



THE INFLUENCE OF PROFESSIONAL COMPETENCE, WORKLOAD, AND WORK COMMITMENT ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION IN MADRASAH TSANAWIYAH

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Abstract

This research aims to determine the influence of professional competence, workload, and work commitment on teacher performance, by considering the role of job satisfaction as an intervening variable. This research applies a quantitative approach with ex-post facto research methods. Non-probability sampling. The method using purposive sampling technique was used to take a sample of 58 teachers. Data collection was carried out using a questionnaire consisting of a 5-point Likert scale. PLS-SEM analysis was used to analyze data and test the conceptual model. The results of the analysis show that professional competence and workload can influence teacher performance directly or indirectly by involving job satisfaction. Meanwhile, work commitment cannot significantly influence teacher performance without job satisfaction. This research recommends that schools and the government provide support and opportunities for teachers to continue developing their competencies through training, workshops, and other professional development programs. Increase teachers' sense of ownership and involvement in their work through recognition programs, career coaching, the creation of a supportive work environment, and so on. It is also necessary to carry out regular surveys to evaluate the level of teacher job satisfaction. It is hoped that these steps will improve teacher performance which will ultimately have a positive impact on the overall quality of education.

Keywords: Job satisfaction; professional competence; teacher performance; workload; work commitment.

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INTRODUCTION

مقدمة

Performance is the result of the work of an educator or teacher over a certain period and can be measured. Performance is the output produced by a function or individual in a particular job or profession. Van Waeyenberg *et al.* (2022) explain that performance is a description of the level of achievement of tasks in an organization, to realize the goals, objectives, mission, and vision of the organization. Trad *et al.* (2021) provide the view that performance is the willingness of a person or group of people to carry out activities or perfect them according to their responsibilities with the expected results. Teacher performance is key to ensuring quality education (Badrusalam, 2021; Fauzi & Hosna, 2022). Therefore, it is important to understand the factors that influence teacher performance, such as professional competence, workload, and work commitment (Ahad et al., 2021; Antera, 2021; Cahapay & li, 2021; Cayupe et al., 2023).

One measure of educational success is teacher performance through increasing teacher competency. Teacher competency is a reflection of the teacher's ability to teach and educate the public (Hanaysha et al., 2023; Wahyuni et al., 2020). Learning requires very high teacher abilities so that students can achieve good learning outcomes. The higher the teacher's competence, the higher the student learning outcomes based on teacher performance. Increasing ability will affect improving teacher performance (Cahapay & li, 2021; Van Waeyenberg et al., 2022). Competency relates to an employee's ability to have knowledge and skills that enable him or her to overcome organizational problems thereby improving performance.

Professional competence influences teacher performance (Antera, 2021; Baumgartner, 2022). The teacher's ability to master teaching materials is very important to improve his teaching performance (Fute et al., 2022; Yan et al., 2022). Hlad'ó *et al.* (2020) provides the view that professional competence is the ability or expertise to carry out or carry out a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. An increase in workload reduces employee performance in an organization. Excessive workload can disrupt sleep quality and lead to decreased performance (Cayupe et al., 2023; Heffernan et al., 2022). Proportioning the workload will help improve performance. Meanwhile, a workload that is only directed at teachers and is disproportionate will have the potential to cause a decline in teacher performance

Commitment is a person's willingness to commit themselves and their ability to provide proof of loyalty to the organization because they feel involved in its activities (Aflah et al., 2021; Ahad et al., 2021). The sense of identification expressed by employees towards the company is a form of commitment. Individuals will show a strong desire to become a member of a group, a high willingness to work for the organization, and a certain belief and acceptance of the organization's values and goals. Teachers with a good work ethic will appear more diligent and involved in their work. Teacher dedication can foster a sense of responsibility and a responsive and innovative attitude toward developments in science and technology. Cahapay & li (2021) states that commitment has an effect on performance but is not significant. Likewise, Cayupe *et al.* (2023) states that commitment does not have a positive impact on performance.

Strong competencies enable teachers to feel more confident in carrying out their duties. When a teacher feels capable in their work, they tend to feel more satisfied with their work because they feel successful and able to overcome challenges that arise. This can lead to higher levels of job satisfaction and in turn, increase motivation and commitment to the organization they work for (Farewell et al., 2022; Wu et al., 2021). Competent individuals tend to receive appreciation and recognition from their coworkers and leaders, which can increase feelings of appreciation and recognition. Positive relationships in the workplace are an important factor in increasing job satisfaction and strengthening an individual's bond with the organization (Landolfi et al., 2021; Tang, 2020). So, the urgency of the influence of professional competence on job satisfaction is very important in ensuring individual welfare and organizational productivity.

A high workload can be a major factor that influences a person's level of job satisfaction at work (Aboobaker et al., 2019). High workload can also affect the quality of social interactions in the workplace. Teachers who feel overwhelmed with work may have less time and energy to interact with colleagues, which can reduce social support and a sense of inclusion in the team. This can have a negative impact on work relationships and the overall atmosphere in the workplace, which can ultimately reduce job satisfaction (Heffernan et al., 2022). Excessive workload can also hinder teacher career progress and professional development. If teachers are constantly busy completing routine tasks, they may struggle to find the time and energy to take

part in training or develop new skills. This can lead to a lack of opportunities for career growth, which in turn can affect job satisfaction.

Job satisfaction is employee satisfaction with their role and work in the organization (Bektiarso et al., 2023; Fute et al., 2022). The level of satisfaction is influenced by the reciprocity of expectations. This is also reinforced by the opinion, namely job satisfaction, namely employee attitudes towards work related to work situations, rewards received at work, and matters involving physical and psychological factors. The mediating role of job satisfaction in the relationship between workload and teacher performance has significant urgency in maintaining teacher welfare and productivity in an educational environment that is often full of pressure and challenges (Berhanu, 2023; Holgado-Apaza et al., 2023). High workload can have a significant negative impact on teacher performance, but job satisfaction can act as a mediator that reduces this impact. Job satisfaction can help teachers face workload better. Teachers who feel satisfied with their work tend to be better able to manage the stress and pressure from a high workload. They may be more motivated to overcome existing challenges and remain focused on the educational goals they want to achieve (Chen et al., 2022; Hussain et al., 2022).

This research aims to determine the influence of professional competence, workload, and work commitment on teacher performance by considering the role of job satisfaction as an mediator. This study is novel in its application of the PLS-SEM method, which provides a nuanced analysis of the complex relationships among these variables, a technique not extensively explored in previous research within the context of Madrasah Tsanawiyah. By focusing on this specific educational setting, the research addresses a gap in the literature regarding the factors influencing teacher performance. The findings are expected to offer valuable insights for developing more effective educational policies and practices, ultimately aiming to enhance teacher performance and overall educational outcomes in Madrasah Tsanawiyah.

METHOD

منهج

Research Design and Participants

This research applies a quantitative approach with survey research methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modelling (PLS-SEM) which is an approach used to explore the relationship between variables in a conceptual model (Anggarini et al., 2024; Faidah et al., 2024). PLS-SEM is a multivariate statistical method used to analyze the relationship between latent or measured variables in a structural model (Kamila et al., 2024; Mukaromah et al., 2024; Nurdian et al., 2024). PLS-SEM allows researchers to test models holistically, including identifying cause-and-effect relationships and correlation relationships between variables, thereby providing a deeper understanding of the observed phenomenon (Pratiwi et al., 2024; Priamono et al., 2024; Soimah et al., 2024). This research uses non-probability sampling with a purposive sampling technique. The sample in this study was 58 teachers from MTsN 9 Magetan and MTsN 6 Madiun.

Data Collection and Research Instruments

The data collection technique used in this research is a five-variable questionnaire. Research design with an explanatory and correlational approach to determine the relationship between independent variables (Professional Competence, Workload, and Work Commitment), mediation (Job satisfaction), and dependent variables (Teacher Performance). This research uses

a Likert scale consisting of 5 alternative answers from strongly agree to strongly disagree (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a survey method via Google Forms. The research instrument variables are shown in the Table 1.

Table 1. The Construct of the Research Variables

Variables	Indicators	Construct	References
Professional Competence (X ₁)	Material mastery	PC1	(Antera, 2021; Baumgartner, 2022; Pietarinen et al., 2016; Wahyuni et al., 2020; Yan et al., 2022)
	Competency mastery	PC2	
	Learning development	PC3	
	Education and training	PC4	
	Implementing innovation	PC5	
	Performance reflection	PC6	
	Increased professionalism	PC7	
	Utilization of technology	PC8	
Workload (X ₂)	Material	WL1	(Aboobaker et al., 2019; Farewell et al., 2022; Landolfi et al., 2021; Tang, 2020; Wu et al., 2021)
	Teaching hours	WL2	
	Learning preparation	WL3	
	Administrative duties	WL4	
Work Commitment (X ₃)	Trust	WC1	(Aflah et al., 2021; Ahad et al., 2021; Bashir & Gani, 2020; Cahapay & li, 2021; Cayupe et al., 2023; Dong & Xu, 2022)
	Part of the self	WC2	
	Job obligations	WC3	
	Profitable	WC4	
	Other job options	WC5	
	Qualification other jobs	WC6	
Job satisfaction (Z)	Work	JS1	(Bektiarso et al., 2023; Berhanu, 2023; Chen et al., 2022; Fute et al., 2022; Holgado-Apaza et al., 2023; Hussain et al., 2022; Wang et al., 2022)
	Teaching profession	JS2	
	Proud of the profession	JS3	
	Wages	JS4	
	Allowance	JS5	
	Work colleague	JS6	
	Leader	JS7	
Teacher Performance (Y)	Goal formulation	TP1	(Bektiarso et al., 2023; Fan, 2022; Hanaysha et al., 2023; Puruwita et al., 2022; Trad et al., 2021; Yolanda & Said, 2022)
	Preparation of teaching materials	TP2	
	Selection of sources and media	TP3	
	Strategy implementation	TP4	
	Utilization of sources and media	TP5	
	Evaluation design	TP6	
	Periodic evaluation	TP7	

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique ((Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70, and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70 (Daryono et al., 2023; Hariyanto et al., 2022). The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output (Rahmawati et al., 2024; Saifudin et al., 2024; Setyani et al., 2024). The inner model testing stage is to test the significance of the direct (H-DIR₁₋₇) and indirect effects (H-IND₁₋₃).

RESULT | نتائج

Evaluation of Measurement Model

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality.

Examining construct validity is the primary goal of measuring model evaluation. Analyzing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

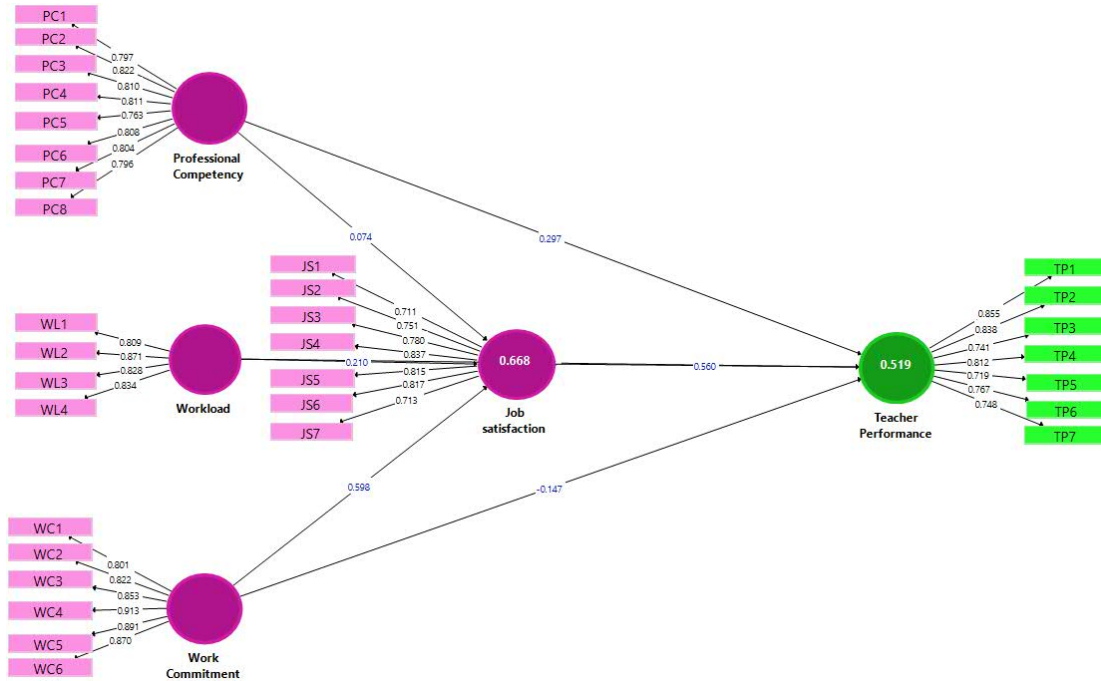


Figure 1. Evaluation of the Measurement Model

Based on Table 2 below, the overall factor loading value for each item is ≥ 0.70 (0.711 to 0.913). The average extracted variance (AVE) value for each variable has a value of ≥ 0.50 (0.603 to 0.738). So, it can be concluded that each item and variable in the instrument meets the requirements for convergent validity. Based on the factor loading coefficient values, the statement item that most dominantly represents the success of the performance construct for teachers is the Profitable construct of 0.913 (KOMK4). This can be interpreted as the Profitable construct can explain the variance in teacher performance by 91.30%. The weakest item is the Work construct at 0.711 (KEPK1= 71.10%).

Table 2. Convergent Validity and Reliability

Variable	Indicator	Convergent Validity		Consistency Reliability		
		FL (≥ 0.70)	AVE (≥ 0.70)	CA (≥ 0.70)	Rho_A (≥ 0.70)	CR (≥ 0.70)
Professional Competence (X ₁)	PC1	0.797	0.642	0.920	0.921	0.935
	PC2	0.822				
	PC3	0.810				
	PC4	0.811				
	PC5	0.811				
	PC6	0.808				
	PC7	0.804				
	PC8	0.796				
Workload (X ₂)	WL1	0.809	0.699	0.856	0.864	0.903
	WL2	0.871				
	WL3	0.828				
	WL4	0.834				
Work Commitment (X ₃)	WC1	0.801	0.738	0.929	0.929	0.944
	WC2	0.822				
	WC3	0.853				

The Influence of Professional Competence, Workload, and Work Commitment on Teacher Performance through Job Satisfaction in Madrasah Tsanawiyah

Variable	Indicator	Convergent Validity		Consistency Reliability		
		FL (≥ 0.70)	AVE (≥ 0.70)	CA (≥ 0.70)	Rho_A (≥ 0.70)	CR (≥ 0.70)
	WC4	0.913				
	WC5	0.891				
	WC6	0.870				
Job Satisfaction (Z)	JS1	0.711	0.603	0.889	0.890	0.914
	JS2	0.751				
	JS3	0.780				
	JS4	0.837				
	JS5	0.815				
	JS6	0.817				
	JS7	0.713				
Teacher Performance (Y)	TP1	0.855	0.615	0.895	0.897	0.918
	TP2	0.838				
	TP3	0.741				
	TP4	0.812				
	TP5	0.719				
	TP6	0.767				
	TP7	0.748				

A variable is declared reliable if it has a CA, Rho_A, and CR value of ≥ 0.70 . The output from SmartPLS in Table 2 shows that all variables have CA values (0.856 to 0.929), rho_A (0.864 to 0.929), and CR values (0.903 to 0.944). It can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of ≥ 0.70 , so it has good reliability in measuring teacher performance.

The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modelling (PLS-SEM) to evaluate the discriminant validity of the constructs in a model. This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance explained by the construct with the variance explained by other constructs in the model. If the variance explained by a construct is greater than the variance explained by another construct, then the construct has good discriminant validity. Based on Table 3, the correlation value for the variable Professional Competence \rightarrow Work Commitment has a value of 0.828 which is higher than the correlation value for Professional Competence with other variables (0.801; 0.739; 0.622; 0.725). Likewise for assessing the correlation of other variables.

Table 3. Discriminant Validity: The Fornell Larcker

Variables	X ₁	X ₂	X ₃	Y	Z
Professional Competence (X ₁)	0.801				
Workload (X ₂)	0.739	0.836			
Work Commitment (X ₃)	0.828	0.653	0.859		
Teacher Performance (Y)	0.622	0.546	0.581	0.784	
Job satisfaction (Z)	0.725	0.655	0.797	0.694	0.776

One of the main purposes of HTMT testing is to measure discriminant validity in the model. HTMT is used to examine the extent to which the constructs measured by different indicators represent the same or different constructs in the model. HTMT is also useful for assessing multicollinearity between constructs in the model. Multicollinearity can occur when constructs are strongly related to each other, which can cause problems in the estimation and interpretation of results in SEM analysis. Based on Table 4, the analysis results show that all HTMT matrix values are ≤ 0.90 (0.614 to 0.890). Then the HTMT test to ensure discriminant validity between the two reflective constructs is met.

Table 4. Discriminant Validity: The HTMT

Variables	X ₁	X ₂	X ₃	Y	Z
Professional Competence (X ₁)					
Workload (X ₂)	0.831				
Work Commitment (X ₃)	0.890	0.723			
Teacher Performance (Y)	0.688	0.614	0.639		
Job satisfaction (Z)	0.798	0.740	0.869	0.762	

Evaluation of Structural Model

R² (Coefficient of Determination) provides an overview of how well the PLS-SEM model explains variation in the observed endogenous variables (constructs). The higher the R² value, the greater the proportion of variation in the construct that the model can explain. R² allows comparison between different PLS-SEM models. Researchers can use R² values to compare the effectiveness of different models in explaining variation in observed constructs. Based on Table 5, the R² coefficient on the Teacher Performance variable obtained a value of 0.519, which means that the Professional Competence, Workload, Work Commitment, and Job Satisfaction variables influence the Teacher Performance variable by 51.90% and the remaining 48.10% is influenced by other external variables research model.

f² (effect size) is one of the measures in PLS-SEM to evaluate the strength of the effect of latent variables on the observed construct. Specifically, f² measures the predictive power of a latent variable against a particular construct in the model. More specifically, f² is calculated by dividing the square of the latent variable regression loading on a particular construct by the amount of residual error (error variance) from that construct. The results provide an idea of how much the latent variable contributes to explaining variation in the observed construct. f² helps in determining how significant the contribution of latent variables is to the observed construct. f² allows comparison between the contributions of several latent variables to the same construct. so that it can be known and determine which latent variables have the strongest influence on the observed construct. So, the output effect size results show that the most dominant variable influencing Teacher Performance is Job Satisfaction (f² = 0.216) in the medium category and the weakest variable is Workload (f² = 0.003) in the small category.

Table 5. Measurement of Structural Model: R², f², Q²

Variables	R ²		f ²		Construct Cross-Validated (Q ²)				Predictive Power
	Value	Decision	Value	Decision	Redundancy		Communality		
					SSE	Q ²	SSE	Q ²	
PC (X ₁)	-	-	0.045	Small	464.000	-	215.328	0.536	Strong
WL (X ₂)	-	-	0.003	Small	232.000	-	117.101	0.495	Strong
WC (X ₃)	-	-	0.010	Small	348.000	-	130.718	0.624	Strong
TP (Y)	0.519	Moderate	-	-	287.706	0.291	212.366	0.477	Strong
JS (Z)	0.668	Moderate	0.216	Medium	252.717	0.378	218.505	0.462	Strong

The next test by looking at the predictive relevance value (Q²) aims to validate the model's predictive ability according to the reality in the field. Based on Table 5, all Q² values exceed the cut point (greater than zero). The results of the Q² predictive relevance calculation obtained values of 0.291 to 0.378 for the Cross-validated Redundancy Construct and 0.462 to 0.624 for the Cross-validated Community Construct. So, the model in measuring teacher performance as a whole can explain the model analysis of 29.10% to 62.40% of the phenomenon studied. The results of both procedures indicate that the Teacher Performance model has strong power.

Measurement of Direct Effect

One of the main goals of hypothesis testing is to examine the relationships between variables in a proposed model. This is done by analyzing the strength and significance of the relationships between the variables identified in the model. Direct effect evaluation allows researchers to test the consistency between empirical findings and the theory that supports the model. Furthermore, this test analyses the significance of the mediation effect in the research model. This is important for understanding the mechanisms underlying relationships between variables and how certain variables can mediate or change relationships between other variables.

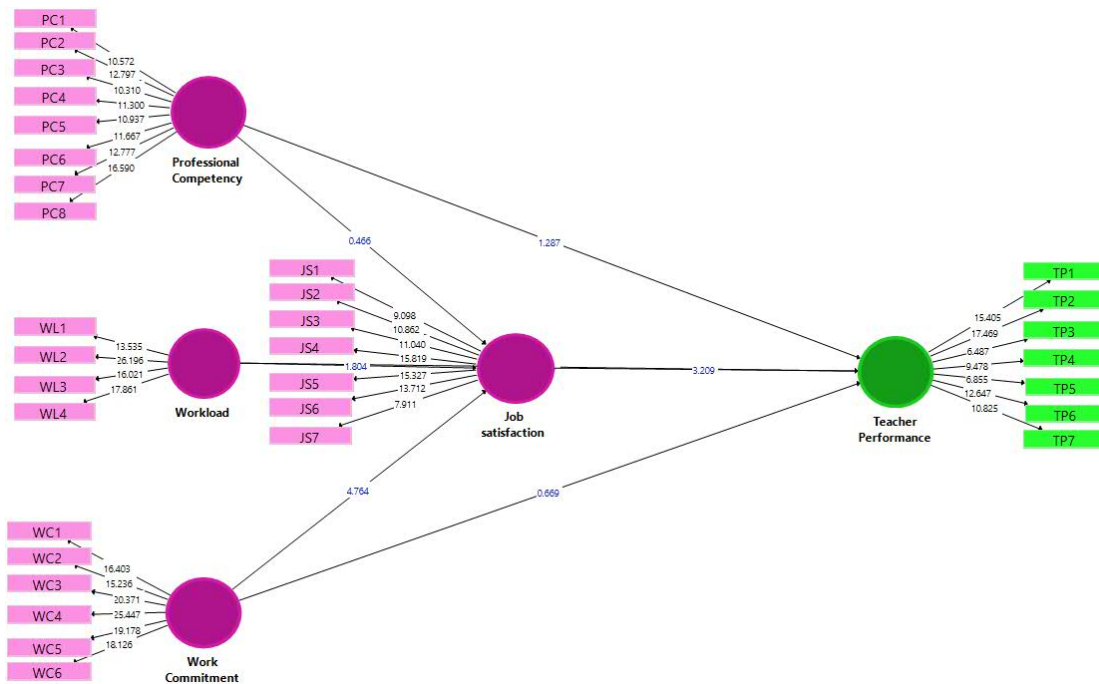


Figure 2. Evaluation of Path Analysis

Based on Table 6, the H-DIR₁ hypothesis obtains a value of $\beta_{\text{value}} = 0.297$ (positive decimal), $T_{\text{-statistics}} = 1.351$, and $\rho_{\text{-values}} = 0.177$. This shows that the professional competency variable has an insignificant and positive effect on teacher performance. Hypotheses H-DIR₂ to H-DIR₄ are stated to have a positive and insignificant effect on teacher performance. Furthermore, the H-DIR₅ hypothesis obtained a value of $\beta_{\text{value}} = -0.147$, $T_{\text{-statistics}} = 0.691$, and $\rho_{\text{-values}} = 0.490$. This shows that the work commitment variable has an insignificant and negative effect on teacher performance. Meanwhile, the H-DIR₆ and H-DIR₇ hypotheses are stated to have a positive and significant effect on teacher performance. In terms of β_{value} , the highest value was obtained for the work commitment variable \rightarrow job satisfaction of 0.560, so the work commitment and job satisfaction variables made the largest contribution to influencing teacher performance.

Table 6. Results of Path Coefficient: Direct Effects

Hypothesis	Path Analysis	$\beta_{\text{-values}}$ (+)/ (-)	Sample Mean	SDV	T-statistics (≥ 1.96)	P-values (≤ 0.00)	Decision
H-DIR ₁	PC \rightarrow TP	0.297	0.302	0.220	1.351	0.177	Rejected
H-DIR ₂	PC \rightarrow JS	0.074	0.080	0.149	0.501	0.617	Rejected
H-DIR ₃	WL \rightarrow TP	0.056	0.064	0.194	0.286	0.775	Rejected
H-DIR ₄	WL \rightarrow JS	0.210	0.214	0.126	1.670	0.096	Rejected
H-DIR ₅	WC \rightarrow TP	-0.147	-0.146	0.213	0.691	0.490	Rejected
H-DIR ₆	WC \rightarrow JS	0.598	0.596	0.120	4.978	0.000	Accepted
H-DIR ₇	JS \rightarrow TP	0.560	0.558	0.180	3.106	0.002	Accepted

The Mediating Role of Job Satisfaction on the Effect of Professional Competence, Workload, and Work Commitment on Teacher Performance

Based on Table 7 regarding indirect effects, hypotheses H-IND₁ and H-IND₂ mean that the role of job satisfaction as a mediator has a positive influence ($\beta_{\text{value}} = 0.042$ and 0.117) and is not significant ($T_{\text{statistics}} = 0.473$ and 1.351 ; $p_{\text{values}} = 0.637$ and 0.177) on teacher performance as measured by professional competence and workload. Meanwhile, the H-IND₃ hypothesis means that the role of job satisfaction as a mediator has a positive ($\beta_{\text{value}} = 0.335$) and significant ($T_{\text{statistics}} = 2.717$; $p_{\text{values}} = 0.007$) influence on TP as measured through work commitment.

Table 7. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β_{values} (+)/(−)	SDV	T-Statistics (≥ 1.96)	P-Values (≤ 0.00)	Decision	Mediating Role
H-IND ₁	PC→JS→TP	0.042	0.088	0.473	0.637	Rejected	Partial Mediation
H-IND ₂	WL→JS→TP	0.117	0.087	1.351	0.177	Rejected	Partial Mediation
H-IND ₃	WC→JS→TP	0.335	0.123	2.717	0.007	Accepted	Full Mediation

DISCUSSION

مناقشة

Professional competence has a positive but not significant effect on increasing teacher performance. This research is not in line with Baumgartner (2022) which states that professional competence can improve teacher performance positively and significantly because it will produce innovations. However, this is in line with research conducted by Wahyuni *et al.* (2020) which states that teacher professional competence is not significant in improving teacher performance if there is no education and training to increase teacher professionalism. This is also inconsistent with research Antera (2021) which states that professional competence can improve teacher performance positively and significantly. This is because good professional competence will support more effective use of technology. Workload has a positive, but not significant, influence in improving teacher performance. If teachers have a lot of teaching hours, this will hurt teacher performance. This research is in line with Yan *et al.* (2022) which states that workload in the form of relatively large administrative burdens will influence teacher performance which is less than optimal.

Work commitment has a positive and significant influence on improving teacher performance because teachers feel it is inappropriate to leave the school where they work even though leaving the school is beneficial for them. This is in line with research conducted by Aflah *et al.* (2021) which states that teachers are less aware that the teaching profession is an extraordinary profession. However, this research is in line with research conducted by Bashir & Gani (2020) which states that work commitment is formed because teachers do not have many job options elsewhere. This research is in line with Rohim *et al.* (2023) which states that work commitment can significantly improve teacher performance because strong work commitment can be the main driver for a teacher to give the best in his work. This statement is supported by Yolanda & Said (2022) which reveals that high work commitment among teachers can have a significant impact on improving the quality of education. When a teacher has a strong commitment to his work, he tends to be more enthusiastic and focused in carrying out his duties. This research is also supported by Dong & Xu (2022) which states that a teacher's high work commitment plays an important role in improving their skills. Teachers who have a strong commitment to their work tend to be more motivated to continue developing themselves. They

will be more open to opportunities to learn new things, take part in training, and deepen their knowledge in the field of education.

However, this is not in line with research conducted by Wullur & Werang (2020), which states that several teachers may have a high work commitment, but are still unable to show significant performance improvements. This can be caused by long-term commitment. Factors such as dissatisfaction with school policies, changes in leadership, or changes in national education policy can influence a teacher's level of commitment to their work. The influence of work commitment on teacher performance can also be seen in the level of job satisfaction felt by the teacher. Teachers who have high work commitment tend to feel more satisfied with their work (Cayupe et al., 2023; Van Waeyenberg et al., 2022). They will feel happy and proud of the achievements they have achieved in the learning process. Success in achieving educational goals and seeing the positive development of students will also increase teacher motivation and morale. Thus, high work commitment not only has an impact on teacher performance but also on their job satisfaction and motivation in carrying out educational tasks.

The influence of work commitment on teacher performance is very significant in the educational context. Teachers who have a high level of work commitment tend to be more dedicated and focused in carrying out their duties (Baksi Maiti et al., 2020; Yolanda & Said, 2022). They will be more diligent, disciplined, and responsible in carrying out every learning activity. With a strong work commitment, teachers will be more motivated to continue learning and developing themselves to provide the best for their students. This will have a positive impact on the quality of learning provided and on student learning achievement. Teachers who have high work commitment tend to feel more satisfied with their work (Dong & Xu, 2022; Wullur & Werang, 2020). When someone has a high level of work commitment, they tend to believe in their ability to achieve the goals they have set. A strong work commitment provides a positive boost to a person's self-efficacy because they will feel confident that the effort and dedication, they put in will produce results (Van Waeyenberg et al., 2022). With this belief, individuals will be more motivated to face challenges and continue to strive to achieve success.

Furthermore, high work commitment also has a positive impact on teacher consistency and perseverance in facing challenges that arise in the educational environment (Ahad et al., 2021; Cahapay & li, 2021). This research provides the view that teachers who are committed to their work tend to remain steadfast and do not give up easily when facing difficulties or obstacles in teaching. They see every challenge as an opportunity to grow and learn, and they strive to create an inclusive, safe, and supportive learning environment for all students. Furthermore, high work commitment also creates better relationships between teachers, students, parents, and colleagues. Teachers who have high commitment tend to be more open to collaboration and cooperation with all stakeholders in the education sector. They build strong relationships with students, listen to their needs, and provide the support necessary to improve academic performance and student well-being (Ahad et al., 2021; Cayupe et al., 2023; Dong & Xu, 2022).

Maximum teacher performance means that the teacher can formulate learning objectives in teaching modules according to the curriculum properly and correctly. This research is in line with the research Puruwita *et al.* (2022) which states that teacher performance is also measured by looking at how teachers organize teaching materials in a coherent, logical, contextual, and up-to-date manner. However, this research is not in line with research Trad *et al.* (2021) which states that good teacher performance is how teachers can utilize learning resources and media in the classroom effectively and efficiently.

Job satisfaction can be seen from whether the salary provided by the school is sufficient for teachers. This research is in line with the research Berhanu (2023) which states that job satisfaction can also be felt if teachers support and help each other when experiencing difficulties. However, this research is consistent with the research Holgado-Apaza *et al.* (2023) which states that teacher satisfaction is seen from whether the teacher is satisfied with his profession as a teacher. High job satisfaction also has a positive impact on teachers' mental and emotional well-being. Teachers who are satisfied with their work tend to experience lower levels of stress, lower burnout, and higher levels of happiness (Bektiarso *et al.*, 2023; Chen *et al.*, 2022). This allows them to remain focused, passionate, and dedicated to providing the best teaching to students. Teachers who are satisfied with their jobs are more likely to stay in school and not look for work elsewhere. This reduces teacher turnover rates, which in turn can create stability in schools and provide opportunities for stronger relationships between teachers and students (Fute *et al.*, 2022; Hussain *et al.*, 2022).

Teachers who have a high level of work commitment tend to feel more satisfied with their work (Ahad *et al.*, 2021; Bashir & Gani, 2020). When teachers feel connected to the mission and vision of education, they will find meaning and satisfaction in contributing to student development and school success. These feelings can have a positive impact on their mood and motivation in carrying out daily tasks. High work commitment can also strengthen the relationship between teachers and students (Cayupe *et al.*, 2023; Dong & Xu, 2022).

CONCLUSSION | خاتمة

Regarding the Professional Competence variable, this research recommends that schools and the government provide support and opportunities for teachers to continue to develop their competencies through training, workshops, and other professional development programs. For Workload Management, it is necessary to evaluate the distribution of teachers' tasks and workload. To strengthen Work Commitment, efforts are needed to increase teachers' sense of ownership and involvement in their work. This can be done through reward programs, career training, creating a supportive work environment, and so on. To increase job satisfaction, it is necessary to carry out regular supervision to achieve the level of teacher job satisfaction. Based on the survey results, steps can be taken to increase job satisfaction, such as improving communication between staff, providing opportunities for participation in decision-making, and providing emotional support. It is hoped that these steps will improve teacher performance, ultimately positively impacting the overall quality of education.

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