

The Influences of Motivation, Work Milieu, and Organizational Commitment on Teacher Performance in MTS Negeri 4 (Public Islamic School), Surabaya East Java

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Education in the globalisation and liberalisation era (at present day) has a very strategic position in yielding quality human resources. This is consistent with the educational aims of preparing students to become community members who have academic and/or professional abilities that can apply, develop and/or enrich the treasury of science, technology and/or art in accordance with Government Regulation No. 60/1999 concerning education. Schools must be ready in all devices. Teaching staff are main drivers of learning activities, so teaching staff must get planned and proportional career development. The demands mentioned above have been stipulated in PP Number 19/2005 concerning National Education Standards in articles 45 and 46. The link between PP Number 60/1999 and PP Number 19/2005 is the development of science, technology and art forms part of the national standard education, especially those listed in articles 45 and 46. The purpose of this study is to analyse the effect of motivation, work milieu, and organisational commitment on teacher performance in Mts Negeri 4 Surabaya East Java. The population in this study were all teachers in Mts Negeri 4 Surabaya, totalling 65 people. The variables in this study consisted of independent variables, namely motivation, work milieu, and organisational commitment, while the dependent variable was teacher performance. To determine the effect simultaneously and partially, multiple linear regression analysis was used. The conclusion of the study is that there is a simultaneous and partial influence of motivation, work milieu, and organisational commitment on

teacher performance. The dominant variable affecting teacher performance is commitment.

Keywords: *Motivation, Work milieu, Organisational commitment, Performance, Multiple linear regression*

Introduction

Teachers have very strategic positions that have a direct influence on the learning process, the quality of graduates and competitive output patterns. This means that the quality of students is determined by the quality of teaching staff as the main element of the education workforce. Dessler (2001) argues that motivation, as willingness to spend a high level of effort on organisational goals, is conditioned by the ability of the effort to meet individual needs. In completing this task, teachers need to be given direction and encouragement. Hence, within themselves there will be a high level of commitment. Ultimately this commitment will affect favourable performance in schools.

Motivation is said to be crucial because the principal is not the same as the teacher. The role of motivation in improving teacher performance is very important. Among other things, motivation can achieve expected performance. In conditions in MTS Negeri 4 Surabaya, principals are less motivating to teachers. This is because principals often act at will. Teachers have never paid attention to their welfare, so many teachers who work are limited to failing their obligations, especially many done by temporary teachers. Principals only pay attention to teachers who have family relations and preferred teachers. In this case, there has been a social gap. Low motivation will cause existing performance to decline so that maximum results will not be achieved.

The working milieu's existence in a good school will lead to the pleasure of teachers so that it can affect their performance improvement. The school should pay more attention to the work milieu in the school so that maximum performance can be achieved. Likewise, the school should hold more briefings for teachers whose scope regards the work milieu. The work milieu at MTS Negeri 4 Surabaya is less conducive and friendly. This is due to the attitude of the principal, who has never considered that teachers are colleagues who must be embraced to achieve desired goals.

However, a challenge for developers is the satisfaction of users; there is a difference in comfort between ordinary users and loyal fans (Ambarsari, et al., 2019).

Literature Review

Motivation

Dessler (2001) argues that motivation is a desire to exert high-level efforts in organisational goals. It is conditioned by the ability to meet some individual needs. Motivation in general is related to efforts to achieve any goal. We will narrow the focus to organisational goals related to work behaviour. Meanwhile, according to Flippo (2002) and Putri & Imaniyati (2017), motivation is an impulse or force as a concept needed to clarify the aims and objectives of organisational activities. A healthy organisation always tries to eliminate or at least reduce the feelings of disappointment and hopelessness of its members. Therefore, every organisation needs to plan and make provisions, facilities, and infrastructure needed to meet the needs of its members. Meeting needs, in addition to involving an effort to eliminate or reduce feelings of hopelessness, also increases work motivation (Lubis & Huseini, 2005).

The term leadership has emerged, since group life was formed until a leader was needed in a socio-cultural environment (Rahmat, et al., 2019).

Work Milieu

Nitisemito (2001) and Peoni (2014), suggest work milieu can be defined as everything that is around workers and that can affect them in carrying out the tasks that are charged with. Sarwoto (1991) also explained that work milieu is an atmosphere that affects workers in carrying out activities that are charged in a certain place. Work milieu is a concrete and abstract milieu that covers or surrounds a person's work (Dierdorff, Rubin & Morgeson, 2009).

Work milieu is a facility or place that plays a very important role in a company. If they do not have a formation of a work milieu, companies usually only take very simple actions in handling the work milieu, which causes these aspects to impact on worker psychology. This will indirectly cause obstacles in achieving employee work performance (Mintzberg, 1971).

Organisational commitment can be explained as the degree of employee concern and its contribution to organisational success. Commitment is a factor that can influence a teacher's level of trust in work. Based on this circumstance, the authors feel it is important to conduct research with the aim of analysing the influence of motivation, work milieu, and organisational commitment on teacher performance in MTS Negeri 4 Surabaya, both partially and simultaneously, and to know which factors have the most dominant influence.



Leadership is broadly defined as an influencing processes that influences the interpretation of the followers and the choice of goals for the group or organisation (Rahmat, et al., 2019).

Organisational Commitment

The concept of commitment basically leads one to categorise individual differences in matters of values and motives more simply. commitment is the degree of employee concern and contribution to the success of an organisation (Buchanan, 1974; Meyer, et al., 1989). Shawa, Delery, and Abdulla (2003) interpret commitment as a result of investment or contribution to an organisation or a psychological approach that describes commitment as a positive thing. It requires high involvement and high intensity orientation towards the organisation.

Organisational commitment also means employee support and desire to implement organisational goals and plans and decisions, according to Lindsay and Joseph (1997). According to Greenberg and Baron (2000), the concept of organisational commitment is related to the extent to which an individual identifies themselves and their desire to remain in an organisation.

Performance

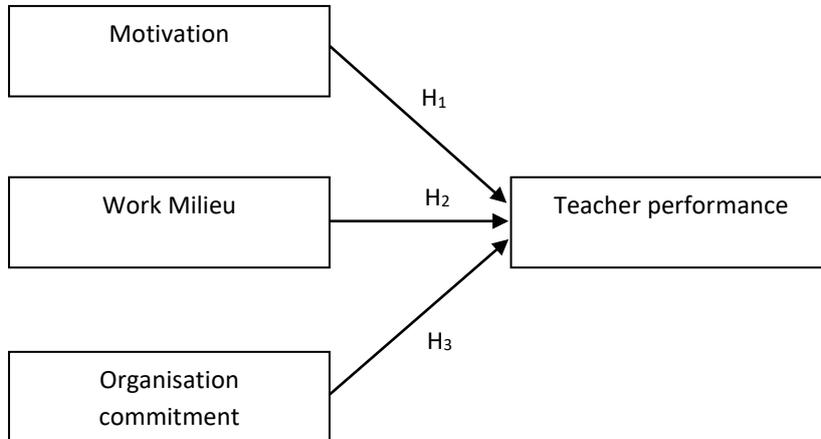
According to Prawirosentono (1992) and Nurjaman (2014), performance is work that can be achieved by a person/group of people in an organisation in accordance with their respective authorities and responsibilities. Because an organisation consists of groups of people who have the same goals, then organisational performance is influenced by individual performance. According to Moehariono (2009), the notion of performance is a picture of the level of achievement of the implementation of a program of activities or policies in realising the goals, objectives, vision, and mission of an organisation as outlined through the strategic planning of an organisation.

Performance appraisal is a process through which organisations evaluate or assess work performance feedback for employees about the implementation of their work (Handoko, 1996; Cotton, 1993). Timpe (1999) states that assessing performance makes employees see themselves as they are, recognise the need for performance improvement and participate in making performance improvement plans.

Conceptual Framework

The Conceptual Framework can be seen in the Figure 1.

Figure 1. Conceptual Framework



Hypothesis

- H₁ : Motivation has a partial effect on teacher performance.
- H₂ : Work milieu has a partial effect on teacher performance.
- H₃ : Organisational commitment has a partial effect on teacher performance.

However, by the entry of technology into the world of education as it is today, the role of teachers or even parents has become very important in supporting the character education of students (Sudarsana, et al., 2019).

Methods

Types of Research

This research is quantitative research, since the data obtained is quantitative data (qualitative data that is quantitative). The data processing also uses quantitative statistical formulas to determine whether the variables of motivation, work milieu, and organisational commitment both together and partially significantly influence teacher performance.

This study regards causality, namely research that is used to analyse causal relationships between variables (Achmad Daengs et al., 2019:597).

Population and Sample

The target population in the study were all teachers in MTS Negeri 4 Surabaya. According to Surakhmad in Nawawi (1993), if the population is at least or equal to 100, then sampling is at least 50% of the population size. In this study the entire population was only 65 people.



Definition of Variable Operations

This study consists of 3 independent variables and 1 dependent variable, including:

1. Motivation (X1)

Work motivation is something that gives rise to enthusiasm, so the strength of work motivation among teachers also determines the extent of their work performance. The indicators are:

- Physiological needs
- Need for security
- Social needs
- Award needs
- Self-actualisation needs.

2. Work Milieu (X2)

Work milieu is a physical and non-physical workplace condition that can affect a teacher in carrying out activities and tasks assigned to them. The indicators are:

- Facilities and infrastructure
- Arrangement of the room
- Cleanliness level
- Music
- Work convenience
- Cooperative relationship.

3. Organisational Commitment (X3)

Organisational commitment is teacher commitment as a result of investment or contribution to an organisation or a psychological approach that describes commitment as a positive thing with high involvement and high intensity orientation towards the organisation. The indicators are:

- Experience in organisation
- Desire to advance the organisation
- The desire to remain in the organisation

4. Employee Performance (Y)

Employee Performance is the ability of teachers to achieve better work results or to become more prominent in the achievement of objectives. The indicators are:

- Educate
- Teach
- Guide
- Directing
- Train
- Rate
- Evaluate students
- Media used
- The grammar is used.

Data Collection Technique

Data collection was carried out using questionnaire and interview methods. These were based on a list of questions prepared for, and interviews held with, all the teachers who became the sample.

Data Analysis Technique

The analysis technique chosen to analyse data and test the hypotheses in this study was The Structural Equation Model (SEM). To answer the hypothesis, Partial Least Square (PLS) was used. According to (Ghozali, 2012) calculations are carried out using the Smart Partial Least Square (PLS) tool. This is because it is multi-lane and the model used is Reflective. The calculation model is done by using the Smart PLS tool because in this study, it has a multi-lane relationship and is formative and reflective.

Analysis and Discussion

Inner Model Evaluation

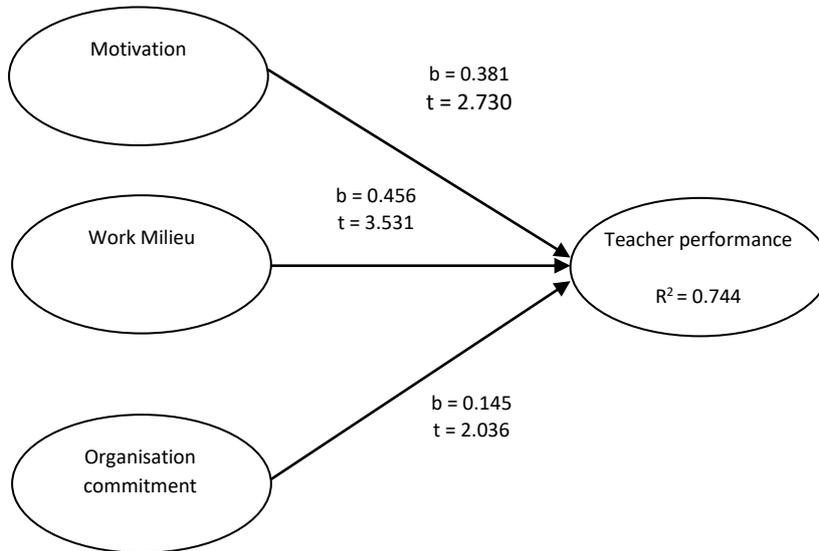
The inner model, which is sometimes also called the inner relation, structural model and substantive theory, specifies the influence between research variables (structural model).

Inner Model Test or Structural Model Test

The analysis outcome of the suitability level in the structural model shows that the overall model has been relevant to explain the variables studied and their effects on each variable. For endogenous latent variables in the structural model, R^2 of 0.67 indicates that the model is good, R^2 of 0.33 indicates that the model is moderate, and R^2 of 0.19 indicates that the model is weak (Ghozali, 2012). The value of R Square shows that the variables of motivation, work

milieu, and organisational commitment influence teacher performance in the structural model. This has an R^2 of 0.744, which indicates that the model is good.

Figure 2. PLS Inner Model



There are exogenous variables in the inner model under scrutiny, namely motivation, work milieu, and organisational commitment. The endogenous variable in the inner model under scrutiny is teacher performance. The results of the inner weight values in Figure 2 indicate that teacher performance is influenced by motivation, work milieu and organisational commitment, shown in the following equation:

$$Y = 0.381 X_1 + 0.456 X_2 + 0.145 X_3$$

Hypothesis Testing Results

Hypothesis 1 Test (H₁)

The first hypothesis of the research proved to be true. This is known from the t value of 2.730, which is greater than 1.96. This means that motivation has a significant effect on teacher performance. The direction of the relationship between the two variables is positive, which means that the motivation possessed by the teacher will also increase the teacher's performance by having a large influence of 0.381.

Hypothesis 2 (H₂)

The second hypothesis of the research proved to be true. This is known from the t value of 3,531, which is greater than 1.96. This means work milieu has a significant effect on teacher

performance. The direction of the relationship between the two variables is positive, which means there is a direct link. This suggests comfortable work milieu is felt by teachers and is increasingly able to improve teacher performance by having a large influence of 0.456.

Hypothesis 3 (H₃)

The third hypothesis of the research proved to be true. This is established by a t value of 2,036 for teacher performance. The direction of the relationship between the two variables is positive, which means there is a direct relationship. This indicates better organisational commitment also has an impact on improving teacher performance by having a large influence of 0.145.

The Effect of Motivation on Teacher Performance

SEM analysis results show there is an influence of motivation on teacher performance. This can be seen from the T-Statistic value of 2,730, which is greater than 1.96. This means motivation can affect teacher performance. There exists a positive relationship between the two motivational variables and teacher performance, which indicates the higher motivation owned by a teacher, the higher the teacher's performance will be. In other words, improving teacher performance can be done by providing motivation to the teacher concerned.

The positive and significant influence of motivation on teacher performance shows the importance of motivation in improving teacher performance. Employees (teachers) will work earnestly if they have high motivation. If one has positive motivation, one will show interest, have attention, and want to participate in a task or activity.

The findings support the results of previous research conducted by Hasan (2009), which show that there is an influence of motivation on performance. Teacher motivation has been fulfilled by the monthly salary received in accordance with work tenure and service. This shows that the needs (needs) of teachers have been met with the monthly salary. Meeting the physiological needs of teachers will improve performance in the form of development, teaching and learning systems. The process of teacher education has a very important and strategic role in guiding students towards maturity and independence, so teachers are often seen as the spearhead of education.

The Effect of Work Milieu on Teacher Performance

SEM analysis results show there is an influence of work milieu on teacher performance. This can be seen from the T-Statistic value of 3,531, which is greater than 1.96. This means work milieu will be able to influence teacher performance. The influence of the two work milieu



variables on teacher performance is positive. The better the work milieu created, the better a teacher's performance will be. In other words, improving teacher performance can be done through the application of a comfortable work milieu.

Equipment and facilities needed in the teaching and learning process greatly affect teacher performance (Moenir, 2002). To make a school a place for children's potential growth, adequate learning facilities such as classrooms, laboratories and equipment are needed. Additionally, libraries and a number of books and equipment, media, teaching aids, sports equipment, arts and various other equipment and facilities are needed and used for students' learning needs.

Work milieu in the learning process in school largely determines the success of education. A learning situation that enables optimal learning and teaching activities will be greatly influenced by the ability of the teacher to create a learning situation where students can interact intensively with the teacher based on the programmed agenda. Teaching and learning will be more lively or harmonious if it is supported by the use of harmonious teaching methods and appropriate media. Learning activities involve several components: students, teachers, learning objectives, lesson content, teaching methods, appropriate learning media and the evaluation of student learning progress. The principal's role in providing learning facilities, fostering the growth of teacher positions and other professional support is a strength for teachers in carrying out their tasks professionally.

Work milieu contributes to teacher performance. That is, teacher performance variables are influenced by work milieu variables. There is a significant influence of work milieu on teacher performance.

The Influence of Organisational Commitment on Teacher Performance

SEM analysis results show there is an influence of organisational commitment on teacher performance. This can be seen from the T-Statistic value of 2,730 being greater than 1.96, which means that organisational commitment will affect teacher performance. The relationship between the two organisational commitment variables and teacher performance is positive, which indicates the better their organisational commitment, the higher a teacher's performance will be. In other words, improving teacher performance can be done through the development of organisational commitment.

Shawa, Delery, and Abdulla (2003) interpret commitment as a result of investment or contribution to an organisation or a psychological approach that describes commitment as a positive thing with high involvement and high intensity orientation towards the organisation. Teachers' commitments' in teaching and learning activities play a very important role. In



connection with the commitment of teachers in teaching and learning, there are at least three main roles that must be performed by teachers. A teacher must be a planner, a conveyor of information and an evaluator. In carrying out their role as a conveyor of information, teachers often use the lecture method to communicate. This method is considered effective in the teaching process. Because of the importance of this method, teachers usually feel they are teaching when they are lecturing and not teaching when they are not lecturing. As an evaluator, a teacher also plays a role in determining the evaluation tools for teaching success. Usually, the criteria for teaching success is measured by the extent to which students can master the learning material delivered by the teacher.

The results of this study are in accordance with a statement by Koentjoro (2002) indicating that employee loyalty to an organisation has the meaning of a person's willingness to perpetuate their relationship with the organisation, if necessary at the expense of their personal interests without expecting anything. Willingness of employees to defend themselves when working in organisations is important in supporting employee commitment to the organisation where they work. This can be done if employees feel security and satisfaction in the organisation where they joined to work.

Conclusion

Motivation has a significant effect on teacher performance in Mts Negeri 4 Surabaya East Java. This shows that the first hypothesis is acceptable. Work milieu has a significant effect on teacher performance in Mts Negeri 4 Surabaya, East Java. This shows that the second hypothesis is acceptable. Organisational commitment has a significant effect on teacher performance in Mts Negeri 4 Surabaya, East Java. This shows that the third hypothesis is acceptable.



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