

Factors That Influence The Performance Of Volunteer Catechists With Commitment As Intervening Variable At The Jakarta Archdiocese

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ABSTRACT

This study aims to determine how strong the effect of competency, motivation, commitment on catechists voluntary performances in Jakarta archbishop dioceses integrated either partially or simultaneously. This study was a category of social management research that uses quantitative research methods. The population in this study are all volunteer Catholic religion teacher in the archdiocese parish that covers 8 areas or eight deaneries. The sampling method was done by using cluster sampling and a total sample was 200 respondents. Tehcnic analysis use path analysis were previously tested with the classical assumption test. Hypotesis testing using t-test and F test with confidence level of 5%. The result of this study indicate that competency, motivation and commitment significant influence on voluntary cathecis performance either partially or simultaneously, this is partially evidenced by t-test conducted on the four variable mentioned above and shown simultaneously by the F-test was also conducted to the above four variables. But motivation variable wasn't effect to the performance of voluntary cathecis.

Keywords: Competence, Motivation, Commitment and Volunteer Catholic Teacher Performance

ABSTRAK

Penelitian ini menganalisis seberapa kuat pengaruh Kompetensi, Motivasi dan Komitmen terhadap Kinerja Katekis atau Guru Agama Katolik Relawan Paroki Keuskupan Agung Jakarta dengan mengambil kasus pada katekis atau guru agama katolik relawan yang berkarya di Paroki-Paroki Keuskupan Agung Jakarta (KAJ) secara parsial maupun simultan. Penelitian ini menggunakan metode penelitian kuantitatif. Populasi penelitian ini seluruh katekis relawan paroki di KAJ yang mencakup 8 wilayah atau 8 dekenat. Teknik pengambilan sampel *Cluster Sampling* sebanyak 200 responden, teknik analisis jalur. Uji hipotesis menggunakan uji t dan uji F dengan tingkat kepercayaan 5%. Hasil penelitian mengungkapkan bahwa kompetensi dan motivasi secara parsial dan simultan berpengaruh signifikan terhadap kom. dan kinerja katekis relawan. Selanjutnya kompetensi, motivasi dan komitmen secara simultan berpengaruh signifikan terhadap kinerja, namun secara parsial kompetensi dan komitmen berpengaruh signifikan terhadap kinerja, namun tidak signifikan bagi motivasi. Selanjutnya komitmen tidak memediasi kompetensi dan motivasi.

Kata Kunci: Kompetensi, Motivasi, Komitmen dan Kinerja Guru Agama Katolik Relawan.

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INTRODUCTION

In his introduction in the book *Best Practices in Catholic Church Ministry of Performance Management (2010)*, Charles E. Zech emphasized the importance of the contribution of management science in ensuring that the service of Church institutions is fully responsible, both in financial and human resources aspects, even though The church is not a business organization. "Yes, the Church is not a business. It's work on the earth." (Zech, 2010):

1). The Jakarta Archdiocese or “Keuskupan Agung Jakarta” (KAJ) has 11 Commissions, one of which is the KAJ Catechetical Commission. Commissions are the diocesan apparatus whose task is to assist in the administration of pastoral dioceses in certain pastoral fields. In this context, pastoral care of the Catechetical Commission is carried out in the parish catechetical section, Catholic/catechist full-time teachers, Catholic teachers/catechists, Catholic/non-Catholic Catholic teachers and Catholic teachers at universities/colleges in Jakarta Archdiocese. Along with the movement of renewal and development of the KAJ Church services specifically the Catechetical Commission, it is increasingly recognized that there are still many aspects of human resource (HR) management that need to be managed, for example the entire HR management system of the Catechetical Commission which are interrelated in the planning, organizing, implementing and controlling stages; alignment of HR management with institutional strategic planning (Dessler and Huat, 2009: 52-53; Aguinis, 2009: 52-54); and harmony between competency and motivation, commitment, between institutions (Catechetical Commission) and volunteer Catholic/catechist religious teachers (catechetical section). Who are the volunteer catechists and what are their tasks? Based on data from research conducted by the PPLK division (Advanced Catechist Development Program), the Catechetical Commission of the Association of Teachers in collaboration with the Faculty of Teacher Training at Theika Atmajaya Theology Education in Jakarta in 2004 found five kinds of understanding of volunteer Catholic teachers/Catechist, namely: (1) A person who feel called and has an obligation to give lessons or preaching; (2) A person who has special education in the field of catechesis and is knowledgeable about other religions, especially Protestantism; (3) Preaching field volunteers; (4) The assistant pastor in charge of the field of proclamation; (5) Migrant/side jobs and carrying out field technical tasks.

Problem Identification

The catechists who carry out these tasks are mostly voluntary Catholic teachers/catechists. Catholic teachers/Catechist as pastoral workers are one of the determining factors for the success of pastoral care for catechesis because religion teachers/catechists who correspond directly with catechetical participants to provide teaching and guidance will produce the expected output. Catholic teachers/Catechists are human resources who are planners, actors and determinants of achieving the goals of Catholic faith education as mandated in the General Catechetical Directory. In supporting the activities of Catholic teachers/catechists, a conducive parish climate and good relations between the elements in the parish are needed, with the pastor of the parish, the head of the catechetical section, the congregation and other sections.

Most catechists are volunteers even though their roles, duties and responsibilities are very important. Catechism performance is the result achieved by catechists in carrying out tasks assigned to him based on willingness, experience and sincerity and use of time. Efforts to improve the performance are carried out by giving competence training and increasing the motivation and the commitment.

From the results of preliminary observations in the field, the problems that arise include: (a) Services for catechetical participants have not been maximized; (b) The use of digital technology media is also not maximal; (c) Lack of instructional media use as a learning tool or teaching tool; (d) There is no performance standards; (e) There is no presence system; (f) It is suspected that there are still Catholic teachers/catechists who are less committed; (g) It is suspected that there is still a lack of motivation to work in Catholic teachers/catechist; (h) It is suspected that there are lack competency in some Catholic teachers/catechist; (i) Allegedly there are still lack of understanding in the catechetical section and Catholic teachers/catechists of parish volunteers about performance assessment.

To find out an overview of the performance of Catholic teachers/catechist of parish volunteers, the initial questionnaire was distributed to 35 respondents who received teaching/coaching from Catholic teachers/catechist of parish volunteers. The performance of Catholic teacher/catechist of parish volunteers that the writer evaluated includes several dimensions, namely: quality, initiative, timeliness, ability, communication, quantity and contribution. Following are the respondents' responses to the performance of Catholic teachers/catechist of parish volunteers:

Table 1. Performance of Catholic Teachers/Catechist of Parish Volunteers

Performance Dimension	Good	Fair	Poor
Quality	91,4%	8,57%	0%
Initiative	85,7%	14,3%	0%
Timeliness	88,6%	11,4%	0%
Capability	82,9%	17,1%	0%
Communication	82,9%	14,3%	2,86%
Quantity	65,7%	28,6%	5,7%
Contribution	82,9%	17,1%	0%

Source: Catechist Commission of KAJ (2015)

Based on the data in Table 1, it was concluded that the respondents felt good performance on 7 (seven) existing performance dimensions. From these results the authors increasingly want to examine more about their performance. In other words, the writer wants to relate three variables: competence, motivation and commitment of the catechist to the extent of their influence on the performance of Catholic teachers/catechist of parish volunteers.

Bernaders and Russel (1993: 379) state that performance is defined as *the record of outcomes produced on specified job function or activity during specified time period*. This means that performance is generated from the function of a particular job or the results of an activity for a certain period of time. Based on the performance definition and comparing the initial data about the performance of voluntary catechists with the observations in the parishes, the author found following phenomena: 1). How big is the influence of competence, motivation and commitment of Catholic teachers/catechists on improving the performance of Catholic teachers/catechist volunteers? 2). How big is the causal relationship of competence, motivation and commitment of Catholic teachers/catechists to the performance of Catholic teachers/catechist volunteer? Therefore the author wants to examine the magnitude of the effect of three independent variables (competence, motivation and commitment) on the performance of the Catholic teacher of parish volunteers as the dependent variable.

Formulation of the research problems are: (1) Does competence have a significant effect on commitment and performance; (2) Does motivation have a significant effect on commitment and performance; (3) Does commitment have a significant effect on performance; (4) Does commitment significantly influence mediating competence and performance. The research objectives are as follows: (1) To find out and explain the influence of competence on commitment and performance; (2) To find out and explain the effect of motivation on commitment and performance; (3) To find out and explain the influence of commitment to performance; (4) To find out and explain the role of commitment in mediating competence and motivation for performance.

THEORITICAL REVIEW

Performance

In the Contemporary English Indonesia Dictionary, the term performance is used if someone runs a process skillfully in accordance with existing procedures and conditions. Meanwhile according to Sedarmayanti (2001: 50) performance means work accomplishment, work implementation, work achievement or work performance. The concept of performance according to Dessler (1992) defines work performance as a comparison between work output and established work standards. Thus, performance focuses on the results of his work. Bernaders and Russel (1993: 379) defined performance as *the record of outcomes produced on specified job function or activity during a specified time period*. This means that performance is generated from the function of a particular job or the results of an activity for a certain period of time. From the description above, it can be said that the performance of voluntary catechists is related to catechist behavior, namely catechist activities in instructional or teaching processes related to catechist responsibilities and tasks, with indicators as follows: (1) Quality of work, (2) Quantity of work, (3) Timeliness, (4) Independence (5) Interpersonal relationships.

Competence

Competence by Durand (1996) in Palan (2007: 6) suggests that competence refers to characteristics that underlie behavior that describes motives, personal characteristics, self-concept, values, knowledge that is carried by someone who shows superior performance in the workplace. Spencer also said that in the personality or competence of someone has to have 5 characteristics including: Motive, traits, Self-Concept, Knowledge, Skill. In the process of competence processing it has also been developed in such a way to follow the time. One of them is assessment. The assessment of competence processing is more likely to provide feedback on the participants competence. This method uses motivation to encourage participants to correctly understand the competence they have and the work they have done.

Motivation

According to Mitchel (1997: 56), as quoted by Robbin and Judge (2011: 238), motivation is a process that measures the intensity, direction and perseverance/persistence of a person in achieving a goal. Abraham H. Maslow, as quoted by Robbin and Judge (2011: 239) proposes the Hierarchy of Needs to explain motivation. According to him, the unfulfilled one's needs will motivate him to fulfill them. These needs are arranged hierarchically in five levels from the basic level: physiological needs (manifest in conditions of hunger, thirst, the need for shelter, sex, and other physical needs); safety needs (security, physical and emotional protection from hazards); social need affection, being part of community, acceptance, and friendship); the need for respect (self-respect, autonomy, achievement, recognition, attention); self-actualization needs (being someone like that can be achieved, including growth, realizing self potential, self-fulfillment). According to Maslow, if we want to motivate someone, we must know at what level their needs have not been fulfilled and focus their motivation to meet their needs at that level or a higher level (Robbin and Judge, 2011: 240).

Commitment

Luthans (2006: 75) defines organizational commitment as an attitude that shows employee loyalty and is an ongoing process of how members of an organization express their concern for the success and goodness of their organization. In Khan, et. al. (2011: 254), Blau and Boal (1987) define commitment as an acknowledgment accompanied by service to the organization. While according to Meyer and Allen (1997) as quoted by Biswas (2011: 93), commitment is an individual commitment in his work as a sign of his dedication to the organization, work team, team members and fellow workers. Employee commitment is more than just formal

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As a reference theory, previous research related to the variables studied can be seen in Table 2.

Table 2. Matrix Originality of Researches of Competence Effect on Performance

No	Author	Variable/Title	Conclusion
1	Sarmawa (2015)	Competence, Performance	Competence have significant effect on performance
2	Azfin (2013)	<i>The Influence of competence and external Motivation Factor Toward Teachers Working Performance In Jayapura-Papua Indonesia</i>	Competence and external motivation have significant effect on teachers' performance
3	Abidin (2010)	<i>Impact of workers' competence on their Performance in the Malaysian private Service sector</i>	Workers' competence have effect on performance
5	Raymond (2013)	<i>The teacher's and learners Performance in The Alternative Learning System Toward an Enriched Instructional</i>	Competence have significant effect on teachers' performance signifikan
6	Amsir (2012)	Pengaruh Kompetensi dan Motivasi Kerja terhadap Kinerja Guru PNS SMA Negeri di Wilayah Sanggar 07 Jakarta Barat	Positive and significant correlation between competence and motivation and public teachers's performance at public highschool in Sanggar Regional, West Jakarta

Table 3. Matrix Originality of Researches of Motivation Effect on Performance

No	Author	Variable/Title	Conclusion
1	Surbakti	Motivation, Performance	Working motivation have positive and significant effect On performance (2014)
2	Muogbo (2013)	Motivation, Performance	Extrinsic Motivation have significant effect on workers' performance
3	Luhans et al (2006)	Motivation, Performance	Motivation have significant effect on performance
5	Siburian (2013)	<i>Achievement motivation to Organizational Commitment of State High School Teacher in the District Humbang Hasundutan, North Sumatera, Indonesia</i>	Motivation have indirect effect on performance by optimizing teachers' commitment to work effectively, so that, it would increase their performance
6	Yuwono (2012)	Komitmen, Motivasi dan Kompetensi Terhadap Kinerja Guru	Commitment, motivation and competence have significant effect on teachers' performance
7	Wayonyi (2014)	<i>Impact of Motivation Human Resource Bundle on Performance of Teachers of Public School in Bungoma Country</i>	There is correlation between motivation and teachers' performance
8	Kiruza (2013)	<i>Effect of motivation on Employee performance in Public Middle Level Tehnical Training Institusion In Kenya</i>	There is significant correlation between motivation and teachers' performance
9.	Zameer (2014)	<i>The Impact of The Motivation on The Employee Performance In Beverage Industry of Pakistan</i>	Motivation have important role in employee performance

Table 4. Matrix Originality of Researches of Commitment Effect on Performance

No	Author	Variable/Title	Conclusion
1	Cascio (1999)	Volunteer commitment, Performance	Symbolic use of rewards have significant effect on volunteer commitment
2	Khan (2010)	Commitment, Employee performance	There is positive correlation between organization commitment and employee performance
3	Maren (2010)	Performance, Commitment	Performance is affected by commitment
4	Widyaningrum (2011)	<i>Influence of Motivation and Culture on Organizational Commitment and Performance of Employee</i>	There is a direct and indirect influence of the motivation and organizational culture variable on organizational commitment and performance

Table 5. Matrix Originality of Researches of Competence Effect on Commitment

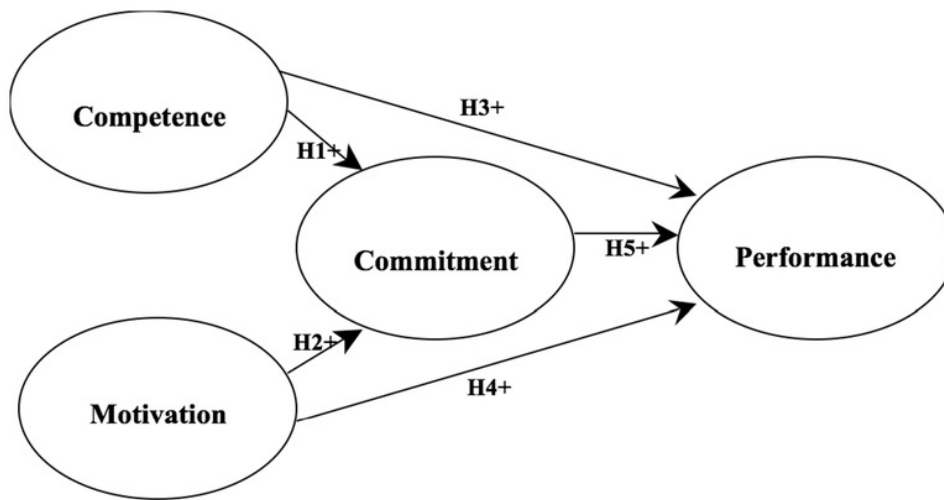
No	Author	Variable/Title	Conclusion
1	Fadli (2012)	Competence, Commitment	Competence have positive effect on employee commitment
2	Sheth (2001)	Competence, Commitment	There is a positive correlation between organizational commitment and competence
3	Lory (2008)	Competence, Commitment	Commitment is highly influenced by competence
4	Faizan Mohsan, et.al (2013)	<i>Are Employee Motivation Commitment and Job Involvement Inter-related Evidence from Banking Sector of Pakistan</i>	There is a positive correlation between motivation, commitment and among parts of works at banking sector of Pakistan

Tabel 6. Matrix Originality of Researches of Motivation Effect on Commitment

No	Author	Variable/Title	Conclusion
1	Sulasm (2005)	Commitment, Motivation	There is a significant correlation between commitment and motivation
2	Yuwono (2012)	Commitment, Motivation and Competence effect on teachers' performance	There is significant effect of commitment, motivation and competence on teachers' performance
3	Nina Sakina	Normative commitment Affective commitment, and Komitmen berkelanjutan	Male subject have higher organizational commitment. The older the subjects, the higher organizational commitment. Furthermore, the higher the income, The higher the commitment.
4	Funda Ozturk Et al.	Job characteristics Job satisfaction and Organizational commitment	Job characteristics, Job satisfaction and Organizational commitment Significantly related to OCB

Based on the theory, the relationship model between variables as illustrated in Figure 1.

Figure 1. Research Framework



Based on the framework and a number of previous research above, a number of hypotheses to be tested in this study are as follow²

H1: Competence and Motivation partially and simultaneously have a significant effect on commitment²

H2: Competence, Motivation and Commitment partially and simultaneously have a significant effect on Performance

H3: Commitment significantly mediates competence and motivation for performance

RESEARCH METHOD

Type of research design

This type of research uses a survey, in the form of quantitative descriptive. Data are explained descriptively and analyzed for hypothesis testing (Effendi, 2003).

Research Variable

The research variables that will be observed are competence and motivation as the independent variable and the commitment of voluntary catechists and the performance of voluntary catechists as the dependent variable.

Operational Definition

In order to be able to be examined, each variable must be operationalized into concept definitions, operational definitions, and questionnaire statements as in Table 7. Indicator measurements use a linkert scale.

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Table 7. Variable Operationalization

No	Variable	Dimension	Indicator	Item Number	Scale
1	Competence	Competence is a set of behavioral patterns held by office holders to be practiced in a position in order to carry out their duties and functions competently. Syaiful F. Prihadi (2004:85)	Motif Trait/Character Self-concept Knowledge Skill	1-4 5-8 9-11 12-16 17-20	Likert
2	Motivation	Physiological Safety Social Appreciation Self-actualization Work standard (Abraham Maslow)	Adequate clothing, food and shelter Work equipment, workspace condition, self-socialization, social interaction Communication, concentration, mutual respect, position Group recognition and appreciation Opportunity for improvement Achieve work targets	1-3 4-7 8-11 12-14 15-19 20	Likert
3	Commitment	Attitude that shows loyalty, confidence, interest and signifincancy of an organization for an employee, therefore he feels that he is part of the organization (Luthans, 1995)	Strong belief Involvement Interest Part of the organization Signifincancy of the organization	1-6 7-9 10-13 14-17 18-20	Likert
4	Performance	the results of individual or group work both in quality and quantity accordance to their specific roles and duties to achieve organization goals at a certain time period (Bernadin and Rusel, 2010)	Work quality Work quantity Timeliness Autonomy Interpersonal relationship	1-6 7-9 10-13 14-17 18-20	Likert

Population and Sample

The population of this study is all the catechists volunteered in the parishes in the KAJ which cover 8 regions/deaneries namely Central, North, East, South, West 1, West 2, Bekasi and Tangerang, totaling 65 parishes or 65 churches. However, to make it easier to select samples by Cluster Sampling technique, the author chose 4 regions or 4 deaneries with total 33 parishes. We chose 2 deaneries with the most number of voluntary catechists, namely the West

2 deanery and the Tangerang deanery. Next, the other two deaneries are the South and Central deaneries. It is estimated that there are 750 catechists; further details in Table 8.

Table 8. Number of Voluntary Catechist of 4 Deaneries or Regions

No	Deanery	No. of Catechist	No. of Parish
1	Tangerang	295	12
2	West 2	201	9
3	South	155	6
4	Central	99	6
Total		750	33

Source: Catechist Commission (2013)

The sample in this study uses a sample size table from Isaac and Michael which provides simple way to determine sample size with margin of error of 10 percent. From the calculation, the number of sample obtained is 200 samples. Probability sampling with cluster system is being used for sample selection technique. For instrument test, we used 35 samples.

Type, Source and Data Collection Technique

The data are primary data from voluntary catechists of the Parishes in KAJ. Data were collected through closed questionnaires and validity-reliability tests were conducted. Statistical Product and Service Solutions (SPSS) 16 software is used for data analysis purposes. Research instruments are arranged in a number of statements and choice of answers using a Likert scale, consisting of: "Strongly Agree" (score 5), "Agree" with (score 4), "Neutral" with (score 3), "Disagree" with (score 2), and "Strongly Disagree" with (score 1). For questions that use negative sentences, adjustments are made.

Data Analysis Method

Data analysis was performed to test research instruments, classical assumptions, and significance test of influence and correlation between variables (Path Analysis) (cf. Nisfiannoor, 2009:91).

Test of Significance of the Correlation (Path Analysis)

According to Robert D. Retherford (1993), path analysis is a technique used to analyze causal relationships that occur in multiple regression when the independent variables affect dependent variables either directly or indirectly (Suyoto, 2011: 1). While according to Paul Webley (1999), path analysis is a direct development of multiple regression form in order to estimate the magnitude and significance of hypothetical causal relationship in a set of variables (Sunnyoto, 2011: 2). Whereas David Garson (2003) defined path analysis as an extended regression model that is used to test the alignment of multiple correlation between two or more models of causal relationships (Sunnyoto, 2011: 2). Path analysis used in this study is Two Path Analysis that has two dependent variables where one of them being an intervening variable (Sunnyoto, 2011: 35). This study examines the effect of Competence and Motivation (independent variables) on Performance (dependent variable) both directly and indirectly through catechist commitment (intermediate variables).

RESEARCH RESULTS AND DISCUSSION

Respondents characteristics and research variables as shown in table 9.

Table 9. Respondent Characteristics

No	Category	Frequency	%
1.	Marital Status:		
	Married	126	63%
	Celibate	1	0,5%
	Single	<u>73</u>	<u>36,5%</u>
		200	100%
2.	Sex	69	34,5%
	Male	<u>131</u>	<u>65,5%</u>
	Female	200	100%
3.	Age	88	44%
	24-40 y.o.	67	33,5%
	>40 – 50 y.o.	<u>45</u>	<u>22,5%</u>
	>50 – 75 y.o.	200	100%
4.	Education	65	32,5%
	High School	42	21%
	Diploma	79	39,5%
	Undergraduate	<u>14</u>	<u>7%</u>
	Postgraduate	200	100%
5.	Job Status	75	37,5%
	Employee	30	15%
	Employer	3	1,5%
	Civil Servant	44	22%
	Educator	1	0,5%
	Priest/Monk	<u>47</u>	<u>23,5%</u>
	Others	200	100%
6.	Working Period at Parish	35	17,5%
	1-6 months	13	6,5%
	7 months -1 year	17	8,5%
	1 – 2 years	15	7,5%
	2 – 3 years	21	10,5%
	3 – 4 years	<u>99</u>	<u>49,5%</u>
	> 5 years	200	100%

From the results of the validity and reliability test on all items, all four variables are declared valid and reliable. Likewise the classic assumption test, consisting of Kolmogorof normality test, heteroskedasticity test and multicollinearity test, fulfilled the classical assumption. In other words the regression equation obtained fulfills the provisions of Best Linear Unbias Estimator (Blue).

RESULTS AND DISCUSSION

A results summary of parameter estimation model parameter analysis and the significance analysis of the variables' effect can be seen in table 10 and table 11.

Table 10. Summary results of Estimated Model Parameter

Model	Path Coefficient	t	p	Adjusted R ²
Sub structural 1	(X ₁ X ₂ ke X ₃)			0,442
X ₁ (p X ₃ X ₁)	0,306	5,110	0,000	
X ₂ (p X ₃ X ₂)	0,468	7,811	0,000	
Substructural 2	(X ₁ X ₂ X ₃ ke X ₄)			0,434
X ₁ (p X ₄ X ₁)	0,289	4.500	0,000	
X ₂ (p X ₄ X ₂)	-0,032	- 463	0,644	
X ₃ (p X ₄ X ₃)	0,487	6.785	0,000	

Table 11. Summary Result of the Significance Analysis of the Variables Effect

Direct and Indirect Effect	Effect Value	t-value	t-table	Keterangan
Direct effect of X ₁ on X ₃	0,306	5,110	2,021	Significant
Direct effect of X ₂ on X ₃	0,468	7,811	2,021	Significant
Direct effect of X ₁ on X ₄	0,289	4,500	2,021	Significant
Direct effect of X ₂ on X ₄	-0,032	-463	2,021	Not Significant
Effect of X ₁ and X ₂ on X ₃	0,442			Significant
Direct effect of X ₃ on X ₄	0,487	6,785	2,021	Significant
Effect of X ₁ and X ₂ on X ₄	0,434			Significant
Indirect effect of X ₁ on X ₄ through X ₃	0,149			
Indirect effect of X ₂ on X ₄ through X ₃	0,228			
Total effect of X ₁ on X ₄ through X ₃	0,438			
Total effect of X ₂ on X ₄ through X ₃	0,196			

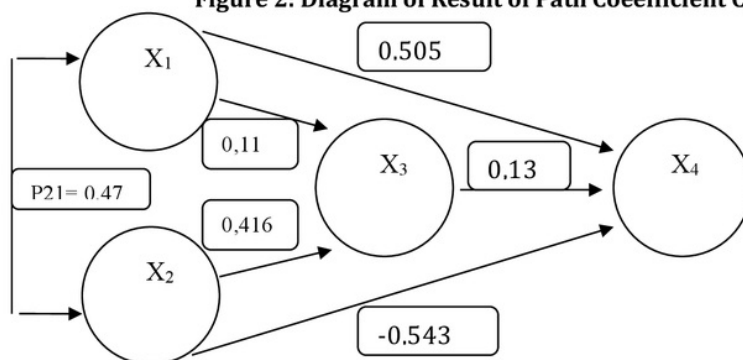
Analyzing the above calculation on table 24 and table 25, following calculation have been generated: 1). Relationship between competence (X₁) and Motivation (X₂); r₁₂ = 0.47 (reciprocal relationship). 2). Relationship between competence (X₁) and Catechists' commitment (X₃); r₁₃ = 0.306. 3). Relationship between Motivational (X₂) and Catechists' commitment (X₃); r₂₃ = 0.468. 4). Relationship between competence (X₁) and voluntary Catechists' performance (X₃); r₁₄ = 0.289. 5). Relationship between Motivational (X₂) and voluntary Catechists' performance (X₃); r₂₄ = -0,032. 6). Relationship between voluntary Catechists' commitment (X₃) and voluntary Catechists' performance (X₃); r₃₄ = 0.487.

Those calculation answers the formulation of the research problems from number 1 to number 6. The calculations are arranged in the correlation matrix below:

Table 12. Correlation Matrix

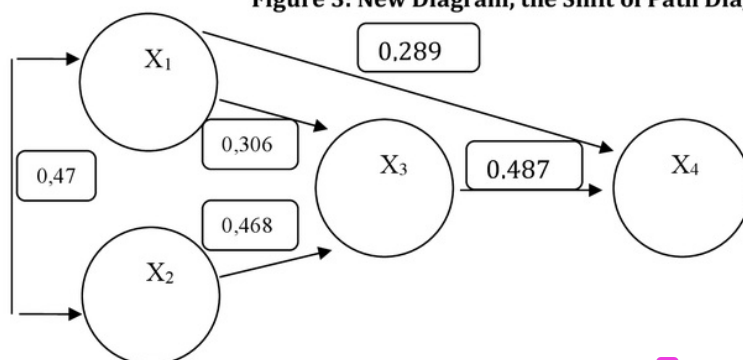
	X ₁	X ₂	X ₃	X ₄
X ₁	1	0,47	0,31	0,289
X ₂		1	0,47	- 0,03
X ₃			1	0,49
X ₄				1

Figure 2: Diagram of Result of Path Coefficient Calculation



Based on Diagram on Figure 2, the path coefficient between X_2 and X_4 is -0.543 where $P_{42} = -0.543 < 0.05$. Therefore the path from X_2 to X_4 is trimmed as seen in Figure 3.

Figure 3: New Diagram, the Shift of Path Diagram



The first hypothesis states that Competence and Motivation partially and simultaneously have a significant effect in commitment. The second hypothesis states that Competence, Motivation and Commitment partially and simultaneously have a significant effect on performance. The third hypothesis states that commitment significantly mediates competence and motivation for performance.

CONCLUSION

In general, most of voluntary Catholic teachers at Jakarta Archdiocese Parish or KAJ have good competence, motivation, commitment and performance. Based on the formulation of the research problems and research objectives that the author set above, the data and the result related to competence, motivation, commitment and performance variables have been found. Therefore, the author concludes as follows:

1. Competence directly has a positive and significant effect on increasing the commitment of Parish Catechists Catholic teachers volunteer.
2. Motivation directly has a positive and significant effect on increasing the commitment of Parish volunteer Catholic teachers.
3. Competence and Motivation simultaneously have a positive and significant effect on increasing the commitment of Parish volunteer Catholic teachers.
4. Competence directly has a positive and significant effect on improving the performance of Parish volunteer Catholic teachers.

5. Motivation directly does not have a positive and significant effect on improving the performance of parish volunteer Catholic teachers because volunteer Catholic teacher work relates to devotion to God, but it indirectly affects the competence and commitment of volunteer Catholic teachers.
6. Commitment directly has a positive and significant effect on improving the performance of Parish volunteer Catholic teachers.
7. Competence and commitment directly influence the performance of volunteer Catholic teachers. In addition, competence indirectly affects the performance of volunteer Catholic teachers through the commitment of volunteer Catholic teachers.
8. Competence, Motivation and Commitment simultaneously have a positive and significant effect on improving the performance of Parish volunteer Catholic teachers.
9. The direct effect of both competence and commitment variables on the performance of volunteer Catholic teachers is 0.154 and 0.440 respectively. They are greater than the indirect effect of competence on the commitment of volunteer Catholic teacher commitment where it is at 0.11. The influence of competence on the performance of volunteer Catholic teachers is 0.154 where it is smaller than the effect of the commitment on the performance at 0.440.

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