

Contribution Of Teacher Performance Commitment And Motivation On Teacher Work Productivity In SMPN Tana Toraja District

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ABSTRACT

This study aims to determine how much dedication and motivation contribute to the job productivity of teachers at SMPN in the Tana Toraja District. This research employed regression analysis and a quantitative methodology. The quantitative technique was chosen for this study since the specifications of this design are methodical, organized, and adequately structured from the beginning to the end of the research design process. This research had 75 participants from 3 UPT SMPNs in Tana Toraja. This study also employed a descriptive method to explain the issue or research findings better. The results of this study indicated that: (1) There Was a significant positive effect between teacher commitment on teacher work productivity in Public Middle Schools in Tana Toraja Regency. This showed that other factors significantly influenced the work productivity of teachers in Public Middle Schools in Tana Toraja Regency. (2) There was a significant favorable influence between teachers' work motivation on teacher work productivity in State Junior High Schools in Tana Toraja Regency. This showed that the higher the teacher's work motivation, the higher the teacher's productivity. (3) There was a significant positive effect between teacher commitment and teacher work motivation on teacher work productivity in Public Middle Schools in Tana Toraja Regency. This showed that the higher the teacher's commitment and work motivation, the higher the teacher's productivity.

1. INTRODUCTION

1.1. Introduction

To realize an advanced, independent, modern, and quality society is the goal of national education. With development oriented towards the quality of human resources, education is critical and is in a central position. Likewise, in the progress of a nation, education is the spearhead, and education must be of quality to produce quality and productive human resources. With the rapid development of technology and the flow of reforms in the world of education, improvements continue to be made to the education system and its equipment in Indonesia. As a result, several educational regulations have appeared to complement each

other and improve regulations no longer relevant to current needs. This can be seen by the enactment of RI Law No. 20 of 2003 concerning the National Education System (Sisdiknas). Education is the main factor in the formation of the human person. Education plays a vital role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious about dealing with the education sector because with an education system, that is hoped that the next generation will emerge who are qualified and able to adapt themselves to live in society, as a nation, and as a state.

Efforts to improve the quality of education are continuously being made, but various indicators have not shown significant improvement. Efforts to improve the quality of education can be carried out, one of which is increasing teachers' work productivity in welcoming the take-off era. For this reason, teachers are expected to be able to improve their professional abilities both individually through education and training, as well as jointly through upgrading activities because this professional competence is the ability and authority of the tasks that must be carried out by teachers in carrying out their teaching profession (Kailola, 2022; Limbong, 2019)

Increasing teacher work productivity is an organized learning experience over a certain period to increase the possibility of improving teacher performance growth.

According to (Priansa, 2014), human resource development prepares individuals to assume higher responsibilities and improve teacher competence through increasing knowledge, skills, abilities, and other aspects. Staff development includes improving skills, knowledge, problem-solving abilities, and attitudes as a working professional.

Hasibuan in (Astuti, 2013) states that performance results from an organization's work to realize strategic goals, customer satisfaction, and its contribution to the strategic environment. In addition, performance indicators are both quantitative and qualitative measures to be able to describe the level of achievement of organizational goals and objectives, both at the planning stage (ex-ante), the implementation stage (ongoing), and the stage after the activity is completed (ex-post). In addition, performance indicators are also used to ensure that day-to-day performance shows progress toward achieving the goals and objectives of the organization concerned.

Based on Hasibuan's opinion (Astuti, 2013), increasing teacher work productivity is a planned management activity to improve the individual performance of a teacher, which can be in the form of increasing knowledge, skills, abilities, attitudes, and other aspects and school organizational performance through training programs, education, and development. The actualization of the teacher's ability to carry out their duties and responsibilities reflects the teacher's performance which significantly influences the success of student learning. Thus, evaluating teacher performance is essential and can be considered one of the efforts to optimize the realization of the teacher's abilities and responsibilities in carrying out their duties. This is supported by (Limbong, 2021), which says that teacher performance is an achievement

achieved by a teacher after carrying out and completing all assigned tasks, along with additional tasks relevant to the main tasks and functions of the teacher, which includes implementing learning planning activities.

Education has not fully provided enlightenment to society through the benefits of education itself. This fact is evidenced by the low quality of graduates who are starting to improve themselves to reform national education to change the management and implementation of education at a macro level.

Seeing the many components that must be managed in education requires synergy between these various components. However, from several existing components, if one of the most decisive components is taken, the main component for educational success is the educational human resource component, namely teachers. A teacher is a person who provides education and teaching to students to achieve educational goals. The teacher interacts directly with students, so it can be said that the teacher knows best how to achieve educational goals.

This limitation indicates that educators must be professionals. This means that educators have a strategic role in achieving educational goals, so it must be carried out only by people with professional qualifications.

The implementation of education leads to a working system that is not partial because the implementation of education occurs because of the network cooperation from various components in educational institutions (schools) or other institutions. One component that determines the success or failure of education is the teacher. The teacher instills values and learning, knowledge, experiences, and skills relevant to current and future conditions can occur.

Several factors affect teacher productivity, such as designing lessons, motivating, managing and disciplining, emulating, communicating, and carrying out all that great and noble work and responsibility (Limbong, 2021).

The commitment of teachers to schools is often a critical issue. This is so important that some schools dare to include an element of commitment as a condition for holding a position offered. Even though this is very common, it is not uncommon for teachers to still not understand the true meaning of commitment. Understanding the importance of conducive working conditions directs schools to run effectively and efficiently. In order to understand what the teacher's commitment is, what is the impact if this commitment is not obtained, and why this needs to be understood.

Based on Ricard M. Steers (Nugroho, 2021) states that Commitment is a sense of identification (belief in organizational values), involvement (willingness to do their best for the benefit of the organization), and loyalty (desire to remain a member of the organization concerned) that declared by an employee to his organization.

It can be concluded that teacher commitment emphasizes individual processes in

identifying themselves with the school organization's values, rules, and goals. Achieving school organizational goals is greatly influenced by the teacher's behavior because, in essence, the behavior of teachers is oriented towards the desire to achieve goals. According to (Kurniasari, 2018), desire causes, distributes, and supports human behavior so that they want to work hard, be enterprising, and be enthusiastic about achieving optimal results. The desire in question is motivation which is the driving force for someone to carry out an activity to achieve his goals. Motivation is one of the main elements in one's behavior.

Based on Getzels and Guba in Manullang, Belferik (2013) states that an institution as a social system has two dimensions: the nomothetic and idiographic dimensions. The nomothetic dimension refers to the institution characterized by specific roles and expectations by the system's goals. Meanwhile, the ideographic dimension refers to the individuals who occupy the system, each with a personality and disposition of specific needs.

So to achieve success and school goals, teachers are required to have a high level of commitment where they work; this commitment is a condition that allows a teacher's behavior to be motivated or not motivated to carry out and complete tasks effectively and efficiently. 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 encouragement to force people to work. Work motivation as a driving force to produce work productivity/performance of a teacher. Therefore, one of the prerequisites in achieving high teacher work motivation, commitment must always be considered by organizational/school leaders to create harmony and harmonious relationships; where schools need teachers who are committed and have high work motivation, which will have a positive impact—the best for the school organization.

Motivation is the key to success in educational institutions, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives (Kumari & Kumar, 2023)

So for schools, the commitment and motivation of a professional teacher is the key to the success of the teaching and learning process. Based on research conducted by (Yestiani & Zahwa, 2020) shows that the teacher's role is very significant for the success of the learning process in the classroom. When the learning process motivates students to learn, in the classroom, the teacher can appear as a figure who can make students think by asking various questions whose answers are not just related to facts. Teachers can formulate questions that require answers creatively, imaginatively, and synthetically. The educational process will not happen by itself but must be planned, programmed, and facilitated with the support and participation of the teacher as an educator.

State Junior High Schools in Tana Toraja Regency and other schools demand a high commitment to achieving school goals. The teachers in schools have proven that almost all teachers have a significant level of productivity in improving the quality of education, which also impacts the high quality of education in schools, as seen from student achievement in

learning. Some teachers carry out their work by the "job description" of each teacher. However, sometimes the teacher is preoccupied with environmental conditions. These side jobs must be managed by the teacher concerned, it still does not reduce the professional level of a teacher, but some teachers have a high level of work productivity. Low, so it has implications for the allegation that this happens because teachers in each school have different commitments and work motivations.

Based on this phenomenon, it is necessary to examine it more deeply through a study because, from the explanation above, we can see that it turns out that teachers' commitment and motivation factors also contribute to teacher work productivity. Therefore, to find out how much the commitment and work motivation of teachers contribute to the work productivity of teachers in junior high schools in Tana Toraja Regency, it is necessary to conduct a study on "The Contribution of Work Commitment and Motivation to Teacher Work Productivity in Junior High Schools in Tana Toraja Regency."

1.2. Problem Formulation

Based on the description in the background above, the researcher formulated the research problem to be carried out, namely:

1. Is there a relationship between commitment to teacher work productivity at public junior high schools in Tana Toraja Regency?
2. Is there a relationship between work motivation and teacher work productivity at a public junior high school in Tana Toraja Regency?
3. Is there a relationship between commitment and work motivation that contribute to teachers' work productivity at a public junior high school in Tana Toraja Regency?

1.3. Research Objectives

Based on the problems to be examined, the general objective of this research is to obtain accurate data bound by two independent variables (X1, X2) related to teacher work productivity.

(Y) as the dependent variable. The independent variables are thought to have a relationship between teacher work commitment and teacher work motivation.

1.4. Research Benefits

The research results are expected to be material for the study and scientific development of educational administration, which is related to the commitment and work motivation of teachers, which increase teacher work productivity, ultimately leading to the achievement of quality education.

2. METHODS

2.1. Research Objectives

Based on the problems to be examined, the general objective of this research is to obtain accurate data bound by two independent variables (X_1 , X_2) related to teacher work productivity (Y) as the dependent variable. The independent variables are thought to have a relationship between teacher work commitment and teacher work motivation.

2.2. Place and Time of Research

2.2.1. Research Place

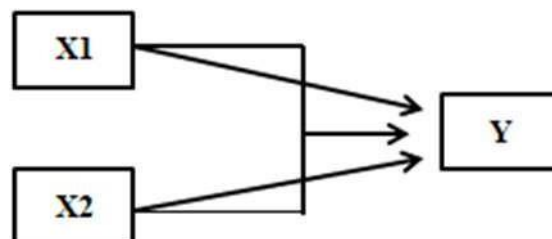
This research was conducted in three Public Middle Schools (SMPN) in Tana Toraja Regency, including UPT SMP Negeri 1 Makale, UPT SMP Negeri 1 Makale Utara, and UPT SMP Negeri 1 Saluputti

2.2.2. Research Time

This research requires quite a long time and gradually starts from the initial planning, research preparation, field data collection, data analysis, and research report preparation.

2.3. Research Design

The focus of this research is to reveal the extent to which the contribution of commitment and motivation of teachers has on teacher work productivity at SMP Negeri 1 in Tana Toraja Regency. Therefore, quantitative research is used to obtain complete and in-depth data and provide appropriate answers to the problems to be studied. This research is a correlational associative study with two independent variables, namely teacher commitment (X_1) and teacher work motivation (X_2), and one dependent variable, namely teacher work productivity (Y). The relationship between these variables can be described as a research design, as can be seen in the following figure:



Picture 1. Research Design

Information :

X1 : Teacher Commitment X2 : Teacher Work Motivation

Y: Teacher Work Productivity

2.4. Population and Sample

Sugiyono (2017) defines the population as a generalization area consisting of objects or subjects with specific qualities and characteristics determined by the researcher to study and then draw conclusions.

The population is the subject of research. If someone wants to examine all the elements in the research area, then the research is population research; the study or research is also called a population study or census study (Arikunto in Ery Suryanti, 2016).

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2017).

Arikunto in Ery Suryanti (2016) suggests "that the sample is part or representative of the population being studied. It is called sample research if we intend to generalize the results of sample research. What is meant by generalizing is raising research conclusions as something that applies to the population.

The population in this study were all civil servant teachers at three public junior high schools in Tana Toraja Regency who had worked for eight years and above, consisting of 15 people at Saluputti 1 Middle School, 28 North Makale 1 Public Middle School and 32 North Makale 1 Middle School. The sampling technique is based on probability sampling, which is a sampling technique that provides equal opportunities or opportunities for each element or member of the population selected to be the sample. However, because the total population is less than 100, namely 75 people, all members are used as research objects, namely 75 as stated by Suharsimi Arikunto "If there are less than 100 research subjects, it is better to take all of them, so that the research is a population study". Moreover, this research is called population research or total sampling.

2.5. Research Design

This study uses regression analysis with a quantitative approach. In this study, the quantitative method was chosen because the specifications of this design are systematic, planned, and well-structured from the start to the making of the research design. Musfiqon said, "Quantitative research focuses on the study of objective phenomena that are studied quantitatively." In addition, Sugishirono explained "that the quantitative research method is a positive thinking philosophy that is usually used to conduct specific population surveys and random samples, collect data with survey tools, and analyze quantitative or statistical data and interpreted as a survey method based on data analysis using quantitative or statistical methods.

This study also uses a descriptive approach to better explain the subject or research results. Sugiyono's descriptive study (2017) describes: "research subjects using data or samples collected in this way, without analyzing and drawing generally accepted conclusions. The data analysis method used in this study is multiple linear regression analysis. Supangat Akbar, I. R. & Wiguna, M. (2020) states that "the multiple linear regression analysis methods is a linear regression equation model with several variables." Furthermore, Misbahudin Akbar, I. R & Wiguna, M (2020) also stated, "A test is used to test whether the relationship between the two variables is significant with the regression coefficient. Before conducting multiple linear regression analysis, this method must test the classical assumptions to obtain good regression results.

3. RESULTS AND DISCUSSION

3.1. The Effect of Teacher Commitment on Teacher Work Productivity

The behavioral dimension is essential for assessing the tendencies of organizational members so that the individual can survive in an organization. Commitment is the form of a person's willingness to bind himself and be able to provide evidence of loyalty to the organization because he feels he is involved in the activities of the organization (Wibowo, 2016). The sense of identification expressed by an employee towards his company is a form of commitment. (Sopiah, 2018). The individual will show a strong desire to become a member of a group, a high willingness to work for the organization, and a particular belief and acceptance of the values and goals of the organization (Sutrisno, 2010). Teachers who have a good work ethic will appear to be extra diligent and committed to work. The teacher's commitment can give rise to responsibility and a responsive and innovative attitude toward developing science and technology.

Commitment is identified (belief in school values), involvement (desire to do their best for the benefit of the school), and loyalty (desire to remain a teacher at school). The commitment referred to in this study is more than passive loyalty to the school; in other words, the commitment implies a functional relationship between the teacher and the school, seen from identification, loyalty, and involvement. The good one".

Someone who has a high commitment to work will produce maximum performance. The teacher's commitment to work needs to be increased so that the teacher is more focused on efforts to achieve good work results per the school's goals.

The teacher's work commitment links himself and the tasks he consciously carries out as a teacher and can give birth to responsibilities that can direct and guide learning activities. High teacher work commitment is needed in a school organization because creating high commitment will affect professional work situations. Talking about teacher work commitment cannot be separated from the term loyalty, which often follows the word commitment. Teacher commitment is proven to have positive and significant effects on teacher

performance. (Madjid, Suud and Bahiroh, 2020) (Ramírez, Amantina Osorio Gómez, et al., 2021) Job satisfaction is also a critical factor influencing organizational commitment. (Tentama and Pranungsari, 2016)

Table 1. Partial Hypothesis Test (T-Test)

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.380	.884		1.562	.123
	Teacher Commitment (X1)	.264	.119	.249	2.222	.029
	Work Motivation (X2)	.423	.212	.224	1.998	.049

Information: a. Dependent Variable: Work Productivity (Y)

This study's results positively influence teacher work productivity at SMP Negeri 1 in Tana Toraja Regency with a p-value = 0.029 (<0.05). From these results,, it can be concluded that teacher commitment significantly influences teacher work productivity. This means the teacher's commitment has not contributed well to the work.

The results of this study are in line with research conducted by Muhammad Yakob et al. (2019) regarding teacher commitment and work motivation in increasing work productivity showing that teacher commitment has a positive and significant effect on work productivity from the statistical results of the regression test with the contribution of the effect of teacher commitment on productivity work of 0.381, which means that the teacher's commitment variable has an effect of 38.1% on work productivity.

The results of other studies that are not in line with this research are research conducted by Muslimin et al. (2018) concerning the effect of work commitment, work motivation, and work attitude on the performance of productive teachers at State Vocational Schools in Bima Regency on teacher performance (the effect is 49.9%) this influence is relatively strong, it is hoped that teachers will always maintain their work commitments so that in the future they can influence good performance. Besides maintaining existing work commitments, teachers must also improve and strengthen work commitments to give a good meaning to teacher performance.

In Indonesia, based on the Minister of Education and Culture regulations no 12 and 23 of 2017 and Government Regulation (PP) no 19 of 2017 concerning teacher workload, each teacher must teach for 24 to 40 hours every Sunday. With so many hours, sometimes it causes teachers experience frustration and a dilemma because they cannot move freely to do other activities such as teaching at other schools to increase their money coffers.

However, they have to spend their time in one school with a fixed salary; apart from this

factor, boredom in routine is a matter of teacher commitment. The teacher is a job full of routine images in activities. Every teacher is always required to do the same type of work from time to time. They only provide services in the form of activities learning to students yearly. This condition causes them to feel bored and bored with the routine they do.

The commitment of teachers has not yet made a positive impression on the school community. The causative factor is the lack of appreciation given by the school and appreciation to teachers who have achievements, so teachers do not have high enthusiasm and commitment to doing a job. The school should give appreciation to teachers who excel so that each teacher has a high commitment to improving the quality of the school itself.

Commitment is significant in encouraging talented employees to expand opportunities within their organizations. Teacher commitment is the key to school success in increasing student learning achievement, as shown through the active commitment of a teacher to student learning in class. Lee et al. (2011) define teacher commitment as a teacher's psychological attachment to the teaching profession, professional associations, schools, co-workers (colleagues), parents, and students. In addition, teacher commitment is also considered the key to school culture. The teacher's teaching process can demonstrate a dedication to improving student achievement and loyalty to the school.

Teachers who have a high commitment to be the reason for maintaining the profession. Heavy demands such as administrative, training, and teaching workloads do not match the results obtained. Therefore, the teacher's commitment provides clear direction and goals for the teacher. These reforms include a commitment to institutional involvement, an effective teaching model, and a commitment to self-assessment. A committed teacher is a teacher who has awareness and readiness to work in earnest, is full of sincerity, and has a strong desire to be in a school organization to support the achievement of organizational goals. Based on the explanation above, it can be concluded that a teacher's commitment has not positively influenced the work productivity of SMP Negeri 1 teacher in Tana Toraja Regency.

3.2. The Effect of Teacher Work Motivation on Teacher Work Productivity

Motivation comes from the word motive, which can be interpreted as a driving force that influences readiness to start carrying out a series of activities in a behavior. Every individual must have internal conditions where these conditions participate in daily life. One of these internal conditions is motivation in the form of encouragement that moves a person to behave. Motivation is the result of a process that is internal and external. What awakens us to action, encourages us to achieve specific goals, and keeps us interested in certain activities (Nursalam & Efendi, 2018). Motivation is a behavior form marked by activity or activities through psychological processes. (Junaidi and Maukar, 2022) The teachers are motivated to perform their work and deliver their assigned functions as they regard the teaching profession positively as consider it their mission and vocation. (Trestiza Comighud and Arevalo, 2020)

Based on the results of the hypothesis testing previously obtained, it was shown that there

was a significant influence between teacher work motivation and work productivity with a value of $p = 0.049$ (<0.05). From these results, it can be concluded that the teacher's work motivation has significantly influenced the teacher's work productivity. This means that work motivation has contributed positively to the work productivity of SMP Negeri 1 teacher in Tana Toraja Regency.

The results of this study are in line with research conducted by Muslimin et al. (2018) concerning the effect of work commitment, work motivation, and work attitude on the performance of productive teachers at State Vocational Schools in Bima District, showing that there is a positive influence of work motivation on teacher performance of 55.7%, the influence is relatively strong. Research that is in line with the results of this study is research conducted by Muharram & Ardin (2017) concerning the effect of motivation on the work productivity of teachers at SMP Negeri Kemayoran District, Central Jakarta, which shows that there is a positive influence between motivation on teacher productivity at school.

According to Mawar (2016), motivation is several processes that are internal or external to an individual. The high motivation of the respondents may have occurred due to the age factor of most respondents in the adult age range. Adult age has many advantages, one of which is maturity in thinking. Thinking patterns have been formed from work experience, knowledge from formal education, and self-maturity. Respondents by age

These individuals will tend to be open to new insights, especially those related to work productivity. Knowledge gained from various media sources is also elementary for respondents to learn at this age, making it possible to access various audio and visual media and various research journals regarding work productivity. All of these things will direct respondents to be motivated to do work at school.

This aligns with the theory put forward by Suhardi (2013) that intrinsic factors influence motivation. One of the influential intrinsic factors is a physical condition, including age.

Previous experience is a reinforcing factor that encourages or strengthens work productivity. Work productivity begins with one's experience and facts from the outside (environment), both physical and non-physical. Experience and the environment are known, perceived, and believed, giving rise to motivation, and intention to act, which eventually manifests intention in the form of behavior (Notoatmodjo, 2017).

Teacher work motivation is providing stimulus or encouragement, prioritizing family values, such as harmony, openness, friendship, and mutual assistance, and providing support between one teacher and another, which is a characteristic of interaction in providing motivation.

Motivation produces strength within the teacher, which causes the teacher to have clear and directed goals. So the motivation of the teacher can affect teacher productivity. Teacher work motivation is needed in order to be able to direct teacher motivation effectively. However, it also often happens that a teacher with high work motivation cannot succeed.

Everything that the teacher aspires to be accomplished and achieved with the teacher having good competence.

The impact of motivation is considering and being able to set specific goals by channeling the teacher's work effort. Teachers given good welfare guarantees will undoubtedly motivate the teacher concerned to carry out their work to achieve the goals set. The conclusion is that the two types of plans that have been mentioned are believed to be able to increase teacher productivity. It is hoped that teachers will always maintain their work motivation so that it can affect good performance in the future. Besides maintaining existing work motivation, teachers must also increase and strengthen work motivation to give excellent meaning to teacher performance. Based on the explanation above, it can be concluded that a teacher's work motivation positively influences the work productivity of SMP Negeri 1 teacher in Tana Toraja Regency.

3.3. The Effect of Teacher Commitment and Teacher Work Motivation on Teacher Work Productivity

Based on the results of data analysis, as described previously, shows a significant influence between Teacher Commitment and Teacher Work Motivation on Teacher Work Productivity.

Tabel 2. Uji Hipotesis Simultan (Uji F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.373	2	1.186	5.690	.005b
	Residual	15.014	72	.209		
	Total	17.387	74			

Information :

- a. Dependent Variable: Work Productivity (Y)
- b. Predictors: (Constant), Work Motivation (X2), Teacher Commitment (X1)

The table shows that the value of $F_{count} = 23.948$ with a value of p (sig) = 0.005. $F_{count} = 23.948 > F_{table} = 3.12$, it can be concluded that the model used is correct. Sig. A value smaller than the probability value of 0.05 or the value of $0.005 < 0.05$, then H_0 is rejected, and H_a is accepted, meaning that simultaneously (simultaneously) teachers' commitment and work motivation significantly affect teacher work productivity.

Based on the descriptive analysis carried out by the researcher trying to explain the variable that has a significant influence on teacher work productivity is the variable teacher work motivation (Table 4.16); from the results of data analysis obtained p value = 0.049 (< 0.05) which indicates that teacher work motivation has a significant positive effect on productivity the work of teachers at SMP Negeri 1 in Tana Toraja Regency, so it can be concluded that the work motivation of teachers at SMP Negeri 1 in Tana Toraja Regency is good and if necessary it can be further improved. The following variable is the teacher's commitment variable; from

the data analysis results, it can be seen in the Coefficients column model 1 (Table 4.16) that there is a significant value of 0.029. The significant value is smaller than the p-value of 0.05, or $t_{count} = 0.617 > t_{table} = 1.666$. Then H_a is accepted, and H_0 is rejected, so it can be interpreted that teacher commitment positively affects productivity in teacher work at Public Middle School 1 in Tana Toraja Regency. So that it can be said that the commitment of teachers at SMP Negeri 1 in Tana Toraja Regency is not exemplary and, if necessary, must be increased.

Teachers' level of commitment can be described in a continuum that moves from low to high levels. Teachers with a low level of commitment can be shown by: (1) caring for young students; (2) the time and energy provided are too little, and (3) only caring about one type of work. Meanwhile, teachers with high levels of commitment are the opposite of what is shown by teachers with low commitment: a deep concern for students and other teachers, a willingness to put in extra time and energy, and caring primarily for others. In line with that, Joko Susanto (2016) states that The success of a teacher in his work is primarily determined by the level of competence, professionalism as well as a commitment to the field he is engaged in. Teachers who lack professionalism are usually very weak in carrying out their commitments, but there is also an element of ignorance in that matter. A person's commitment to the organization where he works shows a person's power in identifying involvement. This is to the opinion that organizational commitment is an attitude that reflects employees' feelings of like or dislike towards the organization.

Various experts define motivation, including McDonald, Tabrani et al. define motivation as an act of energy within a person, characterized by the emergence of feelings and reactions to achieve goals (A. Tabrani, 2007). Meanwhile, Gray and Winardi stated that the motivation of several processes, which are internal or external to an individual, causes an attitude of enthusiasm and persistence to arise in terms of carrying out certain activities (Winardi, 2011).

In line with that, McCormick, quoted by Anwar Prabu, stated that work motivation is a condition that influences, arouses, directs, and maintains behavior related to the work environment (Anwar, 2010). Anoraga further defines work motivation as something that generates enthusiasm or encouragement and work; therefore, work motivation in psychology is a driving force for work enthusiasm. Work motivation creates enthusiasm or encouragement to work (Pandji, 2010).

The results of this research are associated with Simanjuntak's theory, as quoted by Sutrisno (Sriwati, 2020) also suggests that three things determine the level of work productivity, including training, mental and physical abilities of employees, the relationship between superiors and subordinates. Sedarmayanti expressed another opinion that the factors that affect work productivity include: (1) mental attitude, in the form of work motivation, work discipline, and work ethics, (2) education, (3) skills, (4) management, (5)

income level, (6) nutrition and health, (7) health insurance, (8) work environment and climate, (9) production facilities, (10) technology, and (11) achievement opportunities.

Increasing teacher work productivity is an organized learning experience over a certain period to increase the possibility of improving teacher performance growth.

According to Cascio (1992), human resource development is a management function that contains activities to maintain and improve teacher competence through increasing knowledge, skills, abilities, and other aspects. Staff development includes improving skills, knowledge, problem-solving abilities, and attitudes as a working professional.

Table 3. Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.632a	.399	.383	3.885

Information :

a. Predictors: (Constant), Motivasi Kerja (X2), Komitmen Guru (X1)

b. Dependent Variable: Produktifitas Kerja (Y)

Based on the table above, it can be seen that the R Square value is 0.399; this means that the variable teacher commitment (X1) and teacher work motivation (X2) simultaneously on teacher work productivity (Y) is 39.9%, while the rest is influenced by variables which are not discussed in this study. The size of the practical contribution shows the amount of teacher commitment and work motivation on teacher work productivity; the rest comes from other variables not explained in this study.

So to achieve success and school goals, teachers are required to have a high level of commitment where they work; this commitment is a condition that allows a teacher's behavior to be motivated or not motivated to carry out and complete tasks effectively and efficiently. According to Hasibuan (1995), motivation is a skill in directing employees and organizations to want to work successfully so that employees' wishes are achieved while at the same time achieving organizational goals. 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 encouragement to force people to work. Work motivation as a driving force to produce work productivity/performance of a teacher. Therefore, one of the prerequisites in achieving high teacher work motivation, commitment must always be considered by organizational/school leaders to create harmony and harmonious relationships; schools need teachers who are committed and have high work motivation who will have a positive impact—the best for the school organization.

So for schools, the commitment and motivation of a professional teacher are the keys to the success of the teaching and learning process. Based on research conducted by Goodlad (1976) shows that the role of the teacher is very significant for the success of the learning process in the classroom. When learning occurs, professional teachers appear as interesting figures to motivate students to learn. In the classroom, the teacher can appear as a figure who

can make students think by asking various questions whose answers are not just related to facts. Teachers can formulate questions that require answers creatively, imaginatively, and synthetically. The educational process will not happen by itself but must be planned, programmed, and facilitated with the support and participation of the teacher as an educator.

4. CONCLUSION

Based on the results of data analysis and discussion of the research results, it can be concluded as follows:

There is a significant favorable influence between teacher commitment to teacher work productivity in Public Middle Schools in Tana Toraja Regency, from the results of the Regression Test Statistics of 38.1%. This shows that other factors significantly influence teachers' work productivity in Public Middle Schools in Tana Toraja Regency.

There is a significant positive effect between teacher work motivation on teacher work productivity in Public Middle Schools in Tana Toraja Regency with the results of the regression test statistic of 55.7%. This shows that the higher the teacher's work motivation, the higher the teacher's productivity.

There is a significant positive effect between teacher commitment and teacher work motivation on teacher work productivity in Public Middle Schools in Tana Toraja Regency. This shows that the higher the teacher's commitment and work motivation, the higher the teacher's productivity.

Based on the results of this study it has several implications, including accepting the hypothesis that it is hoped that the school will pay more attention to the problem of teacher commitment and work motivation in increasing teacher work productivity, then creating high teacher commitment and work motivation, high teacher work productivity will be achieved. However, all of this is inseparable from the role of the school principal in paying attention to the responsibilities of his subordinates; with attention from the school, it is hoped that the teacher's work productivity will continue to increase.

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