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Elevating Village Financial Care: Igniting Excellence through Dynamic Education and Training in Work Motivation

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ABSTRACT

This study aimed to assess and analyze the impact of motivation, organizational culture, and competence on the work commitment and performance of elementary school teachers in cluster 4 of Bengkalis District. The selection of this research topic was motivated by observed phenomena and issues concerning the relatively low levels of work commitment and performance among elementary school teachers in this particular cluster. The data collection method employed for this study was a questionnaire, distributed to all 145 civil servant teachers in elementary schools within cluster 4 of Bengkalis District, constituting the entire population. Through Google Forms questionnaires filled out by all 145 respondents, SEM PLS analysis was conducted. The research findings indicated that the motivation variable significantly and positively influenced work commitment. Organizational culture exhibited a significant positive impact on work commitment. However, job competency had a significant negative impact on work commitment. In terms of performance, the motivation variable demonstrated an insignificant positive impact, while organizational culture showed an insignificant positive impact as well. On the other hand, job competency had a significant positive effect on performance. Intriguingly, work commitment was found to have a significant negative impact on teacher performance.

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

Fields: Education, Human Resources, Management

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INTRODUCTION

Education represents a transformative journey essential for shaping behavior and fostering enhanced character development. The significance of quality education cannot be overstated, serving as a crucial catalyst for the improvement of human resources. Particularly, teachers play a pivotal role in elevating the standard of education across all levels, spanning from kindergarten to elementary school (SD), junior high school (SMP), and senior high school (SMA). The quality of teachers directly influences the caliber of students they produce. Hence, it becomes imperative to regularly assess and evaluate teacher performance to ensure the sustained delivery of high-quality education.

Bengkalis District's elementary schools serve as platforms dedicated to imparting primary education, consistently making efforts to enhance teacher performance. Consequently, all levels of elementary schools in Bengkalis District conduct annual evaluations to gauge and improve teacher performance continually. The findings from the performance assessments, documented in the Employee Performance Targets (SKP), indicate a decline in teacher performance from 2021 to 2022. This decline suggests existing challenges in the performance of elementary school teachers in Bengkalis District.

One of the causes of the decline in the performance of elementary school teachers in cluster 4 of Bengkalis District is due to the low level of work commitment (Elifita et al., 2022; Prasetyu et al., 2023; Yarmanelis et al., 2022). To find out work commitment, 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 cluster 4 of Bengkalis District shows that teacher commitment is relatively low (Hidayat et al., 2022; Renakko, Suharni, et al., 2021; Sudarmo et al., 2022). The results of a survey conducted from data on the phenomenon show that the work commitment of elementary school teachers in Bengkalis sub-district is not yet optimal (Imarni et al., 2022; Napitupahu et al., 2021; Renaldo, Andi, et al., 2021). 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 (Marliza et al., 2022; Renakko et al., 2022; Renaldo, Junaedi, et al., 2023). 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 (Panjaitan et al., 2023; Renaldo, Andi, et al., 2023; Sari et al., 2022).

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 considered very good; b. a score of 76 to 90 is considered good; c. a score of 61 to 75 is considered sufficient; d. a value of 51 to 60 is called moderate; and e. a value up to 50 is called deficient.

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 it out 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 (Hidayat et al., 2024; Purba, 2023; Sofyan et al., 2023; Sudarmo et al., 2024; Suhurdo et al., 2023).

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. 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 (Estu et al., 2023; Kumalasari & Endiana, 2023; Pramesti & Renaldo, 2023; Renaldo, Vomizon, et al., 2023; Setyowati et al., 2023).

Based on the several definitions above, conclusions can be drawn about teacher performance. Teacher performance is the result and ability 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 (Amin & Wijaya, 2024; Nyoto et al., 2023; Renaldo, James, et al., 2023; Sevendy et al., 2023; Tanjung et al., 2023).

Work commitment

Robbin and Sopiiah explained by Nyoto (2019:115) that organizational commitment is an attitude that reflects employees' feelings of like or dislike towards the organization. Mawday (Sopiiah, 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 (Andi et al., 2023; Eddy et al., 2023; Marlina et al., 2024; Putra et al., 2023; Sinaga, 2024):

- Strong belief and acceptance of the organization's goals and values
- Willingness to strive to achieve organizational interests
- 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 of an individual to achieve their goals.

According to McClelland 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.

Based on the definitions above, it can be concluded that motivation 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.

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 held by members of the organization, and is a system of shared meaning. In the views of Trice and Bayer as cited by Fachreza, Said Mustadi, and M. Shabri Abd Majid (2018), organizational culture is evolving in tandem with the dynamic nature of the organizational climate. Consequently, the conceptualization of organizational culture has taken various forms, recognizing its roots in tropology and sociology. This acknowledgment aligns with the multifaceted nature of the term 'culture,' encompassing national connotations and allowing for diverse perspectives. Amidst this adaptation process, the prevailing consensus suggests that at its core, culture is a shared value system. Geert Hofstede, as mentioned in Wibowo (2010, p.15), defines culture as a shared mental program that shapes individuals' responses to their surroundings. 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 Mangkumegara (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 for employees and directs their actions to achieve organizational goals. Organizational culture is a pattern of organizational beliefs and values 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.

Competence

According to Sedamayati (2009) states that competency is a combination of knowledge, skills and behavior used to improve performance; 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: Knowledge, Expertise, and 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.

Relationship between variables and formulation of hypothesis

The Influence of Motivation on Work Commitment

Organizational commitment 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 (Pamarna, 2016). Based on the description above, the hypothesis of this research is:

H1: There is a positive influence of motivation on work 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 Anggorawat'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 an insignificant positive effect of motivation on performance.

The Influence of Organizational Culture on Work 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 Sopiati (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: There is a significant positive influence of organizational culture on work commitment

The Influence of Organizational Culture on Performance

As per Trice and Bayer in Fachreza, Said Musnadi, and M. Shabri Abd Majid (2018), organizational culture is evolving in response to the increasing dynamics within organizational climates. The concept of organizational culture has taken various forms, stemming from the borrowing of the term 'culture' from tropology and sociology. This borrowing aligns with the cultural meaning that encompasses national connotations, and the implications are broad, allowing for diverse perspectives. Throughout the adaptation process, the prevalent belief is that the essence of culture lies in a shared value system. In accordance with Swastiani Dunggjo's findings in 2020, a more robust aggressive-defensive culture has a positive impact on enhancing employee performance. The overall conclusion drawn is that organizational culture exerts both simultaneous and partial influences on employee performance. This aligns with the outcomes of research conducted by Suhardjo et al. (2021) and Jamahuddin et al. (2017), which highlight the positive effect of organizational culture on performance.

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

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

The Influence of Competence on Work Commitment

Competence HR relationship 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 intellectual ones consists on competence managerial and organism's commitment to testing the influence of these two elements on performance in the organization. Based on the description above, the hypothesis of this research is:

H5: There is a significant negative influence of competency on work commitment

The Influence of Competence on Performance

According to Emron, Yohry, 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 and attitudes. Meanwhile, according to George Klomp, in Emron, Yohry, 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. Khafr Ansar (2019), Muhammad Guruh (2018), Azalaidin (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 significant 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: There is a significant negative effect of commitment on performance

METHODOLOGY

Place and time of research

This research was conducted at elementary school level which is part of Cluster 4 of Bengkalis District. There were 7 schools used as research sites with a total of 145 teachers. The research was conducted from August 2023 to October 2023.

Population and Sample

The population that the author used as the object of this research were 145 teachers in Cluster 4 of the Bengkalis sub-district in the sub-district.

Table 1. Population and Sample

No.	Information	Population	Sample
1	SD Negeri 2 Bengkalis	20	20
2	SD Negeri 26 Bengkalis	19	19
3	SD Negeri 27 Bengkalis	20	20
4	SD Negeri 28 Bengkalis	22	22
5	SD Negeri 38 Bengkalis	18	18
6	SD Negeri 39 Bengkalis	21	21
7	SD Negeri 40 Bengkalis	25	25
	Amount	145	145

Type and Source Data

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

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 the respondents were teachers, employees of SD Cluster 4, Bengkalis sub-district

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 Analysis Techniques

Descriptive Analysis

The descriptive analysis in this study encompasses an examination of characteristics associated with the responses provided by the respondents. (1) Evaluation of Respondent Characteristics involves an analysis of respondent attributes such as age, gender, class, tenure, and educational background. (2) Assessment of Respondent Responses involves an analysis of the responses provided by respondents, with a focus on the correlation with their respective characteristics.

PLS Model Test

The PLS model tests conducted in this study include: (1) Validity Test, which evaluates the accuracy of research instruments or questionnaires. The validity test measures the extent to which statements or items in the questionnaire effectively capture what the questionnaire intends to measure. The accuracy is assessed using the correlation coefficient, and a questionnaire is considered valid if the correlation coefficient exceeds 0.3 (Ghozali, 2011). (2) Reliability Test, aiming to gauge the consistency of respondents' answers. This test utilizes the Cronbach alpha statistical measure, and a questionnaire is deemed reliable if the Cronbach alpha value is equal to or greater than 0.70 (Ghozali, 2011). (3) Multicollinearity Test (VIF), where the VIF value is examined, and it should be less than 5 to avoid indicating multicollinearity between constructs (Ghozali and Latan 2015). (4) R Square Test, which assesses the coefficient of determination (R Square) to understand how much the endogenous construct can be explained by the exogenous construct. An R Square value between 0 and 1 is expected, with values of 0.75, 0.50, and 0.25 signifying a strong, moderate, and weak model, respectively.

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 t count $>$ t 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 ≥ 0.70 (Ghozali 2016).

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. With a total of 7 primary schools in Cluster 4 school with a total of 145 teachers.

Vision, Mission, Goals and Targets of Bengkalis Education

Vision

Realization of Competitive Education Towards a Bengkalis with an Advanced and Prosperous Spirit.

Mission

- Improving the quality 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.

e. Realizing education service governance.

Objective

Based on Bengkulu Regency Regional Regulation Number 3 of 2016 concerning the Formation and Structure of the Regional Organization of Bengkulu Regency and Bengkulu Regent Regulation Number 37 of 2016 concerning Position, Organizational Structure, Echeloning, Duties, Functions and Job Descriptions and Work Procedures at the Bengkulu Regency Education Service. Education 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.

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 Bengkulu 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. Characteristics of Respondents Education

No	Education	Frequency	Percentage
1	High School	4	3 %
2	Diploma (PGSD)	9	6 %
	Diploma (General)	7	5 %
3	Bachelor (S1) PGSD	82	57 %
	Bachelor (S1) General	40	27 %
4	Postgraduate (S2)	3	2 %
	Total	145	100%

Characteristics of Respondents Based on Age

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

Table 3. Characteristics of Respondents Age

No	Age	Frequency	Percentage
1	<30 Years	14	10 %
2	31 - 40 Years	30	21 %
3	41 - 50 Years	60	41 %
4	51 - 60 Years	41	28 %
	Total	145	100%

Characteristics of Respondents Based on Gender

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

Table 4. Characteristics of Respondents Gender

No	Gender	Frequency	Percentage
1	Man	56	38.6%
2	Woman	89	61.4%
	Total	145	100%

Respondent Characteristics Based on income

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

Table 5. Characteristics of Respondents Income

No	Income	Frequency	Percentage
1	Under IDR 5.000.000	41	28 %
2	Above Rp 5.000.000	104	72 %
	Total	145	100%

Table 6. Results Test Data Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	Conclusion
Organizational culture	0.956	0.960	0.963	0.741	Valid reliability
Teacher Performance	0.939	0.955	0.956	0.845	Valid reliability
Work Commitment	0.843	0.862	0.888	0.615	Valid reliability
Competence	0.911	0.919	0.929	0.651	Valid reliability
Motivation	0.710	0.741	0.837	0.635	Valid reliability

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 model submitted in research this can accepted.

Table 7. 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
NFI	>0.90	0.949	Good Fit
IFI	>0.90	0.961	Good Fit
RMSEA	>0.90	0.051	Good Fit

Table 8. Coefficient of Determination Test (R 2)

	R-square	R-square adjusted
Teacher Performance	0.113	0.880
Work Commitment	0.429	0.417

Table 9. Processing Results with Smart PLS

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Conclusion
Organizational Culture -> Teacher Performance	0.045	0.043	0.162	0.279	0.780	Not significantly positive
Organizational Culture -> Work Commitment	0.472	0.476	0.107	4.434	0.000**	Significant positive

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O-STDEV)	P values	Conclusion
Work Commitment → Teacher Performance	-0.307	-0.315	0.113	2,717	0.007**	Significant negative
Competency → Teacher Performance	0.288	0.298	0.145	1,991	0.047**	Significant positive
Competency → Work Commitment	-0.213	-0.211	0.109	1,954	0.051*	Significant negative
Motivation → Teacher Performance	0.042	0.042	0.127	0.330	0.742	Not significantly positive
Motivation → Work Commitment	0.408	0.414	0.097	4,223	0.000**	Significant positive

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

1. The influence of work motivation on work commitment
Based on the results of hypothesis testing, it shows that the influence of teacher work motivation on job satisfaction has a P value of 0.025 or smaller than alpha 0.05. So, the results of this research can be concluded that the work motivation variable is significant to work commitment. It can be concluded that teachers who have high work motivation will have an impact on the work commitment of elementary school teachers in cluster 4 of Bengkalis District.
2. The influence of organizational culture on work commitment
Based on the results of hypothesis testing, it shows that the influence of Teacher Work Culture on work commitment has a P value of 0.025 or smaller than alpha 0.05. So, the results of this research can be concluded that organizational culture variables have a significant positive effect on work commitment. It can be concluded that teachers who have a high organizational culture will have an impact on job satisfaction among elementary school teachers in cluster 4 of Bengkalis District.
3. Influence of Work Competence on Work Commitment
Based on the results of hypothesis testing, it shows that the influence of competency on job satisfaction has a P-value of 0.000 or smaller than alpha 0.05. So, the results of this research can be concluded that the Work Competence variable is significantly negative on work commitment. It can be concluded that teachers who have good work competencies do not have an impact on the work commitment of elementary school teachers in cluster 4 of Bengkalis District.
4. The influence of work motivation on teacher performance
Based on the results of hypothesis testing, it shows that the influence of teacher work motivation on teacher performance has a P value of 0.000 or smaller than alpha 0.05. So, the results of this research can be concluded that the work motivation variable is not significantly positive on teacher performance. It can be concluded that teachers who have high work motivation do not have an impact on teacher performance among elementary school teachers in cluster 4 of Bengkalis District.
5. The influence of teacher organizational culture on teacher performance
Based on the results of hypothesis testing, it shows that the influence of Teacher organizational culture on Teacher performance has a Pvalue of 0.000 or smaller than alpha 0.05. So, the results of this research can be concluded that the organizational culture variable of teacher work is not significantly positive on teacher performance. It can be concluded that teachers who have high organizational culture have no impact on the performance of elementary school teachers in cluster 4 of Bengkalis District.
6. The influence of work competency on teacher performance
Based on the results of hypothesis testing, it shows that the influence of competency on performance has a P-value of 0.326 or greater than alpha 0.05. So, the results of this research can be concluded that the work competency variable has a significant positive effect on teacher performance. It can be concluded that high teacher work competency will have an impact on improving the performance of elementary school teachers in cluster 4 of Bengkalis District.
7. The effect of job satisfaction on teacher performance
Based on the results of hypothesis testing, it shows that the influence of job satisfaction on teacher performance has a P-value of 0.065 or greater than alpha 0.05. So, the results of this research can be concluded that the job satisfaction variable is significantly negative on teacher performance. It can be concluded that high job satisfaction will not always have an impact on the performance of elementary school teachers in cluster 4 of Bengkalis District.

Discussion

The Influence of Motivation on Teacher Work Commitment

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 work commitment, where on average they have a good perception of the job satisfaction variable for elementary school teachers in cluster 4 of Bengkalis District.

Based on the results of the SEM PLS analysis test on original respondents, the value is positive. This indicates that high teacher work motivation will increase work commitment among elementary school teachers in cluster 4 of Bengkalis District. Based on the results of hypothesis testing, it shows that work motivation variables have a significant impact on work commitment. It can be concluded that teachers who have high work motivation will have an impact on the work commitment of elementary school teachers in cluster 4 of Bengkalis District.

The results of this research are in line with research conducted by Several studies conducted by Eka Selvi Handiyani (2017), Atep Afia, Achmad Kasful Anwar (2017), Tukiyo (2015) said that motivation has a significant influence on teacher work commitment.

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 work commitment, where on average they have a good perception of the work commitment variable for elementary school teachers in cluster 4 of Bengkalis District.

Based on the test results, the results of the SEM PLS test on the original respondents were positive. This means that the teacher organizational culture variable has a positive relationship with work commitment. This indicates that high teacher organizational culture can have an impact in increasing work commitment among elementary school teachers in cluster 4 of Bengkalis District. Based on the results of hypothesis testing, it shows that the teacher organizational culture variable has a significant effect on work commitment. It can be concluded that teachers who have a high organizational culture will have an impact on the work commitment of elementary school teachers in cluster 4 of 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 work commitment.

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 work commitment, where on average they have a good perception of the Work Competence Variable found in elementary school teachers in cluster 4 of Bengkalis District.

Based on the results of the SEM PLS test on original respondents, the value is negative. This indicates that increasing teacher work competency does not have an impact on increasing work commitment among elementary school teachers in cluster 4 of Bengkalis District. Based on the results of hypothesis testing, work competency has a significant effect on work commitment. It can be concluded that teachers who have high work competency do not have an impact on the work commitment of elementary school teachers in cluster 4 of Bengkalis District.

The results of this research are in line with research conducted by Sentot Iskandar, Enceng Juhansa (2014), Sri Lenggeng Ratasari, Gandhi Sutajho, Ervin Nora Susanti (2021), Asfiar Amri, Khairil Bin Hj. Marzuki, Zahri Bin Hasyim (2014) said that competence has a positive effect on work commitment.

The Effect of Motivation on Performance

Based on the test results, the SEM PLS analysis results on the original sample are positive. This indicates that the higher teacher motivation in teaching at school will have an impact on improving the performance of elementary school teachers in cluster 4 of Bengkalis District. Based on the results of hypothesis testing, it shows that the influence of work motivation is not significant on teacher performance. It can be concluded that teachers who have high work motivation have no impact on the performance of elementary school teachers in Bengkalis District. The motivation provided by school leaders has not been able to significantly influence the performance of teachers working in elementary schools in cluster 4 of Bengkalis District so that teacher performance is not yet optimal.

The results of this research are in line with research conducted by Hesti Ristanto, Eka Selvi Handayani, Dwi Indriani (2019). The results of their research show that motivation has a significant influence on performance.

The Influence of Organizational Culture on Performance

Based on the test results, the results of the SEM PLS analysis on the original respondents were positive. This indicates that the higher the organizational culture that teachers have in teaching at school does not have an impact on increasing the performance of elementary school teachers in Gius 4, Bengkalis District. Based on the results of hypothesis testing, it shows that teacher organizational culture does not have a significant effect on teacher performance. It can be concluded that teachers who have high organizational culture do not have an impact on the performance of elementary school teachers in cluster 4 of Bengkalis District.

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

Influence of Job Competency on Performance

Based on the test results, the results of the SEM PLS test on the original respondents had a significant value. This indicates that the high work competence of school teachers in carrying out teaching at school has an impact on increasing the performance of elementary school teachers in cluster 4 of Bengkalis District. Based on the results of hypothesis testing, it shows that Job Competence is significant on Teacher performance. It can be concluded that high teacher competency has an impact on improving the performance of elementary school teachers in the Bengkalis sub-district cluster. This is because elementary school teachers who carry out their duties as class teachers find it very difficult to master the material 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 Badran (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, the results of the SEM PLS analysis on the original respondents were negative. This indicates that the better work commitment of school teachers in teaching at school does not have an impact on improving the performance of elementary school teachers in the Bengkalis sub-district cluster. Based on the results of hypothesis testing, the results of this research can be concluded that work commitment does not have a significant impact on teacher performance. It can be concluded that good work commitment will not always have an impact on the performance of elementary school teachers in cluster 4 of 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:

- The motivation variable has a positive significance on work commitment. This means that the proposed hypothesis is accepted. This means that the better the motivation, the impact it will have on increasing work commitment among elementary school teachers in cluster 4 of Bengkalis District.
- Organizational culture variables have a significant positive impact on work commitment. 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 cluster 4 of Bengkalis District.
- The Job Competency variable has a significant negative impact on Work Commitment. It can be concluded that good work competency will not have a significant impact on Work Commitment. This means the hypothesis is accepted.
- The motivation variable does not have a significant positive impact on performance. This means that the proposed hypothesis is accepted. This shows that high motivation has little impact on the performance of elementary school teachers in cluster 4 of Bengkalis District.
- The organizational culture variable has an insignificant negative impact on teacher performance. This means that the proposed hypothesis is accepted. It can be concluded that a good organizational culture does not necessarily have a good impact on the performance of elementary school teachers in Gius 4, Bengkalis District.

- The Job Competency variable has a significant impact on teacher performance. This means that the proposed hypothesis is accepted. It can be concluded that high work competency has a good impact on the performance of elementary school teachers in cluster 4 of 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:

- From the structural model explained, only one exogenous variable studied has an influence on the endogenous variable, namely the work commitment variable on elementary school teacher performance.
- There are several variables that are not according to theory, they should be positive, but the results of this research have a negative effect, namely the variables Competence on Performance, and Work Commitment on Performance. It is necessary to select the right variables in carrying out further research, so that the research meets the desired expectations
- The object of this research was only carried out at SD Cluster 4, Bengkalis District, a total of 7 schools with a total of 145 teachers.
- Many respondents in answering the questionnaire given were inappropriate and tended not to focus and absorb the essence of the questions which should be studied more specifically by the teacher.

Suggestions

Based on the results of research and discussion, the following can be recommended:

- To improve the relationship between competency and teacher performance, the school, through K3S (School Principals' Working Group), formulates a KKG (Teacher Working Group) program with a larger scope so that problems can be resolved together.
- 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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