



The Influence of Motivation, Work Environment through Commitment towards Teacher Performance (Regional Office of Education Division of Kunduran Sub-district, Blora Regency)

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Abstract

The aims of this study were to describe and analyze the partial and simultaneous influence of motivation and work environment as well as commitment towards teacher performance in organizing learning activity. This study also examined the influence of motivation and work environment through commitment on teacher performance in organizing learning activity. This study was a population study in which using quantitative method and survey approach. Data collection was done by using questionnaire distributed to 138 teachers. Data analysis used multiple linear regression analysis and path analysis. The results showed that motivation influenced on teacher commitment as big as 1.7%. Work environment had influence on teacher commitment as big as 47.9%. The influence of motivation and work environment on teacher commitment was 63.7%. While, motivation towards teacher performance was 14.7%. The influence of work environment on teacher performance was 9.3%. The influence of commitment towards teacher performance was equal to 12.6%. There was influence of motivation, work environment and commitment towards teacher performance which was equal to 59.1%. There was no influence of motivation on teacher performance through commitment because the value of Indirect Effect is smaller than the value of Direct Effect.

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INTRODUCTION

As professional teacher, it is necessary to have an effort to improve his performance. In addition, it is important for teacher to transform educational inputs. Some experts claim that there will be no change or improvement of quality in the school without changes and improvements in teacher quality. Therefore, the improvement of performance is the first step for teacher to improve the quality and the professionalism.

The results of Teacher Competence Test for elementary school teachers showed 59.35, while for the average of the results of UKG for Central Java Province showed 61.88. In other words, teacher competency test of Blora District is still far below the average of the results of UKG in Elementary Schools for Central Java Province with a difference 2.53. According to the Regulation of the State Ministry of Administrative and Bureaucracy Reform Number 16 of 2009, Teacher Performance Assessment is the evaluation of each item of the main tasks of the teacher in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in mastering knowledge, applying knowledge and skills, as required competencies in accordance with the mandate of the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. The mastery of competence and the application of teacher knowledge and skills, will determine the achievement of quality of learning process or mentoring students, and the implementation of additional tasks which are relevant to the school, especially for the teachers who have the additional assignments. Teacher performance appraisal system is an appraisal system which is designed to identify teachers' ability to carry out their duties through measurement of mastery of competencies shown in their performance. Therefore, the results of teacher competence test of Blora are used as a benchmark for teacher performance. (<https://www.bps.go.id>)

Teacher performance is complex and involves several factors including internal and external factors. The development of teacher performance according to Sutermeister, performance is influenced by ability and motivation. Furthermore it is said that ability is influenced by knowledge and skills. Knowledge is influenced by education, experience, training and interests. Skills are influenced by talent and personality. Motivation is influenced by the interaction of factors from: (1) the physical environment of the work, (2) the social environment of the work which consists of (a) leadership, (b) a formal organization or organizational environment that includes organizational structure, leadership climate, efficiency of organization and management.

In the quality of organizational commitment performance as one aspect that influences human behavior in organization has become an important thing which has been widely discussed and researched. The reason is very simple, for example, no matter how good the vision, mission, and goals of the organization will not be achieved if there is no commitment from the members of the organization (Dongoran, 2001). The results of the study from Christina and Maren (2010) concluded that performance was influenced by commitment. Organizational commitment is a relative strength of employees in identifying their involvement in the organization. Organizational commitment in particular focuses on the continuity of the commitment factor that suggests the decision to stay or leave the organization which is ultimately reflected in the statistics of attendance and employee's turnover. In the implementation of task completion, a teacher does not just need a motivation, but rather demands on the teachers' commitment in carrying out their duty and responsibility. Commitment relates to willingness, attachment, togetherness, caring, interest over something with full of responsibility and self-identification that has implication on the decision to stay as a member of the organization or leave the organization. The commitment in carrying out the task

expressed as one of the abilities used to measure teacher performance. Thus it can be stated that a person's performance against a particular job in a certain period of time can be measured based on the ability and commitment to carry out the task.

The aims of this study are determine and analyze partially and simultaneously the influence of: (1) motivation, work environment towards commitment and (2) motivation, work environment and commitment towards teacher performance in organizing learning activity.

This study is expected to be a solution as well as a considered material for teachers and educational institutions in making a policy related to motivation and work environment and efforts in growing teacher commitment to improve teacher performance in organizing learning activity.

METHOD

This study used quantitative method with a survey approach. The sample of this study was 138 civil servant teachers at Public Elementary School in Kunduran Sub-district, Blera Regency. Data collection technique was done by questionnaire. The questionnaire was prepared based on a theoretical study and the results of relevant previous study and was consulted in advance to the supervisor to get suggestions and criticisms of improvement. After obtaining approval from the supervisor, the instrument was tested on 30 different respondents. The determination of questionnaire's answers was based on Likert scale.

Data analysis through stages: (1) validity is by using the correlation formula, namely Pearson Product Moment formula. Validity criteria are determined if the r-count is stated in

the corrected item-total correlation value and it is greater than the r-table. The size of r-table with a sample size as many as 30 and a significance level 5% is 0.361 (2) reliability using the Cronbach Alpha formula, if the Cronbach Alpha value > 0.6 is reliable. (3) Descriptive statistics (4) Classic assumptions (5) Regression analysis and path analysis which processed with the help of IBM SPSS Statistics 22.

RESULTS AND DISCUSSION

The Influence of Motivation on Commitment (X₁ → X₃)

The results of regression analysis with commitment variable as endogenous variable are as follows:

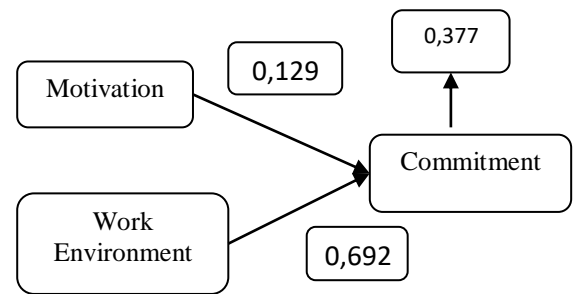


Figure 1. Regression Test of Substructure I

The equation of regression model of substructure I is $X_3 = 0.129 X_1 + 0.692X_2 + 0.377X_3$.

Based on the results of analysis, it shows that the regression coefficient is positive at 0.129. The value of t test (5.903) is greater than the value of t table and the significance level (0,000 < 0.05). The value of Standardized coefficient is 0.129 with calculation $(0.129)^2 = 0.017$. This means that there is a direct influence of motivation on teacher work commitment which is only 1.7%.

Table 1. The Equation Regression Test Model of Substructure I

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	4.836	1.925		2.512	.013
1	motivation	.137	.090	.129	2.621	.001
	Work environment	.674	.082	.692	8.192	.000

a. Dependent Variable: commitment

The results of analysis also can be interpreted that providing motivation has a less significant influence on teacher commitment as well as it is in line with the results of study conducted by Milfayetty, et al (2017) confirms that there is a positive direct influence between work motivation (X) towards organizational commitment of teacher (X2), this shows that with the increase of work motivation given to the teacher, it can lead to an increase in separate commitment to teacher organization in State Junior High School in Silih Nara Sub-district, Central Aceh Regency.

The Influence of Work Environment on Teacher Commitment ($X_2 \rightarrow X_3$)

Based on the results of the analysis, it shows that the regression coefficient is positive at 0.692. The value of t test (8,192) is greater than the t table for alpha 0.05 ($dk = n - 2 = 64$) is 2 and the significance level ($0.001 < 0.05$). The value of Standardized coefficient is 0.692 with calculation $(0.692)^2 = 0.479$. This means that there is a direct influence of work environment

on teacher work commitment which is 47.9%. The results of analysis can also be interpreted that a supportive work environment will increase teacher commitment and conversely the lower the work environment, the lower teacher commitment. The results of the study are also in line with the research conducted by Subagyo (2014) proves that the factors like comfort, job security, freedom of opinion, friends and relationship between peers and superiors, room condition, room arrangement, adequate facilities and infrastructure as well as workplace settings will create conducive atmosphere to do work so that work targets will be more easily achieved in the right time and optimal results. If work environment factors are well organized and harmonious working relationships are created (work relationship between superiors and subordinates, and work relationship among teachers), then it can be said that the work environment is good so that a good work environment for someone who works will increase organizational commitment.

The influence of Motivation and Work Environment on Commitment (X₁, X₂→X₃)

Tabel 2. The Result of Simultaneous Test (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1782.080	2	891.040	118.257	,000 ^b
	Residual	1017.195	135	7.535		
	Total	2799.275	137			

a. Dependent Variable: Commitment

b. Predictors: (Constant), work environment, motivation

Table 3. The Result of Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,798 ^a	.637	.631	2.74496

a. Predictors: (Constant), work environment, motivation

According to the results of analysis, it shows that the influence of motivation and work environment on commitment by looking at the results of F count > F table. The value of F count is 118.257 > F table 3.09 means that there is a together positive and significant influence of motivation and school work environment on commitment. Motivation and a supportive work environment will increase commitment. The value of R square is 0.637 means that the determination coefficient is 63.7%. This indicates that the variation in commitment changes influenced by motivation and work environment which is 63.7% while as many as 36.3% influenced by variations of other variables which are not examined in this study.

This is in line with the research by Cahya (2018) confirms that work environment and motivation variables simultaneously or jointly influence commitment. From the results of simultaneous test obtained from the results of F count which is 57.745 while the value of F table is 3.13. This indicates that the F count > F table and the significance value 0,000 < alpha 0.05. It is known that R Square is determination

coefficient and it is obtained the value of R Square is 0.633. This means that the contribution of the influence of Independent variable (Work Environment, Motivation) to the dependent variable (Commitment) is 63.3%, while the remaining 36.7% is influenced by other variables not included in this regression model.

The Influence of Motivation on Teacher Performance (X₁ → Y)

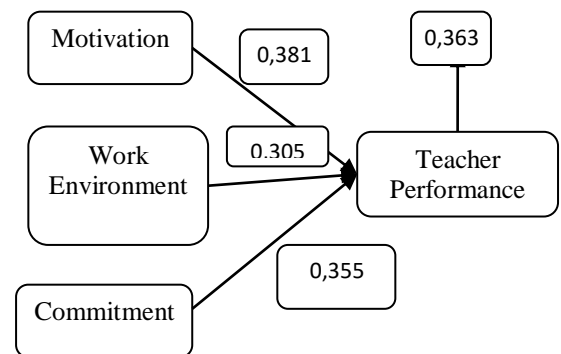


Figure 2. The Regression test of Substructure II

The equation of regression model of substructure II is $Y = 0.381X_1 + 0.305X_2 + 0.355X_3 + 0.363$

Based on the results of analysis of regression coefficient value of motivation is positive at 0.381 and the value of t test (4.236) is greater when compared to t table with alpha 0.05 is 2 and the significance level (0,000 <0.05). The calculation of direct influence of motivation on teacher performance in organizing learning can be seen from the standardized coefficient with calculation $(0.384)^2 = 0.147$. This means that there is a direct influence of motivation on teacher commitment by 14.7%.

From the results of the study it can be concluded that motivation influences the teacher performance in organizing learning because the

entire subject of research is elementary school teachers in Kunduran Sub-district of Blora Regency, all of whom are civil servant teachers.

In line with the research conducted by Dewi (2015) shows that motivation influences teacher performance 67.53%. In addition, based on the results of data analysis, work motivation partially has a positive and significant influence on the performance of economic teachers with value of sig. t (0,000) <a (0.05) and $t_{count} (3,650) > t_{table} (1,666)$. Therefore, it can be concluded that there is a positive and significant influence between work motivation on teacher performance.

Table 4. The Equation Regression Test Model of Substructure II Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error				
			Beta			
	(Constant)	5.736	3.001		1.911	.058
	Motivation	.586	.138	.384	4.236	.000
1	Work Environment	.146	.153	.305	2.751	.003
	Commitment	.508	.131	.355	3.872	.000

a. Dependent Variable: Teacher Performance

Table 5. The Result of Simultaneous Test (F Test) ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3391.577	3	1130.526	64.621	.000 ^b
	Residual	2344.307	134	17.495		
	Total	5735.884	137			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Commitment, Motivation, Work Environment

Table 6. The Result of Determination Coefficient

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.769 ^a	.591	.582	4.18268

a. Predictors: (Constant), Commitment, Motivation, Work Environment

b. Dependent Variable: Teacher Performance

The Influence of Work Environment on Teacher Performance (X₂ → Y)

Based on the results of the analysis, it shows that the value of regression coefficient of work environment is positive at 0.305. The value of t test (2.751) is greater when compared to t table with alpha 0.05 (dk = n - 2 = 136) is 2 and the significance level (0.003 < 0.05). The calculation of direct influence of work environment on teacher performance can be seen from the standardized coefficient at 0.305 with calculation (0.305)² = 0.093. This means that the direct influence of work environment on teacher performance is 9.3%. A conducive and supportive work environment will improve teacher performance in organizing learning and a non-conducive work environment will reduce teacher performance in organizing learning. This is in line with the research conducted by Gala, et al (2017) confirms that the results of analysis of Multiple Linear Regulation occur positive influence between work environment and teacher performance seen from the calculation of regression coefficient of work Environment which is 0.282 it is indicated that the work environment at school is better. In line with the research by Novitasari (2012) the influence of work environment has a contribution 10.82% on teacher performance.

This means that there is a positive and significant influence between work environment on teacher performance. Then, it is also supported from descriptive analysis of percentages, based on descriptive analysis of percentages it can be seen that work environment is in quite good category that is 67.50%.

The Influence of Commitment on Teacher Performance in Organizing Learning (X₃ → Y)

According to the results of the analysis, it shows that the value of regression coefficient of commitment variable is 0.355. The value of t test (3.872) is greater when compared to t table with alpha 0.05 (dk = n - 2 = 136) is 2 and the significance level (0,000 < 0.05). The calculation of direct influence of commitment on teacher performance in organizing learning can be seen from the standardized coefficient (0.355) with calculation (0.355)² = 0.126. This means that the direct influence of commitment on teacher performance in organizing learning is 12.6%.

The results of this study indicate that commitment has a significant influence on teacher performance in organizing learning. This is accordance with the study by Poerwaningrum (2016) which shows that commitment variable has a positive and

significant influence on performance variable. The existence of a positive and significant influence on commitment to performance based on the results of a simple regression test shows ($t_{count} = 4.596 > t_{table} = 2.001$) and [$pvalue (Sig.) = 0,000 < 0,05$], the results of t-test are "significant" and "Positive (the sign on t and the beta coefficient is positive)". In line with Purwoko (2018) proves that there is a positive and significant influence between teacher commitment on teacher performance ". The R Square value or determination coefficient is positive at 0.158 (derived from $0.397 \times 0,397$). This means that the teacher performance variable can be explained by teacher commitment variable by 15.8%. One factor that influences teacher performance in carrying out teaching tasks is teacher's behavior factor. Teacher behavior factor greatly determines the success of student learning process including teacher commitment as an internal factor of teacher behavior. Teacher commitment is very important for school and has a positive influence on student achievement in school. Thus, a teacher commitment can influence teacher performance in school and this can directly improve student learning achievement in school.

The Influence of Motivation, Work Environment and Commitment on Teacher Performance (($X_1, X_2, X_3 \rightarrow Y$))

Based on the results of analysis show that motivation, work environment and commitment have a significant influence on teacher performance in organizing learning, namely the value of F count $> F$ table, with $\alpha = 0.05$ the value of F count $64.621 > F$ table 3.09. The value of R square is 0.591 which means the determination coefficient is 59.1%. Therefore, it is indicated that the teacher performance in organizing learning is influenced by motivation, work environment and commitment as many as 59.1% while 40.9% is influenced by variations of other variables not examined.

The results of this study are in line with the research by Eliyanto (2018) which confirms that the results of analysis show that work

motivation, work environment, and teacher commitment jointly have a significant influence on teacher performance. The results of the study shows that these variables (work motivation, work environment, and commitment) have contribution on teacher performance by 72.6%. Thus, teacher performance variable is influenced by work motivation, work environment, and commitment variables as big as 72.6% and the remaining 27.4% is influenced by other variables outside the two independent variables under the study. Therefore, it can be seen that the factors like motivation, work environment, and commitment are important factors in achieving performance goals. Motivation, work environment, and teacher commitment need to be maintained for smooth and comfortable working at school.

The Influence of Motivation on Teacher Performance through Commitment Variable

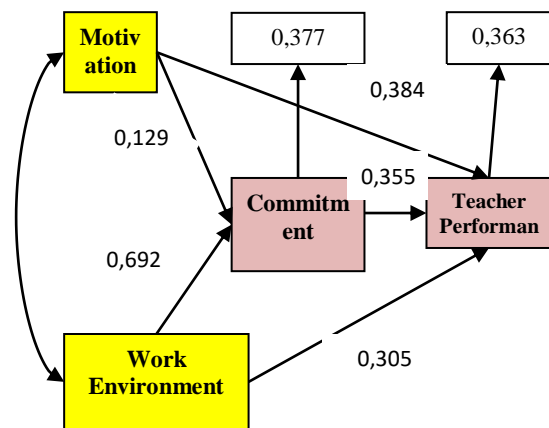


Figure 3. Analysis Path Test

According to the results of analysis shows that motivation does not influence teacher performance through commitment. The path between motivation and commitment is $0.129^2 = 0.017$ or 1.7%. The next path is the relationship between motivation and teacher performance which is $0.384^2 = 0.147$ or 14.7% while the influence of commitment towards teacher performance is 0.355 or 35.5%. The indirect influence of motivation on teacher performance through commitment is 0.0458 or 4.58%. The total influence that is the sum of

direct influence and indirect influence, namely 0.193 or 19.3%, it can be concluded that H_0 is accepted and H_a is rejected. The results of calculation show that the relationship, in this case is direct, thus commitment does not mediate the influence of motivation on teacher performance.

This is in line with the study conducted by Mekta (2017) which states that the hypothesis "there is no positive and significant influence on organizational commitment towards employee performance" or not accepted, besides the results of this research are also supported by research conducted by Ramayanti (in Anidar and Indarti, 2015) which states that organizational commitment does not have a positive and significant influence on performance.

The Influence of Work Environment on Teacher Performance Through Commitment Variable.

Based on the results of analysis shows that work environment has a direct influence on teacher performance but the indirect influence through commitment has a greater influence. The path of work environment towards commitment is $0.6922 = 0.479$ or 47.9%. The next path is the relationship of work environment with teacher performance is $0.3052 = 0.093$ or 9.3% while the influence of commitment towards teacher performance is 0.355 or 35.5%. The indirect influence of work environment on teacher performance through commitment is 0.246 or 24.6%. The total influence is the sum of direct influence and indirect influence, namely 0.339 or 33.9%.

Based on the calculation, the direct influence is smaller than the indirect influence it can be concluded that H_a is accepted and H_0 is rejected. The results of calculation show that the relationship in this case is indirect, thus the commitment mediates the influence of work environment on teacher performance. In line with the results of the research by Kaltsum (2016) confirms that work environment and organizational commitment are very important, it means for a company because in the company

one of the symptoms of the lack of stability of company is low employee performance, low employee performance can cause obstruction of company goals. Creating good jobs and encouraging employees to be loyal and keep working for the company.

CONCLUSION

The conclusion of this study is there is an influence of motivation on teacher commitment as big as 1.7%. Work environment has influence on teacher commitment is 47.9%. The influence of motivation and work environment on teacher commitment is 63.7%, whereas, motivation significantly influences teacher performance by 14.7%. The influence of work environment on teacher performance is 9.3%. Commitment has a significant influence on teacher performance at 12.6%. There is a direct influence of motivation, work environment and commitment towards teacher performance that is 59.1%. There is no influence of motivation on teacher performance through commitment because the value of indirect influence is smaller than the value of direct influence.

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