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The Effect of Motivation and Organizational Commitment on Job Satisfaction and Its Impact on Teacher Performance In Private Junior High Schools in Lempuing District

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Abstract

This study aims to determine the effect of motivation and organizational commitment on job satisfaction and its impact on teacher performance at a private junior high school in the sub-district of Lempuing, Ogan Komering Ilir. This type of research is associative. The variables used in this study are Motivation, Organizational Commitment, Satisfaction, and Performance. The sample in this study was teachers, totaling 110 people. The study employed primary data, collecting data using questionnaire techniques. The analysis technique uses SEM. The results of the survey prove that 1) motivation has no significant effect on teacher job satisfaction. 2) Motivation has a significant positive effect on teacher performance. 3) Commitment has no significant effect on teacher satisfaction in Lempuing Subdistrict. 4) Work commitment does not have a significant effect on teacher job satisfaction in the sub-district of Lempuing. 5) Satisfaction has no significant effect on the performance of teachers in private junior high schools in the sub-district of Lempuing, Ogan Komering Ilir.

Keywords: Motivation, Organizational Commitment, Job Satifaction, School, Teacher Performance.

1. Introduction

Human resources (HR) play a crucial role in a company. The success or failure of a company in achieving its goals depends heavily on the ability of its human resources (HR) or employees to carry out their assigned tasks. Therefore, all aspects of human resources must be a key focus for management to ensure employee job satisfaction, which in turn translates into high performance, enabling the organization to achieve its goals effectively and efficiently. As a company's human resources, employees need to be carefully considered and developed to ensure their performance remains optimal. According to Wibowo (2018), employee performance is the value of a series of worker behaviors that contribute, both positively and negatively, to the achievement of organizational goals. Employee performance refers to the work an individual accomplishes by carrying out assigned tasks to meet work targets. Employees can perform well if they have high performance, resulting in excellent work.

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Employee performance is a determining factor in the success of a company or organization in achieving its goals. Therefore, employee performance must receive the attention of company leaders.

According to Kasmir (2019), one factor influencing performance is job satisfaction. Job satisfaction is a feeling of joy or happiness, or a feeling of liking someone before and after performing a task. If an employee feels happy, excited, or enjoys their work, their work will be successful. Likewise, if someone is unhappy, excited, or dislikes their work, this will also affect their work performance. Therefore, job satisfaction can influence performance. Satisfaction in carrying out tasks is crucial for a person's performance and productivity. One symptom that can damage the condition of a school organization is low teacher satisfaction, which can manifest as absenteeism, laziness, numerous teacher complaints, low work performance, low teaching quality, teacher indiscipline, and so on.

Good performance results are created by employee satisfaction at work. For example, employees who are satisfied with their salary will strive to work optimally to achieve satisfactory results. This is a form of employee satisfaction. Optimal performance is influenced by various factors, both internal and external, including work experience, technical skills, education level, the principal's leadership style, work motivation, and job satisfaction. As Fahmi (2015) explains, performance is the result achieved by an organization, whether profit-oriented or nonprofit, over a specified period.

Motivation is inherent in human nature, as individuals possess varying qualities. Busro (2018) defines work motivation as a process that explains an individual's intensity, direction, and persistence in achieving their goals, namely maximum performance. Motivation is a predictor of employee job satisfaction and performance. The approach used to motivate employees must take into account their characteristics. Public sector employees tended to be motivated by stability and future job security as the primary factor influencing their decisions. Meanwhile, private sector employees were strongly encouraged by high salaries and opportunities to advance. At the supervisory level, employee motivation in public institutions was influenced by their involvement in making important decisions.

On the other hand, in carrying out their duties according to their function, employee performance is also determined by the extent to which they are committed to the organization. Commitment means an individual's strong acceptance of the organization's goals and values, as well as their effort and work, and a strong desire to remain with the organization. Commitment reflects an employee's level of sincerity in fulfilling their duties and responsibilities. High commitment has a positive influence on employee job satisfaction. Previous studies, including those by Wardani (2014), titled "The Influence of Leadership, Work Motivation, and Organizational Commitment on Job Satisfaction in Improving Teacher Performance in Tegal City Public Middle Schools," demonstrate that leadership, motivation, and organizational commitment impact performance through job satisfaction. Furthermore, a study by Mulyani (2018), entitled "The Influence of Job Characteristics and Motivation on Organizational Commitment and Their Impact on Teacher Performance," based on data analysis on the influence of job characteristics and motivation on teacher performance, mediated by organizational commitment, among teachers at Public Middle Schools 21 and 26 Semarang, can be concluded as follows: 1. Job characteristics have a positive effect on organizational commitment. The more closely the characteristics of the work performed by teachers align with their expertise, the higher the commitment to the organization. Then, research conducted by

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Ahmadiansah (2016) found that the study on the influence of work motivation and job satisfaction on the performance of Muhammadiyah Salatiga Vocational High School teachers was as follows: (1) Work motivation has a positive and significant effect on the performance of Muhammadiyah Salatiga Vocational High School teachers. (2) Job satisfaction has a positive and significant effect on the performance of Muhammadiyah Salatiga Vocational High School teachers. (3) The average scores for work motivation, job satisfaction, and performance of Muhammadiyah Salatiga Vocational High School teachers were in the high category. In contrast to the research conducted by Wardani (2014) found that work motivation had no effect on the performance of economics teachers at public vocational high schools in Surabaya.

From the several studies conducted above, researchers found differing opinions regarding the factors influencing performance, so researchers were interested in conducting similar research to obtain results for comparison between these studies. Junior High School (SMP) is the basic level of formal education in Indonesia, completed after graduating from elementary school (or its equivalent). Junior high school takes three years to complete. Similar to other locations, there are six private junior high schools in Lempuing District, Ogan Komering Ilir Regency, located in several villages within the district. These schools also prioritize teacher performance and satisfaction. However, observations revealed several factors that contributed to the schools' delays in development. A preliminary questionnaire, or pre-research, distributed to 30 respondents revealed that teacher performance at private junior high schools in Lempuing District remains subpar. This is due to various factors, such as a lack of motivation to improve performance and a low sense of commitment to the organization. For example, the lack of motivation from the principal regarding organizational awareness, resulting in teachers lacking competency.

Some phenomena observed in the performance of teachers in six private junior high schools in Lempuing sub-district include the fact that many teachers still lack the necessary quality in terms of classroom teaching. There are not many ideas for creating a harmonious atmosphere between teachers and students. For example, some teachers teach in a monotonous way, which can make students feel bored. To ensure that the learning atmosphere becomes enjoyable and that students can easily absorb the knowledge provided by the teacher. Then, the indicator of the cause of performance not as expected is that the quantity produced from the teaching and learning process is not optimal, which can be seen from the graduates produced. The achievements obtained by graduates from several private junior high schools mentioned above make it quite challenging to enter the SMA (Senior High School) level, which is a preferred choice for children who have graduated from SLTP (Junior High School). They tend to be left behind by children who have graduated from public schools, and in terms of achievement, they also seem less enthusiastic about developing their potential.

Furthermore, the decline in performance can also be caused by the lack of continuous monitoring of teacher performance by school leaders. Leaders should pay more attention to whether the number of high-achieving students increases each semester. This result reflects teacher performance, ensuring that each teacher's performance is visible at the end of the semester and aligns with the targets set by the school's vision and mission. The performance mentioned above is influenced by job satisfaction. A high level of loyalty characterizes job satisfaction among private junior high school teachers in Lempuing District. However, this lack of loyalty to the organization is evident. This is evident in the fact that some teachers teach at more than one school. This results in less-than-optimal teaching and learning effectiveness, hindering students who should receive optimal guidance from their teachers.

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Furthermore, job satisfaction is also reflected in the strong abilities of the teaching staff. This is a factor that is not widely found among teachers in the six junior high schools mentioned above. This is evident in their competence in teaching and guiding students. Some teachers lack competence in mastering the material, a lack of understanding of students' understanding of the teaching and learning process, and therefore, experience dissatisfaction. Furthermore, creativity is an indicator of job satisfaction. Creativity is reflected in teachers' daily teaching and learning activities. Currently, many teachers lack the ability to express their creativity in classroom learning. For example, teachers are unable to create an engaging learning environment, which leads to students' disinterest in the subject. This, of course, has a negative impact on students' intelligence. Furthermore, teacher creativity is essential for a conducive and effective teaching and learning process, ensuring continued success.

One factor influencing job satisfaction is motivation. Within the motivation indicator, two factors contribute to teachers' lack of satisfaction: intrinsic and extrinsic factors. The intrinsic factor is characterized by teachers' lack of achievement, resulting in a lack of job satisfaction. Furthermore, the lack of recognition given by schools to high-achieving teachers discourages them from further developing their skills. Another issue is the perceived discomfort of teachers' work, as they often teach subjects outside their area of expertise, resulting in suboptimal delivery. The following are some examples of teachers who can teach outside their expertise. The next indicator of satisfaction is extrinsic factors. Uncomfortable working conditions are still found in the schools mentioned above. For example, teachers' offices and classrooms lack air conditioning and have limited distance between desks. This is due to the limited and often cramped spaces. Furthermore, working relationships among teachers are not well-established; for example, there is limited communication between civil servant teachers and contract teachers, which creates the impression of working individually, thus hindering the development of a sense of camaraderie among teachers. Another issue is the lack of attention from school leaders to existing issues, which inhibits the schools' development.

Another issue affecting job satisfaction is commitment. Researchers found that organizational commitment is a willingness to help colleagues complete organizational tasks, which is related to the organization's need to assist colleagues. However, this does not occur among teachers because there is a lack of cooperation among them. For example, if one teacher has a lot of work, others lack the willingness to help each other. Furthermore, regarding indicators for understanding organizational goals, many teachers lack initiative in advancing the school. For example, many teachers are unable to meet student needs, such as providing additional learning/tutoring, even though this can be a key factor in achieving organizational goals. Furthermore, regarding the indicator of prioritizing organizational needs, teachers are not performing their roles and functions effectively. For example, many teachers are unable to achieve educational goals at school. For example, teachers lack a thorough understanding of scientific concepts and theories.

2. Literature Review

Previous research, including that conducted by Wardani (2014), entitled "The Influence of Leadership, Work Motivation, and Organizational Commitment on Job Satisfaction in Improving Teacher Performance in Tegal City Public Middle Schools." These results suggest that leadership, motivation, and organizational commitment have a significant impact on performance, primarily through their influence on job satisfaction. Better leadership, motivation, and organizational commitment in schools will enhance teacher job satisfaction,

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ultimately leading to improved teacher performance.

A study conducted by Mulyani (2018), entitled "The Influence of Job Characteristics and Motivation on Organizational Commitment and Their Impact on Teacher Performance," based on data analysis on the influence of job characteristics and motivation on teacher performance, mediated by organizational commitment, among teachers at Public Middle Schools 21 and 26 Semarang, can be concluded as follows: 1. Job characteristics have a positive effect on organizational commitment. The closer the characteristics of the work performed by teachers align with their expertise, the higher their commitment to the organization. 2. Motivation has a positive effect on organizational commitment. The higher the teacher's motivation in their work, the higher their commitment to the organization. 3. Motivation influences performance; the higher a teacher's motivation, the higher their performance. 4. Organizational commitment mediates job characteristics on teacher performance because the indirect effect is greater than the direct effect. 5. Organizational commitment does not mediate motivation on teacher performance because the indirect effect is smaller than the direct effect. This suggests that motivation, without being mediated by organizational commitment, can lead to high teacher performance.

Then, research conducted by Ahmadiansah (2016) found that the findings obtained in a research study on the influence of work motivation and job satisfaction on the performance of Muhammadiyah Salatiga Vocational School teachers are: (1) Work motivation has a positive and significant effect on the performance of Muhammadiyah Salatiga Vocational School teachers. (2) Job satisfaction has a positive and significant effect on the performance of Muhammadiyah Salatiga Vocational School teachers. (3) The average score of work motivation, job satisfaction, and teacher performance of Muhammadiyah Salatiga Vocational School teachers is included in the high category.

Further research was conducted by Romadi (2016) with the title "The Influence of Motivation and Organizational Commitment on Job Satisfaction Mediated by Teacher Performance" (a study of elementary school teachers at the Doro Education and Culture Office in Pekalongan Regency). The results showed that motivation had a significant and positive effect on teacher performance, organizational commitment had an important and positive impact. Further research was conducted by Romadi (2016) entitled "The Influence of Motivation and Organizational Commitment on Job Satisfaction Mediated by Teacher Performance (a study of elementary school teachers at the Doro Education and Culture Office, Pekalongan Regency). The results showed that motivation had a significant and positive effect on teacher performance, organizational commitment had an important and positive impact on teacher performance, motivation had an essential and positive effect on job satisfaction, organizational commitment had a significant and positive impact on job satisfaction, teacher performance had a necessary and positive effect on job satisfaction, teacher performance did not mediate the impact of motivation on job satisfaction, and teacher performance did not mediate the effect of organizational commitment on job satisfaction.

Irawati, Sudarno, and Komardi (2019) examined the influence of Work Motivation, Organizational Commitment, and Organizational Culture on Job Satisfaction and Teacher Performance in Pekanbaru Public Junior High Schools. This study sampled 114 teachers from five public junior high schools in Pekanbaru. The sampling technique used was purposive sampling. Data were collected using a questionnaire and analyzed using PLS. The variables used were work motivation, organizational commitment, and organizational culture as

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exogenous variables (X), and teacher job satisfaction and performance as endogenous variables (Y). The results of the hypothesis test indicated that work motivation had a significant positive effect on teacher job satisfaction and performance. Organizational commitment had a significant positive effect on job satisfaction, while organizational commitment had a substantial adverse impact on teacher performance.

Organizational culture had a significant positive effect on teacher job satisfaction and performance. Job satisfaction had a substantial adverse impact on teacher performance. A study conducted by Arifin (2023) showed that competence and organizational culture had a positive but insignificant effect on teacher job satisfaction. Meanwhile, work motivation had a positive and significant impact on teacher job satisfaction, but not a significant effect on teacher performance. Competence and job satisfaction had a positive and significant impact on teacher performance. However, organizational culture only had a positive but insignificant effect on job satisfaction.

A study conducted by Ronaldo (2020) titled "The Mediating Role of Job Satisfaction in the Effect of Motivation on Organizational Commitment and Work Engagement of Private High School Teachers in Metro Manila." The results showed that teachers were motivated and had high levels of job satisfaction, organizational commitment, and work engagement. SEM revealed a significant positive relationship between motivation, job satisfaction, organizational commitment, and work engagement. The model also demonstrated that job satisfaction mediated the relationship between motivation and organizational commitment, as well as teacher work engagement. This implies that teachers who are motivated and satisfied in their jobs also have high levels of work engagement and organizational commitment. The study results provide a basis for policymakers to develop policies and programs that promote teacher well-being. Creating a strong sense of belonging and camaraderie is crucial for teachers. Programs and activities should be organized to enhance these aspects.

The study, titled "Motivation Factors and Public Commitment of Secondary School Teachers in Mbale City," was conducted by Olurotimi, Asad, and Abdulrauf (2015). This study employed a cross-sectional survey design. The sampling technique used was simple random sampling. The instrument used to collect data was a self-designed questionnaire. The collected data were analyzed using frequencies and percentages, as well as Pearson's correlation coefficient (bivariate statistics) and regression analysis. This study found a positive and significant effect of promotion on teacher commitment. The findings indicated a significant relationship between the reward system and teacher commitment, as well as a low but significant relationship between training and development and teacher commitment.

The study, titled "The Role of Teacher Work Motivation and Teacher Job Satisfaction in Special Needs Schools," was conducted by Tentama and Pranungsari (2016). The study aimed to empirically examine the role of teacher work motivation and job satisfaction in organizational commitment in special needs schools. The subjects of this study were teachers at Special Needs School 1 Bantul, Yogyakarta. The sample was drawn using a non-randomized technique. Scales of work motivation, job satisfaction, and organizational commitment were used in data collection. Data were analyzed using multiple linear regression. Teacher work motivation had a more dominant influence on organizational commitment than teacher job satisfaction.

3. Research Method

The type of research used in this study is associative research, which aims to determine the

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relationship between two or more variables. The variables are the influence of the environment (X1) and Organizational Commitment (X2) on Job Satisfaction (Y), which has an impact on Performance (Z). The performance indicators are quantity, quality, and supervision. The job satisfaction indicators are loyalty, ability, and creativity. The motivation indicators are extrinsic and intrinsic factors. The organizational commitment indicators are willingness, needs, and interests. The population in this study consisted of all teachers from five private junior high schools in the Lempuing district, totaling 110 teachers. In this study, the sample used was a finite population that could be calculated. The sampling technique used was simple random sampling. The data collection method used in this study was a combination of interviews and questionnaires. The questionnaire technique was intended to obtain primary data. The data used in this study were primary. Primary data was obtained directly from interview sources and respondents' answers or questionnaire statements. Secondary data were needed to support the data obtained through data created by other parties related to this study. The data analysis method employed in this study was a combination of qualitative and quantitative analysis. Qualitative analysis was conducted by analyzing the questionnaire results using statistical methods, and the test results were then explained in sentences. In other words, quantitative analysis was used first, followed by qualitative analysis. Quantitative analysis was used to view the questionnaire results using tabulation (tables) in the form of an assessment of the questionnaire results. The data analysis technique employed in this study to measure the variables was structural equation modeling (SEM).

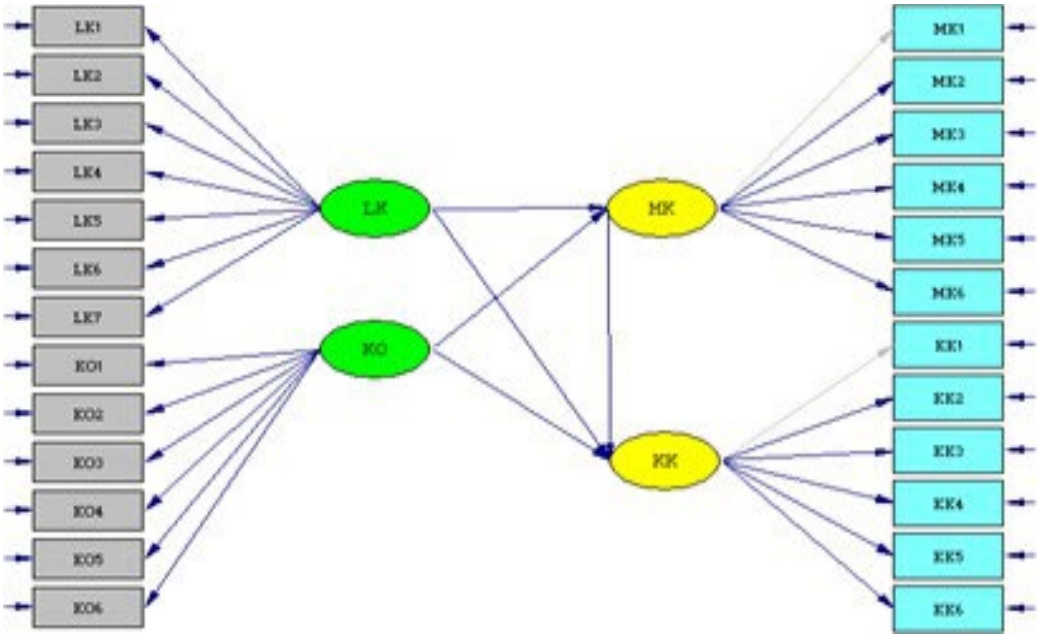


Figure 1. Structural Equation Modeling

4. Findings and Discussions

Based on the Goodness of Fit appendix, a summary of the model suitability test results can be made as follows:

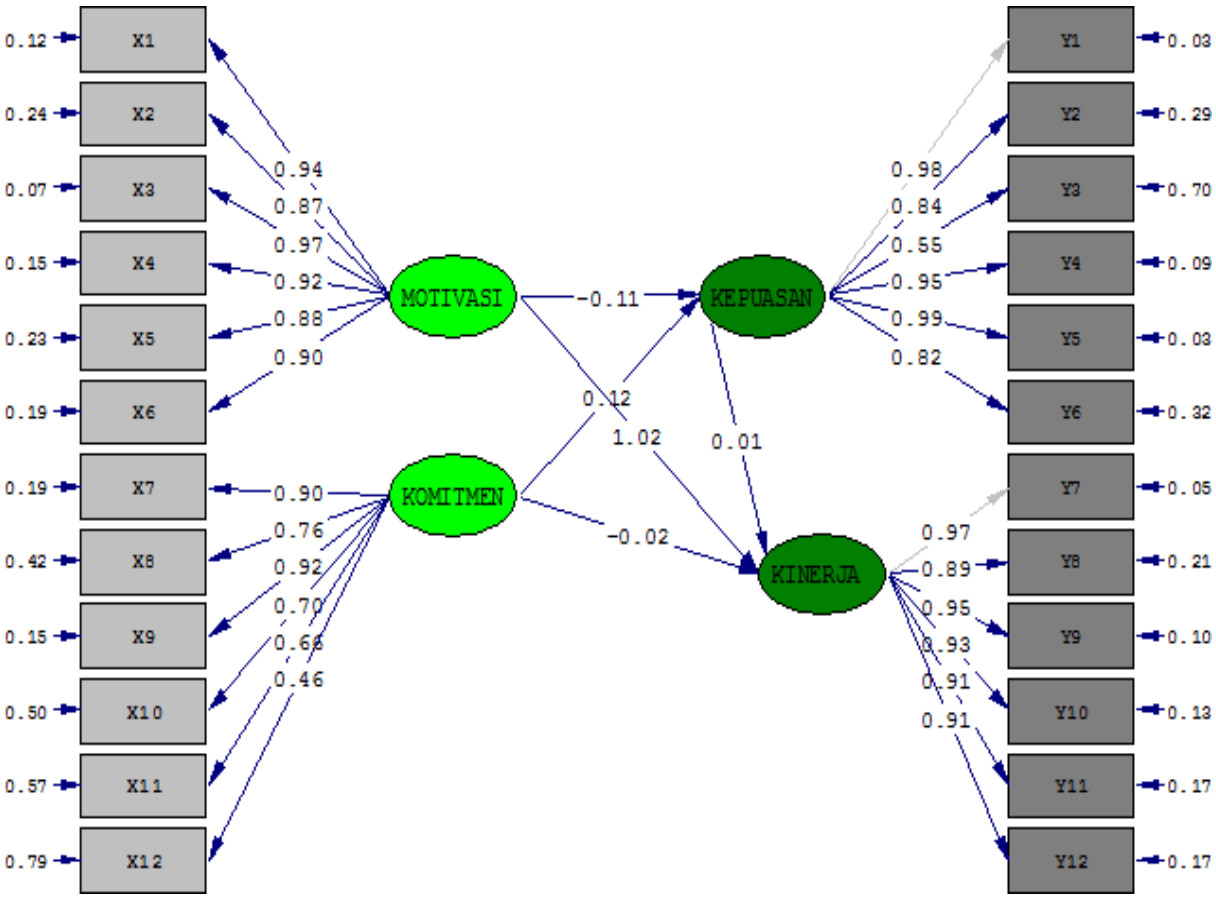
Table 1. Goodness of Fit Index

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Goodness Of Fit Index	*Cut Of Value*	Hasil Analisis	Evaluasi Model
Chi Square	≤ 308,255	286,78	Good Fit
Probability	≥ 0,05	0,34	Good Fit
RMSEA	≤ 0,08	0,07	Good Fit
GFI	≥ 0,90	0,90	Good Fit
AGFI	≥ 0,90	0,93	Good Fit
NFI	≥ 0,90	1,08	Good Fit
NNFI	≥ 0,90	0,99	Good Fit
CFI	≥ 0,90	0,90	Good Fit
IFI	≥ 0,90	1,20	Good Fit

Based on the goodness of fit index result, it can be concluded that the model is good because the overall goodness of fit index criteria are in the good fit category.

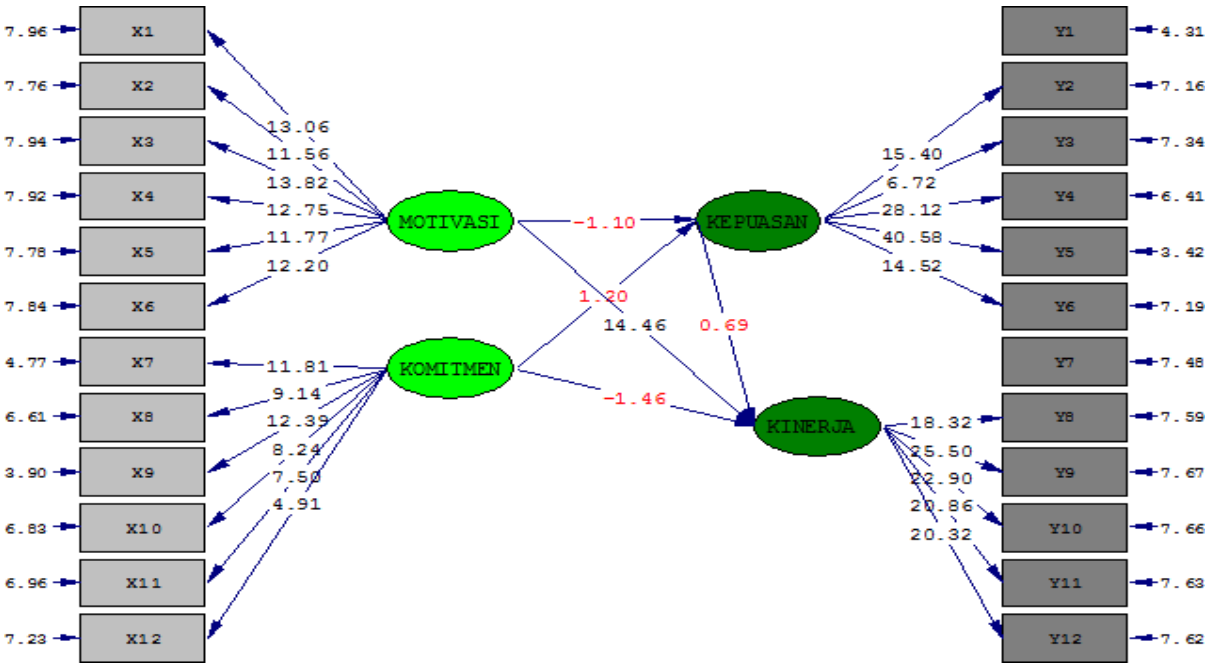
Next, a structural model test will be carried out, namely testing the significance of the influence. The image below is the result of the structural equation.



Graph 2. Structural Equation Modeling

Graph 2. t-value

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The Influence of Motivation on the Performance of Private Junior High School Teachers in Lempuing District. The test results indicate that motivation has a significant influence on the performance of private junior high school teachers in Lempuing District. These results also align with several previous studies conducted by Ahmadiansah (2016), which stated that work motivation has a positive and significant influence on the performance of Muhammadiyah Salatiga Vocational High School teachers. The results of the questionnaire and responses to the questions indicate that many teachers agree that motivation has a significant influence on performance; this is what leads to the differences in opinion between the researchers' findings and those of other researchers. The results of this study identified several problematic indicators: a. The school consistently pays attention to teacher achievement and consistently provides appreciation. Some teachers disagreed strongly, and the percentage of neutral responses was relatively high when asked about this statement. This percentage raises issues and warrants discussion. Suggestions for schools include greater attention to teacher welfare and appreciation to motivate teachers, leading to high-achieving and skilled teachers in their fields. This will impact teacher performance. b. Teachers teach according to the subjects they teach. Some teachers disagreed strongly, and the percentage of neutral responses was also relatively high when asked about this statement. This percentage raises issues and warrants discussion. As a result, students do not receive optimal instruction from some teachers because, in this situation, teachers teach outside their areas of competency. This relates to the motivation indicator; if problematic, it will impact performance. Suggestions for schools include being more selective in distributing teaching materials to achieve greater effectiveness and efficiency, thereby meeting goals.

The Influence of Motivation on Job Satisfaction in Private Junior High Schools in Lempuing District. The test results indicate that motivation has a positive but insignificant effect on teacher job satisfaction at private junior high schools in Lempuing District. These results do not align with the theory. According to Bintoro and Daryanto (2017), factors influencing job satisfaction can be identified by examining several factors that can contribute to and encourage job satisfaction, namely: a) Psychological factors, which relate to employee mental health,

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including interest, motivation, job satisfaction, attitudes toward work, talents, and skills. b) Social factors, which relate to social interactions between employees and superiors, as well as between employees with different occupations. c) Physical factors, which relate to the physical conditions of the work environment and employees, including the type of work, time and rest periods, work equipment, room conditions, temperature, lighting, ventilation, employee health, age, and so on. However, this study disagrees with the findings of Romadi (2016), which found that motivation has a significant and positive impact on satisfaction. The reasoning behind this difference from Romadi (2016) study is based on various factors, including environmental factors, research analysis, and influencing indicators. The reason this study is insignificant is that the influence of motivation is negligible, meaning motivation has minimal impact, making the motivation indicators used meaningless. Schools have provided awards for teacher achievement, but teachers appear unable to respond to the school's efforts by demonstrating adequate loyalty, ability, and creativity. This may occur because the problem lies not with the indicators asked, but rather in other underlying motivational issues. For example, ability, culture, or discipline, as per the theory of Bintoro and Daryanto (2017), considering previous research. From a capability perspective, if teacher abilities are not optimal, the awards provided by the school cannot be utilized. From a cultural perspective, there may be no good work culture, so teachers' efforts to demonstrate abilities are not something that must be done. Alternatively, school discipline/supervision may be lacking, allowing teachers who have not fulfilled their duties properly to operate uncontrolled and unchecked. As a result, the rewards provided by the school in practice are not optimal. Elements in indicators other than those asked by the researcher may also have a significant influence on job satisfaction. This means that in this case, the researcher selected only three indicators that were closest to the objectives of the questionnaire for respondents, as they were considered the most representative or consistent with the phenomena and facts observed. Therefore, the researcher's suggestion to prove that motivation influences job satisfaction, as proposed by Bintoro and Daryanto (2017), is to conduct further research using indicators other than those used in this study, such as ability, culture, and discipline.

The Effect of Organizational Commitment on the Performance of Private Junior High School Teachers in Lempuing District. The test results indicate that organizational commitment has a positive but insignificant effect on the performance of private junior high school teachers in Lempuing District. This study's findings do not align with Kasmir (2019), which states that commitment is a factor influencing performance, both in terms of results and work behavior. Commitment is employee compliance with company policies or regulations while working. Commitment is also defined as employee compliance with promises made. Organizational factors consist of resources, leadership, rewards, structure, and job design. Therefore, the results of this study align with the underlying theory. This study's findings do not align with those of previous research conducted by Mulyani (2018), which found that organizational commitment mediates the effect of job characteristics on teacher performance, as the indirect impact is greater than the direct effect. Elements in indicators other than those asked by the researcher may significantly influence performance. In this case, the researcher only selected three indicators that align with the objectives of the questionnaires presented to respondents. They believed these indicators best represented or aligned with the phenomena and facts observed during the observations. However, the results obtained from the distributed and processed questionnaires indicated that commitment did have an effect, but the effect was insignificant or minimal. Therefore, indicators of commitment not included in this study could have a

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significant impact on performance.

The Influence of Organizational Commitment on Job Satisfaction of Private Junior High School Teachers in Lempuing District. The test results indicate that organizational commitment has a positive and significant effect on job satisfaction of private junior high school teachers in Lempuing District. This research aligns with Bintoro and Daryanto (2017), which states that factors influencing job satisfaction can be identified by examining several factors that can generate and encourage job satisfaction. These factors include social aspects, which relate to interactions between employees and their superiors, as well as between employees with different occupational roles. Organizational commitment is considered a social factor because it fosters close relationships between employees and the organization, where employees are willing to actively participate and demonstrate their desire to continue working for the organization. The results of this study align with previous research conducted by Romadi (2016), which found that organizational commitment significantly and positively impacts teacher satisfaction (a survey of elementary school teachers at the Doro Education and Culture Office (UPT Dindikbud Doro), Pekalongan Regency). Elements in indicators other than those asked by the researcher may significantly impact job satisfaction. This means that in this case, the researcher selected only three indicators that best aligned with the objectives of the questionnaires, as they were considered the most representative and consistent with the phenomena and facts observed during the observations. However, the results obtained from the distributed and processed questionnaires indicated that organizational commitment had an effect, but the effect was insignificant or minimal. Therefore, indicators of organizational commitment not included in this study could significantly impact satisfaction. This finding contradicts research by Wardani (2014), which found that commitment has a significant impact on satisfaction.

The Influence of Satisfaction on the Performance of Private Junior High School Teachers in Lempuing District. The test results indicate that satisfaction has a positive effect on the work performance of private junior high school teachers in Lempuing District. This study also aligns with previous research conducted by Wardani (2014). The analysis revealed that job satisfaction has a significant impact on employee performance. Based on the results of the questionnaire distribution and responses to the questions, it was shown that satisfaction was largely agreed upon as having a positive effect on performance. This is what led to the difference in opinion between the researcher's findings and those of other researchers. Elements in indicators other than those asked by the researcher may have a significant effect on performance. In this case, the researcher only selected three indicators that best represented the objectives of the questionnaires, as they were considered the most representative or consistent with the phenomena and facts observed during the observations. However, the results obtained from the distributed and processed questionnaires indicated that satisfaction had an effect, but the effect was insignificant or minimal. Therefore, indicators of satisfaction not included in this study could have a significant impact on performance.

5. Conclusion

There is an influence of motivation, organizational commitment, and job satisfaction on teacher performance. For schools, it is essential to be more selective in distributing teaching materials to achieve greater effectiveness and efficiency, thereby meeting their goals. Then the school must be able to encourage teachers to excel, and it can distribute teaching materials according to their competencies. The school aims to foster a coordinated environment among fellow

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teachers and students, emphasizing the importance of cooperation, so that teachers can continually improve the quality of their teaching. For schools, it is essential to shape teacher character so that they can instill a strong sense of commitment in teachers to complete tasks efficiently, thereby fostering job satisfaction within the organization. For schools, teachers, and parties involved in the teaching and learning process, it is essential to understand what the school and teachers want, so that good cooperation can be achieved.

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