

The Relationship Between Work Commitment and Achievement Motivation with the Morale of Elementary School Teachers



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ABSTRACT: This study aims to determine (1) the relationship between work commitment and morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency, (2) the relationship between achievement motivation and morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency, (3) the relationship between work commitment and achievement motivation together with the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency. The study population was elementary school teachers in Pulau Laut Timur sub-district totalling 178 teachers, using proportional random sampling techniques. The method used is the descriptive method. Data were collected through questionnaires and analyzed by correlation analysis with a significant level of 0.05. The results of this study are presented (1) there is a relationship between work commitment and the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency, (2) there is a relationship between achievement motivation and the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency, (3) there is a relationship between work commitment and achievement motivation together with the work spirit of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency.

KEYWORDS: Work Commitment, Achievement Motivation, Teacher Morale

I. INTRODUCTION

Quality education is a demand of today's society. To realize this, many factors influence, one of which is the teacher who is the spearhead of the success or failure of an education (Keiler, 2018). This is because teachers directly relate to students to provide guidance that will produce the expected graduates (output). The success of the teaching and learning process is largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes will be more optimal (Usman, 2011).

The task of teachers is closely related to improving human resources through the education sector (Shaturaev, 2021), therefore efforts are needed to improve the quality of teachers to become professionals which will ultimately improve the quality of national education. Improving the quality of education depends on many things, among others, infrastructure, curriculum but the most important thing is the quality of the teachers themselves. Professional teachers not only master the fields of science, teaching materials, and appropriate methods, but are able to motivate students, have high skills and broad insight into the world of education. The professionalism of education personnel is also consistently one of the most important factors in the quality of education (Komalasari et al, 2020) Related to this, teacher work commitment is a very important aspect. No matter how good and professional a teacher is, it will not be effective if the teacher does not have a strong commitment to transmit all the knowledge and skills he has for the success of the school and the success of the students.

Teachers' commitment to schools is a key factor in realizing the ideals of education because committed teachers are considered the leading human capital in the educational development of a nation and have a strong belief in school leaders and teachers who will always be positive in that belief (Sunarsi, 2020) Leaders and schools will prioritize them, maintain and even ensure that their policies are not ignored (Nurulaim & Suhaida, 2013). There are several factors that affect teacher work commitment, namely, the right working atmosphere, good relationships between colleagues, work motivation, culture and leadership of educational institutions (Taheri, 2021).

Achievement motivation is closely related to success and success or individual spirit in achieving a goal or success. The success of a teacher is regular and disciplined teaching so that students can absorb the knowledge provided. Achievement motivation instilled in the work system according to individual needs and desires was found to be able to produce greater teacher performance improvement Achievement motivation factors can have a clear and broad effect on learning (Werdhiastutie, Suhariadi, & Partawi, 2020; Brunstein, & Heckhausen, 2018). The process of instilling an achievement motivation mindset to improve personal ability in all self-activities certainly has a clear and broad effect on the learning process in schools, because teachers who have good competence will produce quality students (Bambaerero, & Shokrpour, 2017; Nicholls, 2017).

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Teachers who work in several elementary schools in Pulau Laut Timur District, Kotabaru Regency show that some have not carried out their main duties as teachers, namely planning, implementing and evaluating the learning process. Teachers teach without good planning, teaching as if just spending time so that the results to be achieved in the process of learning activities are forgotten, and there are still teachers who are late for class at the appointed hour, this can be seen when the bell has rung there are still many teachers in the teacher's room, this is a small picture of the teacher's work spirit. The characteristics mentioned above indicate that each teacher is different, in commitment, motivation and morale, based on the explanation above, researchers are interested in researching and examining more deeply the relationship between commitment and achievement motivation to teacher morale.

II. METHODOLOGY

This research was conducted by SD Negeri in Pulau Laut Timur District, Kotabaru Regency with teachers as research subjects. This research is classified as correlational descriptive research, which is research that describes the relationship between two or more variables. Correlation research is a type of nonexperimental research that facilitates the prediction and explanation of relationships between variables. The goal is to measure 2 or more variables to investigate the extent to which these variables are related (Seeram, 2019). While the approach used in this study is a quantitative approach, because all observed symptoms are measured in the form of numbers, making it possible to use statistical analysis techniques (Sugiyono, 2007). Samples were taken using proportional random sampling techniques. Based on the results of the sample calculation carried out, the sample taken was 123 respondents. In detail, 123 teachers were divided in several schools in Pulau Laut sub-district, Kota Baru Regency.

III. RESULTS AND DISCUSSION

The results of this study are based on data related to work commitment (X_1), achievement motivation (X_2) and teacher morale (Y) in elementary schools in Pulau Laut Timur District, Kotabaru Regency, South Kalimantan Province.

A. Work Commitment

A clearer picture of the distribution of data on teacher work commitment can be seen in the following frequency list.

Table 1. the distribution of data on teacher work commitment

INTERVAL CLASS	Middle Value (X_i)	Frequency (F)	Relative frequency (F)%
82 – 86	84	1	0,81
87 – 91	89	2	1,63
92 – 96	94	14	11,38
97 – 101	99	37	30,08
102 – 106	104	29	23,58
107 – 111	109	32	26,02
112 – 116	114	6	4,88
117 – 121	119	2	1,63
Sum		123	100

Based on the table above, it can be known from the lowest interval to the highest interval. The work commitment score in the first interval class score of 82 - 86 was 0.81% with the lowest frequency of 1 respondent. The second interval class score 87 – 91 and the eighth interval class score 117 – 121 were 1.63% each with 2 respondents each. While in the third interval class the score of 92 - 96 was 11.38% with 14 respondents. Then in the fourth interval class the score of 97 - 101 was 30.08% with the highest frequency of 37 respondents. In the fifth interval class with a score of 102 – 106 was 23.58% with 29 respondents. The sixth interval class score of 107 – 111 was 26.02% with 32 respondents. In the seventh interval class the score of 112 – 116 was 4.88% with 6 respondents.

B. Direct Relationship of Teacher Pedagogic Competence with Learning Quality

A clearer picture of the distribution of achievement motivation data can be seen in the following frequency list.

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Table 2. the distribution of achievement motivation

Interval class	Middle Value (X _i)	Frequency (F)	Relative frequency (F)%
79 – 83	81	4	3,25
84 – 88	86	7	5,69
89 – 93	91	23	18,70
94 – 98	96	27	21,95
99 – 103	101	29	23,58
104 – 108	106	25	20,33
109 – 112	111	7	5,69
113 – 117	115	0	0,00
118 – 122	120	1	0,81
Sum		123	100

Based on the table above, it can be known from the lowest interval class to the highest interval class. The teacher's achievement motivation score in the first interval class score of 79 - 83 was 3.25% with 4 respondents. While in the second interval class the score of 84 – 88 was 5.69% with 7 respondents. The third interval class score of 89 – 93 was 18.70% with 23 respondents. Then in the fourth interval class the score of 94 – 98 was 21.95% with 27 respondents. The fifth interval class score of 99 – 103 was 23.58% with the highest frequency of 29 respondents. The sixth interval class score of 104 – 108 was 20.33% with 25 respondents. While in the seventh interval class the score of 109 - 112 was 5.69% with 7 respondents. In the ninth interval class, the score of 118 – 122 was 0.81% with the lowest frequency of 1 respondent.

C. Frequency of Teacher Morale

A clearer picture of the distribution of Teacher Morale can be seen in the following frequency list.

Table 3. the distribution of Teacher Morale

Interval class	Middle Value (X _i)	Frequency (F)	Relative frequency (F)%
88 – 92	90	5	4,07
93 – 97	95	8	6,50
98 – 102	100	34	27,64
103 – 107	105	23	18,70
108 – 112	110	26	21,14
113 – 117	115	19	15,45
118 – 122	120	2	1,63
123 – 127	125	4	3,25
128 – 132	130	2	1,63
Sum		123	100

Based on table 4.11. Then it can be known from the lowest interval class to the highest interval class. The morale of the first interval class teacher score of 88 - 92 was 4.07% with 5 respondents. While in the second interval class the score of 93 - 97 was 6.50% with 8 respondents. Then in the third interval class, the score of 98 – 102 was 27.64% with the highest frequency, namely 34 respondents. While in the fourth interval class the score of 103 - 107 was 18.70% with 23 respondents. In the fifth interval class the score of 108 – 112 was 21.14% with 26 respondents. Sixth interval class score.

There is a relationship between work commitment and achievement motivation together with teacher morale. So the better the work commitment and achievement motivation will increase the morale of teachers in carrying out their duties. These results can be seen from the following diagram:

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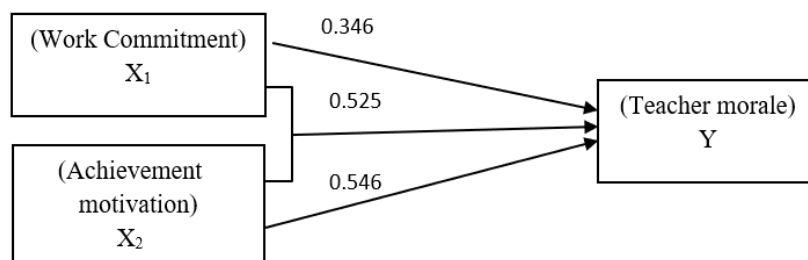


Figure 1. Relationship diagram

Table 1. Conclusions of the hypothesis test

Hypothesis	PS	Decision
H ₁ There is a relationship between work commitment and the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency	0,346	Accepted
H ₂ There is a relationship between teacher achievement motivation and the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency	0,525	Accepted
H ₃ There is a relationship between work commitment and teacher achievement motivation together with the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency.	0,546	Accepted

D. Discussion

Based on the findings obtained from the answers of the teachers who were respondents in this study, it shows that the work commitment of elementary schools in the East Sea Island District, Kotabaru Regency, South Kalimantan Province is in the medium category. Most elementary school teachers in Pulau Laut Timur sub-district have a work commitment to work, have a high attendance in teaching and have a positive outlook on work and students. This is concrete evidence that he has performed the task or command given to the best and have an awareness that the work given is not only for the benefit of the agency, but also for its own benefit. This finding strengthens the opinion of Hasibuan (2007).

A highly committed teacher is characterized by a strong determination or pledge to obey and obey, with responsibility and interconnectedness so that decisions are made based on attitudes and agreements adopted at that time and tend to crystallize attitudes. This finding also strengthens the opinion of Sahertian (2000: 44) meaning that commitment is a tendency in a person to feel active with a sense of responsibility. Thus, a person who is actively involved in the responsibility of a job he is engaged in will be able to make decisions for himself and carry out the work with a sincere heart.

The teacher knows the purpose of good teaching, knows well what happens to students, knows well the abilities of students, has a friendly attitude to students, pays attention to students' abilities and loyalty to work. This shows that teachers can use time appropriately so as to improve the results to be achieved. This finding strengthens Sahertian's opinion (2000) explaining that professional teachers have characteristics including: a) Having the ability as experts in the field of educating and teaching, b) Having a sense of responsibility, namely having commitment and concern for their duties, c) Having a sense of comradeship and living their duties as a life career and upholding the code of ethics for teacher positions. Thus, commitment is the interrelation of a person in carrying out a task or job with a sense of responsibility.

Teachers who already know the purpose of the institution, have responsibility for their duties, show a good attitude towards work and work well and courteously. This shows that teachers have compliance with rules and regulations in the agency, compliance with instructions coming from superiors, work in accordance with established procedures. Thus teachers who have a normative work commitment will improve their work discipline.

This finding is in accordance with Holle, Pietersina's (2009) concluded: (1) there is a positive and significant relationship between the leadership behavior of the principal and the morale of private elementary school teachers in Ambon City, (2) there is a positive and significant relationship between the school climate and the morale of private elementary school teachers in Ambon City, (3) there is a positive and significant relationship between teacher commitment and the morale of private elementary school teachers in Ambon City, (4) there is a positive and significant relationship between the principal's leadership behavior, school climate, teacher commitment together with the morale of private elementary school teachers in Ambon City.

Teacher work commitment is a teacher's internal interpretation of how they absorb and interpret their work experience characterized by a desire to stay in school and engage in work, as well as a desire to influence student learning. A teacher's work commitment is a variable that reflects an individual's level of identification with his or her job, and his or her unwillingness to leave that job. The teacher's work commitment here includes affective work commitment, which is related to emotional, identification

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and involvement of the teacher in an institution, continuous work commitment, which is a component based on the teacher's perception of the losses that will be faced if he leaves the institution and normative work commitment, which is the employee's feelings about the obligations he must give to the institution.

A teacher who is concerned about the task means that he has a high level of care. The level of concern must also be followed by professional ethics, that he has a commitment to the duties or position of the teacher. Ethically bound to the oath of office, it is that its essential duty is to humanize people not seek personal gain. This finding is in accordance with Martinus (2009) Research concluded that: (1) there was a contribution of principal supervision to Teacher Morale in Public Elementary Schools in Kupang City of 27.30%, (2) there was a contribution of teacher commitment to Teacher Morale in State Elementary Schools in Kupang City and (3) there was a contribution of principal supervision and teacher commitment to Teacher Morale in State Elementary Schools in Kupang City.

From the description above, it can be concluded that there is a relationship between work commitment and teacher morale. So the better the work commitment, the more it will increase the morale of teachers in carrying out their duties. Based on the findings obtained from the answers of teachers who were respondents in this study, it shows that the motivation for achievement of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency, South Kalimantan Province is in the medium category. Achievement motivation is the drive to complete something difficult, master, manipulate, or manage human physical objects or ideas and try to overcome obstacles in achieving higher standards to outperform others, with indicators of teacher achievement motivation in McClelland's theory (Siagian, 2009: 169) focusing that everyone has three types of needs, including: (1) the need for achievement (Need for Achievement, often expressed by the formula $n.Ach$) which consists of: (a) having the ability to make decisions and dare to take risks faced by him, (b) being able to carry out tasks in accordance with his competence and completing them with satisfactory results, (c) the desire to gain pride and (d) the desire to pay attention in the future, (2) the need for power, expressed by the formula $n.Pow$ which consists of: (a) have a desire for influence, (b) control over others, and (3) Need for Affiliation ($n.Af$) which consists of (a) requiring immediate feedback and utilizing it in an activity, (b) establishing a cooperative and pleasant situation.

A teacher in carrying out the teaching and learning process in the classroom must have high motivation which basically has the hope of success and has a positive attitude towards the teaching goals to be achieved by a teacher. Teachers who have high motivation will be able to change the desired attitudes and behaviors whether the intrinsic motivation arises from the teacher to improve performance so that the teacher strives to improve work results with full responsibility for the completion of his tasks, while extrinsic motivation is a drive outside one's environment (teacher) that spurs the teacher to be able to improve his performance such as relationships with colleagues. Very good work, procedures from superiors are very supportive of subordinates, superiors provide opportunities to improve knowledge, work environment adequate salary, position and comfortable working conditions.

This finding is in accordance with Amiruddin's research showed that there was a significant relationship between the principal's supervision and teacher morale, with $t_{count} = 4.979 > t_{table} = 1.671$. The effective contribution given by the variable of principal supervision with teacher morale was 9.49% (2) There was a significant relationship between achievement motivation and teacher morale, with $t_{count} = 9.357 > t_{table} = 1.671$. The effective contribution given by the variable of achievement motivation with teacher morale was 5.79% (3) there was a relationship between principal supervision and achievement motivation together with teacher morale, with $F_{count} = 5.23 > F_{table} = 3.15$.

Most teachers in carrying out their duties always measure their ability to achieve goals, they accept tasks and carry out their duties as part of their lives so as to cause enthusiasm / enthusiasm in work, happy and happy in carrying out tasks. These results support the opinion (Anoraga, 2005: 35 and As'ad, 2005: 45) work motivation is something that raises enthusiasm or work drive. Motivation is a gift or drive that creates the enthusiasm of one's work to want to work together, work effectively and integrated, and all efforts to achieve enthusiasm. Supporting Manulang's opinion (2006: 120) motivation is the provision of stimulating power to employees to work with all their power and effort. Supporting also the opinion of Sedarmayanti (2008: 6) states that motivation can be interpreted as a driving force that causes people to do something or who are done because of fear of something.

Most teachers are friendly, this can be seen that communication between teachers has been well established, this is shown by the exchange of new information / material, the latest learning methods and helping problems that arise in other teachers, tenacious in solving problems / not quickly discouraged. These results support Sardiman's opinion (2011: 83) in the book "Interaction and Motivation for Teaching and Learning" that the motivation that exists in everyone has the following characteristics: (1) Diligent in facing tasks (can continue for a long time, never stops before completion), (2) Tenacious in facing difficulties (not discouraged quickly), (3) Showing interest in various problems.

Some teachers carrying out learning have used methods / teaching aids that are in accordance with the subject matter so that it is easy for students to understand. Teachers carry out their duties responsibly, most teachers are able to establish good relationships, both with students, colleagues, parents and principals. This pleasant learning climate will increase the motivation of students and teachers in carrying out tasks, which in turn increases the teacher's sense of satisfaction. This is in accordance with Hasibuan's opinion (2007: 203) states that employee morale is influenced by several factors, including: (1) fair and decent remuneration, (2)

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proper placement in accordance with expertise, (3) light weight of work, (4) work environment atmosphere, (5) equipment that supports the implementation of work, (6) the attitude of leaders in their leadership and (7) the monotonous nature of work or not.

This finding also supports Robie's research show that there is a positive and significant relationship between achievement motivation and the morale of public high school teachers in Hulu Sungai Tengah Regency. Hasil This study supports the results of research that concludes that motivation has an influence on teacher performance (Alimmudin, Alimmudin, Ahmad Muhyani Rizalie, sunarno B. 2022; Hepni Albuni, Aslamiah, A. M. R. 2022; Jarminto, Aslamiah, E. suhartono. 2022; Huda., Dami, Aslamiah, A. M. R. 2022; Mahdiana, Saleh, M, S. 2022; Muhammad Abidin, Ahmad Suriansyah, N. 2022; Rudiansyah, Wahyu, S. 2022; Silvia, N., & Suriansyah, A. 2022).

In this study, it can be seen that a teacher gets information about his work that he needs and the relationship with his colleagues is also high, which will eventually lead to morale. This finding is in accordance with Warnoto Research (2005) Contribution of Principal Supervision and Teacher Achievement Motivation to Teacher Morale in Junior High School, Jatipurno District, Wonogiri Regency. From the results of the study, it was concluded: (1) there was a contribution of principal supervision to teacher morale in SMP Jatipurno District, Wonogiri Regency of 23.00%, (2) there was a contribution of teacher achievement motivation to teacher morale in SMP Jatipurno District, Wonogiri Regency of 25.00%, and (3) there was a contribution of principal supervision and teacher achievement motivation to teacher morale in SMP Jatipurno District, Wonogiri Regency.

From the description above, it can be concluded that there is a relationship between achievement motivation and teacher morale. Thus, the higher the motivation for achievement will increase the morale of teachers in carrying out their duties. Based on the findings of the morale of elementary school teachers in Pulau Laut Timur District, Kotabaru Regency on subvariables: attendance, work discipline, cooperation, tanggingresponsibility and work productivity including moderate. Some elementary school teachers in Pulau Laut Timur District, Kotabaru Regency know the purpose of teaching well, which is one proof that teachers are able to carry out their duties in accordance with their competence. So that teachers are able to complete tasks appropriately and correctly. The teacher realizes that the work given is not only for the benefit of the agency, but also for his own benefit.

This finding is in accordance with Arikunto's opinion (2005), the spirit of teaching is as a condition of the teacher based on motivation or willingness to perform professional duties submitted to him. The word spirit refers to the quantity and quality of one's work. Thus, the spirit of teaching refers to how much and how qualified a teacher is in performing his professional duties as a teacher.

A teacher who is concerned about the task means that he has a high level of care. The level of concern must also be followed by professional ethics, that he has a commitment to the duties / position of the teacher. Ethically bound to the oath of office, it is that its essential duty is to humanize people not seek personal gain. A teacher who has commitment and motivation to excel in the task will be better for the teacher's morale. This finding is in accordance with Gibson's opinion (1995) that the enthusiasm of teachers in carrying out tasks can be seen from several indicators, namely: 1) the quantity of implementation of teaching tasks, which includes: (a) frequency of teaching attendance, (b) frequency of compiling lesson units or lesson plans, (c) the number of source books, supporting books, and other materials sought to support their work, (d) the number of evaluations, correction, providing feedback and at the same time utilizing it in the activities of its duties and 2) the quality of the implementation of teaching tasks, which include: (a) morale, punctuality of task implementation, (b) frequent performance of tasks, (c) patience and diligence in handling students, (d) seriousness in maintaining and managing the facilities used for teaching tasks, (e) sincerity in evaluating student learning outcomes.

Most teachers have responsibility for their duties, showing a good attitude towards their work, this can be seen from the presence of teachers at work, the accuracy of teachers coming/leaving work. This situation is evidence of the teacher's compliance with the rules and regulations in the school. This finding strengthens the opinion of Wahjosumidjo (2008: 125) explaining that the factors that influence the high and low morale of a person are: (a) a person's interest in the work done by someone who is interested can increase morale; (b) salary/wage factors, high salaries will increase morale; (c) the social status of work, work causes a person's high social status can be a factor in increasing morale; (d) the working atmosphere and relationships in the work, acceptance and appreciation can increase morale; and (e) the purpose of the work, a noble purpose can encourage one's morale.

Most elementary school teachers in Pulau Laut Timur District, Kotabaru Regency have a positive outlook on work and students, work well and are polite, this shows that the average teacher is able to establish a cooperative and pleasant situation. This teachers have the awareness to cooperate with superiors, colleagues, and subordinates. This finding is in accordance with Etty Erlinda's (2012) research concluded that: (1) there is a positive and significant relationship between the supervision of the principal and the morale of elementary school teachers in Kapuas Hilir District, Kapuas Regency, (2) there is a positive and significant relationship between teacher work motivation and the morale of elementary school teachers in Kapuas Hilir District, Kapuas Regency, (3) there is a positive and significant relationship between the supervision of the principal and the motivation of teachers together with the morale of elementary school teachers in Kapuas Hilir District, Kapuas Regency.

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IV. CONCLUSION

There is a relationship between work commitment and achievement motivation together with teacher morale. So the better the work commitment and achievement motivation will increase the morale of teachers in carrying out their duties.

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