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## The Relationship between Professional Commitment and Work Motivation on Elementary School Teachers' Performance

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### Abstrak

Guru memiliki peran utama sebagai pemimpin dalam proses pembelajaran. Untuk itu, kesadaran guru tentang pentingnya profesi dan motivasi kerja dalam meningkatkan kinerja guru. Penelitian ini bertujuan untuk mengetahui hubungan antara komitmen profesi dan motivasi kerja terhadap kinerja guru di madrasah kota Medan pada jenjang pendidikan dasar. Dalam analisis data, penelitian ini menggunakan metode kuantitatif dengan menggunakan pendekatan korelasional, diukur menggunakan instrumen kuisioner. Analisis data menggunakan statistik deskriptif. Penelitian ini menggunakan sampel 57 guru di Madrasah kota Medan Medan yang terpilih dengan menggunakan rumus *Slovin*. Hasil penelitian menyimpulkan bahwa (1) Terdapat hubungan yang signifikan antara komitmen profesi terhadap kinerja guru, (2) Terdapat hubungan yang signifikan antara motivasi kerja terhadap kinerja guru, dan (3) Terdapat hubungan yang signifikan antara komitmen profesi dan motivasi kerja terhadap kinerja guru.

**Kata Kunci:** Kinerja Guru, Komitmen Profesi, Motivasi Kerja.

### Abstract

*The teacher has the main role of a leader in the learning process. For this reason, it needs teachers' awareness of the importance of the profession and work motivation in improving teacher performance. This study aims to determine the relationship between professional commitment and work motivation on the performance of teachers in Medan city madrasahs at the basic education level. In data analysis, this study used quantitative methods using a correlational approach, measured using a questionnaire instrument. The data were analyzed using descriptive statistics. This thesis uses a sample of 57 teachers in Madrasah Medan, Medan who were selected using the Slovin formula. The results of the study concluded that (1) there is a significant relationship between professional commitments to teacher performance, (2) there is a significant relationship between work motivation and teacher performance, and (3) there is a significant relationship between professional commitment and work motivation on teacher performance.*

**Keywords:** Teacher Performance, Professional Commitment, Work Motivation.

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## INTRODUCTION

National education aims to create a quality, advanced, independent, and modern society. Education is very important and occupies a central position in development because it is oriented toward improving human resources. Education is the spearhead of the progress of a nation because quality education can produce quality and productive human resources.

Education has a very important role in human life. This is because education can affect the quality of human resources. Quality human resources are not obtained spontaneously but are obtained through education. Every human being is required to seek knowledge from the cradle to the grave. Thus, education is very important for every human being. Education requires an educational institution, where the educational institution is a place for the process of education or teaching and learning to take place to change individual behavior towards a better direction through interaction with the surrounding environment. An educational institution will compete competitively if it can produce outstanding and qualified teachers and students.

It can be said that teachers are very influential in improving school quality. Because it is the teacher who plays a direct role in the educational process, namely the learning process (Djamarah, 2014: 26). Teacher performance is a very determining factor for the quality of learning or education which will have implications for the quality of educational output after finishing school. So, good performance is needed from the teacher. With high morale and persistence, it is required that a teacher has good performance. For teachers to have good performance, motivation is needed. With this motivation, it is hoped that it can improve teacher performance in the organization which will improve performance, and teachers will upgrade their skills and provide the best for the school (Sardiman, 2012: 90).

Teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards (Suherman, 2012: 21). The low performance of teachers in a school is a symptom of the lack of stability in the school. The current phenomenon where many teachers teach in other schools is often found because, on the one hand, there is a lack of professional commitment as a teacher, and on the other hand are economic demands. This proves that the teacher's performance in his teaching duties is not running as it should. Of course, this is very influential, although not directly on the quality of education, and has an impact on the quality of education.

Therefore, improving the work performance of good teachers, of course, can never be separated from supporting factors that can directly or indirectly affect the course of teacher performance. Furthermore, teacher performance indicators regarding productive individuals, namely: a) constructive action, b) self-confident, c) responsible, d) having a love for their work, e) having a broad view of the future, f) being able to overcome problems that can be adapt to a changing environment, g) have a positive contribution to the environment (creative, imaginative and innovative) and h) have the power to realize their potential (Susanto, 2018: 110).

Progress in the world of education is supported by teachers who are professional in their duties. Because one of the main factors that determine the quality of education is the teacher. In the educational process, the teacher has a very important and strategic role in guiding students toward maturity, and independence maturity, so the teacher is often said to be the spearhead of education (Tilaar, 1999: 104). Professional teachers not only master the right fields of knowledge, teaching materials, and methods, but can motivate students, have high skills and broad insights into the world of education, and carry out their duties as a teacher not only by teaching materials and technical educative abilities but also must have a personality of personal integrity that can be relied upon so that they become role models for students, families, and the community. This role places the teacher in a position as the holder of control in creating and developing interactions with students so that an effective and efficient learning process occurs (Serlinda, 2018: 67).

In improving the performance of professional commitment, teachers have a very important role in educational institutions, because teachers who have high professional commitment will carry out their duties

and responsibilities seriously and provide the best results for the school. However, in reality, the commitment of the teaching profession to schools is often a very important issue. This is so important that some schools dare to include an element of professional commitment as one of the conditions for holding the position offered. Even though this is very common, it is not uncommon for teachers to still not understand the true meaning of commitment.

An understanding of the importance of conducive working conditions directs schools to be able to run effectively and efficiently. To understand what the teacher's commitment is, what are the impacts if the commitment is not obtained, and why this needs to be understood, Steers (1985: 50) defines commitment as a feeling of involvement (willingness to do their best for the benefit of the organization) and loyalty (the desire to remain become a member of the organization concerned) declared by an employee to his organization.

Teachers in the world of education are very important, so efforts to improve teacher performance in the educational process through the effective use of human resources are a priority. The use of appropriate resources helps organizations to achieve efficiency and effectiveness marked by high performance. Therefore the teacher is not just a profession, but a choice based on the awareness to give. Logically, giving will reduce what you have. But not with you. Transferring knowledge to others is a process of giving and receiving. Accepting here is not about your monthly salary as a teacher. All this is more than material values. By giving, then we receive is happiness. That feeling of happiness will only be obtained if you apply sincerity in teaching (Syukur, 2012: 117).

A teacher who has high loyalty to the organization will be seen in employees who have a high professional commitment as well. Professional commitment to employees who have high commitment will usually improve performance and vice versa if employees have a low level of professional commitment then their performance will also be low. Employees who have high professional commitment will carry out tasks that are considered their obligations, have loyalty to the organization, and are seriously involved (Husniati, 2018: 234-241).

Employees who have a professional commitment will work, devote their attention to their thoughts, energy, and time, and do whatever is expected by the school. Someone who has a high professional commitment will be useful for himself and also for others. that is, professional commitment is a person's decision by himself, whether he will carry out or not carry out an activity, someone who has a professional commitment will not hesitate in determining his attitude and being responsible for the decision taken.

In addition, things that need to be considered to achieve high teacher performance require motivation from the teacher to improve his performance as a whole, a teacher must demonstrate strong behavior that is directed towards a certain goal. This orientation leads to the role of the teacher who is often positioned as an important factor in behaving and acting according to the profession. Teachers need high enthusiasm and desire to actualize their potential. High ability and motivation are based on the strong desire of each teacher to work (Purwana, 2013: 51-56).

It can be understood that professional commitment is an individual interest attached to social behavior to survive as a member, believe in, and accept organizational goals, and stay in the organization to realize organizational goals. In this case, motivation is one of the factors that can influence a member's professional commitment to an organization. Organizational commitment will encourage a person to excel with achievement motivation. The need for achievement (Need for Achievement) will encourage you to exceed, achieve standards, and try hard to succeed.

Motivation is an aspect that will affect a person's performance because the capacity of people to work is influenced by the extent to which there is an encouragement to force people to work. Work motivation is a driving force to produce a teacher's performance. Therefore, one of the prerequisites in achieving high teacher work motivation, professional commitment must always be considered by organizational/school leaders to create harmony and harmonious relationships, where schools need teachers who have a professional commitment and high work motivation who will provide the best impact on the school organization.

So, to achieve success and achieve school goals, teachers are required to have a high level of professional commitment where they work, this professional commitment is a condition that allows the behavior of a teacher to be motivated or not motivated to carry out and complete tasks effectively and efficiently. Therefore, it can be seen that professional commitment and achievement motivation are two things that are needed by schools as educational organizations that lead to national development goals.

Professional commitment and achievement motivation can improve teacher performance (Getange, 2016: 33-38). In addition, in the world of work, motivation occupies the most important element that must be possessed by employees. Because motivation is a person's business ability to achieve goals and is accompanied by an individual's ability to satisfy their needs (Rubayhan, 2018: 35).

Relevant research on teacher performance has been examined from various scientific perspectives. One of them discusses the aspect of the quality of student learning outcomes (Alawi, 2019), the impact of principal leadership and work discipline on teacher performance in schools (Ngiode, 2016), teacher professionalism on the performance of economics teachers (Dewi, 2015), teacher competence and school culture (Rahmawati, *et.al.*, 2021), intrinsic-extrinsic motivation and teacher performance (Abbas, 2013), managerial leadership and teaching supervision on teacher performance (Rakhmawati, *et.al.*, 2021), and principal's perception of teacher performance (Zega, 2014).

Furthermore, other relevant research discusses the study of organizational climate and achievement motivation on teacher performance (Liana, 2012), the effect of organizational commitment on teacher performance (Hayati, *et.al.*, 2020), academic supervision in the learning process to improve teacher performance (Nurudin, 2021), outstanding teacher performance (Nawangsih & Linayaningsih, 2015), and clinical supervision as an effort to improve the quality of teacher performance (Mena, *et.al.*, 2016). Looking at the literature review, it is understood that specific studies on teacher performance that are influenced by teacher professionalism and work motivation have not been discussed before. Plus, especially for elementary school teachers who deal with children at an active age of play, of course, they need motivation and a professional spirit to continue to improve their performance. This point is the novelty of this research.

Based on the results of the initial observations that I made, several problems were found that needed further investigation to produce a better chance. The problems related to teacher performance are: (a) Teachers do not create an interesting and creative atmosphere and learning process, (b) There are still teachers who carry out conventional learning processes not using the facilities and technology that have been provided, for example, projectors, (c) The low performance of teachers can also be influenced by the lack of appreciation or motivation given by the head of the madrasa to teachers who have good work performance at school, (e) the lack of commitment from the teaching profession which is indicated by the presence of teachers who do not respect the culture of the madrasa such as arriving on time, being forced to attend Monday ceremonies, rarely following the recitation of the Yasin surah every Friday in the madrasa field with students. Based on the background described above, I am interested in conducting research with the title " The Relationship Between Professional Commitment and Work Motivation on Teacher Performance in Medan City Madrasahs ".

## **METHOD**

This research was conducted at the Medan City Madrasah. The research approach was carried out quantitatively, with a correlational method, and measured using a questionnaire instrument. Data analysis using descriptive statistics (Assingkily, 2021). This research was conducted with 130 teachers at Madrasah Kota Medan with a total sample of 57 teachers. Data was collected using an instrument in the form of a questionnaire that had been tested for validity and reliability. The research was conducted from November 2022 – January 2023. Based on the results of the instrument test, the professional commitment variable consists of 30 valid statement items with reliability of 0.859. The work motivation variable consists of 30 valid statement items with

reliability of 0.800. The Teacher Performance Variable consists of 30 valid statement items with a reliability of 0.915. So it is concluded that it fulfills the requirements to be used as a measure of research variables.

## RESULTS AND DISCUSSION

### Testing Requirements Analysis

The analysis tests carried out are:

#### Normality test

The calculation results show that the normality test for the Professional Commitment variable (X1) obtains a significant value of  $0.093 > 0.05$ . For the variable Work Motivation (X2) there is a significant value of  $0.027 > 0.05$ . And the teacher performance variable (Y) is  $0.141 > 0.05$ . In accordance with the values that have been analyzed, it can be concluded that each research variable is normally distributed.

#### Multiple Linearity and Regression Tests

The data analysis technique used in this study is multiple regression analysis. Multiple regression serves to determine the extent of the simultaneous influence of the independent variables (X1 and X2) on the dependent variable (Y). Then the results of the multiple regression analysis will be presented in the following table:

**Table 1. Results of Multiple Regression Analysis of the Relationship Between Professional Commitment and Work Motivation on Teacher Performance in Medan City Madrasas**

Model	Koef. Regression ( $\beta$ )	t count	Sig	Conclusion
Professional Commitment (X <sub>1</sub> )	0,184	1,527	0,133	Significant
Work Motivation (X <sub>2</sub> )	0,385	3,095	0,003	Significant
Constanta	89,285			
R	0,441			
R <sup>2</sup>	0,194			
f count	6,512			
Sig	0,000			

Based on the results of the analysis, the multiple linear regression equation is:

$$\hat{Y} = a + bX_1 + bX_2$$

$$\hat{Y} = 89,285 + 0,184 + 0,385$$

Thus, the results of the multiple linear regression equation test are  $\hat{Y} = 89.285 + 0.184$  which can be accounted for by concluding that professional commitment is related to teacher performance. That way an increase in one score on Professional Commitment (X1) will be followed by an increase in a score of 0.184 on teacher performance (Y). Likewise, with  $\hat{Y} = 25.626 + 0.385$  it can be concluded that the influence of work motivation on teacher performance. That way an increase in one score on Work Motivation (X2) will be followed by an increase in a score of 0.385 on teacher performance (Y).

### Research Discussion

Based on the research results that have been obtained to determine the relationship between professional commitment (X1) and work motivation (X2) on teacher performance (Y) in Medan City Madrasas, it is in line with the hypothesis that has been tested. For a more complete explanation of the research results, the following will be discussed:

#### Relationship of Professional Commitment (X1) to Teacher Performance (Y)

In line with the results of research that has been found that there is a significant relationship between professional commitment and teacher performance. This is evidenced by the results obtained by the regression

coefficient ( $b_{X1}$ ) of 0.242 with a significant level of 5%, it can be seen that the  $t$  count is 2.293 and a significant value of 0.027 which refers to a significant (positive) regression coefficient if  $(p) < 0.05$ . So it can be concluded that the results of teacher performance can be influenced by professional commitment. So the first hypothesis, namely that there is a relationship between professional commitment and work motivation on teacher performance in Medan City Madrasas, is acceptable (significant).

Based on the results of the  $t$ -test analysis, it is known that  $t$  count = 2.293. Judging from the  $t$ -table with  $\alpha = 0.05$ ,  $t_{count} > t_{table}$  is  $2.293 > 2.002$ . So it can be concluded that the professional commitment variable has a partially positive relationship with teacher performance. So that from this analysis it can be concluded that the hypothesis which states that there is a significant relationship between professional commitments to teacher performance is proven to be true.

According to the research data obtained from the results of statistical calculations of respondents' answers to the instruments that have been distributed on the Professional Commitment variable ( $X1$ ), the score is declared high if  $\geq 99$  totals 41 people by 71.9%, the score is stated as medium if 92-99 totals 6 people by 10.5%, and the score is declared low if  $\leq 92$  totals 10 people by 17.5%.

#### Relationship of Work Motivation ( $X2$ ) to Teacher Performance ( $Y$ )

Based on the results of research that has been found that there is a significant relationship between work motivation and teacher performance. This is evidenced by the results obtained by the regression coefficient ( $b_{X2}$ ) of 0.385 with a significant level of 5%, it can be seen that the  $t$  count is 3.095 and a significant value of 0.003 which refers to a significant (positive) regression coefficient if  $(p) < 0.05$ . So that the hypothesis put forward is that there is a relationship between work motivation and teacher performance that is acceptable (significant).

Based on the results of the  $t$ -test analysis, it is known that  $t$  count = 3.095. Judging from the  $t$ -table with  $\alpha = 0.05$ ,  $t_{count} > t_{table}$  is  $3.095 > 2.002$ . So it can be concluded that the work motivation variable has a partially significant relationship with teacher performance. So that from this analysis it can be concluded that the hypothesis which states that there is a positive and significant influence between work motivations on teacher performance is proven to be true.

According to research data obtained from the results of statistical calculations of respondents' answers to instruments that have been distributed to the Work Motivation variable ( $X2$ ), the score is declared high if  $\geq 99$  totals 44 people by 77.1%, the score is stated as medium if 97 – 102 totals 5 people by 8.8%, and the score is declared low if  $\leq 92$  totaling 8 people is 14.1%.

The results of research conducted by Utami (2017: 89) reveal that there is a positive influence of work motivation on performance. This is evidenced by the results of the study which showed that there was a significant positive relationship between work motivation and teacher performance. It was found that the magnitude of  $r_{hitung}$  was obtained, namely (0.876) which turned out to be greater when compared to  $t_{tabel}$  both at a significant level of 1% (0.515) and at level 5% (0.404). This means that there is a positive and significant relationship between work motivation ( $X$ ) and teacher performance ( $Y$ ).

#### Relationship of Professional Commitment ( $X1$ ) and Work Motivation ( $X2$ ) to Teacher Performance ( $Y$ )

Testing the multiple regression hypothesis of the relationship between Professional Commitment ( $X1$ ) and Work Motivation ( $X2$ ) on Teacher Performance ( $Y$ ) in Medan City Madrasas obtained a constant value ( $\alpha$ ) of 89.285 and a coefficient value ( $\beta$ ) for Professional Commitment ( $X1$ ) of 0.242 and the variable Task Commitment ( $X2$ ) is 0.385, so there is a multiple linear regression equation that is  $\hat{Y} = a + b_{X1} + b_{X2}$  ( $\hat{Y} = 89.285 + 0.242 + 0.385$ ). With these results known,  $\hat{Y} = 89.285 + 0.242$  can be accounted for to conclude the relationship between Professional Commitment ( $X1$ ) and Teacher Performance ( $Y$ ). Likewise,  $\hat{Y} = 89.285 + 0.385$  can be accounted for to conclude the relationship between Work Motivation ( $X2$ ) and Teacher Performance ( $Y$ ).

Furthermore, the test was carried out simultaneously to prove that there was a significant relationship between professional commitment and work motivation on teacher performance in Medan City Madrasas with a significance level of 5% so that an F calculated value of  $6.512 > 2.002$  was obtained and an F significance value of  $0.003 < 0.05$ . To obtain a significance value of  $F < 0.05$ , the third hypothesis proposed that there is a significant relationship between professional commitment and motivation on teacher performance in Medan City Madrasas is acceptable (significant).

According to the research data obtained from the results of statistical calculations of respondents' answers to the instruments that have been distributed, the results of the trend test for the Professional Commitment variable (X1) that, the score is declared high if  $\geq 99$  totals 41 people by 71.9%, the score is declared moderate if  $92 - 99$  totals 6 people by 10.5%, and the score is declared low if  $\leq 92$  totals 10 people by 17.5%. Then, the results of the tendency test for the variable Work Motivation (X2) that, the score is declared high if  $\geq 99$  totals 44 people at 77.1%, the score is declared medium if  $97 - 102$  totals 5 people at 8.8%, and the score is declared low if  $\leq 92$  amounted to 8 people by 14.1%. And the results of the trend test for the variable Teacher Performance (Y) show that the score is declared high if  $\geq 110$  totals 36 people by 63.1%, the score is stated as medium if  $108 - 110$  totals 7 people by 12.3%, and the score is declared low if  $\leq 108$  amounted to 14 people by 24.5%.

Referring to the findings above, it is understood that the synergistic relationship between professional commitment and work motivation is an important stimulus for improving the performance of elementary school-level teachers. From another point of view, Yahya & Hakim (2015) highlighted that elementary school and early childhood education teachers are more prone to being bored or bored with dealing with students than teachers in secondary education, let alone higher education. This is because the level of activeness of children encourages teachers to innovate learning process devices, as well as understand children's characters.

Furthermore, Badawi (2014) added that elementary school teachers feel burdened with responsibility for elementary-age children. How come? Elementary children are in the developmental phase of the concrete thinking stage so they like to imitate the behavior of the adults around them. For this reason, the teacher must be a figure worthy of being emulated by children, so that they can lead children to become moral beings. In addition, elementary school teachers are also confronted with the division of time between educating students and caring for their children at home. This becomes a paradoxical thing for teachers when faced with both.

On this basis, Leimena, *et.al.* (2020) explained that teachers should be given priority on motivation and internalization of the value of commitment so that they always try to manage themselves and their time in improving teaching performance. Supporting this opinion, Linggi (2021) added that the teacher as a learner cannot escape the tests given by students and those around them. Thus, teachers are required to be able to transmit goodness and truth to student behavior in a wise way. The hope is that increased teacher performance based on professional commitment and dedication motivation will deliver quality learning in schools.

Furthermore, it is understood that teacher performance has a very close impact on the quality of learning. Research Tanjung, *et.al.* (2021) found that to improve teacher performance an internal boost is needed in the form of teacher intrinsic motivation. Research Suriansyah (2014) supports that intrinsic and extrinsic motivation is needed so that teachers can work optimally. In addition, Supriyono (2017) found that teacher performance is the fruit of the teacher's professional level, meaning that professional teachers do not demand other sectors to appreciate their performance, but are called upon to carry out their duties effectively and efficiently and continue to improve themselves.

Based on the description above, it is understood that the findings of this study are consistent with supporting previous research which states that there is a significant relationship between teacher professionalism, motivation, and performance. This is more in line with the existence of elementary school teachers who often find saturation points when teaching, so they can be optimized through professional commitment and motivation. Likewise, this research is limited to a quantitative study that displays the level of

relationship between variables. It is necessary to examine this topic from a qualitative aspect to explain the reasons how and why professionalism and motivation are needed in improving the performance of elementary school teachers.

## CONCLUSION

Based on the description of the findings and discussion above, it can be concluded that (1) there is a significant relationship between professional commitments to teacher performance, (2) there is a significant relationship between work motivation and teacher performance, and (3) there is a relationship significant relationship between professional commitment and work motivation on teacher performance.

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