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THE EFFECT OF ORGANIZATIONAL COMMITMENT ON TEACHER PERFORMANCE IN JUNIOR HIGH SCHOOLS

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ABSTRACT

This study aims to analyze the effect of organizational commitment on the performance of public junior high school teachers in Pringsewu Regency. The research method used is quantitative with an ex post facto design and correlational method. The research population includes 822 teachers, with a sample of 274 teachers selected using Proportionated Random Sampling. Data analysis was conducted using simple linear regression and partial t-tests. The results showed that organizational commitment had a positive and significant effect on teacher performance, with a contribution of 74.9%. These findings indicate that teachers with high commitment work more professionally, are more disciplined, and are more responsible, thereby improving the quality of learning.

Keywords: organizational commitment, teacher performance

INTRODUCTION

National education is essentially an effort to cultivate or humanize humans (Wakila, 2021). Education is not only seen as a means to prepare individuals for the future but also for their present lives as they mature (Nugraha et al., 2020). Realizing quality education certainly begins with good performance by the human resources involved (Afkari et al., 2022). Human resources are a very important component for any organization (Andriani et al., 2022). In relation to the education system, educators or teachers are an important part of the learning process. They also play an important role in efforts to create human resources with potential in the field of development. Teachers are the most influential part in producing a quality educational process and outcome (Pandipa, 2020). Therefore, teacher performance greatly determines the quality of education and the success of the learning process. Good teacher performance can create effective and efficient learning and can shape the discipline of students, schools, and teachers themselves (Rosni, 2021).

Performance is an individual's activity on a given occasion to perform work to the best

of their ability. Performance is a separate parameter for viewing, observing, and measuring an individual's work results (Schechner, 2017). The performance achieved by individuals determines the success of an organization in realizing its predetermined vision and mission. Teacher performance reflects the activities of teachers in carrying out their duties as educators in schools. Teacher performance is the ability of teachers to educate students with an emphasis on quality, quantity, and responsibility for their work (Putra & Hariri, 2023). Teacher performance grows and is influenced by internal and external factors. Internal factors such as work experience, technical skills, and education level provide the basis for professional abilities that affect the quality of task implementation (Anam, 2018; Hartawan, 2020). Meanwhile, external factors such as the principal's leadership style, work motivation fostered through organizational support, level of organizational commitment, organizational culture, and teacher performance also play an important role in creating conducive and productive teacher performance (Hamsal, 2021; Manalu & Kristianingsih, 2024). All of these factors are interrelated and form a work environment that supports continuous improvement in teacher performance.

Teacher performance can also be improved through high work commitment. Schools that foster commitment in the teaching and learning process will serve as shapers of individual values and norms, self-control, attitudes, and responsibility for teachers (Nainggolan et al., 2020). Commitment is an inner drive to work optimally in order to produce satisfactory work. An individual's commitment to their work is important because it is related to their performance (Hayati et al., 2020). In carrying out their duties and functions as teachers, teachers' work commitment is necessary in order to produce the best results for improving their teaching performance.

In carrying out their duties and functions, teachers need to be committed to their work in order to deliver the best results in the learning process. This is in line with the opinion of Permana and Eliza (2022) who state that one of the factors that influence teachers' performance in carrying out their teaching duties is teacher behavior, where commitment is part of the internal factors that determine this behavior. Teacher performance is not only important for improving their performance, but also has a positive impact on student learning achievement (Alwi, 2023). Thus, the higher the teacher's performance in their profession, the greater their contribution to improving the quality of learning and student learning outcomes at school. Teachers must be involved in carrying out their duties so that all work can be completed properly (Susanto, 2021).

Commitment is demonstrated by a strong attitude of confidence and acceptance of the tasks and responsibilities assigned to them (Wasito, 2021). Teachers who show high commitment also demonstrate loyalty and obedience to the school, always improve their professional competence, and have high values and work ethic (Octavia, 2019). As explained by Yusuf and Syarif (2018), individuals who prioritize commitment to their organization will always prioritize the organization and always try to maintain their membership to remain in the organization. This strong commitment encourages teachers to work consistently, responsibly, and be oriented towards achieving educational goals, thereby directly improving teacher performance at school.

Based on the description of the problems and the importance of improving the quality of education, teacher performance has become one of the main focuses that must be considered

in the context of education management. Teacher performance is not only influenced by individual factors, but also by various organizational factors, such as organizational commitment. Several previous studies have shown that this strong commitment encourages teachers to work consistently, responsibly, and in a manner oriented towards achieving educational goals, thereby directly improving teacher performance in schools. However, most studies were conducted outside the province of Lampung and still focused on the influence of each variable separately or in different contexts. In addition, it is still difficult to obtain adequate information on empirical studies that examine the relationship between organizational commitment and teacher performance in a single comprehensive model. Therefore, this study aims to fill this gap. This study is expected to contribute to the development of educational management science and serve as a practical reference for policy makers in the field of education.

RESEARCH METHODS

This study uses a quantitative approach that aims to examine problems in a measurable manner through statistical, mathematical, or computational techniques (Ramadhani et al., 2025). The type of research used is *ex post facto*, which is research that seeks to find the causes of events that have occurred and are studied based on past data (Sudjana, 2005). The method used is the correlational method to determine the level of relationship or influence between independent and dependent variables (Hasnunidah, 2017). The population of this study was all public junior high school teachers in Pringsewu Regency, totaling 822 teachers, with a sample of 274 teachers determined using the Proportionated Random Sampling technique, which is a technique that gives equal opportunity for each member of the population to be selected as a sample (Tejada & Punzalan, 2012). The sample size was determined using the Slovin formula. Data analysis was performed using simple linear regression to determine the functional relationship between one independent variable and one dependent variable. Hypothesis testing was conducted using a partial t-test to determine the extent to which the independent variable influenced the dependent variable individually (Ghozali, 2012).

RESULTS AND DISCUSSION

Results

The hypothesis proposed is that there is an influence of organizational commitment on the performance of public junior high school teachers in Pringsewu Regency. The results of the simple linear regression test are presented in Table 1.

Table 1. Results of Simple Linear Regression Analysis of X on Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.308	2.510		6.100	.000
X3	.975	.034	.865	28.482	.000

a. Dependent Variable: Y

Based on Table 1, the constant value is 15.308 and the regression coefficient value is 0.975. A constant of 15.308 means that if there is no organizational commitment (X3), the consistent value of teacher performance (Y) is 15.308. Meanwhile, a regression coefficient of 0.975 means that for every 1 unit increase in the level of organizational commitment (X3), teacher performance (Y) will increase by 0.975. Because the regression coefficient value is positive (+), it can be concluded that organizational commitment (X3) has a positive effect on teacher performance (Y). Thus, the regression equation is

$$Y = 15.308 + 0.975X3$$

In addition, for hypothesis testing using a partial test in Table 1, a t-value of 28.482 was obtained with a probability value (Sig.) of 0.000; while the t-table value was 1.650 (dk= n-k= 274-2 = 272, α= 0.05). This indicates that tcount > ttable or 28.482 > 1.650; therefore, Ho is rejected. It can thus be concluded that there is an influence between organizational commitment and teacher performance. The correlation coefficient of organizational commitment and teacher performance can be seen in Table 4.2.

Table.2 Correlation Coefficient of X3 against Y

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.865 ^a	.749	.748	5.389

a. Predictors: (Constant), X3

Based on Table 2, the R Square value is 0.749. This indicates that the contribution of organizational commitment to teacher performance is 74.9%.

Discussion

The results of this study indicate that organizational commitment has a positive and significant effect on teacher performance. Organizational commitment reflects the level of emotional attachment, loyalty, and sense of responsibility of teachers toward the school where they work. Teachers with high commitment will show strong dedication, willingness to work hard, and a desire to contribute to the achievement of the school's educational goals. This is in line with the opinion of Hayati et al. (2020) who explain that organizational commitment can influence work behavior, including motivation, discipline, and individual performance.

In the school context, organizational commitment encourages teachers to carry out their teaching duties more professionally. Committed teachers will be more consistent in planning, implementing, and evaluating learning, as well as more open to innovation in teaching. Research by Rahmawati and Asmin (2021) confirms that the higher the organizational commitment, the greater the contribution made by individuals to organizational performance. Thus, strong organizational commitment is an important factor in improving the quality of learning in schools.

The findings of this study show an influence of 74.9%, meaning that 25.15% is influenced by external factors. In addition, the results of this study are in line with the research by Hidayat et al. (2016) which shows a positive influence between organizational commitment and teacher performance of 54.6%. Teachers who have an emotional bond with the school will be motivated to perform at their best, even beyond their formal obligations. In a study in Pringsewu Regency, teachers with high commitment were proven to be more disciplined, have a strong sense of responsibility, and show loyalty to school programs, which had a direct impact on improving student learning outcomes.

Thus, it can be concluded that organizational commitment is an important factor that directly influences teacher performance. Schools need to build and strengthen teachers' organizational commitment by creating a supportive work environment, providing appropriate rewards, and ensuring open communication between leaders and teachers. These efforts are believed to strengthen teachers' loyalty, sense of belonging, and dedication to the school, which will ultimately have a positive impact on improving the quality of education.

CLOSING

Based on the results of the analysis and discussion, it can be concluded that organizational commitment has a positive and significant effect on the performance of public junior high school teachers in Pringsewu Regency. Teachers with high commitment demonstrate strong dedication, discipline, responsibility, and loyalty to the school, thereby contributing directly to improving the quality of learning and student learning outcomes. These findings emphasize the importance of building and strengthening organizational commitment through a supportive work environment, appropriate rewards, and open communication between leaders and teachers, which ultimately improves the overall quality of education. Thus, strengthening the competencies of contact center team leaders is still necessary, especially in the areas of leadership, communication skills, digital services, analytical skills, and decision-making. These findings also reinforce empirical evidence that adaptive technology-based blended learning can enhance training effectiveness while providing a learning experience relevant to industry needs.

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