

# The Role of Organizational Commitment in Mediating the Influence of Work Motivation on Teacher Performance in State Vocational High Schools in Kendari City

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## Abstract

*This research analyzes the mediating role of organizational commitment in mediating the influence of work motivation on the performance of state vocational school teachers in Kendari City. Using quantitative methods with an explanatory research approach, this study involved 196 respondents from 7 state vocational schools in Kendari City, selected through purposive sampling. The results show that work motivation positively and significantly affects organizational commitment (path coefficient 0.510, p-value 0.000) and teacher performance (path coefficient 0.486, p-value 0.000). Organizational commitment has a significant effect on teacher performance (path coefficient 0.362, p-value 0.000). Mediation analysis confirms work motivation influences teacher performance through organizational commitment (path coefficient 0.184, p-value 0.000). In conclusion, work motivation is important for increasing a teacher's organizational commitment and improving teacher performance. The Southeast Sulawesi Provincial Government, in this case the education department, is advised to carry out regular monitoring of teacher performance and the effectiveness of training programs that have been implemented. This evaluation is important to ensure that the program meets the needs of teachers and students. It is recommended that further research use longitudinal studies and be carried out by comparing the influence of work motivation in various types of schools (for example, private versus public) or comparing vocational schools versus high schools, to gain greater insight into the dynamics of motivation in the education sector.*

**Keywords:** *Role of Organizational Commitment, Work Motivation, Teacher Performance.*

## Introduction

Kamid et al., (2021) stated that work motivation is a desire that exists in an individual that drives him to take actions. Work motivation according to Wexley (1977) is something that creates enthusiasm or encouragement. The strength or weakness of the motivation also determines the high or low work performance. While Effendi Hariandja (2010) argues that motivation is a factor that directs and drives a person's behavior or desire to do an activity that is expressed in the form of hard or weak effort. Direction determines for employees what to do and what not to do, while control determines that employees must do what has been instructed. Therefore, every organization or company should maintain conditions where every employee/employee has high motivation when carrying out their duties and responsibilities so that the expected goals can be achieved. Motivational factors are related to work involvement which includes success, recognition, challenging work, and improvement and growth in work.

Commitment is defined as involvement, identification, or loyalty to something. Organizational commitment is the relative strength of an individual's identification and involvement in a particular organization. (Mowday et al., 1982). Organizational commitment is one of the interesting phenomena that is widely and continuously discussed in the organizational behavior literature because of its relationship to employee productivity and performance. Organizational commitment plays an important role in achieving organizational goals, the intensity of commitment between employees in the organization, where the problem for the organization is if its members or employees have a low intensity of commitment to their organization

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Organizational commitment is the relative strength of recognition of the participation of an individual in an organization. Building organizational commitment is very important for all organizations, because employees are the main source for achieving success and improving performance. Organizational commitment has a strong influence on employee behavior and performance.

Every employee who works in an organization definitely wants to be successful in his career. One step that can be taken if you want to be successful is a high commitment to the organization. Commitment means that employees want to maintain their membership in the organization and are willing to do business for the achievement of high organizational goals. If this phenomenon has been seen in the attitudes and behavior of employees, it can be said that the employee has an organizational commitment. (Darmawan & Al Adhim, 2013). According to Luthans in Uha (2013) states that organizational commitment is a strong desire to be a member of a group, a willingness to make high efforts for the organization as well as certain beliefs and acceptance of the values and goals of the organization.

In general, the definition of performance is the work results in terms of quality and quantity achieved by an employee in carrying out his/her main tasks and functions as an employee in accordance with the responsibilities assigned or given to him/her. According to Dessler (2013), performance is work achievement, namely the match between real work results and predetermined standards. In line with this opinion, according to Robbins & Judge (2013), performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities such as work result standards, targets or goals that have been determined in advance and have been mutually agreed upon. Performance or work achievement is the real result of an employee/staff compared to previously determined results. The previously determined results are used as a reference to determine the level of performance of the employee/staff. Good performance will have a direct impact on the image of the company or organization in the eyes of the wider community. Likewise with the performance of teachers as implementers of education and learning policies in schools.

Teacher performance is a teacher's achievement measured through predetermined and mutually agreed standards or other possibilities in a learning plan that has been standardized through a syllabus based on standard provisions. Teacher competency in PKG 2021 contains detailed assessment components: (1) Pedagogical competency, (2) Personality competency, (3) Social competency, (4) Professional competency.

The progress of development of a region or even a country is very much determined by human resources, the existence of reliable human resources, has implications for the potential in the region or country can be managed well. One of the HR factors that need attention is teachers because they are the front guard in creating HR that must be managed and developed continuously and sustainably. Therefore, improving teacher performance must be maximized to strengthen the quality of human beings that last a lifetime. By referring to the description, humans will be able to progress and develop to achieve perfection.

**Table 1.** Previous Research Gap (*Research Gap*)

Research Gap	Researcher	Findings
Gap 1. There is a contradiction in the findings regarding the influence of employee motivation and performance.	Kumari & Kumar (2023) Madjid & Samsudin (2021) Lie et al (2022)	Work motivation has a positive effect on employee performance
	Khabibulloh et al. (2023) The Secret (2021)	Motivation has a negative and insignificant effect on employee performance.

Gap 2. There is a contradiction in the findings regarding the influence of motivation and organizational commitment.	Madjid & Samsudin (2021) Dahlia & Purba (2020)	Motivation has a significant positive effect on organizational commitment
	Hanafi & Sanosra (2018) Hitu et al. (2022) Nashich et al. (2023)	Motivation does not have a significant effect on organizational commitment
Gap 3. There is a contradiction in the findings regarding the influence of organizational commitment and performance.	Mubarak et al. (2022) Love (2024) Haerofiatna et al. (2021) The Last Supper (2023)	Organizational Commitment has a significant effect on performance
	Nongkeng et al. (2012) Hitu et al. (2022) Munsir et al. (2024)	Organizational Commitment does not have a significant effect on performance

From table 1.1 it appears that the results of research that examine motivation, work involvement, organizational commitment and teacher performance still leave different conclusions. For that reason, it is necessary to re-test the model of the relationship between motivation and teacher performance, in order to get answers to the contradictions of previous research as well as explain the causal relationship of *independent variables*, mediating variables and *dependent variables*.

## Literature Review

### *Work Motivation*

Motivation comes from the Latin word *movere* which means encouragement or to move. Motivation in management is only aimed at human resources in general and subordinates in particular. Motivation questions how to direct the power and potential of subordinates, so that they are willing to work together productively to achieve and realize predetermined goals. Flipppo (1961) Motivation is a skill in directing employees and organizations to work successfully, so that the desires of employees and the goals of the organization are achieved at the same time.

Robbins (2008) states that work motivation is a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals. Meanwhile, according to that Hasibuan (2005) work motivation is something that causes, channels, and supports human behavior, so that they are willing to work hard and enthusiastically to achieve optimal work results. Kusnadi (2002) states that work motivation is an effort to generate enthusiasm from within the person himself through the provision of satisfaction facilities.

Motivation usually arises because of unsatisfied needs or needs that have not been met. These needs will cause pressure and tension so that it will create a drive or effort to fulfill these needs. When these needs can be satisfied, the individual will experience a decrease in pressure.

Based on the above understanding, it can be said that work motivation is a driving force or motivator within a person to want to behave and work diligently and well in accordance with the tasks and obligations that have been given to him.

- Maslow's motivation theory

Maslow (1954) "humans will be driven to fulfill the strongest needs according to the time, circumstances and experiences concerned following a hierarchy". This theory is classified as follows:

- *Physiological Needs* For example: clothing, food and shelter, sex and individual welfare. These needs are very primary needs, because they have existed and been felt since humans were born on this earth.
- *Safety Needs* This is associated with work, so the need for security of one's soul while working. In addition, the feeling of security of the property left behind while working and the future of employees.
- *Social Needs* Humans are essentially social creatures so they have the following social needs: (1) The need to feel accepted by other people where they live and work; (2) The need to feel respected because every human feels important; (3) The need to achieve; (4) The need to participate.
- *Esteem Needs* the ideal situation is when prestige will lead to achievement. The higher a person's position, the more that can be used as a symbol of his status.
- *Self Actualization* This means that every human being wants to develop their mental and work capacity through personal development. Therefore, at this level people tend to always develop themselves and do their best.

By applying the principles of Maslow's motivation theory in an educational context, teachers can feel supported, valued, and motivated to continue to grow in their profession, thereby having a positive impact on student achievement and the overall quality of education.

The following are indicators of Maslow's theory of work motivation with 5 (five) levels of needs:

- *Physiological Needs*
- *Safety Needs*
- *Social Needs*
- *Esteem Needs*
- *Self Actualization*

#### *Organizational Commitment*

Commitment has been defined as involvement, identification, or loyalty to a commitment entity and organizational commitment as the relative strength of an individual's identification and involvement in a particular organization (Mowday et al., 1982). Organizational commitment as one of the interesting phenomena that is widely and continuously discussed in the literature of organizational behavior because of its relationship with employee productivity and performance. Organizational commitment plays an important role in achieving organizational goals, the intensity of commitment between employees in the organization, where the problem for the organization is if its members or employees have a low intensity of commitment to their organization

Every employee who works in an organization definitely wants to be successful in his career. and one of the steps that can be taken if you want to succeed is to have a high commitment to the organization. Commitment means that employees want to maintain their membership in the organization and are willing to do business to achieve high organizational goals. If this phenomenon has been seen in the attitudes and behavior of employees, it can be said that the employee has an organizational commitment. Organizational commitment means the employee's desire to maintain membership in the organization and is willing to do business to achieve high organizational goals (Darmawan & Al Adhim, 2013). Luthans stated Uha (2013) that, (a) organizational commitment is a strong desire to be a member of a group; (b) willingness to

make high efforts for the organization; (c) certain beliefs and acceptance of organizational values and goals

Mathis dan John H (2011) defining organizational commitment is the extent to which employees believe and accept the goals and desires of the organization to remain in the organization. In line with the opinion Luthans (2011) that organizational commitment is an employee attitude that can be defined as (1) a strong desire to remain a member of the organization, (2) a high willingness to always strive for the interests of the organization, and (3) a definite belief and acceptance of the values and goals of the organization .

Amstrong (2011) suggests that there is a strong relationship between organizational commitment and employee performance. An important key to gaining employee commitment is to help employees actualize themselves to achieve performance . Where an employee identifies with a particular organization and its goals and intends to maintain membership in that organization.

Organizational commitment is a psychological construct that relates to the relationship of organizational members to their organization and has implications for an individual's decision to continue their membership in the organization. Commitment to an organization means more than just formal membership, because it includes an attitude of liking the organization and a willingness to exert a high level of effort for the benefit of the organization in order to achieve its goals.

Organizational commitment reflects employee loyalty to the organization. Allen and Mayer (1991) describe three models of organizational commitment, namely:

*Affective Commitment* , refers to the employee's desire to remain become members of an organization because of emotional attachment and involvement in the organization .

*Continuance Commitment* , refers to awareness of the costs or rewards if they remain in the organization .

*Normative Commitment* , reflects a sense of obligation to continue working in the organization.

According to Schermerhorn et al. (2011) organizational commitment is the level of loyalty felt by individuals towards the organization. In this context, organizational commitment reflects the relationship between members of the organization and the organization itself. The dimensions of organizational commitment according to Schermerhorn et al. (2011) are *Rational Commitment*, which is this dimension reflects that work provides service to the financial, development, and professional interests of individuals and *Emotional Commitment*, this dimension reflects the feeling that what someone does is important, valuable, and provides real benefits to others.

In This study of organizational commitment measurement indicators refers to Meyer dan Allen (1991) the three indicators of organizational commitment, namely *affective commitment*, *continuity commitment* and *normative commitment* combined with the approach developed by with Schermerhorn et al. (2011) *rational commitment* and *emotional commitment* indicators . By combining these two approaches, it allows us to see the organizational commitment of teachers from various perspectives.

The combination of these indicators helps us understand the complexity of teachers' organizational commitment more holistically and can provide a deeper understanding of organizational commitment, help identify factors that influence teachers' organizational commitment, and develop strategies to improve it in the school environment.

### *Teacher Performance*

Asf & Mustofa (2019) stated that the term performance comes from *job performance* or *actual performance* (work achievement or actual achievement achieved by someone). This can be interpreted that performance is an achievement that appears as a form of someone's work success. In line with that stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 concerning Technical Instructions for the Implementation of Teacher Functional Positions and Credit Points, teacher

performance is the result of an assessment of the process and work results achieved by teachers in carrying out their duties.

Asf & Mustofa (2019) also stated that performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The same is true of what was stated Hasibuan (2005) that performance is or work achievement is a work result achieved by a person in carrying out the tasks given to him which is based on skills, experience and sincerity in carrying out the task.

Based on the description above, it can be seen that teacher performance is related to teacher competence. This means that in order to have good performance, a teacher must be supported by good competence. If a teacher does not have good competence, it will not be possible to have good performance. (Depdikdas, 2004) states that teacher performance is the teacher's ability to demonstrate various skills and competencies that he/she has. The essence of teacher performance is none other than the teacher's ability to demonstrate the skills or competencies that he/she has in the real world of work, such as by planning, implementing, evaluating and administering the learning process and results.

Specifically, the measurement of civil servant performance uses a method that has become the assessment standard for all civil servants, namely using the Work Performance Assessment (SKP) method approach. Article 20 of Law Number 43 of 1999 concerning the Principles of Civil Servants mandates that the purpose of work performance assessment is to ensure objectivity in considering appointments to positions and promotions. The government itself, in this case the President of the Republic of Indonesia, has issued regulations regarding Employee Work Targets, namely Government Regulation of the Republic of Indonesia Number 46 of 2011 concerning Civil Servant Work Performance Assessment. Civil servant work performance assessment is a systematic assessment process carried out by the assessor officer on employee work targets and civil servant work behavior (Article 1 paragraph 2 of PP No. 46 of 2011). The aim is to evaluate civil servant performance which can provide guidance for management in order to evaluate unit work and overall organizational performance.

The assessment of civil servant work performance combines the assessment of Civil Servant Work Targets with the assessment of Work Behavior. The assessment of work performance consists of two elements, namely SKP (Employee Work Targets) and Work Behavior with the assessment weight of each SKP element of 30% and work behavior of 40% (Article 15 paragraph 2 of PP No. 46 of 2011). The results of the assessment of civil servant work performance are used as a basis for consideration. In general, the assessment of civil servant work performance is divided into 2 (two) elements, namely:

Employee Work Target (SKP) is a work plan and target to be achieved by a civil servant and is carried out based on a certain time period. Work Behavior is any behavior, attitude or action carried out by a civil servant that should or should not be carried out in accordance with applicable laws and regulations.

The measurement of teacher performance variables in this study adopted measurements based on Government Regulation (PP) No. 46 of 2011, concerning the Assessment of Civil Servant Work Performance, to assess employee performance including teachers using two assessment elements, namely:

Employee Work Targets (SKP) are work plans and targets to be achieved by a civil servant based on a certain time period which includes:

- Quantity is a measure of the amount or number of work results achieved.
- Quality is a measure of the quality of each work result achieved.
- Time is a measure of the length of the process of each work result achieved.
- Cost is the amount of budget used for each work result.



Work Behavior is any behavior, attitude or action carried out by an employee (teacher) which should or should not be carried out in accordance with the provisions of applicable laws and regulations which include:

- Service orientation is the attitude and work behavior of civil servants in providing services to those served, including the community, superiors, co-workers, related work units and/or other agencies.
- Integrity is the ability of a civil servant to act in accordance with the values, norms and ethics in the organization.
- Commitment is the willingness and ability of a civil servant to balance attitudes and actions to realize organizational goals by prioritizing self-interest, individual interests and/or groups.
- Discipline is the ability of a civil servant to comply with obligations and avoid prohibitions stipulated in laws and regulations or official regulations which, if not complied with or violated, will result in sanctions.
- Cooperation is the willingness and ability of a civil servant to work together with colleagues, superiors, subordinates both in their work unit and other agencies in completing the tasks and responsibilities they are entrusted with.

Thus, teacher performance assessment is very necessary both in terms of process and results, both for employees and the performance carried out by employees has met expectations or vice versa, so that with this assessment, their performance can be known and improved.

## Materials and Methods

This type of research is quantitative using the Explanatory research approach. This research is intended to provide an explanation of the causal relationship between variables through hypothesis testing or Explanatory research, or research by drawing conclusions that are causal between variables and then choosing alternative actions.

The process of collecting data using a survey method using a questionnaire technique or a survey related to work motivation, organizational commitment, work involvement and teacher performance in a real research environment (*field setting*) with the analysis unit of State Vocational High Schools in Kendari City.

The number of samples in this study was 196 teachers. This study uses data analysis using *SmartPLS software*, which is run on a computer. PLS (*Partial Least Square*) is a variant-based structural equation analysis (SEM) that can simultaneously test measurement models and test Structural models.

In this study, the process of designing a questionnaire begins with making statements based on a *Likert scale*. A five-point Likert scale is used for the initial test version of the questionnaire. The data measurement process in this study uses a Likert scale, namely a scale of 1 to a scale of 5. The guideline means that if a positive statement has an answer with a score of 1, it is given the meaning of strongly disagree and so on until the answer with a score of 5 is given the meaning of strongly agree. It is different with negative statements, namely if there is an answer with a score of 1, it is given the meaning of strongly agree and so on until the answer with a score of 5 is given the meaning of strongly disagree (Sugiyono, 2022).

### *Hypothesis*

- There is a positive and significant influence of Work Motivation on Organizational Commitment
- There is a positive and significant influence of work motivation on teacher performance

- There is a positive and significant influence of Organizational Commitment on Teacher Performance
- There is a positive and significant influence of work motivation on teacher performance which is mediated by organizational commitment

## Results and Discussions

- *Preliminary Analysis*

Descriptive Statistics, calculated to summarize data and provide an overview of sample characteristics, including means, standard deviations, and frequency distributions.

Reliability and Validity Test, conducted to ensure the reliability and validity of the measurement scales. Cronbach's Alpha was used to assess internal consistency, with values above 0.70 indicating acceptable reliability. Confirmatory Factor Analysis (CFA) was used to confirm the validity of the scale construct, with key indicators such as factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR) examined.

### *Structural Equation Modeling (SEM)*

- *Model Specifications*

The hypothesized model includes direct paths from work motivation to organizational commitment and to teacher performance, and from organizational commitment to teacher performance. In addition, organizational commitment as a mediating variable that influences the strength of these relationships.

- *Estimate*

PLS-SEM was used for model estimation due to its ability to handle complex models and small to medium sample sizes. The analysis was performed using SmartPLS software.

- *Hypothesis Testing*

Path coefficients were evaluated to test the hypothesized relationships. The significance of the mediation effect of organizational commitment was tested using the bootstrapping method, which involves resampling the data to generate confidence intervals for the indirect effects.

- *Mediation Analysis*

The mediation effect of organizational commitment was assessed by examining the indirect effect between work motivation and teacher performance.

### *Model Evaluation*

#### *Fit Model*

Assessed using various fit indices such as Standard Root Mean Square Residual (SRMR) and Normed Fit Index (NFI). SRMR values below 0.08 and NFI values above 0.90 indicate good model fit.

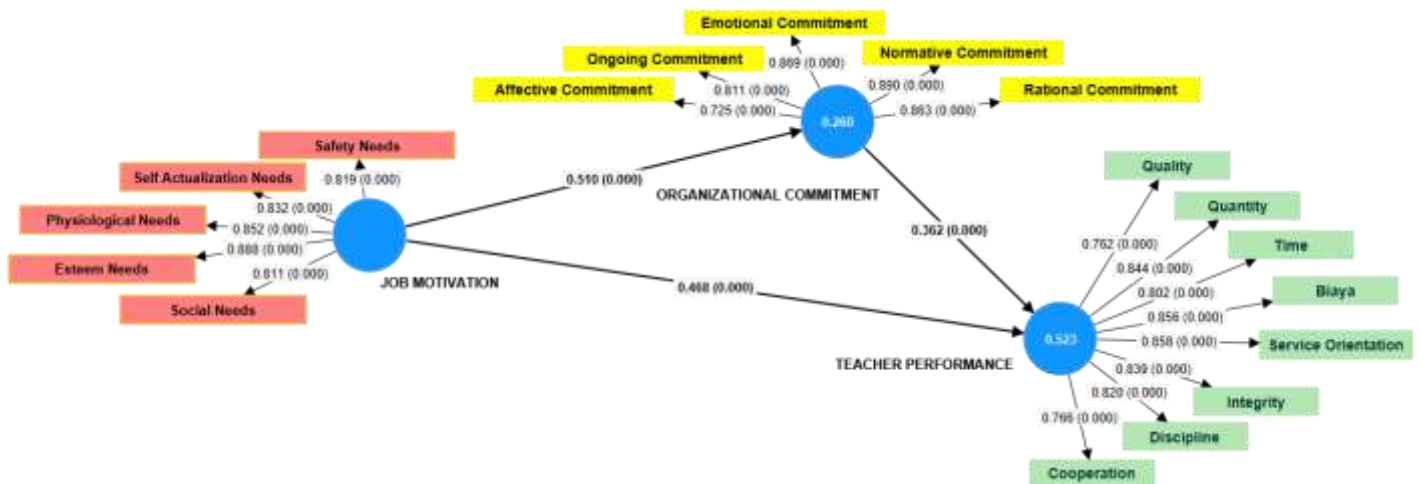
#### *Predictive Relevance*

Evaluated using PLS Predict and CVPAT tests.



*Structural Path Diagram*

Path diagrams are used to visually depict the complex interrelationships between key variables that influence teacher performance. They help clarify how work motivation and organizational commitment ultimately influence overall performance. By mapping these connections, the diagram provides a clear and concise picture of the theoretical model being tested, making it easier to understand the direct and indirect effects each factor has on teacher performance. This visual representation is essential for communicating the underlying structure of the research hypotheses and for guiding subsequent analysis and interpretation of the results.



Based on the given path diagram, the hypothesis explanation can be derived as follows:

*Job Motivation → Organizational Commitment*

The path coefficient of 0.510 indicates a very strong positive relationship between Work Motivation and Organizational Commitment. This means that the better the teacher's work motivation, the stronger the organizational commitment shown by the teacher. In addition, the p-value of 0.000 indicates that this relationship is statistically significant ( $P < 0.05$ ), so the hypothesis stating that there is a positive relationship between Work Motivation and Organizational Commitment can be accepted and work motivation significantly affects organizational commitment.

*Job Motivation → Teacher Performance*

The path coefficient of 0.468 indicates a very strong positive relationship between Work Motivation and teacher performance. This means that the better the teacher's work motivation, the stronger the teacher's performance shown by the teacher at school. In addition, the p-value of 0.000 indicates that this relationship is statistically significant ( $P < 0.05$ ), so the hypothesis stating that there is a positive relationship between Work Motivation and teacher performance can be accepted and work motivation significantly affects teacher performance.

*Organizational Commitment → Teacher Performance*

The path coefficient of 0.362 indicates a very strong positive relationship between organizational commitment and teacher performance. This means that the better the teacher's organizational commitment, the stronger the performance shown by the teacher at school. In addition, the p-value of 0.000 indicates that this relationship is statistically significant ( $P < 0.05$ ), so the hypothesis stating that there is a positive relationship between organizational commitment and teacher performance can be accepted and organizational commitment significantly affects teacher performance.

*Job Motivation → Organizational Commitment → Teacher Performance*

The path coefficient of 0.184 indicates an indirect effect of work motivation through organizational commitment. This indicates that work motivation has a crucial role in supporting or improving teacher performance in schools, where organizational commitment acts as a link between the two. A very small p-value of 0.000 indicates that this effect is very statistically significant, so the hypothesis that work motivation affects teacher performance through organizational commitment can be accepted. Thus, efforts to strengthen work motivation can contribute positively to increasing organizational commitment, which in turn will improve teacher performance in schools. It can be concluded that organizational commitment significantly mediates the effect of work motivation on performance.

Hypot he sis	Path	Coefficient	P values	Significance
H1	Work Motivation → Organizational Commitment	0.510	0,000	Significant
H2	Work motivation → Teacher Performance	0.468	0,000	Significant
H3	Teacher Performance Organization Commitment →	0.362	0,000	Significant
H4	Work Motivation → Organizational Commitment → Teacher Performance	0.184	0,000	Significant

## Discussion

Work motivation plays an important role in forming organizational commitment. Based on Maslow's (1954) theory regarding the hierarchy of needs, individuals who feel that their physiological, safety, social, esteem, and self-actualization needs are met will tend to have higher motivation in working. This motivation is reflected in the commitment they show towards the organization in this case the school. Organizational commitment, as explained by Meyer & Allen (1991) consists of three main components, namely affective, continuance, and normative commitment. Affective commitment, which refers to a person's emotional attachment to an organization, is greatly influenced by the level of individual motivation in achieving personal goals at work. When work motivation is high, especially in meeting the needs of recognition and self-actualization, individuals will feel more emotionally involved and tend to strengthen their commitment to the organization (Kim et al., 2019).

Work motivation also has an impact on continuance and normative commitment. Teachers who feel that their basic needs are met at school, such as job security and financial well-being, will be more motivated to remain committed to the organization in the long term. This is in line with continuance commitment which is related to the individual's perception of the benefits of remaining in the organization (Siregar, 2022). On the other hand, normative commitment, which is based on a sense of moral obligation to remain working in the organization, is also formed along with the fulfillment of social needs and a sense of appreciation in the work environment (Umar & Norawati, 2022).

Schermerhorn's theory introduces two types of organizational commitment that are relevant to teacher work motivation, namely rational commitment related to the fulfillment of Maslow's lower-level needs, where teachers rationally consider the financial benefits and professional development obtained from the school. Emotional commitment reflects the feeling that the teacher's work is important, valuable, and provides real benefits to students and society. This is related to the fulfillment of Maslow's higher-level needs such as appreciation and self-actualization. When schools are able to meet various levels of teacher needs according to Maslow's theory, teacher work motivation increases. Motivated teachers tend to be more emotionally attached (affective commitment), feel dependent on the organization (continuance commitment), and have a sense of moral obligation (normative commitment) to the school (Siregar, 2022).

Overall, the relationship between organizational commitment and teacher work motivation in schools is very significant because both support each other in creating a productive and quality work environment. By increasing organizational commitment, schools can encourage teacher work motivation, which in turn will improve overall performance and quality of education.

Teacher performance plays a significant role in the quality of education, with work motivation being a major factor influencing teaching effectiveness. Teachers who are highly motivated tend to be more productive and have better quality in the teaching and learning process, because they not only strive to meet targets but also strive to exceed the standards set. A supportive work environment, fulfillment of basic needs, and recognition for achievement are important elements in increasing motivation. In addition, demographic factors such as age, gender, and education level of teachers also influence how they motivate themselves and interact with students. For example, younger teachers may be more open to innovation, while more experienced teachers tend to use traditional approaches.

Furthermore, work motivation can improve time efficiency and service orientation. Motivated employees are more disciplined and organized in completing their tasks, allowing for better results in less time. In addition, work motivation also encourages teachers to contribute more to schools and students, which leads to better achievement of educational goals. In other words, to improve the quality of education, it is important to focus on managing teacher motivation, including providing appropriate training, support from management, and creating a positive work environment. This shows that efforts to improve the quality of education must be supported by a good understanding of the factors that influence teacher work motivation.

Organizational commitment significantly affects employee performance through various dimensions that reflect an individual's emotional, rational, and normative attachment to the organization. When employees have a strong affective commitment, where they feel emotionally connected to the organization, they will be more motivated to give their best performance (Erlangga et al., 2021). Affective commitment increases employees' intrinsic motivation, which ultimately translates into better quality and quantity of work. They not only strive to meet job demands but also become deeply involved in achieving organizational goals. (Van Waeyenberg et al., 2022) In addition, continuance commitment, which is related to employees' perceptions of the benefits of remaining with the organization, also plays a role in improving performance. Employees with continuance commitment tend to avoid behaviors that are detrimental to productivity, because they view their long-term relationship with the organization as valuable (Istanti et al., 2022).

Normative commitment also plays an important role in influencing performance. Employees who have normative commitment feel morally obligated to make the best contribution to the organization that has given them opportunities and support. This sense of obligation drives them to work with high integrity and dedication, thus influencing discipline, service orientation, and teamwork (Van Waeyenberg et al., 2022). Normative commitment strengthens employees' sense of responsibility for their work results, which is reflected in improved performance in various aspects (Pramesti & Astiti, 2020). Thus, organizational commitment, whether from the affective, sustainable, or normative aspects, forms a strong foundation for employees to work optimally and contribute to the achievement of organizational goals effectively.

Work motivation has a significant indirect effect on performance through organizational commitment, with an indirect effect coefficient of 0.151. This means that part of the effect of work motivation on performance occurs through increased organizational commitment, where the commitment strengthens the impact of motivation on performance by 15.1%. The t-statistic value of 3.629, which is greater than the t-table (1.96), indicates that this effect is statistically significant. The p-value of 0.001, which is smaller than 0.05, further strengthens this finding. Thus, it can be concluded that organizational commitment significantly mediates the relationship between work motivation and performance.

The indirect effect of work motivation on performance through organizational commitment shows that organizational commitment acts as a mediating variable that strengthens the relationship between the two variables. When employee work motivation is high, they tend to feel more emotionally, normatively, and sustainably attached to the organization, as explained by the organizational commitment theory (Meyer & Allen, 1991). This commitment serves as a catalyst that strengthens the impact of work motivation on performance. In this case, employees who feel motivated tend to show greater affective commitment, where they are emotionally connected to the organization, so they try harder to achieve work goals and improve performance quality (Soelistya et al., 2023).

## Conclusion

This study shows that work motivation and organizational commitment have a significant positive effect on the performance of teachers at State Vocational High Schools in Kendari City. In the context of motivational theory, such as Maslow's Theory of Needs, the fulfillment of teachers' basic and psychological needs contributes to increasing their motivation and loyalty to educational institutions. This theory states that when physiological and safety needs are met, teachers will be more motivated to achieve self-actualization through quality teaching. The phenomenon in the field shows that when educational institutions implement strategies that support work motivation, such as rewards and professional development, this not only increases organizational commitment but also the overall quality of education. Thus, the relationship between work motivation, organizational commitment, and teacher performance creates a positive cycle that supports each other in the context of education.

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