

The Effect of Motivation and Job Satisfaction on Teacher Performance through Organizational Commitment at the Malik Ibrahim Islamic Foundation Educational Institution

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Abstract

This study aims to analyze the effect of Motivation and job satisfaction indirectly affect Teacher Performance through Organizational Commitment. This research was conducted to continue previous studies by taking samples of teachers at the Malik Ibrahim Islamic Foundation Gresik educational institution. The making of YIMI Gresik as the object of research with the consideration that placing the role of human resources as a significant factor. The research method uses quantitative with 98 respondents consisting of teachers at educational institutions. The results showed that the influence of motivation and job satisfaction had no indirect effect on teacher performance through organizational commitment.

Keywords: Motivation, Job Satisfaction, Teacher Performance, Organizational Commitment

1. Introduction

1.1 Introduce the Problem

Education is a human effort to expand the horizons of knowledge in order to form values, attitudes and behavior. As an effort that not only yields great benefits, education is also one of the basic human needs that is often felt but has not met expectations. This is because many graduates of formal education have not been able to meet the criteria for the demands of available jobs, let alone create new jobs as the master of the knowledge they have obtained from educational institutions. Conditions like this are a picture of the low quality of our education (Azwir, 2016).

Schools as formal educational institutions have a very supportive role in producing education personnel. The professionalism of education personnel including teachers is a necessity, especially when education in learning is increasingly recognized by society.

In carrying out these tasks, teachers have an important role and occupy a very strategic position in the implementation of education. Human resources with character and competence are the main capital for the progress of the nation and state, this is done through education, while the implementation of education will not run well without the presence of teachers. Thus it is not an

exaggeration to say that the future of this nation and state is placed on the shoulders of someone who has a teaching profession (Azwir, 2016).

Educators (teachers) are an integral part of educational institutions in schools. An organization, including educational organizations in schools, needs to be developed as a learning organization, in order to be able to deal with changes and uncertainties that are characteristic of modern life. One of the main characteristics of a learning organization is that it always pays close attention to internal and external changes followed by self-adjustment efforts in order to maintain its existence (Ariska et al., 2021).

1.2 Explore Importance of the Problem

Established in 1955, Yayasan Islam Malik Ibrahim (YIMI) Gresik was born as a private educational institution foundation in Gresik Regency, East Java which is able to maintain its existence until now. As a private educational institution foundation that continues to grow in Gresik, YIMI currently has educational institutions that run from Playgroups (KB), Kindergartens (TK), Elementary Schools (SD) and Junior High Schools (SMP).

Assisted by 162 educators, namely teachers and employees as a whole, YIMI educational institutions implement a Full Day School learning system for YIMI Elementary School and YIMI Junior High School students with learning time every Monday - Friday. This supports the foundation to continue to grow and develop according to the vision and mission made as a support for the creation of an achievement of the foundation's goals.

As an educational institution foundation that is more than half a century old, it is certainly not easy for a large organization to maintain its existence in the midst of intense competition. The role of the front guard, namely the teacher as an important subject that affects the continuity of the teaching and learning system, is also questioned, to what extent the maximum quality has been given in the form of teacher performance as an educator who works as a determining factor in the quality of educational institutions.

This is indicated by the researcher's observation data to the foundation that it is suspected that YIMI Gresik needs to evaluate several aspects for each of the existing schools (KB-KK, SD, SMP), one of which is that teacher performance assessment has not been optimized, where some teachers in carrying out their obligations in making teaching administration tools are still not in accordance with existing provisions which can be seen in graph 1.1 in the form of a Teaching Implementation Plan (RPP) in the even semester of the 2020-2021 school year, which must be designed in advance by the teacher before the teacher carries out teaching and learning activities and after that must be validated through the Principal.

1.3 Describe Relevant Scholarship

teachers in KB-TK in carrying out their duties which include making teaching administration for one semester cannot reach 100% realization, where it can be seen in the graph that the average realization of achievement is not more than 85% and some even only complete the RPH with a range of 50%, this proves that there is a decrease in teacher performance at the Malik Ibrahim Gresik Islamic Foundation.

As the most influential factor in an education system, teacher performance will be seen in everyday situations and conditions in teaching in the classroom. This condition is reflected in the aspect of activities in carrying out tasks and the way or quality in carrying out duties and responsibilities as a teacher (Prasetyono et al., 2020).

The non-fulfillment of the teacher's lesson plan target can be suspected to be one of the factors for the decline in teacher performance at the YIMI Gresik educational institution in addition to fierce competition from external factors. Several factors that can affect teacher performance include job satisfaction and organizational commitment (Handayani et al., 2012). Apart from these two factors in carrying out their duties, teachers are influenced by encouragement from within the individual and from outside the individual, the encouragement referred to here is motivation (Ningsih, 2017).

Researchers see an interesting phenomenon, from the reality in the field it is suspected that the low performance of a teacher at the YIMI educational institution is not followed by motivation by educators, which in fact has not decreased, where it can be concluded that educators still feel highly motivated to teach.

This can be proven by the data in the last three years, there has been an increase in the work motivation of educators (teachers) as evidenced by the motivation indicator in the form of the number of absences (Hasibuan, 2007), where the fewer educators who are absent or do not do attendance can be concluded as the fulfillment of employee motivation.

1.4 State Hypotheses and Their Correspondence to Research Design

There have been many studies on the effect of motivation on teacher performance and among them a research gap was found. Such as research conducted by Ariska et al., (2021) which states that work motivation has no positive and significant effect on teacher performance. Likewise, Yaqin's research (2021) states that Motivation has no effect on Teacher Performance.

Based on the background of the above problems, the problem formulations studied in this study are obtained:

1. Does Motivation have a direct effect on Teacher Performance?
2. Does Job Satisfaction have a direct effect on Teacher Performance?
3. Does Motivation have a direct effect on Organizational Commitment?
4. Does Job Satisfaction have a direct effect on Organizational Commitment?
5. Does Organizational Commitment have a direct effect on Teacher Performance?
6. Does Motivation have an indirect effect on Teacher Performance through Organizational Commitment?
7. Does Job Satisfaction have an indirect effect on Teacher Performance through Organizational Commitment?

2. Method

Sugiyono (2016) defines quantitative methods as research data in the form of numbers and analyzes data using statistical procedures, while the purpose of this research is causality research which has the aim of examining the relationship between the variables to be studied, as conveyed by Misbahuddin and Iqbal (2013) who explain that causality research is a form of analysis of research variables (data) to determine the degree or strength of the relationship between the variables to be studied, the shape or direction of the relationship between the variables studied, and the magnitude of the influence of one variable on another. In this study the relationship between variables is causal.

2.1 Identify Subsections

This research on the Effect of Motivation and Job Satisfaction on Teacher Performance through Organizational Commitment at the Malik Ibrahim Gresik Foundation Educational Institution uses a quantitative approach.

2.2 Participant (Subject) Characteristics

Primary data in this study includes data on the results of distributing questionnaires to respondents, where the intended respondents are all teachers at the Malik Ibrahim Gresik Foundation Education Institution.

Secondary data is a data source obtained from researchers in an indirect way through intermediaries (Mas'ud, 2004). Generally, secondary data is in the form of evidence of records or historical reports that have been neatly arranged in published and unpublished archives which are taken from preliminary information as support in research. The source of data for this research was obtained from the Malik Ibrahim Gresik Islamic Foundation and supporting data obtained by the author from several sources considered to have relevance to this research.

2.3 Sampling Procedures

The sample is part of the number and characteristics possessed by the population, if the population is large then the researcher is unlikely to study everything in the population, for example due to limited funds, energy, time, so the researcher uses a saturated sample taken from the population. The sample used must be truly representative (Sugiyono, 2016).

2.3.1 Sample Size, Power, and Precision

Population is the entire research subject. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2016). The population of this study were all teachers at the Malik Ibrahim Gresik Foundation Educational Institution, ranging from kindergarten, elementary, to junior high school levels totaling 103 teachers.

2.3.2 Measures and Covariates

Variable measurement in this study uses a Likert scale, in which respondents are asked to provide answers to alternative answers. The Likert scale is used to measure the attitudes, opinions and preferences of a person or group of people about social phenomena Sugiyono (2013). The questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personal or known things Arikunto (2019). The questionnaire used in this case is a closed questionnaire, which is a questionnaire that has provided answers so that the respondent only has to choose and be answered directly by the respondent. In addition, the question items are asked and alternative answers are also provided. Questionnaire data in the form of qualitative data needs to be converted into quantitative data using symbols in the form of numbers.

By using a scale range of 1 to 5, where the higher the score given, the better the value of the indicator.

2.3.3 Research Design

Data analysis is to decompose the whole into smaller components to determine the dominant component, compare one component with another, and compare one or several components with the whole. Data analysis techniques are used to answer problem formulations or test hypotheses that have been formulated. Validity and reliability tests are tests carried out on research instruments. These two tests are carried out to determine whether each research instrument is suitable for use in research. The instrument in this study is to use a questionnaire.

2.3.4 Experimental Manipulations or Interventions

Data analysis is to decompose the whole into smaller components to determine the dominant component, compare one component with another, and compare one or several components with the whole.

Data analysis techniques are used to answer problem formulations or test hypotheses that have been formulated. Data management in this study will use SmartPLS 3 software, which is a method used to close the weaknesses contained in the regression method.

Structural Equation Modeling (SEM) research method experts can go through the Partial Least Square (PLS) approach. Partial Least Square is a powerful analysis method in which this method is not based on many assumptions.

The (Partial Least Square) PLS approach is distribution free (does not assume certain data, can be nominal, categorical, ordinal, interval and ratio). (Partial Least Square) PLS uses a bootstrapping or random doubling method where the normality assumption will not be a problem for (Partial Least Square) PLS.

3. Results

The description of the characteristics of the respondents was obtained from the contents of the questionnaire form obtained from 98 teachers at the Malik Ibrahim Gresik Islamic Foundation

Education Institution who were respondents. Processing of data on the description of the characteristics of respondents is carried out by identifying each characteristic of the respondent and continuing by making the percentage.

3.1 Recruitment

Based on the total percentage of the gender of respondents who filled out the statement for this study, the highest was female respondents, namely 74 respondents or 75.5% and the total percentage of male respondents was 24 respondents or 24.5%. This means that female teachers are more dominant in the sample response, this proves that there are more female teachers than male teachers because female teachers have more diligence in dealing directly with students, besides that female teachers are more independent and thorough in doing their work.

Based on the data obtained, the highest age of respondents is at the age of 31 - 34 years, which is 28.57% or 28 respondents. Then followed by 25-38 years of age in second place with 25 respondents or 25.52%, while at the age of 23-26 years in sixth place, namely 7.14% with 7 respondents and followed by the age group 47-53 years with 6 respondents. Based on the data above, it can be concluded that teachers at the Malik Ibrahim Islamic Foundation Educational Institution who are at the age of 31-34 years dominate as a teacher at YIMI Gresik, because the generation of 2022 should be dominated by millennials workers who are growing well so that they can improve the quality and quantity of the organization.

Based on the data, it shows that the highest respondents with undergraduate education are 87.8%, for S2 in second place with a percentage of 6.1%, and for SMA / SMK Equivalent in third place, which is 4.1% and the remaining 2% is obtained from respondents who have the last diploma. Based on the data above, it can be concluded that S1 graduates are more likely to become teachers at the Malik Ibrahim Gresik Islamic Foundation because considering the standard of teaching teachers from the foundation is with the latest S1 or strata 1 education, besides that teachers today not only transfer knowledge but also teachers must be able to know pedagogical standards, qualified knowledge, good psychological competence and good competence.

3.2 Statistics and Data Analysis

Based on the results of the presentation of data on the effect of t-statistics and p-values in the table above, it can be seen that the hypothesis proposed in this study can be formulated, the following are details of the influence between variables:

1. Hypothesis 1: The Effect of Motivation (X1) on Teacher Performance (Y)

Hypothesis of the influence between Motivation (X1) on Teacher Performance (Y). The original sample result of 0.987 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 62.911 and the p-value is 0.000 less than 0.05 so that it can be stated that Motivation (X1) has a significant effect on Teacher Performance (Y), meaning that the better the teacher's Motivation (X1), the better the effect on Teacher Performance (Y).

Based on the regression results, it can be concluded that the first hypothesis is accepted.

2. Hypothesis 2: Effect of Job Satisfaction (X2) on Teacher Performance (Y)

Hypothesized influence between Job Satisfaction (X2) on Teacher Performance (Y). The original sample result of -0.032 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 1.717 and the p-value of 0.087 is more than 0.05 so that it can be stated that Job Satisfaction (X2) has an effect but is not significant on Organizational Commitment (Z), meaning that the better the teacher's Organizational Commitment (Z), it will not affect Teacher Performance (Y).

Based on the regression results, it can be concluded that the second hypothesis is rejected.

3. Hypothesis 3: Effect of Motivation (X1) on Organizational Commitment (Z)

Hypothesis of the influence between Motivation (X1) on Organizational Commitment (Z). The original sample result of 0.310 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 3.130 and the p-value of 0.002 is less than 0.05 so that it can be stated that Motivation (X1) has a significant effect on Organizational Commitment (Z), meaning that the better the teacher's Motivation (X1), the better the effect on Organizational Commitment (Z).

Based on the regression results, it can be concluded that the third hypothesis is accepted.

4. Hypothesis 4: Effect of Job Satisfaction (X2) on Organizational Commitment (Z)

Hypothesis of the influence between Job Satisfaction (X2) on Organizational Commitment (Z). The original sample result of 0.495 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 4.735 and the p-value is 0.000 less than 0.05 so that it can be stated that Job Satisfaction (X2) has a significant effect on Organizational Commitment (Z), meaning that the better the teacher's Job Satisfaction (X2), the better the effect on Organizational Commitment (Z).

Based on the regression results, it can be concluded that the fourth hypothesis is accepted.

5. Hypothesis 5: Effect of Organizational Commitment (Z) on Teacher Performance (Y)

The hypothesis of the influence between Organizational Commitment (Z) on Teacher Performance (Y). The original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.020 and the p-value of 0.984 is more than 0.05 so that it can be stated that Organizational Commitment (Z) has an effect but is not significant on Organizational Commitment (Z), meaning that the better the teacher's Organizational Commitment (Z), it will not affect Teacher Performance (Y).

Based on the regression results, it can be concluded that the fifth hypothesis is rejected.

Hypothesis 6: Effect of Motivation (X1) on Teacher Performance (Y) through Organizational Commitment (Z)

The hypothesis of the influence between Motivation (X1) on Teacher Performance (Y) through Organizational Commitment (Z), the original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.019 and the p-values of 0.985 are more than 0.05 so that it can be stated that Motivation (X1) has an effect but is not significant on Teacher Performance (Y) through Organizational Commitment (Z).

Based on the regression results, it can be concluded that the sixth hypothesis is rejected.

7. Hypothesis 7: Effect of Job Satisfaction (X2) on Teacher Performance (Y) through Organizational Commitment (Z)

The hypothesis of the influence between Job Satisfaction (X2) on Teacher Performance (Y) through Organizational Commitment (Z), the original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.019 and the p-values of 0.985 are more than 0.05 so that it can be stated that Motivation (X1) has an effect but is not significant on Teacher Performance (Y) through Organizational Commitment (Z).

Based on the regression results, it can be concluded that the seventh hypothesis is rejected.

4. Discussion

Effect of Motivation (X1) on Teacher Performance (Y)

Hypothesized influence between Motivation (X1) on Teacher Performance (Y). The original sample result of 0.987 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 62.911 and the p-value is 0.000 less than 0.05 so that it can be stated that Motivation (X1) has a significant effect on Teacher Performance (Y), meaning that the better the teacher's Motivation (X1), the better the effect on Teacher Performance (Y). These results indicate that the hypothesis is accepted.

The condition of the motivation of the teachers at the Malik Ibrahim Gresik Islamic Foundation Educational Institution has fulfilled the performance given, so consistency is needed to maintain the rhythm of their work. If motivation is increased, the performance of the teachers will also increase. This condition creates a driving force that influences, arouses, directs and maintains the behavior of a teacher to carry out his duties as an educator and teacher at the Malik Ibrahim Islamic Foundation Educational Institution.

The high level of teacher performance at YIMI cannot be separated from the ability and willingness of teachers to work seriously, where this ability and willingness is a motivation that grows from within and outside the teacher at YIMI. Additional encouragement provided by the foundation can be in the form of providing gatherings between teachers as a form of appreciation and then the opportunity to complete higher education which is one of the factors in the emergence of teacher motivation. By increasing the existing motivation, the performance of teachers at YIMI will also increase.

The results of this study are supported by Ahmadiansah's research (2016) which explains that there is a positive and significant influence between work motivation on teacher performance. The results of the study revealed that high motivation will also encourage teachers to develop creativity and actualize all the abilities and energy they have in order to achieve maximum performance.

Effect of Job Satisfaction (X2) on Teacher Performance (Y)

Hypothesized influence between Job Satisfaction (X2) on Teacher Performance (Y). The original sample result of -0.032 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 1.717 and the p-value of 0.087 is more than 0.05 so that it can be stated that Job Satisfaction (X2) has an effect but not significant on Organizational Commitment (Z), meaning that the better the teacher's Organizational Commitment (Z), it has no effect on Teacher Performance (Y). These results indicate that the hypothesis is rejected.

These results reveal that job satisfaction has no significant effect on teacher performance. Thus it can be said that the increase and decrease in teacher performance at the Malik Ibrahim Islamic Foundation Educational Institution is not significantly influenced by job satisfaction.

Low job satisfaction if it occurs in teachers at YIMI, the expected goals will never be achieved. Low job satisfaction is usually hidden behind actions that slow down work, often come late, and even do not attend school. This is in line with research conducted by Saputri, et al (2016) which explains that job satisfaction has no significant effect on performance.

So it is hoped that YIMI can provide various things, such as promotions for teachers, improving adequate school facilities and providing appropriate workloads so that making teacher job satisfaction high will also contribute to achieving educational goals. For this high contribution, teacher performance will increase and later with an increase in teacher performance the school will have high-achieving students, and with this high achievement, the school can fulfill the desires and expectations to participate in educating the nation's life.

Effect of Motivation (X1) on Organizational Commitment (Z)

Hypothesis of the influence between Motivation (X1) on Organizational Commitment (Z). The original sample result of 0.310 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 3.130 and the p-value of 0.002 is less than 0.05 so that it can be stated that Motivation (X1) has a significant effect on Organizational Commitment (Z), meaning that the better the Motivation (X1) of teachers, the better the effect on Organizational Commitment (Z). These results indicate that the hypothesis is accepted.

Organizational Commitment as a value orientation towards the organization that shows individuals, namely teachers, so that they really think about and prioritize their work and organization. Teachers will try to give all the effort they have in order to help the school as their organization to achieve the main goal.

This can encourage the attitude of teachers at the YIMI Educational Institution to be more involved and loyal to the organization in a better way by working consistently, praising among colleagues and supporting leadership decisions. The motivation to work together between teachers creates quality internal conditions and helps communication from the foundation and also between teachers to run more effectively and be maintained to achieve its goals for the common good.

For YIMI, it is expected to always be able to maintain the organizational commitment of teachers by socializing the vision and mission and existing rules, often inviting gatherings between

teachers and the foundation for discussions so that teachers feel motivated to achieve the foundation's goals in various ways with policies that have been implemented. Appreciating achievement is also an important form of motivation in maintaining organizational commitment.

Effect of Job Satisfaction (X2) on Organizational Commitment (Z)

Hypothesis of the influence between Job Satisfaction (X2) on Organizational Commitment (Z). The original sample result of 0.495 is positive because it is above zero below one, the t-statistic value is more than the t-table ($t\text{-stat} > 1.960$) which is 4.735 and the p-value is 0.000 less than 0.05 so that it can be stated that Job Satisfaction (X2) has a significant effect on Organizational Commitment (Z), meaning that the better the teacher's Job Satisfaction (X2), the better the effect on Organizational Commitment (Z). These results indicate that the hypothesis is accepted.

Job satisfaction at the Malik Ibrahim Islamic Foundation Educational Institution is a teacher's commitment to provide value in realizing a healthy YIMI educational institution in carrying out its main task as a generation creator as envisioned by the Indonesian nation.

The form of job satisfaction that needs to be applied is in the form of fulfilling welfare motivation, providing incentives, assigning the right tasks, improving a comfortable atmosphere, and creating a conducive work environment. The more teachers' job satisfaction is fulfilled, through teacher commitment, it will also make it easier for teachers to be motivated to learn and work to improve their performance.

Job satisfaction is important for self-actualization. Teachers who do not get job satisfaction will never reach psychological maturity and will become frustrated which causes teachers to daydream, have low morale, get tired or bored quickly, have unstable emotions, are often absent and result in decreased performance and vice versa. Therefore, to fulfill teacher job satisfaction, it is necessary for the foundation and also the ranks of school principals to pay attention to matters related to teacher job satisfaction such as the implementation of their work, salary, promotion, supervision and coworkers.

Effect of Organizational Commitment (Z) on Job Satisfaction (Y)

The hypothesis of the influence between Organizational Commitment (Z) on Teacher Performance (Y). The original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.020 and the p-value of 0.984 is more than 0.05 so that it can be stated that Organizational Commitment (Z) has an effect but not significant on Organizational Commitment (Z), meaning that the better the teacher's Organizational Commitment (Z), it will not affect Teacher Performance (Y). These results indicate that the hypothesis is rejected.

It can be seen from the results that the organizational commitment of teachers at YIMI has not been fully understood directly by the teachers. Socialization and implementation at the Malik Ibrahim Islamic Foundation Education Institution is also felt to be lacking. This condition makes it difficult for teachers to deal with changes, considering that teachers are role models for students. Teachers have a big influence on the way of thinking and positive emotions of students so that students in studying not only carry out learning obligations (normative) but also there are

other benefits felt and positive emotions felt (affective) so as to create emotional attachment to both the foundation and the school.

For this reason, the foundation should be able to help to be more vigorous in socializing organizational commitment. The implementation of this organizational commitment is expected to bring changes to the determination of teachers to show sincerity and direct all abilities professionally in carrying out tasks at school, so that it can be proven by the real results of each change. YIMI is expected to review the organizational commitment of teachers so that teachers are encouraged to always be able to complete organizational tasks better with a sense of care, responsibility and loyalty in teaching.

Effect of Motivation (X1) on Teacher Performance (Y) through Organizational Commitment (Z)

The hypothesis of the influence between Motivation (X1) on Teacher Performance (Y) through Organizational Commitment (Z), the original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.019 and the p-values are 0.985 more than 0.05 so that it can be stated that Motivation (X1) has an effect but is not significant on Teacher Performance (Y) through Organizational Commitment (Z). These results indicate that the hypothesis is rejected.

When compared to the P-value between H1 and H6, namely motivation to teacher performance is 0.000 less than motivation to teacher performance through organizational commitment is 0.985, then this shows that motivation has a good direct effect on teacher performance without going through organizational commitment.

Teacher motivation at the Malik Ibrahim Islamic Foundation Educational Institution indirectly does not affect teacher performance through the organizational commitment provided. This means that high or low motivation will not directly affect the performance of teachers if through organizational commitment.

Effect of Job Satisfaction (X2) on Teacher Performance (Y) through Organizational Commitment (Z)

The hypothesis of the influence between Job Satisfaction (X2) on Teacher Performance (Y) through Organizational Commitment (Z), the original sample result of 0.000 is negative because it is below zero, the t-statistic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.019 and the p-values are 0.985 more than 0.05 so that it can be stated that Motivation (X1) has an effect but is not significant on Teacher Performance (Y) through Organizational Commitment (Z). These results indicate that the hypothesis is rejected.

When compared to the P-value between H2 and H7, namely job satisfaction on teacher performance is 0.087 less than motivation on teacher performance through organizational commitment is 0.985, then this shows that job satisfaction has a good direct effect on teacher performance without going through organizational commitment.

Job Satisfaction indirectly with organizational commitment cannot affect teacher performance. This means that with the high and low job satisfaction that teachers have both in terms of salary,

promotion, environment and coworkers, organizational commitment cannot have an indirect effect on supporting the performance of teachers better.

Acknowledgments

It is hoped that the foundation and school will pay more attention to teacher performance and increase organizational commitment so as to gain the trust of prospective students, this will determine the increase in sustainability in the future. In the results of this study also prove that organizational commitment as intervening can prove the hypothesis tested, meaning that the effect of motivation and job satisfaction can be connected by organizational commitment to teacher performance, based on the results of the analysis it is recommended that schools and foundations also increase the commitment of teachers so as to maintain motivation and job satisfaction to keep it smooth.

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