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THE INFLUENCES OF MOTIVATION, WORK MILIEU, AND ORGANIZATIONAL COMMITMENT TO TEACHER PERFORMANCE IN MTS NEGERI 4 (PUBLIC ISLAMIC SCHOOL) SURABAYA EAST JAVA Enny Istanti¹), Achmad Daengs GS²) 1)Universitas Bhayangkara Surabaya 2)Universtas 45 Surabaya email: 1)ennyistanti@ubhara.ac.id, 2)adaengsgs@univ45sby.ac.id ABSTRACT Education in the globalization and liberalization era at present day in yielding quality human resources has a very strategic position.

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, to it needs school readiness in all its devices including the key one is the teaching staff as **the main driver of** learning activities, so that the teaching staff must get a planned and proportional career development.

The demands as 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 was to analyze the effect of motivation, work milieu, **and organizational commitment on** teacher performance in Mts Negeri 4 Surabaya East Java. The **population in this study were all** teachers in Mts Negeri 4 Surabaya, totaling 65 people. The variables in **this study consisted of** independent variables namely

motivation, work milieu, and organizational commitment, while the dependent variable was teacher performance. To determine the effect simultaneously and partially used multiple linear regression analysis.

The conclusion of the study is that there is a simultaneous and partial influence of motivation, work milieu, and organizational commitment on teacher performance. The dominant variable affecting teacher performance is commitment. Keywords : Motivation, Work Milieu, Organizational Commitment, Performance, Multiple Linear Regression

INTRODUCTION Education in the era of globalization and liberalization at this time in producing quality human resources has a very strategic position.

This is in line with the educational objectives of preparing students to become members of the community 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, to it needs school readiness in all its devices including the main one is the teaching staff as the main driver of learning activities, so that the teaching staff must get a planned and proportional career development.

The teacher has a very strategic position, which has 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 the teaching staff as the main element of the education workforce. Dessler (2001: 205) argues that motivation as a willingness to spend a high level of effort toward organizational 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, so that in themselves there will be a high level of commitment and ultimately this commitment will affect favorable performance for 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 so that the motivation provided can achieve the expected performance.

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 only 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 the existing performance to decline so that maximum results

will not be achieved. The working milieu 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 to teachers whose scope is about 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 the teacher is a colleague who must be embraced to achieve the desired goals.

LITERATURE REVIEW Motivation Dessler (2001: 205) argues that motivation as a desire to exert high-level efforts towards organizational goals, 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 organizational goals related to work behavior.

Meanwhile, according to Flippo (2002: 89) defines motivation as an impulse or force as a concept needed to clarify the aims and objectives of organizational activities. A healthy organization always tries to eliminate or at least reduce the feelings of disappointment and hopelessness of its members. Therefore, every organization needs to plan, and make provisions and facilities and infrastructure needed to meet the needs of its members.

Meeting the needs in addition to an effort to eliminate or reduce feelings of hopelessness as well as efforts to increase work motivation. Work milieu Nitisemito (2001: 183) suggest the work milieu can be defined as everything that is around the workers and which can affect themselves in carrying out the tasks that are charged.

Then Sarwoto (1991: 130) also explained that the work milieu is an atmosphere that affects workers in carrying out activities that are charged in a certain place. Furthermore, Hasibuan (1993: 34) explains that work milieu is a concrete and abstract milieu that covers or surrounds a person's work. The work milieu is a facility or place that plays a very important role in a company.

Because if they do not have or have a formation on the work milieu, companies usually only take very simple actions in handling the work milieu, which causes these aspects to impact on worker psychology. So that it will indirectly cause obstacles in achieving employee work performance. Organizational commitment can be explained as the degree of employee concern and its contribution to organizational success.

Workers with commitment are factors that can influence a teacher's level of trust in

work. From this circumstance, the authors feel it is important to conduct research with the aim of analyzing the influence of motivation, work milieu, and organizational commitment to teacher performance in Mts Negeri 4 Surabaya, both partially and simultaneously and to know which factors have the most dominant influence.

Organizational Commitment The concept of commitment basically leads one to categorize individual differences in matters of values ??and motives more simply. commitment is the degree of employee concern and contribution to the success of the organization. Then Shaw, Delery and Abdullah (2003: 2) interpret commitment as a result of investment or contribution to the organization, or a psychological approach that describes commitment as a positive thing, high involvement, high intensity orientation towards the organization.

Organizational commitment also means employee support and desire to implement organizational goals and plans and decisions (Linsay and Patrick, 1997: 341) while according to Greenberg and Baron (2000: 182), the concept of organizational commitment is related to the extent to which an individual identifies himself and his desire to remain in the organization.

The performance According to Prawirosentono (1992: 2) performance is the work that can be achieved by a person / group of people in an organization. In accordance with their respective authorities and responsibilities. Because the organization consists of groups of people who have the same goals, then organizational performance is influenced by individual performance.

Meanwhile, according to Moehariono (2009: 60) the notion of performance is a picture of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and mission of the organization as outlined through the strategic planning of an organization. Handoko (1996: 135) states that performance appraisal is a process through which organizations evaluate or assess work performance feedback to employees about the implementation of their work.

Alewine (Timpe, 1999: 244) states that assessing performance is to make employees see themselves as they are, recognize the need for performance improvement and to participate in making performance improvement plans. Conceptual Framework __ 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 : Organizational commitment has a partial effect on teacher performance RESEARCH METHODS Types of research Research type is quantitative research since the data

obtained are quantitative data (qualitative data which is quantitative) so that the data processing also uses quantitative statistical formulas to determine whether the variables of motivation, work milieu, and organizational commitment both together or partially significantly influence on teacher performance.

This study uses causality research type, namely research that is used to analyze causal relationships between variables. (Daengs GS, 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 number of population is at least or equal to 100, then sampling is at least 50% of the population size.

Because in this study the entire population was only 65 people. Definition of Variable Operations This study consists of 3 (three) independent variables and 1 (one) dependent variable, including: 1. Motivation (X1) Work motivation is something that gives rise to enthusiasm or work motivation, so the strength and weakness of work motivation of teachers also determine the size of their work performance. The indicators are: Physiological needs Need for security Social needs Award needs Self-actualization needs. 2.

Work Milieu (X2) Work milieu is a workplace condition that includes physical and non-physical that can affect the teacher in carrying out activities and tasks assigned to him/her. The indicators are: Facilities and infrastructure Arrangement of the room Cleanliness level Music Work convenience Cooperative relationship. Organizational Commitment (X3) Teacher commitment as a result of investment or contribution to the organization, or a psychological approach that describes commitment as a positive thing, high involvement, high intensity orientation towards the organization.

The indicators are: Experience in organization Desire to advance the organization The desire to remain in the organization Employee Performance (Y) Employee Performance is the ability of teachers in an effort to achieve better work results or more prominent towards 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. Based on the list of questions prepared and held interviews with all the teachers who became the sample.

Data analysis technique The analysis technique chosen to analyze data and test the hypotheses in this study is The Structural Equation Model (SEM). To answer the hypothesis used Partial Least Square (PLS). According to Ghozali (2012) calculations are carried out using the Smart Partial Least Square (PLS) tool, 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 (inner relation, structural model and substantive theory) specifies the influence between research variables (structural model). Inner Model Test or Structural Model Test __ Figure 2.

PLS Inner Model The analysis outcome of the suitability level in structural model that were built show the conclusion 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 which has R² of 0.67 indicating that the model is good, R² of 0.33 indicates that the model is moderate, R² of 0.19 indicates that the model is weak (Ghozali, 2012).

Based on the value of R Square shows that the variables Motivation, Work Milieu, Organizational Commitment that influence Teacher Performance in the structural model has an R² of 0.744 which indicates that the model is Good. There are exogenous variables in the inner model under study, namely Motivation, Work Milieu, Organizational Commitment, then endogenous variables in the inner model under study are Teacher Performance.

The results of the inner weight values ??in Figure 1 above indicate that the variable Teacher Performance is influenced by Motivation, Work Milieu and Organizational 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) First hypothesis of the research proved to be true, this is known from the t value of 2.730 which means 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 higher the motivation possessed by the teacher will also increase the teacher's performance by having a large influence of 0.381. Hypothesis 2 (H2) Second hypothesis of the research proved to be true, this is known from the t value of 3,531 which means greater than 1.96, this means the 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 so that it can be interpreted that the more comfortable the work milieu felt by the teacher will be increasingly able to improve teacher performance by having a large influence of 0.456. Hypothesis 3 (H3) Third hypothesis of the research

proved to be true, this is known from the t value of 2,036 on teacher performance.

The direction of the relationship between the two variables is positive which means there is a direct relationship so it can be interpreted that the better the organizational commitment will also increasingly have an impact on improving teacher performance by having a large influence of 0.145. DISCUSSION Effect of Motivation on Teacher Performance SEM analysis result 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, which means that motivation can affect teacher performance. Relationship between the two motivational variables on teacher performance is positive which indicates the higher motivation owned by the teacher, the higher the teacher's performance will be. In other words, improving teacher performance can be formed through 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 as Mulyasa's opinion (2008) employees (teachers) will work earnestly if they have high motivation. If you have positive motivation, he will show interest, have attention, and want to participate in a task or activity.

The finding is support the results of previous research conducted by Hasan (2009) which states 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, improvement of teaching and learning system. In the process of teacher education has a very important and strategic role in guiding students towards maturity, maturity and independence, so teachers are often interpreted as the spearhead of education.

Effect of Work Milieu on Teacher Performance SEM analysis results show there is an influence of the work milieu on teacher performance. This can be seen from the T-Statistic value of 3,531 which is greater than 1.96, which means the work milieu will be able to influence teacher performance. The relationship between the two work milieu variables on teacher performance is positive which shows the better the work milieu created, the higher the teacher's performance will be. In other words, improving teacher performance can be formed through the application of a comfortable work milieu.

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

The learning situation that enables optimal learning and teaching activities will be greatly influenced by the ability of the teacher to create a learning situation so that students can interact intensively with the teacher based on the programmed agenda. Situation **of 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, namely students, teachers, learning objectives, lesson content and teaching methods used, appropriate learning media and **evaluation of student learning** progress. Principal's role in providing learning facilities, fostering the growth of teacher positions and other professional support is a strength for teachers to carry out their tasks professionally. The results in this study are in line with the research of Eliyanto (2018) who found that the work milieu contributes to teacher performance.

That is, teacher performance variables are influenced by work milieu variables. This result is also supported by the results of research conducted by Sari (2018) which proves **that there is a** significant influence of the work milieu on teacher performance.

Influence of Organizational Commitment on Teacher Performance SEM analysis results show there is an influence of organizational commitment to teacher performance. This can be seen from the T-Statistic value of 2,730 greater than 1.96, which means that organizational commitment will affect teacher performance. **The relationship between the two** organizational commitment variables to teacher performance is positive which indicates the better organizational commitment that is owned, the higher the teacher's performance will be.

In other words, improving teacher performance can be formed through the presence of organizational commitment Shaw, Delery and Abdullah (2003) interpret commitment **as a result of** investment or contribution to the organization, or a psychological approach that describes commitment as a positive thing, high involvement, high intensity orientation towards the organization. The teacher's commitment in teaching and

learning activities plays 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 the teacher, the teacher as a planner, as a conveyor of information and as an evaluator. In carrying out its role as a conveyor of information, teachers often use the lecture method as the main method.

This method is a method that 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, the teacher also plays a role in determining the evaluation tools for teaching success.

Usually the criteria for teaching success are 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 the statement of Wigny Soebroto (Koentjoro, 2002: 7) which states that employee loyalty to the organization has the meaning of a person's willingness to perpetuate his relationship with the organization, if necessary at the expense of his personal interests without expecting anything. Willingness of employees to defend themselves working in organizations is important in supporting employee commitment to the organization where they work.

This can be done if the employee feels security and satisfaction in the organization where he joined to work. CONCLUSION 1. Motivation has a significant effect on teacher performance in Mts Negeri 4 Surabaya East Java. This shows that the first hypothesis is acceptable. 2. The work milieu has a significant effect on teacher performance in Mts Negeri 4 Surabaya, East Java. This shows that the second hypothesis is acceptable. 3.

Organizational 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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