



## The Effect of Motivation, Organizational Culture, Competency on Work Commitment and Performance of SD Teachers in Bengkalis District

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### ABSTRACT

This study was conducted to determine and analyze the influence of motivation, organizational culture, and competence on work commitment and performance of elementary school teachers in Bengkalis District. This study was chosen because there were phenomena and problems related to the level of job satisfaction and performance of elementary school teachers in the Bengkalis District which were still low, there were many factors that influenced the high job satisfaction and performance, but the author had a temporary assumption that motivational factors, organizational culture and competence affected job satisfaction, as well as motivation, organizational culture, competence and job satisfaction affect the performance of elementary school teachers in Bengkalis District. The method used in collecting data in this research is a questionnaire. The population in this study were all elementary school civil servant teachers in Bengkalis District, amounting to 626 with a saturated sample of 626 respondents. By distributing a questionnaire using a Google form filled in by all primary school civil servants in Bengkalis District, with a total of 626 respondents, it was tested with SEM AMOS. The test results showed that motivation on job satisfaction had a positive effect, organizational culture on job satisfaction had a positive effect, competence on work commitment had a positive effect, work motivation on teacher performance has a positive effect, organizational culture on performance has a positive effect, competence on performance has no effect, work commitment on performance has no effect.

**Keywords:** Work Motivation, Organizational Culture, Competence, Job Satisfaction, Performance

**Fields:** Human Resources, Culture, Management

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### INTRODUCTION

Education (Sudarno et al., 2024) is a learning process that a person must undergo in order to change behavior (Purwati & Angelina, 2021; Rusilawati et al., 2023) and produce better character. Quality (Lukman et al., 2022; Rahman & Wijaya, 2021; Sudarno et al., 2022) education is very important to improve the quality of human resources. Teachers are the main component that must be paid attention to in improving the quality of education starting from kindergarten, elementary school (SD), junior high school (SMP), and senior high school (SMA). Teachers who have good qualities will have an impact on the quality of the students produced. Teacher performance needs to be evaluated periodically in order to maintain consistent teacher quality.

Elementary schools (Anggreani et al., 2023) in Bengkalis District are a forum for providing education at the elementary level which always strives to improve teacher (Suyono, Renaldo, et al., 2022) performance on an ongoing basis. Therefore, all elementary school levels in the Bengkalis District carry out periodic teacher performance assessments every year. From the results of the performance assessment as outlined in the Employee Performance Targets (SKP), there was a decline in teacher performance from 2020 to 2021. This means that there are problems with the performance of elementary school teachers in Bengkalis District. survey data on the development of teachers' SKP scores where it was found that SKP assessment achievements in 2019 were 1.64% with very low scores, 0.27% with low scores, 48.02% with medium scores, 48.70% with high scores, 1.36% with very high scores. In 2020, the number of teachers was 654, there were 2.65% with very low scores, 2.80% with low scores, 33.48% with medium scores, 58.85% with high scores, and 1.92% with very high scores. In 2021 the number of teachers will be 626 people, there are 1.76% with very low scores, 2.56% with low scores, 39.14%

with medium scores, 51.76% with high scores, and 4.79% with very high scores. This means there are still SKP scores that are in very low, low, and medium levels.

One of the causes of the decline in the performance of elementary school teachers in the Bengkalis District is due to the low level of work commitment (M. Panjaitan et al., 2023; Putra, Sudarno, et al., 2023). To find out the work commitment of elementary school teachers in the Bengkalis District, a pre-survey was carried out. From the pre-survey results, it is known that the level of work commitment of elementary school teachers in the Bengkalis District, as the following data shows, is that teacher commitment is relatively low. The results of a survey conducted from data on the phenomenon show that the work commitment of elementary school teachers in the Bengkalis sub-district is not yet optimal. Also, the performance of some teachers is still low, if the teacher's work commitment and performance is not improved, it will have a real effect on students in mastering learning. Considering the importance of work commitment and performance for each teacher, it is necessary to carry out research to investigate what factors can influence both internal and external factors of the teacher.

In providing teacher competency development, in accordance with Law Number 14 of 2005 concerning teachers and lecturers, article 10 paragraph mandates that teachers must have pedagogical competence, personality competence, social competence, and professional competence. The four competencies are holistic and form a unity that characterizes professional teachers. The professional class of elementary school teachers is a basic level of education that requires significant development in its resources. Currently, teachers at the elementary school level are the spearhead in developing students' human resources to continue on to higher education.

## LITERATURE REVIEW

### Teacher Performance

Performance according to the Regulation of the Minister of State for the Empowerment of State Apparatus and Bureaucratic Reform No. 16/2009 is Article 15 (1) Evaluation of Teacher performance from sub-elements of learning or mentoring and additional tasks and/or other relevant tasks based on aspects of quality, quantity, time, and cost. (2) Teacher performance assessment as referred to in paragraph (1) uses the following grades and designations: a. a score of 91 to 100 is called very good; b. a score of 76 to 90 is called good; c. a score of 61 to 75 is considered sufficient; d. a value (Purnama et al., 2024; Renaldo, Andi, et al., 2021) of 51 to 60 is called moderate (Renaldo, Sally, et al., 2023); and e. a value up to 50 is called deficient.

According to Mangku Negara (2007), performance comes from the term job performance or actual performance, or also the quality or quantity of work results that an employee wants to achieve in carrying out his duties in accordance with the responsibilities given to him. Meanwhile, according to Sedarmayanti (2007), performance is the work result that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities in an effort to achieve the goals of the organization in question legally, without violating the law and in accordance with morals and ethics (Pramesti & Renaldo, 2023).

According to Mangku Negara (2009), performance comes from the words job performance or actual performance (work performance or actual achievements achieved by someone). The definition of performance (work achievement) is the quality and quantity of work results achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. This is in line with the opinion of Hasibuan (2006:94) which states that "Performance (work achievement) is a work result achieved by a person in carrying out the tasks assigned to him which is based on skill, experience and seriousness of time". Hadari Nawawi, (2006) defines performance as what someone does or does not do in carrying out their main tasks.

In Law No. 14 of 2005 Article 1 paragraph (1) point 1 concerning Teachers and Lecturers states that, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in education. early childhood through formal education, primary education and secondary education. Meanwhile, according to Suparlan (2006:10), a teacher is someone who has the task of being a facilitator so that students can learn and/or develop their basic potential and abilities optimally, through school education, whether established by the government or by the community or private sector.

Teacher performance is the teacher's ability and efforts to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Depdiknas, 2008:21). According to Nana Sudjana (2004:19), a teacher's performance as a teacher can be seen from his ability or competence to carry out these tasks. Abilities related to the teacher's duties as a teacher can be grouped into four abilities, namely planning the teaching and learning process, implementing and processing the teaching and learning process, assessing the progress of the teaching and learning process, mastering the learning material (Purba, 2023; Renaldo, Suhardjo, et al., 2023). In line with Nana Sudjana, P2TK Directorate General of Higher

Education in Mulyasa (2008:20) describes the teacher's duties as a teacher into three activities that contain teaching skills, namely planning learning, implementing educational learning, and assessing learning processes and outcomes.

Based on the several definitions above, conclusions can be drawn about teacher performance. Teacher performance is the result and ability (Hidayat et al., 2024) of the teacher to carry out the tasks assigned to him based on his abilities. In this case it can be interpreted as the work results achieved by the teacher based on his ability to carry out the learning process which includes pedagogical competence and professional competence.

### **Work commitment**

Robbin and Sopiah explained by Nyoto (2019:115) that organizational commitment (Rafa'i et al., 2023) is an attitude that reflects employees' feelings of like or dislike towards the organization. Mawday (Sopiah, 2008:156) stated that organizational commitment is in the ability of individuals and the ability to align their behavior with the needs, priorities and goals of the organization to act for the goals and needs of the organization Spencer, (Sudarmanto, 2009:102).

Organizational commitment is defined as: (1) a strong desire to become a member of a particular organization, (2) the desire to try hard according to the wishes of the organization, and (3) certain beliefs and acceptance of the organization's values and goals (Luthans, 2011).

From these definitions it can be concluded that organizational commitment is a psychological bond between employees and an organization which is characterized by:

1. Strong belief and acceptance of the organization's goals and values
2. Willingness to strive to achieve organizational interests
3. Strong desire to maintain position as an organization

Organizational commitment is the employee's loyal attitude and psychological bond towards the organization which is expressed in the form of the employee's willingness, attention and role in achieving organizational goals.

### **Motivation**

According to Maslow (1970) motivation is an internal driving force that causes humans to do something or try to fulfill their needs. According to GR Deep Terry Hasibuan (2005: 145), "motivation is desire which are contained on self-somebody the individual who stimulates it for do actions". According to Sardiman (2007: 73), stating that motive can be interpreted as the effort that encourages someone to do something. Meanwhile, according to Robbins (2008), motivation is defined as a process that explains the intensity, direction and persistence (Suharti & Murwaningsari, 2024) of an individual to achieve their goals.

According to McCleand in Mulyasa (2005: 145) motivation is element decider Which influence behavior which are contained in every individual. Whereas according to (hasibuan) (2011: 65), motivation is a gift Power mover who created it excitement someone's work orders them Want to Work The same, effective and integrated with all his efforts for reach satisfaction (Putra, Farnila, et al., 2023; Suhardjo, Renaldo, Sevendy, Wahid, et al., 2023; Suyono et al., 2023; Wijaya & Purba, 2021).

Based on the definitions above, it can be concluded that motivation (Kersiati et al., 2023; H. P. Panjaitan et al., 2023) is a drive from within a person to carry out a series of activities or work with full responsibility and full awareness. Apart from that, motivation can also reflect a person's direction and concentration in achieving goals.

Work motivation plays a very important role in determining whether a person is successful or not in carrying out the tasks assigned to him. In line with the importance of the influence of motivation on a person's behavior (Setyowati et al., 2023), several experts have conducted various research on motivation. The research that has been carried out has produced various understandings of motivation. According to Mc Gregor, the theory of motivation is theory X and theory Y (Robbins and Judge, 2008:225).

According to Siagian (2004:62) the factors that influence a person's work motivation can be identified based on the characteristics of a typical individual which consists of eight factors, namely:

1. Biographical Characteristics which include:
  - a. Age, this is important because age is closely related to various aspects of organizational life. For example, the relationship between age and the level of technical maturity, namely task skills.

- b. Gender, because it is clear that the implications are the gender of the workers This is something that needs proper attention so that their treatment can be adjusted in such a way that they become members of the organization who are responsible for their work.
- c. Income, in an organization, income provides a sense of calm for employees, someone who earns adequate income will influence the individual's calm in carrying out their duties.

According to Abraham Maslow in Sofyandi and Garniwa (2007: 102) the indicators used to measure motivation variables are as follows:

1. Physiological Needs: Needs that are material or primary needs.
2. Security Needs: As a need, it does not only concern physical security but mental and psychological security in pursuing a career, in the sense of receiving humane treatment and not always being haunted by the imposition of sanctions, let alone termination of employment.
3. Social Needs: One of the predicates given to humans (Tanjung et al., 2023) and what must be added is the importance of creating and maintaining a climate of kinship, togetherness and cooperation in organizational life.
4. Esteem Needs: Satisfy needs that reflect recognition of worth, dignity, and self-worth in subordinates.
5. Self-Actualization Needs: Opportunities to gain new knowledge (Andi et al., 2023) and explore new skills. The main vehicle is the opportunity to obtain additional education and training, both within the organization and outside the organization.

### **Organizational Culture**

According to Indriastuti (2021:113) Organizational Culture is concluded as the "Spirit" of the organization because there resides the philosophy, mission and vision of the organization which will become an important force for competition. According to Robin (2006) organizational culture is a shared perception (Estu et al., 2023) held by members of the organization, and is a system (Hutabarat, 2024; Renaldo, Suharti, et al., 2021) of shared meaning. According to Trice and Bayer in Fachreza, Said Musnadi, and M. Shabri Abd Majid (2018), organizational culture is increasingly developing in line with the increasing dynamics of the climate in organizations. Thus, the concept of organizational culture (Junaedi et al., 2024) was developed in various versions considering that the term culture was borrowed from the scientific disciplines of tropology and sociology, in accordance with the meaning of culture which contains national connotations, adding that the implications are so broad that it can be seen from various points of view. However, in the adaptation process, most believe that the core of culture is a value (Anton et al., 2023) system that is shared together. According to Geert Hofstede in Wibowo (2010, p.15), states that culture consists of a shared mental program that requires individual responses to their environment (Prasetya et al., 2023). This definition means that we see culture in everyday behavior, but it is controlled by mental programs that are deeply implanted.

Meanwhile, according to Edgar Schein in Wibowo (2010, p. 16), who states that organizational culture is the philosophy that underlies organizational policies, the rules of the game for socializing, and the feelings or climate brought by the physical preparation of the organization. Organizational culture, according to Stephen Robbins in Wibowo (2010, p.17), is a general perception held by members of an organization, a system of shared significance. Meanwhile, according to Mangkunegara (2009, p.114), organizational culture is a set of assumptions or system of beliefs, values and norms developed within an organization which serve as behavioral guidelines for its members to overcome external and internal adaptation problems. According to Rivai and Mulyadi (2012, p.374) state that organizational culture is a framework that guides daily behavior and makes decisions (Fajri et al., 2021) for employees and directs their actions to achieve organizational goals. Organizational culture is a pattern of beliefs and values (Values) of an organization that is understood, imbued and practiced by the organization, so that this pattern gives its own meaning and becomes the basis for rules of behavior in the organization. Therefore, organizational culture is used as a controller (Chandra et al., 2024) and direction in shaping human attitudes and behavior in the organization. It is hoped that organizational culture will have a positive influence on individual members of the organization as well as on the organization in terms of achieving the vision, mission and goals of the organization. According to Edgar H. Schein in the journal Wiwik Yuswani (2016). Culture is a pattern of basic assumptions created, discovered or developed by a particular group as learning to overcome problems of external adaptation and internal integration that is formal and well implemented and therefore taught or passed on to new members as the correct way of understanding, thinking, and feel related to the problems that occur. According to Sedarmayanti (2014, p. 75) defines organizational culture as beliefs, attitudes and values that are generally held, which arise in an organization, stated more simply, culture is the way we do things here. Quoted in the journal Deni Sulistiawan, Sukisno S. Riadi, Siti Maria (2017). Quoted in the journal Enno Aldea Amanda, Satrijo Budiwibowo, and Nik Amah (2017). Organizational culture can be defined as a system of values, beliefs,

assumptions or norms that have long been in effect, agreed upon and followed by members of an organization as guidelines for behavior and solving organizational problems (Darodjat 2015, p. 236).

### **Competence**

According to Sedarmayati (2009) states that competency is a combination of knowledge (Zulkifli et al., 2023), skills and behavior used to improve performance (Napitupulu et al., 2021); or the condition/quality of being adequate/very qualified, having the ability to perform a certain role. The following are the dimensions of competence, including:

1. Knowledge,
2. Expertise,
3. Attitude.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1) states that "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education" Standards Teacher competencies include core teacher competencies which are developed into the competencies of PAUD/TK/RA teachers, SD/MI class teachers, and subject teachers at SD/MI, SMA/MTs, SMA/MA, and SMK/MAK\*.

Competence by Spencer in Moeherson (2009:3) is defined as the underlying characteristics of a person relating to the effectiveness of an individual's performance in his or her work or the basic characteristics of an individual that has a causal or cause-effect relationship with the criteria used as a reference, effective or excellent or superior performance in the workplace (Tjahjana et al., 2023) or in certain situations (competency is an underlying characteristic of an individual that is causally related to criteria referenced effectiveness and or superior performance in a job or situation). Sudarmanto (2009:45) stated in his writing that competence is an attribute for attaching quality and superior human resources. These attributes are qualities given to people or objects, which refer to certain characteristics needed to be able to carry out work effectively. These attributes consist of knowledge, skills, and certain expertise or characteristics.

### **Relationship between variables and formulation of hypothesis**

#### **The influence of motivation on commitment**

Organizational commitment (Habibi et al., 2022; Yarmanelis et al., 2022) is related to work motivation. Work motivation is what drives a person to be able to carry out activities and gives the person strength to fulfill the desired needs. Motivation can increase organizational effectiveness and productivity by involving more workers so that they can provide experience. Motivation is a process where a person gets enthusiasm and encouragement for a predetermined achievement. A member who has high motivation usually also has good performance which leads to achieving maximum work commitment.

Work motivation has a positive and significant influence on organizational commitment, which means that increasing motivation will increase organizational commitment (Purnama, 2016). Based on the description above, the hypothesis of this research is:

H1: Effect of Motivation on Commitment

#### **The influence of motivation on performance**

Motivation is a person's urge to do something or take action that leads to a goal. According to Anggorowati's research results (2012), Manik and Bustomi (2011), Murty and Hudiwinarsih (2012) motivation has a significant positive effect on teacher/employee performance. Someone who has high motivation for their work tends to do their work well and optimally. Motivation is something that underlies a person's behavior at work. For this reason, good motivation will improve employee performance. However, research conducted by Suwati (2013) gave different results, that motivation is not a factor that can influence performance. The research results show that motivation has no effect on performance.

Based on the description above, the hypothesis of this research is:

H2: There is a positive influence of motivation on performance.

#### **The influence of organizational culture on commitment**

Robbins and Coulter (2010) stated that, "organizational culture is a set of shared values, principles, traditions and ways of working that influence the behavior and actions of organizational members." In most organizations, these shared values and practices have evolved rapidly over time and really influence how an organization is run. Kreitner (2005) states "organizational culture can be defined as the similarity in perception,

perspective, value, and behavior that are believed, studied, applied, and developed simultaneously by all of the organization members resulting in an organizational identity". According to Mathis in Sopiah (2008: 155): "Organizational commitment is the degree to which employees believe and accept the organization's goals and will stay or not leave the organization. Organizational culture influences commitment, so based on the description above, the hypothesis of this research is:

H3: Influence of Organizational Culture on Commitment

#### **The influence of organizational culture on performance**

According to Trice and Bayer in Fachreza, Said Musnadi, and M. Shabri Abd Majid (2018), organizational culture is increasingly developing in line with the increasing dynamics of the climate in organizations. Thus, the concept of organizational culture was developed in various versions considering that the term culture was borrowed from the scientific disciplines (Elfita et al., 2022) of tropology and sociology, in accordance with the meaning of culture which contains national connotations, adding that the implications are so broad that it can be seen from various points of view. However, in the adaptation process, most believe that the core of culture is a value system that is shared together. according to Swastiani Dunggio (2020) shows that a better aggressive-defensive culture will have an impact on improving employee performance. The conclusion is that there is a simultaneous and partial influence of organizational culture on employee performance, research conducted by (Suhardjo et al., 2021) (Jamaluddin et al., 2017) found that organizational culture has a positive effect on performance.

Based on the description above, the hypothesis of this research is

H4: There is an influence of organizational culture on performance.

#### **The influence of competence on commitment**

Competence HR relationshipd with Performance Individual. Where HR Competency is a basic characteristic of individual behavior related to performance individual, so that theory This requires development with the addition of the Organizational Commitment variable.

Ulrich (1998) see model (Nyoto et al., 2023; Sevendy et al., 2023) intellectual (H. Sari, 2024) ones consists on competence managerial and organism's commitment to testing the influence of these two elements on performance in the organization i. Based on the description above, the hypothesis of this research is:

H5: Effect of Competency on Commitment

#### **The influence of competence on performance**

According to Emron, Yohny, Imas (2017, P. 140) competence is an individual's ability to carry out a job correctly and have excellence based on matters relating to knowledge, skills (Suhardjo, Renaldo, Sevendy, Yladbla, et al., 2023), and attitudes. Meanwhile, according to George Klemp, in Emron, Yohny, Imas (2017), competence is the underlying characteristic of a person who produces effective work and superior performance. Komang Septia Cahya Ningrum (2016), (Suhardjo et al., 2021) Melyani (2017), M. Khafit Ansar (2019), Muhammad Guruh (2018), Azulaidin (2021) found that competency has a positive effect on performance.

Based on the description above, the hypothesis of this research is:

H6: There is a positive influence of competence on performance.

#### **The effect of commitment on performance**

In the world of work, a person's commitment to their profession and the organization where they work is often a very important issue. Some organizations even dare to include an element of commitment as one of the requirements for holding a position or position offered in job vacancy advertisements, this shows the importance of commitment in the world of work. Work commitment in a company cannot be separated from the form of relationship between the employee and the job or profession where the employee works in order to achieve the business goals desired by the company (Rozikin, 2012: 12). Organizational commitment is a strong desire to remain as a member of a particular organization, in other words, this is an attitude of reflecting employee performance in the organization and an ongoing process in which members of the organization express their concern for the organization and its success and continued progress in remaining in the organization. Fred Luthans (2006: 250) shows that: "there is a positive relationship between organizational commitment and desired results such as high performance". Melizawati (2015) in her research concluded that: "organizational commitment has an important influence on teacher performance. The higher the commitment, the higher the teacher's performance will be." Based on the description above, the hypothesis of this research is:

H7: Effect of Commitment on Performance

## Framework

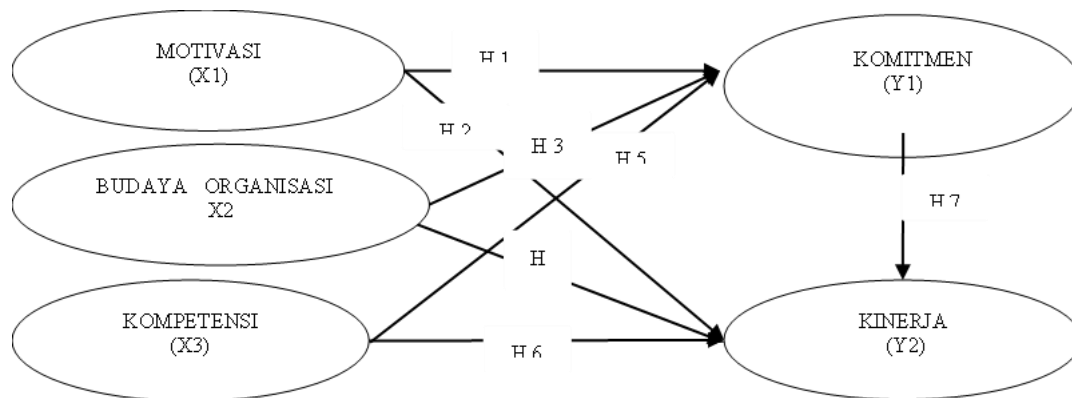


Figure 1. Framework of Thought

## METHODOLOGY

### Place and time of research

This research was conducted at an elementary school in Bengkalis District. There were 56 schools used as research sites with a total of 626 teachers. The research was conducted from June 2022 to August 2022.

### Research Population

Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2012). Population is the totality of all objects or individuals that have certain, clear and complete characteristics that will be studied. The objects or values to be studied in the population are called analysis units or population elements (Hasan, 2002). So, the population in this study are teachers in Bengkalis District.

### Research Sample

According to Arikunto (2010) the sample is a portion or representative of the population studied. Sampling was carried out using the Census technique, which is a method of collecting data when all elements of the population are investigated one by one. The data obtained is the result of census processing, referred to as true data (true value), or often also called parameters. The sample in this research is a saturated sample, so the total sample for this research is all civil servant teachers in state elementary schools in Bengkalis sub-district, totaling 626 people.

### Type And Source Data

As for type and source data Which writer get it is as following:

1. Data Primary  
Data Which obtained direct from object study or data Which collected And processed Alone by something organization or individual direct from the object like answer Respondents were employee teachers at state elementary schools in Bengkalis sub-district
2. Data Secondary  
Data Which obtained from source Which No direct like document, in the form of absences, value data for the last 3 years and also SKP for the last three years

### Data collection technique

#### Questionnaire

According to Sugiyono (2012), a questionnaire is a collection of data by providing or distributing a list of questions/statements to respondents in the hope of providing responses to the list of questions. The answers and score values that will be made for each item of this research instrument are as follows:

- |                   |   |   |
|-------------------|---|---|
| 1. Strongly Agree | = | 5 |
| 2. Agree          | = | 4 |
| 3. Doubtful       | = | 3 |
| 4. Disagree       | = | 2 |

5. Strongly disagree = 1

### **Analysis Qualitative**

The data analysis technique used in this research is SEM (Structural Equation Modeling) which is operated through the AMOS program. Structural equation modeling (SEM) is a combination of two separate statistical methods, namely factor analysis which was developed in psychology and psychometrics and simultaneous equation modeling which was developed in econometrics (Ghozali, 2008). In this study the author used confirmatory factor analysis using second level confirmatory factor analysis (The Second Confirmatory). Ghozali, (2008) proposed the modeling and analysis stages of structural equations into 7 (seven) steps, namely: (1) Theoretical model development; (2) Drawing up a path (Junaedi et al., 2023) diagram; (3) Converting path diagrams into structural equations; (4) Selecting input matrices for data analysis; (5) Assess model identification; (6) Evaluate model estimates; and (7) Interpretation of the model.

### **Descriptive Analysis**

Descriptive analysis in this research contains a discussion of respondent characteristics which are associated with the respondent's responses.

#### **1. Analysis of Respondent Characteristics**

Analysis of respondent characteristics consists of respondent age, respondent gender, respondent position, respondent certification. The analysis that will be carried out is in the form of analysis using mode.

#### **2. Analysis of Respondent Responses**

Analysis of respondent responses contains a discussion of respondent responses which are linked to the characteristics of the respondent.

### **Questionnaire Feasibility Test**

#### **Validity test**

Validity Test is a test carried out to measure the accuracy of a research instrument or questionnaire. A questionnaire is said to be valid if the questions or statements from the questionnaire are able to reveal something that the questionnaire will measure. The accuracy of the questionnaire can be measured using the correlation coefficient. A questionnaire is said to be good and valid if the correlation coefficient is significant or  $r$  count  $> r$  table. Where  $df = n - 2$  with a 2-sided test (Ghozali 2016).

#### **Reliability Test**

Reliability testing is a questionnaire test carried out with the aim of measuring the consistency of respondents' answers. The reliability test was carried out using the Cronbach alpha statistical test. The Cronbach alpha test limit is  $\geq 0.70$  (Ghozali 2016).

### **Structural Equation Analysis**

There are 6 stages of structural equation analysis, namely:

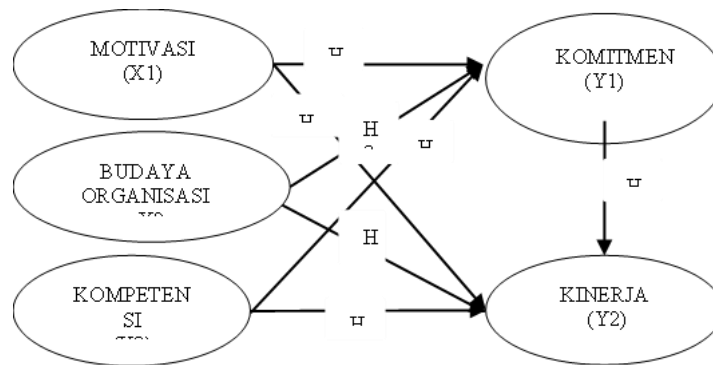
#### **1. Development of a model based on theory.**

Model that has been designed must be based on a causal relationship and this relationship must be supported by existing theory. This stage was discussed in chapter 2 in building models and hypotheses.

#### **2. Prepare path diagrams and structural equations.**

The path diagram that can be designed in this research is as depicted in the picture:





**Figure 2. Path Diagram**

From the path diagram can be translated in the form of a function or equation as follows:

$$Y1 = \beta1X1 + \beta2X2 + \beta3X3 + e1$$

$$Y2 = \beta4X1 + \beta5X2 + \beta6X3 + \beta7Y1 + e2$$

Where:

- Y1 : Commitment
- Y2 : Performance
- X1 : Motivation
- X2 : Organizational culture
- X3 : Competence
- $\beta1 \dots \beta7$  : Standardized coefficient
- $e1 \dots e2$  : Error term

### 3. Testing assumptions in Structural Equation Modeling

Before arriving at the analysis results in the form of goodness of fit, it is necessary to first check the assumptions underlying the validity of the model that has been created. The assumptions in SEM can be divided into two parts, namely assumptions related to the model d

Assumptions related to parameter estimation and hypothesis testing. The assumptions related to parameter estimation and hypothesis testing in SEM (Ghozali 2017) are:

- a. The number of samples must be large (asymptotic).
- b. observed distribution of the multivariate variable is normal.
- c. The hypothesized model must be valid.
- d. The measurement scale must be continuous (interval).

### 4. Testing goodness of fit

SEM model testing is overall model testing which involves an integrated structural model and measurement model which is the entire model. A model that can be said to be good (fit) is if the model is conceptually and theoretically supported by empirical data. The goodness of fit test for the overall model uses the following measurements:

**Table 1. Table of Goodness of Fit Indices**

Goodness of Fit Index	Cut off Value
Chi-Square <i>Significant Probability</i>	Expected to be small $\geq 0.05$
GFI	$\geq 0.90$
AGFI	$\geq 0.90$
TLI	$\geq 0.90$
CFI	$\geq 0.90$
NFI	$\geq 0.90$

Goodness of Fit Index	Cut off Value
IFI	≥ 0.90
RMSEA	0.05 - 0.08

Source: (Hair et al. 1998)

### Measurement Model Fit

The final step in testing SEM assumptions is measuring each construct to assess the unidimensionality and reliability of the construct. Unidimensionality is the assumption that underlies reliability calculations and is shown when the indicators of a construct have an acceptable fit to a single factor model. Cronbach alpha measurement does not guarantee unidimensionality but assumes unidimensionality.

The approach to assessing the measurement model is to measure composite reliability and variance extracted for each construct. Reliability is a measure of the internal (Eddy et al., 2023) consistency of indicators of a construct. High reliability results provide confidence that the individual indicators are all consistent with their measurements. The generally accepted level of reliability is > 0.70 while reliability < 0.70 is accepted for exploratory research (Ghozali 2017).

Variance extracted is a measure of validity. Validity is a measure of the extent to which all indicators accurately measure what they are intended to measure. The recommended figure for variance extracted is > 0.50 (Ghozali 2017). The formula for construct reliability and variance extracted is as follows:

$$\text{Construct Reliability} = \frac{(\sum \text{Std Loading})^2}{(\sum \text{Std Loading})^2 + \sum \epsilon_j}$$

$$\text{Variance Extracted} = \frac{\sum \text{Std Loading}^2}{\sum \text{Std Loading}^2 + \sum \epsilon_j}$$

### Data Processing and Hypothesis Testing Process

The next step is to carry out data processing using SEM (Structured Equation Model) using Microsoft Excel and AMOS software. The results obtained can be directly used to test the hypothesis.

## RESULT AND DISCUSSION

### General Description and Research Objects

#### Bengkalis District Elementary School Profile

The Bengkalis Regency Government, in this case the Bengkalis Regency Education Office, through the Elementary School Development Division, which is the field that directly manages and monitors the progress and development of the elementary school level. Public Elementary Schools in Bengkalis District which has a total of around 61 schools with details of 56 state schools and 5 private schools which have been specifically recognized through the DAPODIK school system with a total of 626 PNS teachers.

#### Vision, Mission, Goals and Targets of Bengkalis Education

Vision Realizing Competitive Education Towards an Advanced and Prosperous Bengkalis

#### Mission

- Improving the quality (Hidayat et al., 2022) of Education Access;
- Realizing quality and moral education;
- Improving the professionalism of educators and educational staff;
- Increasing the professionalism and quality of teaching staff and educational staff;
- Realizing education service (Akmal et al., 2023; Suyono, Firnando, et al., 2022) governance.

#### Objective

Based on Bengkalis Regency Regional Regulation Number 3 of 2016 concerning the Formation and Structure of the Regional Organization of Bengkalis Regency and Bengkalis Regent Regulation Number 37 of 2016 concerning Position, Organizational Structure, Echeloning, Duties, Functions and Job Descriptions and Work Procedures at the Bengkalis Regency Education Service. Education (Mamonto et al., 2023) has the task of assisting the Regent in carrying out government affairs which are the authority of the region and assisting tasks in the field of education as well as other tasks given by the Regent in accordance with applicable laws.

## Descriptive Analysis

The descriptive in this research contains a discussion of the characteristics of respondents which are associated with the respondents' responses (S. I. Sari et al., 2022).

### Analysis of Respondent Characteristics

In this study, the characteristics of respondents were divided into 4 (four) categories, namely according to education, age, gender, income. Characteristics respondents in study important for give description about identity respondents. Collection data characteristics respondents This is done in a way distributing questionnaires to elementary school teachers in Bengkalis sub-district.

### Characteristics of Respondents Based on Education

The characteristics of respondents based on education in this study can be seen in the following table.

**Table 2. Results of Respondent Profile Analysis**

Profile	Category	Amount	Percentage
Age	< 30 years	34	5 %
	31-40 years old	98	16 %
	41-50 years old	215	34 %
	51- 60 years old	279	45 %
	<b>Total</b>	<b>626</b>	<b>100%</b>
Education	high school	42	7%
	PGSD Diploma	38	6 %
	General diploma	46	7.7%
	S-1 PGSD	202	32%
	S-1. General	296	47% <sup>0</sup>
	S-2	2	0.3% <sup>0</sup>
<b>Total</b>	<b>626</b>	<b>100%</b>	
Gender	Man	165	28.3%
	Woman	419	71.7 %
	<b>Total</b>	<b>626</b>	<b>100%</b>

### Data Reliability Test

**Table 3. Results Test Data reliability**

No	Variable	Cronbach's Alpha	Average	Conclusion
1	Y2	0.934	>0.70	Reliable
2	Y1	0.966	>0.70	Reliable
3	X1	0.913	>0.70	Reliable
4	X2	0.984	>0.70	Reliable
5	X3	0.935	>0.70	Reliable

Based on the table above, it can be explained that all of the 5 variables used in this research have Cronbach alpha values > 0.7. So, from these results it can be concluded that all variables have reliable values

### Test Goodness of fit Model Structure

Chi-Square is very sensitive to sample size. X value in research This is as big as 628,611 with probability 0,000, results Chi-Square This shows that the non- hypothesis states the model is the same as the data empirical accepted Which means models are fit. From the whole measurement goodness of fit the on indicated that a number of models show Good, so that that model submitted in research this can accepted.

**Table 4. Goodness Test of Fit Structural Indices**

Goodness of Fit Index	Cut off Value	Processed Results	Conclusion
Significant Probability	>0.05	0.000	Good Fit
GFI	>0.90	0.885	Marginal Fit
AGFI	>0.90	0.884	Marginal Fit
TLI	>0.90	0.951	Good Fit
CFI	>0.90	0.961	Good Fit

Goodness of Fit Index	Cut off Value	Processed Results	Conclusion
NFI	>0.90	0.949	Good Fit
IFI	>0.90	0.961	Good Fit
RMSEA	>0.90	0.051	Good Fit

Chi-Square is very sensitive to sample size. X value in research This is as big as 628,611 with probability 0,000, results Chi-Square This shows that the non- hypothesis states the model is the same as the data empirical accepted Which means models are fit. From the whole measurement goodness of fit the on indicated that a number of models show Good, so that that model submitted in research this can accepted.

### AMOS SEM analysis

As for two structural equations generated in research This can be seen from the output of Amos 21 on Standardized Regression Weights on table following This:

**Table 5. Analysis of AMOS SEM results**

Influence Between Variables			Estimate	S.E	CR	P	Conclusion
Commitment	<---	Motivation	0.291	0.13	2,234	0.025	Significant Positive
Commitment	<---	Culture	0.253	0.113	2,238	0.025	Significant Positive
Commitment	<---	Competence	0.457	0.065	7,023	***	Significant Positive
Performance	<---	Motivation	0.662	0.116	5,708	***	Significant Positive
Performance	<---	Culture	0.455	0.097	4,686	***	Significant Positive
Performance	<---	Competence	-0.068	0.057	-1,184	0.236	Not significant
Performance	<---	Commitment	-0.078	0.042	-1,843	0.065	Significant Negative

Based on the results of the hypothesis testing that has been carried out, it can be explained in the following analysis:

#### 1. Influence motivation Work on job satisfaction

Based on results testing hypothesis showing influence between motivation teacher work on job satisfaction has mark P value of 0.025 or smaller than alpha 0.05. so that results study This can concluded that variables motivation Work significant on job satisfaction. This matter can conclude that teachers who have motivation high work will has an impact on teacher job satisfaction elementary school in Bengkalis District

#### 2. The influence of organizational culture on job satisfaction

Based on results testing hypothesis showing influence between Teacher Work Culture towards work commitment has mark P value of 0.025 or smaller than alpha 0.05. so that results study This can concluded that significant organizational culture variable on job satisfaction. This matter can conclude that teachers who have a high organizational culture will have an impact on the job satisfaction of elementary school teachers in Bengkalis District.

#### 3. The Influence of Job Competence on Job Satisfaction

Based on results testing hypothesis showing influence between competence and job satisfaction has P-value is 0.000 or smaller than alpha 0.05. so that results study This can concluded that the Job Competence variable is significant on job satisfaction. This matter can conclude that teachers who have good work competencies will impact on job satisfaction Elementary school teacher in Bengkalis District.

#### 4. Influence Motivation Work to teacher performance

Based on results testing hypothesis showing influence between motivation teacher's work towards teacher performance has mark P value as big as 0.000 or smaller than alpha 0.05. so that results study This can concluded that variables motivation Work significant to teacher performance. This matter can conclude that teachers who have motivation high work will impact on the performance of existing teachers Teacher elementary school in Bengkalis District

#### 5. The influence of teacher organizational culture on Teacher performance

Based on results testing hypothesis showing influence Teachers' organizational culture towards Teacher performance have mark P value as big as 0.000 or smaller than alpha 0.05. so that results study This can concluded that the organizational culture variable of teacher work is significant to Teacher performance. This

matter can conclude that teachers who have a high organizational culture will has an impact on the performance of elementary school teachers in Bengkalis District.

#### 6. The Influence of Work Competence on Teacher performance

Based on results testing hypothesis showing influence between competency and performance The P-value is 0.326 or greater than alpha 0.05. so that results study This can concluded that the work competency variable is not significant Teacher performance. This matter can conclude that teachers' work competency is not always high has an impact on improving the performance of elementary school teachers in Bengkalis District.

#### 7. The influence of job satisfaction on Teacher performance

Based on results testing hypothesis showing influence between job satisfaction towards teacher performance has the P-value is 0.065 or more big from alpha 0.05. so that results study This can concluded that the job satisfaction variable is significant negative towards Teacher performance. This matter can conclude that no forever high job satisfaction will be impact on the performance of elementary school teachers in Bengkalis District.

### **Discussion**

#### **The Influence of Motivation on Teacher Job Satisfaction**

Based on the results of respondents' responses, it shows that on average respondents have a good perception of the Motivational Variables in this research. These results are in line with respondents' responses to job satisfaction, where on average they have a good perception of the job satisfaction variables of elementary school teachers in the Bengkalis District area.

Based on Semamos analysis test results on original respondents' positive value. This indicates that its height motivation Teacher work will increase job satisfaction among elementary school teachers in Bengkalis District. Based on results testing hypothesis showing variables motivation Work own significant impact on job satisfaction. This matter can conclude that teachers who have motivation high work will impact on job satisfaction Elementary school teacher in Bengkalis District.

Research result This in line with research conducted by Several studies conducted by Eka Selvi Handayani (2017), Atep Afia, Achmad Kasful Anwar (2017), Tukiyo (2015) said that motivation has a significant influence on teacher job satisfaction.

#### **The Influence of Organizational Culture on Work Commitment**

Based on the results of respondents' responses, it shows that on average respondents have a good perception of the organizational culture variables in this research. These results are in line with respondents' responses to job satisfaction, where on average they have a good perception of the job satisfaction variable for elementary school teachers in Bengkalis District.

Based on the test results of the Sem Amos test results on the original respondents are valuable positive. Matter This give meaning that variable Teacher organizational culture own connection positive on job satisfaction. This indicates that high teacher organizational culture can give impact in increasing job satisfaction among elementary school teachers in Bengkalis District. Based on results testing hypothesis showing variables Teacher organizational culture has a significant influence on job satisfaction. This matter can conclude that teachers who have a high organizational culture will impact on job satisfaction to elementary school teachers in Bengkalis District.

The results of this research are in line with research conducted by Tetuko, 2012, Putra et al., 2019 Irawati, Sudarno, 201), (Role et al., 2020), Prayoga and Yuniati, (2019) Juwita, (2016), Kurniawan, Wulan and Wahyono, (2018) Putra et al., (2019) Irawati, Sudarno, (2019), (Tetuko, 2012), (Suhardjo et al., 2021) that organizational power has a positive influence on job satisfaction.

#### **The Influence of Work Competence on Work Commitment**

Based on the results of respondents' responses, it shows that on average respondents have a good perception of the work competency variables in this study. These results are in line with respondents' responses to job satisfaction, where on average they have a good perception of the work competency variable found among elementary school teachers in Bengkalis District.

Based on AMOS SEM test results on original respondents are valuable positive. This indicates that the higher the teacher's work competency has an impact on increasing job satisfaction among elementary school teachers in Bengkalis District. Based on results testing hypothesis shows that work competency has a significant

effect on job satisfaction. This matter can conclude that teachers who have high work competence will has an impact on job satisfaction among elementary school teachers in Bengkalis District.

Research result This is in line with research conducted by Sentot Iskandar, Enceng Juhansa (2014), Sri Langgeng Ratnasari, Gandhi Sutajho, Ervin Nora Susanti (2021), Asfiar Amri, Khairil Bin Hj. Marzuki, Zahari Bin Hasyim (2014) said that competence has a positive effect on job satisfaction

### **Influence Motivation on Performance**

Based on test results results of sem amos analysis on the original sample worth positive. This indicates that the taller internal teacher motivation does teaching at school will impact on improving performance of elementary school teachers in Bengkalis District. Based on results testing hypothesis showing influence motivation Work significant to teacher performance. This matter can conclude that teachers who have motivation high work will impact on the performance of elementary school teachers in Bengkalis District. Motivation provided by the leadership (Sudarno et al., 2023) school yet capable influence in a way significant to the performance of teachers serving in elementary schools in Bengkalis District so teacher performance is not optimal

Research result This in line with research conducted by Hesti Ristanto, Eka Selvi Handayani, Dwi Indriani (2019) results his research showing that Motivation own influence significant To Performance.

### **The Influence of Organizational Culture on Performance**

Based on the test results of the Sem Amos analysis results on the original respondents were positive. This indicates that the higher teacher organizational culture in do teaching at school will has an impact on improving the performance of elementary school teachers in Bengkalis District. Based on results testing hypothesis showing Teacher organizational culture has a significant influence to Teacher performance. This matter can conclude that teachers who have high organizational power will impact on the performance of elementary school teachers in Bengkalis District.

The research results are in line with the results of research conducted by (Suhardjo et al., 2021) (Jamaluddin et al., 2017) said that organizational culture has a significant effect on performance.

### **Influence of Job Competency on Performance**

Based on the test results, the Sem Amos test results for the original respondents were not significant. This indicates that the high work competence of school teachers in carrying out teaching at school does not have an impact on improving the performance of elementary school teachers in Bengkalis District. Based on the results of hypothesis testing, it shows that Job Competence is not significant on Teacher performance. It can be concluded that high teacher competency has no impact on improving the performance of elementary school teachers in Bengkalis District. This is because elementary school teachers who carry out their duties as class teachers find it very difficult to master the material (Renaldo, Andi, et al., 2023) as a whole so that competencies aimed at certain fields of study are not able to improve teacher performance in other fields of study.

This research is in line with the results of research conducted by Muhammad Badrun (2020) which states that competence does not have a significant influence on teacher performance.

### **The Effect of Work Commitment on Performance**

Based on the test results of the Sem Amos analysis results on the original respondents are valuable negative. This indicates that the better teacher job satisfaction at school in do teaching at school No impact on improvement performance of elementary school teachers in Bengkalis District. Based on results testing hypothesis showing so that results study This can concluded that job satisfaction does not own meaningful impact to Teacher performance. This matter can conclude that no forever good job satisfaction will impact on the performance of elementary school teachers in Bengkalis District. This can be concluded because factors such as length of service and a feeling of comfort in current conditions have resulted in teachers being at a safe level and reluctant to improve their performance according to government demands.

## **CONCLUSION**

### **Conclusion**

Based on the results of the analysis and hypothesis testing that have been carried out, the following conclusions can be drawn in this research:

1. The Motivation variable has a significant impact on Commitment work This means that the proposed hypothesis is accepted. This means the better the motivation will be impact on increasing commitment works as an elementary school teacher in Bengkalis District.
2. The organizational culture variable has a significant impact on commitment Work. This means that the proposed hypothesis is accepted. This means that the higher the organizational culture of the teachers towards the school/teaching activities, the more it will have a significant impact on the work commitment of elementary school teachers in Bengkalis District.
3. Job Competency variable has an impact on Commitment Work. Can concluded work competency the good one so will significantly impact on Work Commitment. Matter This means hypothesis accepted.
4. Motivational variables have an impact on performance. This means that the proposed hypothesis is accepted. This shows that high motivation will have an impact on Performance of elementary school teachers in Bengkalis District
5. Organizational culture variables have a significant impact on performance Teacher. This means that the proposed hypothesis is accepted. It can be concluded that well-formed work discipline does not necessarily have a good impact on the performance of elementary school teachers in Bengkalis District.
6. Job Competency Variables does not have a significant impact on teacher work commitment. This means that the hypothesis proposed is rejected. It can be concluded that work competency is not always high has a good impact on the performance of elementary school teachers in Bengkalis District.

### Research Limitations

Based on the research results and conclusions in this study, it can be determined what the limitations of this research are:

1. From the structural model explained that variables exogenous under study only one variable that have influence to endogenous variables that is variable Job Satisfaction towards elementary school teacher performance.
2. There is somet variables that don't in accordance theorists should positive precisely results study This negative influence, namely variables Competence on Performance, as well as Job Satisfaction Performance. This matter need done election the right variable in do research further, for research in accordance with desired hope
3. Object study This only done 56 times Elementary school in the Bengkalis District area with a total of 626 teachers
4. Respondent in answer the questionnaire given many don't appropriate and tends not to focus and absorb the essence of the questions which must be studied more specifically by the teacher.

### Suggestions

Based on results research and discussion so can recommended things as following:

1. To improve the relationship between competence and teacher performance, the school, through K3S (School Principals' Working Group), formulated a KKG (*Kelompok Kerja Guru*/Teacher Working Group) program with a larger scope so that problems can be resolved together.
2. Schools carry out achievement and performance competitions to foster teacher enthusiasm in increasing enthusiasm for building schools and improving the quality of education in schools.

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