



The Influence of Work Motivation on Work Commitment Mediated by Self-Actualization among Teachers

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ABSTRACT

The purpose of this research is to investigate and elucidate the impact of work motivation on work commitment among teachers in Malang City, with self-actualization serving as a mediating factor. The study employs a quantitative approach, employing correlation analysis techniques. Partisipan in this research 64 participant's. Work motivation is measured using Herzberg's hygiene theory, while work commitment is assessed through a scale encompassing affective, normative, and continuance commitment aspects. Self-actualization is measured based on Maslow's theory, encompassing aspects such as self-direction, self-acceptance, emotional expression and management, interpersonal trust and responsibility, and coping abilities. Through mediation analysis using the Hayes model, it was determined that self-actualization did not act as a mediator between work motivation and work commitment.

Keywords: work motivation, work commitment, self-actualization

Keywords: self injury, qualitative

1. Main text

Knowledge is an ongoing process for individuals, starting within the family environment. Education in Indonesia is divided into formal and non-formal education. Formal education begins when an individual enters primary school until senior high school and continues to higher education with structured content. Non-formal education is designed to meet individual educational needs outside the formal education context. Training courses, workshops, seminars, online courses, and the like are examples of non-formal education. In the ever-evolving educational landscape, various reforms are implemented to enhance the quality and quantity of education. Improving the quality of education requires various changes in curriculum development, learning innovations, and meeting educational facilities and infrastructure needs. Teachers are the key to the success of education and are considered crucial in achieving educational goals, reflecting the quality of education. Teachers who strive to influence, nurture, and develop learners are required to have the basic skills necessary as educators, mentors, and instructors, with these abilities demonstrated in teacher competency. As professionals, teachers are not only required to have competencies relevant to their field of expertise but are also expected to explore and develop their abilities and competencies and disseminate knowledge and technology through education, as a tangible manifestation of their work achievements.

Work commitment is the feeling of identification, loyalty, and involvement demonstrated by employees towards the organization or organizational unit. Work commitment is associated with three attitudes: 1. Identification with the organization's goals, 2. Involvement in organizational tasks, and 3. Loyalty to the organization (Saragih & Suhendro, 2020). Individuals with high work commitment will have a conscious willingness to exert effort for the organization's interests, where employees work not just because of instructions but are motivated from within themselves (Saragih & Suhendro, 2020).

Work commitment increases when tasks assigned align with employees' capacities and they feel content while performing them. Commitment to the organization reflects an individual's orientation towards work, demonstrated by their dedication to their job and active involvement in its activities (Syauki, 2021). Commitment entails a willingness to work hard and dedicate energy and time to a job or activity. Both intrinsic and extrinsic forces regarding their duties can influence a teacher's attitudes, impacting their innovative approach to knowledge and technology development, sense of responsibility, and responsiveness, all of which constitute work commitment (Saragih & Suhendro, 2020).

Educational institutions rely on teachers as supports to facilitate students' learning processes. To participate effectively in education, teachers must have a high level of work commitment. Work commitment is when an employee favors a particular organization and its goals and intends to maintain their membership within it (P. Ifani, 2014). Thus, if a teacher is committed to their job, they will strive to retain their membership in the profession or organization.

Work commitment doesn't emerge spontaneously. One factor influencing work commitment is motivation (P. Ifani, 2014). Work motivation factors are the driving forces encompassing reasons, urges, and willingness that prompt individuals to act. Positive work motivation significantly affects work

commitment, indicating a correlation between the two. Work motivation is directly proportional to work commitment; high work motivation leads to high commitment, and vice versa, low work motivation results in low work commitment.

Motivation represents the desire to act. It propels individuals to perform tasks with determination and sacrifice, with high motivation leading to commitment to their responsibilities (Oupen & Yudana, 2020).

Self-actualization begins with focusing on human dignity values, utilizing all talents, potentials, and abilities to work well, resulting in good existential conditions for personal development and growth (Syauta et al., 2015). Maslow explains self-actualization as the desire to continuously realize one's potentials or the desire to become what one is capable of being. Self-actualization is achieved when the lower-level needs (psychological, safety, social, and esteem) are adequately satisfied. Maslow (Ghifafari Muhammad, 2021) identifies aspects of self-actualization as creativity, morality, self-acceptance, spontaneity, and problem-solving.

There is a significant positive relationship between self-actualization and organizational commitment (Novita et al., 2019), indicating that higher self-actualization influences work commitment. Self-actualization in teachers can involve self-development, conceptual action, socialization, and responsibility. Self-actualization in teachers is crucial as they can impart positive values to themselves, their colleagues, and their students. It is hoped that through self-actualization, teachers not only play the role of educators but also develop their potentials, become creative, and enhance their knowledge, skills, and perspectives while working. However, some research results indicate no relationship between self-actualization and work commitment. The difference in research results lies in the study subjects. This study aims to determine the relationship between work motivation and work commitment mediated by self-actualization in teachers.

Nomenclature

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1.1 Structure

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1.2 Tables

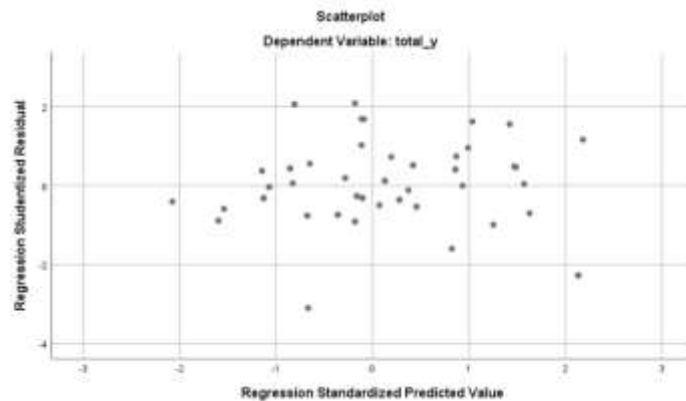
Table 1 – One Sample Kolmogorof-Smirnof Test

N (62)	Variabel X	Variabel Y	Variabel M
Mean	62.53	40.26	33.71

Std Deviation	6.324	4.188	3.513
Test Statistic	.100	.121	.095

Based on the normality test results conducted using SPSS, as shown in the table above, with a significance probability of 0.05, this implies that the null hypothesis is accepted, indicating that the variables of work motivation, work commitment, and self-actualization are normally distributed.

Table 2 – Heteroskedastisitas Test



The heteroskedasticity test aims to examine whether there is unequal variance of residuals from one observation to another in a regression model. Based on the scatterplot graph, it is found that the points are randomly scattered and well spread both above and below the 0 value on the Y-axis. It can be concluded that there is no heteroskedasticity in the regression model, indicating homoskedasticity, thus, the regression model is suitable for predicting work commitment based on the input of the independent variables of work motivation and self-actualization.

The purpose of the mediation test is to investigate whether a mediator variable explains or mediates the relationship between the dependent and independent variables in a model. Mediation assumes that the effect of the independent variable on the dependent variable is fully or partially explained by the mediator variable. Based on the mediation test conducted using Hayes' model, the following findings are obtained: 1) The relationship from variable X to variable M has a p-value of 0.2125 (> 0.05), which is below the significant value. This indicates that the relationship from variable X to variable M is not significant. 2) The relationship from variable X to variable Y has a p-value of 0.000 (< 0.05), which is above the significant value. This suggests that the relationship from variable X to variable Y is significant. 3) The relationship from variable M to variable Y has a p-value of 0.0534, which is below the significant value. This indicates that the relationship from variable M to variable Y is not significant. 4) The indirect effect is at a value of -0.0197 (effect), -0.749 (BootLLCI), and 0.0064 (BootULCI). All three values are less than 0 (< 0). This means that variable M does not mediate the relationship between variables X and Y. Therefore, the second hypothesis proposed in this study is rejected.

Acknowledge

The research findings concerning the relationship between work motivation and self-actualization, based on statistical tests using SPSS, indicate that the value of $0.2125 > 0.05$. This implies that the relationship between the two variables is not significant. There is no influence between work motivation and self-actualization. This differs from previous research results that explain that work motivation positively affects self-actualization (Muryanto, 2012). A positive effect indicates that higher self-actualization, which includes feeling valued by the surrounding environment and pride, can enhance an individual's work productivity. To enhance work productivity, the workplace needs to consider individuals' self-actualization motivation needs. The difference between these research results and the present study might be attributed to self-confidence. A teacher's profession involves interactions between students and parents, thus fulfilling the need for social interaction effectively first. A teacher's self-confidence in developing students' potentials and determining how a teacher views their work might also differ. A confident teacher can extract positive values from their work routine, with the hope of spreading goodness to students and parents.

The research findings regarding the influence of work motivation on work commitment indicate that work commitment has a positive and significant effect on teachers in Malang City. This result is supported by (P. F. Ifani, 2014), stating that work motivation factors are the driving forces that include urges, willingness, and reasons arising from within an individual, leading them to act. For example, an employee receiving a salary or rewards commensurate with their level of education will increase their work commitment. If work commitment is low, then work motivation needs to be increased (Kadek et al., 2020). This is because work commitment is not always influenced by compensation; for instance, the harmonious atmosphere desired by employees while working.

The hypothesis test results on the self-actualization variable and its relationship with work commitment among teachers in Malang City show that there is no relationship between these variables. This means that low or high self-actualization does not affect the work commitment of teachers in Malang City. This differs from previous research findings that explain that self-actualization is significant and positively influences employees (Ardhi et al., 2019). The difference in research findings between this study and previous ones may be attributed to differences in the received income.

Employees/teachers will increase their contributions if they receive what they desire, such as salary, as it is needed to meet their daily needs. Salary is the amount received by teachers/employees for their work, which has a fixed nature based on the employment contract they receive (Ridhodin, 2018).

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