variable. Testing the direct effect hypothesis aims to prove the hypotheses of the influence of a variable on another variable directly (without an intermediary). According to Ghozali (2015), if the p-value (probability) is less than 0.05, then the null hypothesis (H0) is rejected, and the results are considered statistically significant (the influence of one variable on another variable is significant). Conversely, if the p-value (probability) is greater than 0.05, then the null hypothesis (H0) is accepted, and the results are considered statistically insignificant (the influence of one variable on another variable is not significant).

Table 2
Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
COMPENSATION -> PERFORMANCE	0.190	0.187	0.091	2,079	0.038
WORKLOAD -> PERFORMANCE	-0.346	-0.358	0.126	2,745	0.006
COMMITMENT -> PERFORMANCE	-0.062	-0.069	0.084	0.738	0.461
COMPENSATION -> ACHIEVEMENT MOTIVATION	0.319	0.320	0.067	4,747	0,000
WORK LOAD -> ACHIEVEMENT MOTIVATION	0.629	0.633	0.075	8,376	0,000
COMMITMENT -> MOTIVATION TO ACHIEVE	0.095	0.096	0.069	1,387	0.166
ACHIEVEMENT MOTIVATION -> PERFORMANCE	0.815	0.828	0.121	6,712	0,000

Source: Primary data processed with PLS, 2025

1. The direct effect of the Compensation variable on the Performance variable has a path coefficient value of 0.190 (positive), meaning that an increase in the Compensation given will be followed by an increase in the value of the Performance variable. The effect of the Compensation variable on Performance has a P-Value of 0.038 < 0.005, so it can be stated that there is a significant direct effect between Compensation and Performance.
2. The direct effect of the Workload variable on the Performance variable has a path coefficient of -0.346 (negative), so an increase in the value of the Workload variable will be followed by a decrease in the Performance variable. The effect of the Workload variable on the Performance variable has a P-Value of 0.006 < 0.05, so it can be stated that there is a significant direct effect between Workload on Performance.
3. The direct influence of the Organizational Commitment variable on the Performance variable has a path coefficient of -0.062 (Negative), so an increase in the value of the Organizational Commitment variable will be followed by a decrease in the Performance variable. The influence of the Organizational Commitment variable on the Performance variable has a P-Value of 0.461 > 0.05, so it can be stated that there is an insignificant direct influence of Organizational Commitment on the Performance variable.
4. The direct effect of the Compensation variable on Achievement Motivation has a path coefficient of 0.319 (positive), meaning that an increase in the compensation given will be followed by an increase in

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the value of the Achievement Motivation variable. The effect of the Compensation variable on employee Achievement Motivation has a P-Value of $0.000 < 0.05$, so it can be stated that there is a significant direct effect between Compensation on Achievement Motivation.

5. The direct influence of the Workload variable on Achievement Motivation has a path coefficient of 0.629 (positive), this means that an increase in the value of the Workload variable will be followed by an increase in the Achievement Motivation variable. The influence of the Independence variable on the Performance Variable has a P-Value of $0.000 < 0.05$, so it can be stated that there is a significant direct influence between the Workload variable and the Achievement Motivation Variable.
6. The direct influence of the Organizational Commitment variable on Achievement Motivation has a path coefficient of 0.095 (positive), meaning that an increase in the value of the Organizational Commitment variable will be followed by an increase in the value of Achievement Motivation. The influence of the Organizational Commitment variable on the Achievement Motivation variable has a P-Value of $0.166 > 0.05$, so it can be stated that there is an insignificant direct influence between Organizational Commitment on Achievement Motivation.
7. The direct influence of the Achievement Motivation variable on the Performance variable has a path coefficient of 0.815 (positive), meaning that increasing Achievement Motivation will be followed by the value of the Performance variable. The influence of the Achievement Motivation variable on the Performance variable has a P-Value of $0.000 < 0.05$, so it can be stated that there is a significant direct influence between Achievement Motivation on Performance.

2. Indirect Effect Testing

Indirect effect testing aims to prove hypotheses about the influence of one variable on another indirectly (through an intermediary). If the indirect effect coefficient value is greater than the direct effect coefficient, then the intervening variable mediates the relationship between one variable and another. Conversely, if the indirect effect coefficient value is less than the direct effect coefficient, then the intervening variable does not mediate the relationship between one variable and another.

Table 3
Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
COMPENSATION -> ACHIEVEMENT MOTIVATION -> PERFORMANCE	0.260	0.264	0.064	4,079	0,000
WORKLOAD -> ACHIEVEMENT MOTIVATION -> PERFORMANCE	0.512	0.527	0.113	4,530	0,000
COMMITMENT -> MOTIVATION TO ACHIEVE -> PERFORMANCE	0.077	0.080	0.058	1,338	0.181

Source: Primary data processed with PLS, 2025

1. The indirect effect of compensation on performance intervening by achievement motivation has a statistical T value of $4.079 > 1.96$ and a P value of $0.000 < 0.05$, meaning that the effect of compensation on performance intervening by achievement motivation has a significant effect.
2. The indirect effect of workload on performance which is intervening by achievement motivation has a statistical T value of $4.530 > 1.96$ and a P value of $0.000 < 0.05$, meaning that the effect of workload on performance which is intervening by achievement motivation has a significant effect.
3. The indirect effect of Organizational Commitment on Performance which is intervening by Achievement Motivation has a T statistic value of $1.338 > 1.96$ and a P Value of $0.181 > 0.05$, meaning that the effect

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of Organizational Commitment on Performance which is intervening by Achievement Motivation has no significant effect.

3. Determinant Coefficient R (Square)

R-Square is a measure of the proportion of variation in the value of a variable that is influenced (endogenous) and can be explained by the variables that influence it (exogenous). It is useful for predicting whether a model is good or bad (Juliandi, 2018). The criteria for R-Square according to Juliandi (2018) are as follows:

1. If the R2 value (adjusted) = 0.75 the model is substantial.
2. If the R2 value (adjusted) = 0.50 the model is moderate.
3. If the R2 value (adjusted) = 0.25 the model is weak.

Table 4
R-Square

	R Square	R Square Adjusted
PERFORMANCE	0.661	0.649
ACHIEVEMENT MOTIVATION	0.723	0.714

Source: Primary data processed with PLS, 2024

The conclusion from the r-square test on Quality is that the Adjusted R-Square for the path model using moderator variables is 0.649. This means that the ability of the Compensation, Workload, Organizational Commitment variables, with Achievement Motivation as the intervening variable, to explain Performance is 64.9%. Thus, the model is classified as moderate.

DISCUSSION

The Effect of Compensation on Performance.

The direct effect of the Compensation variable on the Performance variable has a path coefficient value of 0.190 (positive), meaning that an increase in the Compensation given will be followed by an increase in the value of the Performance variable. The effect of the Compensation variable on Performance has a P-Value of 0.038 <0.005, this indicates that Compensation has a significant effect on the Performance of Non-Civil Servant High School Teachers in Batam City. Based on the results of the research conducted, it can be seen that compensation has a significant influence on the performance of non-civil servant high school teachers in Batam City. This is when connected to the theoretical basis according to Hasibuan (2012:118) compensation is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. Compensation in the form of money, meaning compensation paid in cash to the employee concerned. Providing fair and appropriate compensation can make employees feel appreciated for their service contributions to the organization so that it can improve employee performance. The amount of compensation can influence employee behavior to work harder in carrying out their duties.

This study found that compensation significantly influences the performance of non-civil servant high school teachers in Batam City. This proves that the compensation received by non-civil servant high school teachers in Batam City significantly influences the resulting performance. Based on the results of the questionnaire distribution, it shows that one of the highest answers is "I still try to give the best performance even though my salary has not increased and the work facilities I receive support the smooth running of my work." This shows that non-civil servant high school teachers in Batam City always provide the best performance even though there is no increase in income. This is supported by the facilities provided by the school, making it easier for non-civil servant high school teachers in Batam City to provide optimal performance. Referring to one of the previous studies conducted by Poluakan in 2019, Wandu in 2022 and Wonda in 2022 where the results of the study are the same as the results of the study conducted, namely showing that compensation affects employee performance.

The Effect of Workload on Performance

The direct effect of the Workload variable on the Performance variable has a path coefficient of -0.346 (negative), so an increase in the value of the Workload variable is not followed by an increase in the Performance

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variable. The effect of the Workload variable on the Performance variable has a P-Value of $0.006 < 0.05$, so it can be stated that there is a significant direct effect between Workload on the Performance of Non-Civil Servant High School Teachers in Batam City. Based on the results of the analysis conducted, it shows that the workload has a negative and significant effect on the performance of Non-Civil Servant High School Teachers in Batam City. These results indicate that the workload is a responsibility to be one of the very important factors to improve the performance of Non-Civil Servant High School Teachers in Batam City. These negative results indicate that there is an inverse relationship between workload and the performance of Non-Civil Servant High School Teachers in Batam City, meaning that an increased workload can reduce the performance of Non-Civil Servant High School Teachers in Batam City in terms of quality. A negative coefficient indicates that if the workload is given high it will make Non-Civil Servant High School Teachers in Batam City feel more stressed so they cannot work optimally.

In this study, the results showed that the workload had a significant negative effect on the performance of non-civil servant high school teachers in Batam City. This was caused by several factors, including the workload given by schools to teachers, especially non-civil servant high school teachers in Batam City, which was considered quite a lot. In addition to having to teach a minimum of 24 hours of lessons in 1 week, there were also additional tasks that were the obligations of non-civil servant high school teachers in Batam City. This certainly would make non-civil servant high school teachers in Batam City not optimal in carrying out their duties because in addition to having to carry out their main duties as teachers, they also had to carry out additional tasks such as a non-civil servant high school teacher in Batam City who had additional duties as an extracurricular coordinator would often leave the class if there was a competition related to extracurricular activities. Thus reducing the performance of a non-civil servant high school teacher in Batam City. The results of this study are supported by research conducted by Nugrahani (2022), Berkam (2024), and Septianingsih (2017), where the results of these three studies showed that there was a negative but significant influence on performance.

The Influence of Organizational Commitment on Performance

The direct influence of the Organizational Commitment variable on the Performance variable has a path coefficient of -0.062 (Negative), so the increase in the value of the Organizational Commitment variable is not followed by an increase in the Performance variable. The influence of the Organizational Commitment variable on the Performance variable has a P-Value of $0.461 > 0.05$, so it can be stated that there is a negative and insignificant direct influence of the Organizational Commitment of Non-Civil Servant High School Teachers in Batam City on the resulting Performance. Based on the results of the research conducted, it can be seen that Organizational Commitment has an insignificant influence on Performance. This is in line with the theory put forward by Kaswan (2017: 216) organizational commitment is a work attitude in the form of desire, willingness, dedication, loyalty, and strong trust to show the desire to remain part of the organization by being willing to accept the values and goals of the organization, and working for the interests of the organization.

With commitment, it is expected to show the willingness to work harder to achieve organizational goals and have a greater desire to continue working in an organization so that employees will provide optimal performance for the organization. This study found that Organizational Commitment has a negative but insignificant effect on the Performance of Non-Civil Servant High School Teachers in the Riau Islands Province. This is caused by several factors, including the status upgrade of Non-Civil Servant High School Teachers in the Riau Islands Province to ASN or PPPK, which still does not have clear certainty, especially for Non-Civil Servant High School Teachers in Batam City who have served for more than 10 years, some even up to 20 years. In addition, based on the results of the questionnaire distribution, it shows that the statement "I am willing to spend more time and energy for the success of this school" received the lowest score. It can be concluded that most Non-Civil Servant High School Teachers in Batam City do not have a high commitment to their school organization. The low questionnaire responses from teachers regarding the statement of being willing to spend more time for school are because teachers have side jobs outside of their duties as teachers at school, some teachers are instructors in tutoring and there are also teachers who work part-time as online motorcycle taxi drivers. This is done because of the low wages received by teachers. The results of this study are supported by the results of previous studies conducted by Almasdi (2024), Alam (2020), and Hendri (2021). These three studies had the same research results, namely that there was no significant influence between organizational commitment and performance.

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The Influence of Compensation on Achievement Motivation

The direct effect of the Compensation variable on Performance has a path coefficient of 0.319 (positive), meaning that an increase in the compensation given will be followed by an increase in the value of the Achievement Motivation variable. The effect of the Compensation variable on employee Achievement Motivation has a P-Value of $0.000 < 0.05$, so it can be stated that there is a significant direct effect between Compensation on the Performance of Non-Civil Servant High School Teachers in the Riau Islands Province. Based on the research results, it can be seen that compensation has a significant influence on performance. The results of this study are in line with the theory put forward by Skula in Mangkunegara (2017:83). Compensation is something that is considered as something comparable. In the employment sector, monetary rewards are compensation given to employees as an award. In the context of work, a person will receive compensation if they have carried out their duties and responsibilities. If employees receive compensation in accordance with their expectations, the compensation will raise employee motivation to be better. However, conversely, if the compensation received does not match expectations, employee motivation will also decrease.

This study found that compensation has a significant effect on the achievement motivation of non-civil servant high school teachers in Batam City. This is caused by several factors, including the fact that non-civil servant high school teachers in Batam City always strive to provide the best performance even though their salaries have not increased, and that non-civil servant high school teachers in Batam City have high confidence in their individual abilities. Wages and salaries are basic forms of compensation that serve as a means of fulfilling teachers' economic needs. Although many non-civil servant teachers in Batam City receive relatively limited salaries, an increase in the amount or regularity of salary payments can provide a sense of security and financial stability. Compensation in the form of wages and salaries, incentives, allowances, and facilities has been shown to have a significant direct effect on the achievement motivation of non-civil servant teachers in Batam City. Although not all compensation is large financial, its existence forms a perception of appreciation for teachers' hard work. This is one of the drivers or motivations for teachers to motivate themselves to be more accomplished. The results of this study are supported by the results of previous studies conducted by Supriani in 2024, Subarkah in 2017 and Prasetya in 2016, where the three studies showed the same research results, namely that there is a significant influence between compensation and achievement motivation.

The Influence of Workload on Achievement Motivation

The direct effect of the Workload variable on Achievement Motivation has a path coefficient of 0.629 (positive), this means that an increase in the value of the Workload variable will be followed by an increase in the Achievement Motivation variable. The effect of the Independence variable on the Performance Variable has a P-Value of $0.000 < 0.05$, this indicates that Workload has a significant effect on the Achievement Motivation of Non-Civil Servant High School Teachers in Batam City. Based on the research results, it can be seen that compensation has a significant influence on performance. The results of this study are in line with the theory put forward by Koesomowidjojo (2017:29), which states that workload is a collection of or a number of activities that must be completed by an organizational unit within a specified time. Each employee is given the responsibility to complete their work. Excessive workloads and too little workloads are stressors that then affect achievement motivation in Non-Civil Servant High School Teachers in Batam City. However, too little workload can also cause a lack of stimulation, leading to low enthusiasm and motivation to achieve, because Non-Civil Servant High School Teachers in Batam City will feel that they will not progress and feel powerless to demonstrate their talents and skills, and vice versa.

In this study, the results showed that workload has a significant effect on the Achievement Motivation of Non-Civil Servant High School Teachers in Batam City. Teachers who are accustomed to handling various tasks such as lesson planning, teaching, assessment, and student guidance independently will develop managerial and problem-solving skills in solving problems naturally. With the many tasks and responsibilities that teachers have, such as the obligation to teach 24 hours a week and the existence of additional tasks such as extracurricular instructors, on-duty teachers and homeroom teachers, it shows that Non-Civil Servant High School Teachers in Batam City are still trusted by the principal that they have good abilities and competencies. Despite their heavy workload, teachers can still maintain strong achievement motivation. This is because teachers believe that demonstrating good performance and achievement will earn them a favorable evaluation from the principal, which can then encourage them to consider upgrading their teacher status to a higher-level position, such as a PPPK (Community Based Teacher Appointment). For example, in 2023, when PPPK teacher appointments were based on the principal's recommendation, a proportional and challenging workload doesn't always have a negative impact.

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Independence fosters resilience and initiative in completing tasks. Teachers who feel capable of completing their work without relying too heavily on others tend to be more confident in achieving success. A workload that demands teachers' active involvement in school activities, such as classroom management, student evaluation, and extracurricular activities, fosters a strong sense of responsibility. This sense of responsibility encourages teachers to not only complete tasks but also to strive for high-quality performance. This strengthens the motivation to achieve and demonstrates high dedication. Facing a complex workload, teachers are challenged to make decisions, try new teaching approaches, or resolve conflicts within the school environment.

Teachers who are accustomed to facing challenges and risks head-on demonstrate professional courage. This attitude motivates them to continually try new things for better results, thus supporting their work performance. The high demands of the daily workload can build self-confidence when teachers are able to handle it well. Successfully completing work fosters confidence in their abilities; teachers who believe in their abilities are more motivated to set personal goals and work harder to achieve them. This is an important foundation for building high achievement motivation. A proportional and challenging workload does not always have a negative impact. In the case of non-civil servant high school teachers in Batam City, the workload actually triggers achievement motivation, particularly through strengthening psychological aspects such as independence, responsibility, risk-taking, and self-confidence. The more teachers feel able to manage their workload, the greater their drive to deliver top performance. This motivates non-civil servant high school teachers in Batam City to continue demonstrating their achievements in both academic and non-academic fields. The results of this study are supported by the results of previous studies conducted by Astutik in 2017, Nugroho in 2024 and Galardo in 2024. All three studies obtained the same results, namely that workload has a significant influence on motivation.

The Influence of Organizational Commitment on Achievement Motivation

The direct influence of the Organizational Commitment variable on Achievement Motivation has a path coefficient of 0.095 (positive), meaning that an increase in the value of the Organizational Commitment variable will be followed by an increase in the value of Achievement Motivation. The influence of the Organizational Commitment variable on the Achievement Motivation variable has a P-Value of $0.166 > 0.05$, so it can be stated that there is a direct but insignificant influence between Organizational Commitment on the Achievement Motivation of Non-Civil Servant High School Teachers in Batam City. Based on the results of the research conducted, it can be seen that organizational commitment has an influence, but not significant, on organizational commitment. The results of this study are in line with the theory put forward by Kreitner (2017:165), organizational commitment is the degree to which a person knows the company and its goals. Meanwhile, motivation is a person's personal state that will drive an individual's desire to carry out certain activities to achieve a goal. Every activity carried out by a person Reksoha diprojo (2018:252). This driving force is called motivation. With organizational commitment in a person, it will create motivation to work as well as possible in an organization as an effort to achieve common goals.

This study found that Organizational Commitment had no significant effect on Achievement Motivation of Non-Civil Servant High School Teachers in Batam City. Judging from the results of the questionnaire distribution, the statement "I feel that this organization provides space for me to develop" is one of the statements that has a low value. This condition can directly impact the level of organizational commitment held by teachers. Without sufficient space for development, teachers can feel stagnant, underappreciated, and overlooked in aspects of professional capacity building. This will reduce the sense of belonging, loyalty, and emotional attachment to the organization, which ultimately decreases organizational commitment. Furthermore, low perceptions of opportunities for self-development also have a negative impact on Achievement Motivation. Teachers who feel they do not get opportunities to develop tend to have low enthusiasm in improving the quality of their performance and achieving achievements. This occurs because they do not see a strong connection between their efforts and possible rewards or opportunities in the future. This indicates that there is still little room for non-civil servant high school teachers in Batam City to develop further. This will also reduce their commitment and motivation to strive for greater personal achievement. The results of this study are supported by the results of previous studies conducted by Yulis in 2024, Yuliani in 2021, and Aisyah in 2017. The results of the research from these three researchers showed that there was no significant influence between organizational commitment and motivation.

The Influence of Achievement Motivation on Performance

The direct influence of the Achievement Motivation variable on the Performance variable has a path coefficient of 0.815 (positive), meaning that increasing Achievement Motivation will be followed by the value of

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the Performance variable. The influence of the Achievement Motivation variable on the Performance variable has a P-Value of $0.000 < 0.05$, so it can be stated that there is a significant direct influence between Achievement Motivation on the Performance of Non-Civil Servant High School Teachers in Batam City. Based on the results of the research conducted, it can be seen that Achievement Motivation has a significant influence on the Performance of Non-Civil Servant High School Teachers in Batam City. The results of this study are in line with the theory put forward by Santrock in Faad Maonde (2016: 5) that achievement motivation is a desire within an individual that becomes a driving force to do something to achieve a standard of success and make an effort to achieve a predetermined goal. Providing motivation to Non-Civil Servant High School Teachers in Batam City will increase their skills, abilities, experience, and work sincerity, so they can achieve maximum work results.

Therefore, the importance of providing motivation to Non-Civil Servant High School Teachers in Batam City to continue to excel will be very helpful in solving problems faced by employees so that they will be more enthusiastic and confident in being able to do their jobs. With increased achievement motivation will improve employee performance. This study found that achievement motivation significantly influences the performance of non-civil servant high school teachers in Batam City. From the existing phenomena in schools, it was found that non-civil servant high school teachers in Batam City were able to solve problems or challenges that arose in the learning process quickly and accurately. This shows that the motivation given by the principals to non-civil servant high school teachers in Batam City to continue to achieve has been successful. This is because despite having a large workload and minimal compensation limitations, non-civil servant high school teachers in Batam City can still provide optimal performance. The results of this study are consistent with the results of previous studies conducted by Octavia in 2024, Pebrianti in 2021, and Kurniasih in 2023. All three studies had the same results, namely showing that there is a significant influence of achievement motivation on performance.

The Influence of Compensation on Performance Through Achievement Motivation

The indirect effect of compensation on performance intervening by achievement motivation has a statistical T value of $4.079 > 1.96$ and a P value of $0.000 < 0.05$, meaning that the effect of compensation of non-civil servant high school teachers in Batam City on the resulting performance intervening by achievement motivation has a significant effect. Based on the research results, it can be seen that compensation has a significant influence on performance through achievement motivation. The results of this study are in line with the theory put forward by Sutrisno (2017:181) that compensation is one of the important functions in human resource management (HRM). Because the more appropriate and higher the compensation received, the more it will motivate Non-Civil Servant High School Teachers in Batam City to achieve more. The many achievements obtained also have a direct positive impact on the resulting performance to be more optimal.

In this study, the results showed that Compensation has a significant effect on the Performance of Non-Civil Servant High School Teachers in Batam City, which is intervened by Achievement Motivation. It can be seen from the phenomenon of the results of the questionnaire distribution, showing that although the compensation received by Non-Civil Servant High School Teachers in Batam City still has not had a significant increase, this does not prevent the teachers from being able to provide optimal performance. From the results of the questionnaire distribution, it shows that one of the highest answers assessed by the principal shows that teachers complete teaching tasks according to the number of assigned lesson hours and administration such as reports, assessments, and attendance on time. This means that even though Non-Civil Servant High School Teachers in Batam City do not experience a salary increase, they still try to complete their duties with good performance. This is driven by the principal's self-motivation and from within the teachers to be able to continue to excel amidst the limited compensation they receive. The results of this study are the same as the results of previous studies conducted by Agustine in 2032, Pasaribu in 2020 and Lestari in 2024. The three studies above have the same research results, namely there is a significant influence between compensation and motivation on performance.

The Influence of Workload on Performance Through Achievement Motivation

The indirect effect of workload on performance which is intervening by achievement motivation has a statistical T value of $4.530 > 1.96$ and a P value of $0.000 < 0.05$, meaning that the effect of workload on performance which is intervening by achievement motivation has a significant effect. Based on the results of the research conducted, it can be seen that workload has a significant influence on performance through achievement motivation. The results of this study are in line with the theory put forward by Masriati (2018: 13), workload is the extent to which an individual worker's capacity is needed to complete the tasks given to him, which can be indicated by the amount of work to be done, the time or time limit that the worker has in completing his tasks, as

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well as the individual's own subjective view of the work given to him. Non-Civil Servant High School Teachers in Batam City are often faced with the obligation to do several jobs at once such as teaching, being an extracurricular instructor and being a picket teacher. This will cause employee performance to decline and endurance will weaken and feelings of being depressed. The higher the workload received by Non-Civil Servant High School Teachers in Batam City, the more it will be related to the decline in performance produced. Therefore, motivation is needed both from within and from outside such as friends, leaders and families to be able to strengthen Non-Civil Servant High School Teachers in Batam City so that they can continue to provide the best and optimal performance. This study found that Workload has a significant effect on Performance, which is intervened by Achievement Motivation. This influence is caused by the many tasks and responsibilities that teachers have, such as the obligation to teach 24 hours a week and additional tasks such as extracurricular instructors, on-duty teachers, and homeroom teachers, indicating that Non-Civil Servant High School Teachers in Batam City are still trusted by the principal that they have good abilities and competencies. This motivates Non-Civil Servant High School Teachers in Batam City to continue to demonstrate their achievements both in academic and non-academic fields. By maintaining the motivation of employees, their performance will also improve. The results of this study are the same as previous studies conducted by Permana in 2016, Astutik in 2017, and Febriansyanh in 2022. The results of the studies produced have similarities, namely there is a significant influence of workload and achievement motivation on performance.

The Influence of Organizational Commitment on Performance Through Achievement Motivation

The indirect effect of Organizational Commitment on Performance which is intervening by Achievement Motivation has a T statistic value of $1.338 > 1.96$ and a P Value of $0.181 > 0.05$, meaning that the effect of Organizational Commitment on Performance which is intervening by Achievement Motivation has no significant effect. Based on the results of the research conducted, it can be seen that Organizational Commitment has an insignificant influence on Performance through Achievement Motivation. This means that although Non-Civil Servant High School Teachers in Batam City have an organizational commitment resulting from the Motivation to achieve to the school, this is not strong enough to influence Non-Civil Servant High School Teachers in Batam City to improve their performance. Therefore, other strategies or alternatives are needed to improve the performance of Non-Civil Servant High School Teachers in Batam City.

This study found that Organizational Commitment had no significant effect on Performance, which was intervened by Motivation. This proves that achievement motivation is not yet effective in intervening in Organizational Commitment to produce optimal performance. This is due to several factors, including the unsatisfactory compensation received by Non-Civil Servant High School Teachers in Batam City. In addition, the many additional tasks carried by Non-Civil Servant High School Teachers in Batam City also limit the available time. This results in a decrease in motivation to continue achieving and lowering their performance. The results of this study are consistent with previous studies conducted by Adziyah in 2021, Tanjung in 2023, and Susita in 2020. These three studies have similarities, namely that the results of the study did not show a significant influence of commitment and motivation on performance.

CONCLUSION

Based on the research results and discussion, this research can be concluded as follows:

1. Compensation significantly influences performance. This indicates that compensation significantly influences the performance of non-civil servant high school teachers in Batam City.
2. Workload has a negative but significant effect on performance. This is because there is a significant direct effect between workload and the performance of non-civil servant high school teachers in Batam City.
3. Organizational commitment has no significant effect on performance. This is because there is a direct, negative, and insignificant effect of organizational commitment on performance among non-civil servant high school teachers in Batam City.
4. Compensation has a significant effect on achievement motivation. This indicates that there is a significant direct influence between compensation and the performance of non-civil servant high school teachers in Batam City.
5. Workload has a significant effect on achievement motivation. This indicates that workload has a significant effect on achievement motivation among non-civil servant high school teachers in Batam City.

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6. Organizational Commitment has no significant effect on Achievement Motivation. that there is a direct but insignificant effect between Organizational Commitment on Achievement Motivation of Non-Civil Servant High School Teachers in Batam City.
7. Compensation has a significant indirect effect on performance through achievement motivation. This indicates that the influence of compensation for non-civil servant high school teachers in Batam City on performance, which is generated through achievement motivation, has a significant effect.
8. Workload has a significant indirect effect on Performance through Achievement Motivation. This means that the Effect of Workload on the Performance of Non-Civil Servant High School Teachers in Batam City intervened by Achievement Motivation has a significant effect.
9. Organizational Commitment has a significant indirect effect on Performance through Achievement Motivation. This indicates that Workload influences the Performance of Non-Civil Servant High School Teachers in Batam City through Achievement Motivation.
10. Achievement motivation has a significant effect on performance. This indicates a significant direct effect between achievement motivation and the performance of non-civil servant high school teachers in Batam City.

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