

ANALYSIS OF THE INFLUENCE OF EDUCATION LEVEL AND COMPETENCY ON ORGANIZATIONAL COMMITMENT THROUGH WORK MOTIVATION IN THE GARMENT SUB-SECTOR IN SERANG REGENCY

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INFORMASI	ABSTRAK
Artikel History: Rec. 12- Oktober-2024 Acc. 28- Desember -2024 Pub. 31 Desember, 2024 Page. 231- 247	<i>This study examines the influence of education level and competency on work motivation and organizational commitment among garment company employees in Serang Regency. Specifically, it analyzes the direct effects of education level and competency on work motivation and organizational commitment, as well as the indirect effects of education level and competency on organizational commitment through work motivation. This research employs a quantitative approach with a correlational design, involving a total population of 850 employees. The sample size of 190 respondents was determined using a proportional sampling technique, multiplying the number of indicators by the Likert scale. Data analysis was conducted using regression analysis with the SmartPLS statistical tool. The findings reveal that out of seven tested hypotheses, four were accepted, and three were rejected. The results indicate that education level significantly influences both work motivation and organizational commitment, while competency does not significantly affect either work motivation or organizational commitment. Additionally, education level has a significant impact on organizational commitment through work motivation, whereas competency does not exhibit such an effect. Overall, this research highlights the critical role of education level and motivation in enhancing organizational commitment, while competency does not contribute significantly in this context.</i>
Keywords: <ul style="list-style-type: none">• Education Level, Competency• Garment Industry• Organizational Commitment• Quantitative Research.• Structural Equation Modeling (SEM)• Work Motivation	

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INTRODUCTION

The Textile and Textile Products (TPT) industry is a sector that plays an important role in the Indonesian national economy. According to the Ministry of Industry (2019), the textile industry, which has been able to penetrate the world market, has contributed large amounts of foreign exchange to the country. Unfortunately, the Covid-19 virus which has attacked all corners of the world

over the last few years has brought the Indonesian textile industry into a situation of decline. It was noted that the growth of this industry even fell 8.88% in 2020, and fell again 3.31% in 2021. The part of TPT that suffered the worst was the garment industry, namely manufacturing activities that produce ready-made clothes and usually account for 3% to 4% of total world exports (Saputri, 2023). According to the Indonesian Textile Association (API), from 2022 to November, there were 87,000 workers in the national textile sector, upstream to downstream, who were laid off (Rizky, 2023).

The increasingly fierce level of competition has resulted in business organizations being faced with challenges in being able to maintain their survival. The success of an organization or organizations is influenced by the organizational commitment that an employee has to carry out tasks in accordance with the responsibilities given to him. (Mangkunegara & Octoren, 2015). This means that an organization's employees are its most valuable asset, and their management is considered a major challenging task. The main goal of human resource management is to ensure greater employee productivity and long-term organizational performance (Hanaysha & Majid, 2018).

To maintain organizational performance in the long term, employee commitment is needed to stay in the organization. (Frastika & Franksisca, 2021). In addition, employee commitment to the organization is a crucial issue in today's ever-changing world. Employee commitment can be an important instrument for improving organizational performance (Alimohammadi & Neyshabor, 2013).

To make employees satisfied and committed to their work, effective motivation at various levels in the organization is necessary. For example, employee motivation and commitment are very important for the success of an organization. Motivated and committed employees with a high level of work involvement are considered an important asset for an organization, so keeping employee motivation, commitment and work involvement high is always beneficial for the business because motivated and committed employees will be more productive (Madi et al., 2017). This is proven by the results of research conducted by Syamsuri (2017) which proves that work motivation has a positive and significant effect on organizational commitment.

One of the biggest problems organizations face in human resources is the level of education. According to data from the Central Statistics Agency (BPS), Banten Province has 7,167 workers without school, 115,465 workers with less than elementary school education, while 618,808 workers with elementary school graduates. There were 674,436 workers with junior high school graduates, 763,546 workers with general high school graduates and 545,901 workers with vocational high school graduates. There are 65,048 workers with a Diploma education level and the remaining 494,327 workers with a higher education level.

Education in an organization is a process of developing capabilities in the direction desired by the organization concerned. (Zikrillah et al., 2020). The importance of the level of education in increasing an employee's commitment to the organization is made clear by the results of research conducted by Novlinda et al., (2018) that the level of education has a positive and significant effect on organizational commitment. This states that the higher the education each

employee has, the more influence the rank will have. or the employee class itself and also to meet the criteria for promotion by considering the employee's commitment to the organization.

Apart from organizational commitment, the level of education is able to provide motivation to an employee at work. This can be explained in research conducted by Syahril et al., (2022) that the level of education has a significant influence on employee work motivation. High education coupled with high work motivation will further increase enthusiasm and enthusiasm for work. Therefore, the value of the influence of education level on work motivation is very meaningful in providing input for organizations.

Another factor that can influence organizational commitment and motivation is the employee's own competence, competence shows the characteristics of the knowledge and skills possessed or needed by each individual, so that they are able to carry out their duties and responsibilities effectively and improve professional quality standards in their work (Choiriyah & Riyanto, 2021). This is clarified by the results of research conducted by Rahmitasari et al., (2021) that competence has a significant influence on organizational commitment.

According to Silaban et al., (2021), facts on the ground explain that employee competency is needed so that employees reach peak engagement which makes them more committed to the organization. Employees who have competence make themselves have a contribution, attachment and commitment to the organization. As employee competency increases, organizational commitment will also increase.

Likewise, with garment company organizations in Serang Regency, there are several phenomena related to the level of education, competence, motivation and organizational commitment which should be of interest in conducting further research. Organizational commitment can be seen and assessed by the employees themselves, either in the form of employee turnover data or employee perceptions of involvement in the company. The high level of employee turnover that occurs in garment companies in Serang Regency indicates low organizational commitment from employees.

The gap phenomenon that is of interest to researchers is that there are no previous research results related to the influence of education and competence on organizational commitment through work motivation and the gap factor from previous research is also an attraction in conducting further research on this research, Srikaningsih & Setyadi (2015) in In their research, motivation does not have a significant effect on organizational commitment, while Melati et al (2021) found that motivation has a significant effect on organizational commitment. Meanwhile, research by Susanto et al., (2021) shows that competence has no significant effect on motivation and Toni & Yanti (2019) shows that competence has a significant effect on motivation.

Based on the phenomena and research gaps that have been described, how important commitment to the organization is in creating company resilience and sustainability through the level of education and competency of employees which is driven by employee motivation in working at garment companies in Serang Regency.

The expected objectives of this research are to analyze several key relationships within garment companies in Serang Regency. Firstly, this study aims to examine how the level of education influences work motivation among employees. Additionally, it seeks to understand the impact of competency on work motivation within the same context. Furthermore, this research investigates the relationship between education level and organizational commitment, as well as the extent to which competency significantly affects organizational commitment. Another objective is to determine whether work motivation has a significant effect on organizational commitment. Moreover, this study explores the mediating role of work motivation in the relationship between education level and organizational commitment. Lastly, it examines how competency influences organizational commitment through work motivation in garment companies in Serang Regency.

METHODOLOGY

This research employs a quantitative approach, where sampling techniques are generally conducted randomly. Data collection is carried out using research instruments, and data analysis involves quantitative or statistical methods to test predetermined hypotheses. The research design follows a cross-sectional approach, utilizing a survey research method to explain causal relationships and hypotheses. The study focuses on employees of garment companies in Serang Regency, specifically from three companies: PT. Shin Hwa Biz 1 with 67 employees, PT. Hetian Enterprises Indonesia with 56 employees, and PT. Donga Textile Indonesia with 67 employees, with data collected up to 2024.

The data sources in this research are categorized into primary and secondary data. Based on its nature, the data is further divided into qualitative and quantitative data. Qualitative data includes non-numerical information obtained through interviews or discussions with company leaders and employees, as well as other relevant sources, which are then quantified. Meanwhile, quantitative data consists of numerical information obtained from distributed questionnaires related to the studied variables, including education level, competence, motivation, and organizational commitment. The following is the operationalization of the variables in this research:

Table 1. Research Instruments

Definition	Dimensions	Indikator
Organizational commitment	Affective Commitment	emotional connection
		Identification
		involvement with the company
		develop desires
	Sustainability Commitment	Loyal to his work
		Maintain commitment to the company
Motivation	Normative Commitment	Always do good to the company
	Physical Needs	The need for food
		Need for Drinks
		The need for rest

	Safety and Security Needs	The need for biology
		The need for health insurance
		The need for job security guarantees
		The need for old age benefits
	Social Needs	cohesive working group
		good relations between individuals
		Friendship between employees
	Appreciation Needs	Appreciation for employee abilities
		Rewarding employees' skills
	Self-Actualization Needs	clear development/career path
		giving promotions
		Employee engagement
Level of education	Educational level	student development
		goals to be achieved
		abilities to be developed
	department suitability	position
		Educational qualifications
	Competence	assignment of the tasks given
Competence	Knowledge	Skills in carrying out tasks
		knowledge gained from formal learning
		knowledge gained from training
	Skill	knowledge gained from the course
		expertise in the field of work handled
		Able to handle problems in detail
		ability (ability) to solve problems
	Attitude	complete quickly and efficiently
		Upholding organizational ethics
		Have a positive attitude (friendly and polite) in acting

Hypothesis testing in this research was conducted using the Structural Equation Model (SEM) approach based on Partial Least Squares (PLS), a variance-based SEM method designed to analyze complex relationships between variables. SEM is a statistical technique capable of simultaneously testing multiple interrelated relationships that are often difficult to measure. The Variance-Based Structural Equation Model (VB-SEM) follows several analytical stages, including model fit testing or Goodness of Fit (GoF), which measures the discrepancy between observed and expected values, indicating how well the data supports the research model. The GoF analysis consists of three main stages: outer model analysis (measurement model), which evaluates the validity and reliability of indicators; inner model analysis (structural model), which examines relationships between constructs; and significance testing (hypothesis testing), which assesses the statistical significance of the proposed hypotheses (Nuryanto et al., 2022).

RESULTS AND DISCUSSION

Validity and Reliability

The inferential test using SEM-PLS begins with an outer model analysis using the PLS Algorithm module to assess the validity and reliability of each indicator used to measure the variables.

Validity testing is conducted using three parameters: convergent validity, average variance extracted (AVE), and discriminant validity. Meanwhile, reliability is evaluated using two parameters: composite reliability (CR) and Cronbach's alpha.

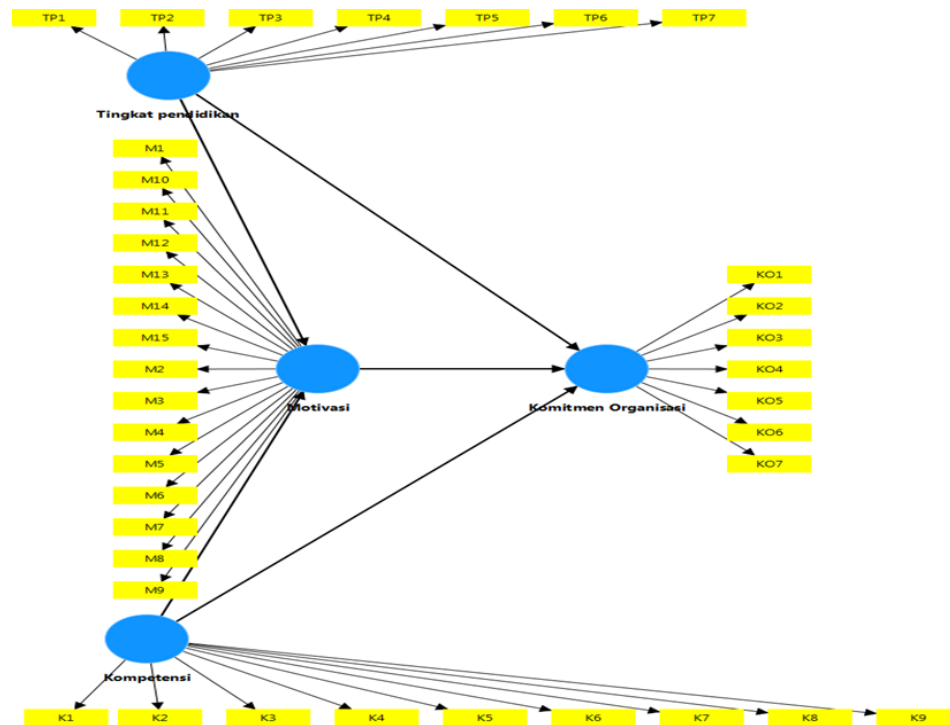


Figure 1. Analysis Model (PLS Algorithm)

Table 2. Validity and Reliability Results

Item	Outer Loading	Croanbach Alphaanbach	CR	Ave
K1	0,926	0,96	0,972	0,781
K2	0,914			
K3	0,765			
K4	0,908			
K5	0,903			
K6	0,783			
K7	0,894			
K8	0,931			
K9	0,915			
KO1	0,894	0,964	0,969	0,807
KO2	0,887			
KO3	0,922			
KO4	0,868			

KO5	0,927			
KO6	0,907			
KO7	0,883			
M1	0,768	0,967	0,981	0,732
M13	0,918			
M14	0,811			
M15	0,901			
M2	0,91			
M3	0,77			
M4	0,836			
M5	0,906			
M6	0,803			
M7	0,906			
M8	0,791			
M9	0,922			
TP1	0,98	0,987	0,987	0,926
TP2	0,952			
TP3	0,952			
TP4	0,964			
TP5	0,953			
TP6	0,965			
TP7	0,971			

Hypothesis Testing

The results of the significance test, as presented in Table 3, indicate that the model empirically demonstrates seven relationships between the estimated variables. Among these, five hypotheses show a significant influence, supporting the hypotheses developed in this study. However, two hypotheses do not exhibit a significant effect and are therefore rejected. A summary of these findings is provided in Table 3 below.

	T Statistics (O/STDEV)	P Values
Competency -> Organizational Commitment	0,744	0,457
Competence -> Motivation	1,516	0,13
Motivation -> Organizational Commitment	2,954	0,003
Education level -> Organizational Commitment	3,118	0,002
Education level -> Motivation	21,45	0
Education level -> Motivation -> Organizational Commitment	2,982	0,003
Competence -> Motivation -> Organizational Commitment	1,201	0,23

Source: PLS SEM Data Processing Results (2024)

The hypothesis testing results indicate that the first hypothesis had a P-value of 0.000 (less than 0.05) and a T-Statistic of 21.450 (greater than 1.96), leading to the rejection of H₀ and acceptance of H_a. The second hypothesis had a P-value of 0.130 (greater than 0.05) and a T-Statistic of 1.516 (less than 1.96), meaning H₀ was accepted and H_a was rejected. The third hypothesis showed a P-value of 0.000 (less than 0.05) and a T-Statistic of 3.118 (greater than 1.96),

resulting in the rejection of H₀ and acceptance of H_a. Similarly, the fourth hypothesis had a P-value of 0.457 (greater than 0.05) and a T-Statistic of 0.744 (less than 1.96), leading to the acceptance of H₀ and rejection of H_a. The fifth hypothesis was supported with a P-value of 0.003 (less than 0.05) and a T-Statistic of 2.954 (greater than 1.96), rejecting H₀ and accepting H_a. The sixth hypothesis also showed significant results with a P-value of 0.003 (less than 0.05) and a T-Statistic of 2.982 (greater than 1.96), confirming the rejection of H₀ and acceptance of H_a. Lastly, the seventh hypothesis had a P-value of 0.230 (greater than 0.05) and a T-Statistic of 1.201 (less than 1.96), resulting in the acceptance of H₀ and rejection of H_a.

The Influence of Education Level (X₁) on Motivation (Y) in Garment Company Employees in Serang Regency

The results of testing the fifth hypothesis indicate a significant influence of Education Level (X₁) on Motivation (Y) among garment company employees in Serang Regency. The findings suggest that a higher education level positively impacts motivation, meaning that as employees' education levels increase, their motivation also improves. These results align with previous relevant studies conducted by Syahril, Indrayani, I Wayan Catrayasa & Muammar Gaddafi (2020), Mawarni, Angelina Eleonora Rumengan, Indrayani & Muammar Khaddafi (2023), and Ahmad Muhtadi, I Wayan Sujana, and I Wayan Widnyana (2021), which also concluded that education level significantly affects motivation.

A higher level of education positively impacts motivation because the knowledge acquired during formal education can be effectively applied in the workplace. Employees with better education tend to understand their tasks more clearly, feel more capable of handling responsibilities, and encounter fewer difficulties, ultimately leading to increased motivation. Additionally, company regulations regarding work deadlines encourage employees to complete their tasks on time, fostering a culture of discipline and motivation, especially since their work is interconnected with their colleagues. Based on the highest respondent responses, the most notable aspect of the Education Level (X₁) variable is the skill in performing tasks (TP7), while the highest responses regarding Motivation (Y) relate to the need for food, the need for drinks, and appreciation for employee skills (M1, M2, and M12). This indicates that employees who excel in their tasks are more likely to receive recognition for their expertise, which in turn fulfills their basic needs and enhances their overall motivation.

There is a significant influence of Competency (X₂) on Motivation (Y) among Garment company employees in Serang Regency

The results of testing the seventh hypothesis indicate that Competency (X₂) does not have a significant influence on Motivation (Y) among garment company employees in Serang Regency. While competency has a positive impact on motivation, the analysis shows that an increase in competency does not necessarily lead to a significant increase in motivation. These findings align with

previous studies, such as Susanto et al. (2021), which also concluded that competency does not have a significant effect on motivation.

The lack of a significant relationship between competency and motivation suggests that motivation may be influenced by other factors beyond just skills and abilities. Employees may still strive to improve their competencies to achieve specific goals, but having a high level of competency alone does not necessarily enhance their motivation. Instead, motivation may stem from external incentives, workplace environment, or personal ambitions rather than competency itself. Further analysis of respondent data supports this finding. The lowest responses in the Competency (X2) variable were related to knowledge gained from courses (K3) and the ability to complete tasks quickly and efficiently (K7). This indicates that employees may lack sufficient training and struggle with task efficiency, which in turn affects their overall motivation. Their inability to complete tasks efficiently suggests that they may not be fully motivated to develop their skills or progress in their roles.

The Influence of Education Level (X1) on Organizational Commitment (Z) in Garment Company Employees in Serang Regency

The results of testing the first hypothesis indicate that Education Level (X1) has a significant effect on Organizational Commitment (Z) among garment company employees in Serang Regency. However, the relationship is negative, meaning that as the education level increases, organizational commitment tends to decrease. These findings are consistent with previous studies, such as Novlinda, Syamsul Amar & Dina Patrisia (2018) and Dyah Ayu Rahmaninda, Kusuma Candra Kirana & Jajuk Herawati (2021), which also found a significant effect of education level on organizational commitment.

Education level plays an important role in shaping organizational commitment. While higher education can enhance an employee's ability to contribute to the organization, it may also lead to decreased commitment if employees seek better career opportunities elsewhere. Conversely, employees with lower education levels may show stronger commitment, possibly due to fewer external job opportunities. Additionally, higher education often influences employee rank or job classification, impacting promotion eligibility while considering organizational commitment (Novlinda et al., 2018). Analyzing the highest respondent responses, the most notable aspect of the Education Level (X1) variable is skills in performing tasks (TP7), while the highest response regarding Organizational Commitment (Z) is developing desire (KO4). This suggests that employees leverage their skills to align with their aspirations for future career development within the organization.

The Influence of Competency (X2) on Organizational Commitment (Z) in Garment Company Employees in Serang Regency

The results of testing the second hypothesis indicate that Competency (X2) has no significant effect on Organizational Commitment (Y) among garment company employees in Serang Regency. Furthermore, the findings suggest a negative impact, meaning that as competency increases, organizational

commitment tends to decrease. These results contradict previous studies, such as Rahmitasari, Ansar, Ekafadly Jusuf, Zulfikar Lating, Yusrandi & Krisnawati Setyaningrum Nugrahen (2021) and Raziki Waldan (2020), which found that competency significantly influences organizational commitment.

In practice, employee competency is essential for fostering engagement, contribution, and commitment to the organization. Employees with strong competencies are expected to be more engaged and dedicated. However, in garment companies, many employees lack the foundational competencies necessary for their roles, leading to a decline in their organizational commitment. This suggests that competency alone is not enough to drive commitment, especially if employees do not feel adequately equipped or supported in their roles.

The lowest respondent responses in the Competency (X2) variable were related to knowledge gained from courses (K3) and the ability to complete tasks quickly and efficiently (K7). This indicates that the absence of training opportunities and a lack of efficiency in task execution contribute to employees' reduced commitment to the organization. Without adequate knowledge and skills, employees may struggle to see long-term career growth within the company, further diminishing their commitment.

The Influence of Motivation (Y) on Organizational Commitment (Z) in Garment Company Employees in Serang Regency

The results of testing the third hypothesis indicate that Motivation (Y) has a significant influence on Organizational Commitment (Z) among garment company employees in Serang Regency. The findings show that motivation positively impacts organizational commitment, meaning that as motivation increases, employees' commitment to the organization also strengthens. These results are consistent with previous studies, such as Syamsul Hadi, Efni Pebrianti, Kusuma Chandra Kirana (2023) and Mochammad Munir Rachman (2022), which also found a significant relationship between motivation and organizational commitment.

Work motivation plays a crucial role in shaping employee productivity and efficiency. Employees with strong affective commitment develop an emotional attachment to the organization, making them more motivated to contribute. Meanwhile, employees with strong normative commitment feel a sense of obligation toward the organization, reinforcing their dedication (Madi et al., 2017).

Analyzing the highest respondent responses, the most notable aspects of the Motivation (Y) variable are the need for food, the need for drinks, and appreciation for employee skills (M1, M2, and M12). On the other hand, the highest response for Organizational Commitment (Z) is developing desires (KO4). This suggests that recognition of employee skills, along with the fulfillment of basic needs, serves as a strong driving force that encourages employees to enhance their commitment to the organization.

The Influence of Education Level (X1) on Organizational Commitment (Z) Mediated by Motivation (Y) in Garment Company Employees in Serang Regency

The results of testing the eighth hypothesis indicate that Education Level (X1) significantly influences Organizational Commitment (Z) through Motivation (Y) among garment company employees in Serang Regency. This finding suggests that motivation acts as a mediator in the relationship between education level and organizational commitment.

Individually, education level directly affects organizational commitment, motivation influences organizational commitment, and education level significantly impacts motivation. Therefore, education level and motivation function as partial mediation, meaning that the independent variable (education level) affects the dependent variable (organizational commitment) both directly and indirectly through the mediator (motivation). A higher level of education and strong motivation among employees contribute to increased organizational commitment, whether independently or in combination. Additionally, motivation serves as a bridge, reinforcing the connection between education level and organizational commitment. This highlights the importance of both education and motivation in fostering a committed and engaged workforce.

The Influence of Competency (X2) on Organizational Commitment (Z) Mediated by Motivation (Y) in Garment Company Employees in Serang Regency

The results of testing the ninth hypothesis indicate that Competency (X2) does not significantly influence Organizational Commitment (Z) through Motivation (Y) among garment company employees in Serang Regency. This finding suggests that motivation is not an effective mediator in the relationship between competency and organizational commitment.

Looking at the direct effects, competency does not influence organizational commitment, although motivation does affect organizational commitment. This means that the competency and motivation variables function as partial mediation, where even without considering the mediating variable, competency still does not impact organizational commitment. These results highlight that the existing competencies among employees in garment companies in Serang Regency do not significantly enhance organizational commitment. To address this, company management should focus on improving employee satisfaction, which in turn could foster greater commitment to the organization.

CONCLUSION

Based on the analysis of the influence of education level and competency on organizational commitment through work motivation in the garment sub-sector in Serang Regency, the study concludes that education level (X1) has a significant effect on motivation (Y) among garment company employees, whereas competency (X2) does not significantly affect motivation (Y). Additionally, education level (X1) has a significant impact on organizational commitment (Z), while competency (X2) does not have a significant effect on organizational commitment (Z). Furthermore,

motivation (Y) plays a crucial role in influencing organizational commitment (Z). The study also finds that education level (X1) significantly affects organizational commitment (Z) through motivation (Y), indicating that motivation serves as a partial mediator. However, competency (X2) does not significantly influence organizational commitment (Z) through motivation (Y), meaning that motivation does not mediate this relationship. These findings highlight the importance of education level and motivation in strengthening organizational commitment, while competency does not play a significant role in this context within the garment sub-sector in Serang Regency.

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