

Influence of Work Motivation, Job Satisfaction, and Organizational Commitment on Muhammadiyah High School Teacher Performance

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ABSTRACT

This study aims to analyze the influence of work motivation, job satisfaction, and organizational commitment on the performance of teachers at Muhammadiyah Senior High Schools in Sleman Regency. A quantitative approach was employed using a survey method. The study involved 60 teachers selected through probability sampling. Data were collected through questionnaires as the primary data source and documentation as secondary data. The instruments used included validated and reliable scales of work motivation, job satisfaction, organizational commitment, and teacher performance, tested using SPSS-25. All variables were found valid with correlation coefficients (r_{count}) > 0.374 and reliable with Cronbach's Alpha > 0.05 , except for the teacher performance variable, which had an alpha of 0.565. Descriptive analysis indicated high mean scores for all variables, reflecting positive perceptions among respondents. Classical assumption tests normality and multicollinearity confirmed that the data met the requirements for multiple linear regression analysis. The t-test results showed that all three independent variables significantly affected teacher performance, with significance values below 0.05. The regression equation demonstrated that improvements in work motivation, job satisfaction, and organizational commitment positively impact teacher performance. These findings highlight the critical role of psychological and organizational factors in enhancing the quality of teacher performance.

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1. Introduction

Teachers are essential components of the education system, particularly in enhancing the quality of learning in schools (Aprilia et al., 2025). Optimal teacher performance plays a critical role in determining student learning outcomes and the overall achievement of educational goals (Ben-amram & Davidovitch, 2024). Therefore, understanding the factors that influence teacher performance is of paramount importance in the context of educational management. Teacher performance is not solely determined by pedagogical competence and skills but is also significantly affected by psychological and organizational factors (Sukriyatun et al., 2023). In this regard, work motivation, job satisfaction, and organizational commitment are three key variables that may significantly impact teacher performance (Suryani et al., 2024). In-depth research on these factors is necessary, particularly in the context of Muhammadiyah Senior High Schools in Sleman Regency.

Work motivation refers to both internal and external drives that encourage individuals to perform optimally in order to achieve specific goals (Syah et al., 2024). Highly motivated teachers are likely to demonstrate dedication, discipline, and consistent work enthusiasm. Motivation can stem from intrinsic factors, such as a personal calling to educate, as well as extrinsic factors, such as rewards and benefits. Siswanto et al. (2024) describe motivation as a process that explains an individual's intensity, direction, and persistence in pursuing a goal. In the school context, teacher motivation is crucial in shaping how they respond to tasks, challenges, and expectations from school management (Apriwulan et al., 2025). Therefore, analyzing the extent to which motivation influences teacher performance at Muhammadiyah Senior High Schools in Sleman is highly relevant.

In addition to motivation, job satisfaction also significantly influences teacher productivity and performance (Cevikbas et al., 2024; Pisriwati et al., 2025). Job satisfaction refers to an individual's positive or negative feelings toward their job, encompassing the work environment, collegial relationships, and opportunities for personal growth (Maqbool et al., 2024). According to Maktoum & Kaabi (2024) and Mala et al. (2025), job satisfaction is closely related to individual loyalty and commitment to the organization. Satisfied teachers tend to exhibit high morale, minimal conflict, and strong dedication to the school. Conversely, dissatisfaction may lead to stress, high absenteeism, and a decline in teaching quality. Therefore, understanding teacher job satisfaction is essential for improving school management effectiveness.

Organizational commitment also plays a significant role in shaping teacher performance in schools (Rambe et al., 2025; Rohim et al., 2023). It reflects the degree to which an individual feels emotionally attached, involved, and loyal to the institution where they work. Ben-amram & Davidovitch (2024) and Pisriwati et al. (2025) define organizational commitment as a strong desire to remain part of the organization and contribute to its goals. Teachers with a high level of commitment demonstrate loyalty, consistency, and active engagement in various school programs. In contrast, low commitment can lead to high turnover, poor performance, and a weakened collective spirit within the school organization. Therefore, exploring the relationship between organizational commitment and teacher performance is essential (Peng et al., 2023; Widyastuti et al., 2024).

Teacher performance, as the dependent variable in this study, reflects the extent to which teachers carry out their professional duties and responsibilities. According to Kintoko et al. (2025) and Syah et al. (2025), performance is the result of work in terms of both quality and quantity achieved by an individual in fulfilling assigned responsibilities. In the educational context, teacher performance includes various aspects such as lesson planning, instructional delivery, evaluation, and the responsibility for student development (Tarso et al., 2025; Yogyanto et al., 2024). High levels of performance indicate not only that teachers are executing their tasks effectively but also that they have a positive impact on students and the broader school environment (Putri et al., 2024). Therefore, analyzing the determinants of teacher performance is crucial to supporting efforts to improve the quality of education. This study further explores how motivation, job satisfaction, and commitment contribute to shaping teacher performance.

Muhammadiyah Senior High Schools in Sleman Regency play a strategic role in developing a generation that embodies Islamic, intellectual, and social values. Achieving this vision requires educators who are not only academically competent but also possess a strong work ethic and high institutional loyalty. Common issues in the field, such as low work morale, lack of recognition, and unstable relationships between teachers and school management, can significantly affect teacher performance. Hence, it is necessary to conduct a comprehensive examination of internal factors influencing teacher enthusiasm and performance in these schools. This study is expected to provide a concrete overview of the psychological and organizational factors that affect teacher performance. Consequently, schools will be better equipped to formulate more targeted strategies for human resource development.

2. Method

The design of this research is quantitative. This research was conducted in January-March 2025 with the subjects in this study being 60 teachers at SMA Muhammadiyah Sleman Regency. The research instruments include work motivation scales, job satisfaction, organizational commitment and teacher performance. The sample in this study was obtained using probability sampling techniques. Data collection was carried out through questionnaires which functioned as primary data sources, as well as documentation such as books, journals, and company catalogs which were used as secondary data sources (Arikunto, 2017). The stages of data analysis include validity and reliability tests to assess the feasibility of the instrument, as well as normality, multicollinearity, and heteroscedasticity tests to ensure that the classical assumptions needed are met so that the coefficient estimates are not biased. Furthermore, hypothesis testing is carried out using the t-test.

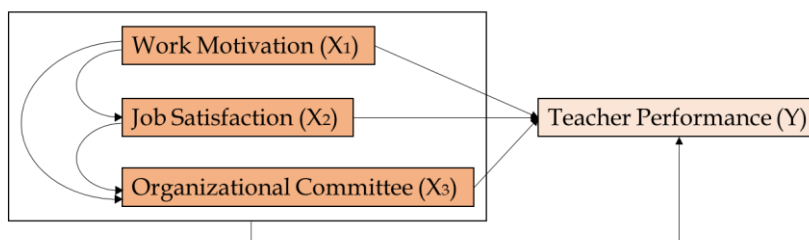


Figure 1. Research Paradigm

Based on the image above, there are four variables: three independent variables such as work motivation scale (X_1), job satisfaction (X_2), organizational commitment (X_3) and one dependent variable such as teacher performance (Y). This study is to determine the influence between independent variables on dependent variables.

3. Results and Discussion

Results

Validity and Reliability Results

After the data was obtained, the validity and reliability were tested using SPSS-25.

Table 1. Validity and Reliability Test Results

Variable	Validity	No					
	Reliability	1	2	3	4	5	6
X_1	r_{count}	0,766	0,858	0,390	0,757	0,701	0,842
	α	0,813					
X_2	r_{count}	0,690	0,796	0,387	0,785	0,765	0,656
	α	0,765					
X_3	r_{count}	0,605	0,844	0,856	0,777	0,373	0,845
	α	0,812					
Y	r_{count}	0,697	0,458	0,600	0,714	0,478	0,423
	α	0,565					

Based on the table above, all work motivation instruments (X_1), job satisfaction (X_2), organizational commitment (X_3) and one dependent variable such as teacher performance (Y) are categorized as valid ($r_{\text{count}} > r_{\text{table}}$) of 0.374. In addition, the results of the reliability test show a value of α of 0.813 for work motivation, 0.765 for job satisfaction, 0.812 for organizational commitment, and 0.565 for teacher performance, where all coefficients on these variables exceed 0.05.

Descriptive Analysis

This analysis is needed to show the amount of data used in this study and to display the maximum, minimum and average values of each variable. The results of the descriptive data analysis in this study can be seen in the following table.

Table 2. Descriptive Analysis Test Results

Variabel	N	Minimum	Maximum	Sum	Mean
X_1	60	46.67	100	4,833.33	80.56
X_2	60	50.00	100	4,840.00	80.67
X_3	60	40.00	100	4,070.00	82.83
Y	60	56.67	100	4,983.33	83.06

The statistical summary of four variables (work motivation, job satisfaction, organizational commitment and teacher performance) across 60 participants. For variable work motivation, the minimum score was 46.67, the maximum was 100, with a total sum of 4.833,33 and a mean of 80.56. Variable job satisfaction had a minimum of 50.00, a maximum of 100, a sum of 4,840.00, and a mean of 80.67. For variable organizational commitment, the scores ranged from 40.00 to 100, the sum was 4,070.00, and the mean was 82.83. Lastly, for variable teacher performance, the

minimum was 56.67, the maximum was 100, the total sum was 4,983.33, and the mean was 83.06.

Prerequisite Test

The prerequisite test used is the normality test (Kolmogorov Smirnov) to assess the normality of the data. This test was chosen because the sample used in the study was more than 50 respondents (Sugiyono, 2019). The following are the results of the normality test.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	354.91818642
Most Extreme Differences	Absolute	.091
	Positive	.062
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the table, it can be seen that the Asymp. Sig. (2-tailed) value is greater than 5% ($0.200 > 0.05$), so it can be concluded that the data is normally distributed. The next stage is to conduct a multicollinearity test to determine whether or not there is a correlation between independent variables in the regression analysis. This test is carried out using SPSS version 25 software by analyzing the tolerance value and Variance Inflation Factor (VIF) as indicators.

Table 4. Multicollinearity Test Results

Variable	Tolerane	VIF	Description
X ₁	.797	1.254	No multicollinearity eas detected
X ₂	.609	1.643	No multicollinearity eas detected
X ₃	.514	1.945	No multicollinearity eas detected

Based on the table, all independent variables, namely work motivation (X₁), job satisfaction (X₂), and organizational commitment (X₃) have tolerance values of 0.798, 0.609, and 0.514 respectively, greater than 0.1, and VIFs of 1.254, 1.643, and 1.945 respectively, less than 10, so it can be concluded that there are no symptoms of multicollinearity among these variables. Furthermore, a heteroscedasticity test is carried out to determine whether the variance of the residuals differs between observations. This test is carried out using SPSS-25 with the criteria that the significance value (Sig.) Must be greater than 0.05. The results of the test are presented as follows.

Multiple linear regression test

Table 5. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.751	3.091		7.881	.000
	X ₁	.250	.120	.061	2.320	.008
	X ₂	.052	.134	.066	2.132	.006
	X ₃	.119	.138	.159	2.108	.014

With the regression equation:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$$

$$Y = 2.751 + 0.250x_1 + 0.052x_2 + 0.119x_3 + e$$

Based on the resulting regression equation, it can be explained that: (1) The intercept value of 2.751 indicates that if work motivation, job satisfaction, and organizational commitment are in a constant position, then teacher performance is predicted to be at 2.751. (2) The regression coefficient of the work motivation variable has a positive value of 0.250, which means that an increase in work motivation by one unit, assuming other variables remain constant, will increase teacher performance by 0.250 units. (3) The regression coefficient of the work satisfaction variable has a positive value of 0.052, which means that an increase in work motivation by one unit, assuming other variables remain constant, will increase teacher performance by 0.052 units; (4) The regression coefficient of the organizational commitment variable has a positive value of 0.119, which means that an increase in organizational commitment by one unit, assuming other variables remain constant, will increase teacher performance by 0.119 units.

Furthermore, to test the hypothesis, a t-test with a significance level of 5% was used. The results of the analysis using SPSS-25 show that: (1) The calculated t_{count} for work motivation is 2.320, which is greater than the t_{table} ($2.320 > 1.671$); (2) The calculated t value for job satisfaction is 2.132, which is greater than the t_{table} ($2.132 > 1.671$), and (3) The calculated t_{count} for organizational commitment is 2.108, which is also greater than the t_{table} ($2.108 > 1.984$). Therefore, it can be concluded that there is a significant relationship between work motivation, job satisfaction, and organizational commitment to teacher performance.

Discussion

The results of the study indicate that the measurement instruments used for the variables of work motivation, job satisfaction, organizational commitment, and teacher performance meet the requirements of both validity and reliability. The r_{count} values for all indicators exceed the r_{table} value (0.374), and the Cronbach's Alpha values for the three independent variables are above 0.05, indicating strong internal consistency. These findings are in line with Amelia & Erita (2024), Wahyuni et al. (2024) and Hanama (2024), who stated that valid and reliable instruments produce accurate and accountable data. Therefore, the measurement tools used in this study can be trusted to reveal the relationships among the variables. High validity and reliability serve as a solid foundation for conducting regression analysis.

Descriptive analysis shows that all variables have high mean scores, close to

their maximum values, with all variables scoring above 77. This indicates that the teachers who participated as respondents have relatively high levels of work motivation, job satisfaction, organizational commitment, and performance. These findings support previous research by Hajiali et al. (2022), Rivaldo & Nabella (2023) and Saine et al. (2023), who found that high levels of satisfaction and motivation among teachers are correlated with optimal job performance. The high averages also reflect a supportive organizational culture and an effective management system. Hence, a conducive work environment is a crucial factor in enhancing teacher performance.

The prerequisite tests, including normality, multicollinearity, and heteroscedasticity, confirm that the data is suitable for further analysis using multiple linear regression. The data is normally distributed, there is no high correlation among the independent variables, and no heteroscedasticity is present. These results support Casinillo (2023), Demir et al. (2022) and Wibowo et al. (2025) assertion that meeting classical assumptions is essential for valid regression interpretation. The absence of issues in the prerequisite tests strengthens the validity of the regression model used in this study.

The results of the multiple linear regression analysis indicate that work motivation, job satisfaction, and organizational commitment all have a positive and significant influence on teacher performance. Although the degree of influence varies, each variable contributes to the improvement of teacher performance. This study reinforces the findings of Arifin et al. (2024), Kintoko (2025) and Suryatama et al. (2024), who emphasized that motivation and job satisfaction are key determinants of teacher work effectiveness. Organizational commitment also plays a vital role as an emotional bond that enhances teacher loyalty to their institution. Therefore, teacher performance development cannot be separated from the management of these internal factors.

The t-test results further demonstrate that each independent variable has a significant partial effect on teacher performance. This implies that improvements in individual aspects, such as motivation or satisfaction, can lead to noticeable enhancements in performance. These findings are consistent with Saine et al. (2023) and Yu (2022), who reported that high job satisfaction mediates the effect of motivation on work productivity. This research offers important insights for the development of education policies aimed at improving the quality of human resources in teaching. Going forward, schools and policymakers should focus on strategies to boost motivation, enhance job satisfaction, and strengthen organizational commitment in order to create a work environment that supports optimal teacher performance.

4. Conclusions

Based on the results of the study, it can be concluded that all research instruments on the variables of work motivation, job satisfaction, organizational commitment, and teacher performance have met the requirements of validity and reliability, and the data used are normally distributed, free from multicollinearity and heteroscedasticity. Descriptive analysis shows that the average score of all variables is quite high, reflecting positive working conditions. The results of multiple linear regression show that the three independent variables, namely work

motivation, job satisfaction, and organizational commitment, have a significant positive effect on teacher performance. This indicates that improvements in the aspects of motivation, satisfaction, and organizational commitment can encourage improvements in overall teacher performance.

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