

Research Article

The Effect Of Work Climate On Teacher Performance Toward Organizational Commitment, Work Motivation, And Work Stress Of Vocational School Teachers In East Barito District

Enni Teresia*, Sulaiman, Suriyansyah

Article history:

Submission November 2021

Revised December 2021

Accepted December 2021

**Corresponding author:*

E-mail: ennisunito@gmail.com

ABSTRACT

The purpose of this study was to describe and analyze the direct and indirect influence on the variables of work climate, teacher performance, organizational commitment, work motivation, and work stress of SMK teachers in East Barito Regency. This study followed a quantitative descriptive approach with a research sample of 124 teachers spread across Vocational High Schools in East Barito Regency. The data were collected through questionnaires, then analyzed by using simple and multiple regression statistical analysis. The research found that: There is a significant influence of work climate on organizational commitment, work motivation, work stress, and teacher performance; There is a significant effect of organizational commitment on work motivation, work stress, and teacher performance; There is a significant effect of work motivation on teacher performance; There is a significant effect of stress work on teacher performance; There is an indirect effect of work climate on teacher performance through teacher organizational commitment; There is an indirect effect of work climate on work motivation through teacher organizational commitment; There is no indirect effect of work climate on work stress through organizational commitment; There is an indirect effect of work climate on performance through teacher work motivation; There is an indirect effect of work climate on performance through teacher work stress; There is an indirect effect of organizational commitment on performance through teacher work motivation; and There is an indirect effect of organizational commitment on performance through teacher work stress.

Keywords: work climate, teacher performance, organizational commitment, work motivation, work stress

Introduction

One of the very serious problems in the world of education in our homeland today is the low quality of school education in various types and levels of education (Barrera-Osorio & Raju, 2017; Cuevas et al., 2018; Shymansky, 1978). Many argue that the quality of school education is influenced by teacher performance (Hamda et al., 2012; Nurwati, 2020; Poernamawijaya et al., 2018).

Teacher performance is very important to note and deserves to be examined carefully as an evaluation material for implementing their professional duties (Shaleh et al., 2019). Furthermore, teacher performance is closely related to increasing teacher empowerment. Teachers must independently review the curriculum, compile teaching materials, manage classes well, and master good teaching techniques (Hartono et al., 2019; Normianti et al., 2019).

How to cite:

Teresia, E., Sulaiman, Suriyansyah, (2021), The Effect Of Work Climate On Teacher Performance Toward Organizational Commitment, Work Motivation, And Work Stress Of Vocational School Teachers In East Barito District, 4 (4), 497 – 506. doi: 10.11594/jk6em. 04.04.13

Teacher performance can show the success of a school in achieving educational goals (Kelimeda et al., 2018; Normianti et al., 2019). Teacher performance also shows how far the teacher has done things for the progress of his school (Aslamiah, 2019; Martono, 2013; Normianti et al., 2019). How many teachers are involved in the school to fulfill the wishes and expectations of the community who have entrusted their children to be educated at school? Teacher performance is a determining fact for the success of any educational effort. Therefore the quality of teachers as human resources is very important to note (Dickinson, 1990; Rosyada, 2020; Wang, 2007).

Whether the teacher's performance is good or not depends on the factors that can influence it (Bush & Coleman, 2012; Sopiah, 2008; Suhaimi, 2019). Therefore, various factors that cause teacher performance problems also need to be studied and understood. By understanding the factors that influence teacher performance, alternative solutions to problems can be found. These factors are not an obstacle but can improve and encourage teacher performance in a better direction. Like Subhan (2018) suggested that "manifestation in the form of a person's performance can be the basis for seeing one's competence, although of course, it is necessary to look at other factors that can affect the form of a person's performance."

Whether the teacher's performance is good or not depends on the factors that can influence it. Therefore, various factors that cause teacher performance problems also need to be studied and understood (Asniwati, 2020). By understanding the factors that influence teacher performance, alternative solutions to problems can be found. These factors are not an obstacle but can improve and encourage teacher performance in a better direction. Like (Subhan, 2018) suggest that "manifestation in the form of a person's performance can be the basis for seeing one's competence, although of course, it is necessary to look at other factors that can affect the form of a person's performance."

Commitment is an important behavioral dimension that can be used to assess members of an organization (Marlina et al., 2019; Mulyono, 2017; Paris et al., 2018). Commitment to the organization can lead to positive behavior that affects the emergence of loyalty to the organization where he works. In school, the learning process can run smoothly and according to the expected goals if the teacher has a psychological relationship or attachment with the organization (Diefendorff & Seaton, 2015; Ichsan et al., 2019; Mulyono, 2017).

Hanafi and Sanosra (2018) state organizational commitment as a condition in which an employee side with a particular organization and intends to maintain his membership in the organization and can show loyalty to the organization to achieve its goals.

Work motivation factors also influence teacher performance. Motivation is defined as a force that encourages someone to do something to get the expected results or goals (Jacob et al., 2018; Ozeren et al., 2020; Raziq & Maulabakhsh, 2015).

According to Sardiman (2011), motivation is defined as the driving force within a person to carry out certain activities to achieve a goal. Meanwhile, according to Uno (2019), motivation is a force that encourages someone to do something to achieve goals. So motivation is needed to encourage employees/employees to achieve organizational goals.

Another factor that is no less important in determining teacher performance is job stress. Stress is pressure, tension, or unpleasant disturbance that comes from outside a person. Stress can affect emotions and the way a person thinks. Excessive stress can cause a person to be less able to face the environment and even result in an inability to face various demands on himself.

a. Teacher performance is the teacher's entire effort to deliver the learning process to achieve educational goals, which involve all activities of professional duties as a teacher and personal development tasks. Yamin (2010) states that performance is a behavior or response that gives results, which refers to what they do when facing a task (Sedarmayanti, 2014). Therefore, each individual who is given the task and trust to work in a particular organization is expected to show satisfactory performance and make maximum contributions to achieving the organization's goals (Febriani et al., 2019). However, based on the results of the author's preliminary observations at SMKs in the East Barito area, with 180 teachers spread across 6 Vocational High Schools, there are phenomena that the author encountered in the field, among others:

- 1) It can be seen that there are still teachers who have not even prepared teaching materials (lesson plan) and completeness of teaching administration.
- 2) There is still a tendency for teachers to be less disciplined. Among them, there are still teachers who come late and/or leave early (some only come to school when there is teaching time in class and go home).

- 3) Some teachers neglect their assigned duties and responsibilities by being less concerned about the existence and needs of students.
- 4) There is still a lack of interaction/communication and intimacy and cooperation among school members.

The existence of excessive teacher workload is considered difficult to make teachers experience stress in their work.

Theoretical Review

a. Performance

Supardi (2016) states that performance is "an activity carried out to carry out, complete tasks and responsibilities by predetermined expectations and goals." Performance is defined as the achievement of certain job requirements, which can be directly reflected in the output produced both in quantity and quality. Performance implies work results, ability, achievement, or encouragement to carry out a job. The success of an individual or organization in achieving these targets or goals is performance.

b. Work climate

Saondi and Suherman (2015) state that the school work climate is a reciprocal relationship between personal, social, and cultural factors that affect individual and group attitudes in the school environment, which is reflected in the atmosphere of a harmonious and conducive relationship between school principals with teachers, between teachers and other teachers, between teachers and school employees and the whole component must create relationships with students so that the goals of education and teaching are achieved. A cool and harmonious work climate will give students passion and be better inspired at work.

The work climate indicator in this study refers to the assessment format for measuring school work climate based on the opinion of Usman (2019), which includes the following:

- (1) Familiarity aspect
- (2) Competitive aspects,
- (3) Involvement of school organizations
- (4) Security aspects,
- (5) Facilities aspect, relationship with parents of students,

c. Organizational Commitment

According to Meyer & Allen (1991), commitment is an attitude that describes employee loyalty to the company. Organizational commitment is an attitude or form of one's behavior towards the organization in the form of loyalty and achievement

of the organization's vision, mission, values, and goals.

According to Meyer and Allen (1991), organizational commitment is divided into three categories, namely:

1) Affective commitment

This commitment refers to the emotional relationship of members to the organization. People with a high level of affective commitment have a desire to stay in the organization because they support the organization's goals and are willing to help achieve these goals.

2) Continuance commitment

This commitment refers to the employee's desire to remain in the organization because of a calculation or analysis of profit and loss where the perceived economic value of staying in an organization is compared to leaving the organization (Atlan, 2018; Oliver, 2011; Yalçinkaya et al., 2021). The longer employees stay with their organization, the more afraid they are losing what they have invested in the organization over the years (Walberg, 2014).

3) Normative commitment

This commitment refers to employees' feeling where they are obliged to remain in the organization due to pressure from others. Employees who have a high level of normative commitment will pay close attention to what others say about them if they leave the organization. They don't want to disappoint their boss and worry if their coworkers think badly of them because of the resignation.

d. Work Motivation

According to Kulikowski et al. (2021), motivation is defined as the driving force within a person to carry out certain activities to achieve a goal. Meanwhile, according to Uno (Uno, 2019), motivation is a force that encourages someone to do something to achieve goals. Motivation can arise because there are things that influence it. Ihsani et al. (2020) state that two very determining factors influence motivation. The two factors are maintenance factors (hygiene factors) and Motivator factors (motivation factors) (Nakamura & Dubin, 2015; Taufiqharahap, 2017; Tohidi & Jabbari, 2012).

e. Work Stress

According to Yuli (2018), job stress is a feeling of pressure experienced by employees in facing work. An imbalance between demands and

resources that a person has can also cause stress. Mangkunegara (2013) defines work stress as a feeling experienced by employees in facing work. Furthermore, according to Yuli, work stress is defined as a source that causes individual reactions in physiological, psychological, and behavioral reactions. Djafri (2017) divides stress categories into two, namely:

- 1) Eustress refers to a constructive, healthy, positive, and constructive response to stress. The well-being of individuals and organizations related to growth, flexibility, adaptability, and high performance levels is also included.
- 2) Distress, which is the opposite of eustress, is a negative and destructive response to stress. These include individual and organizational consequences such as cardiovascular disease and high rates of absenteeism, which are isolated from illness, decline, and death.

Methodology

This study was a descriptive quantitative study involving 124 teachers as the study sample from the total 180 teachers spread across Vocational High Schools in East Barito Regency. The research data were obtained by distributing questionnaires to

teachers in 6 vocational schools in East Barito Regency. This research questionnaire is in the form of a closed questionnaire with short answers in the form of a checklist and rating scale, which is a question/statement followed by columns showing the levels, such as Strongly Agree (SA), Agree (A), Doubt (D), Disagree (DA) and Strongly Disagree (SDA). The results of the questionnaire were analyzed using analyzed by using simple and multiple regression statistical analysis. Before the regression analysis was conducted, some prerequisite analyses were done to ensure that the data can be analyzed using the simple and multiple regression statistical analysis.

Findings and Discussion

1. Normality Test Results

The normality test was carried out using a non-parametric statistical test, namely the One-sample Kolmogorov-Smirnov test with the SPSS program. The standardized residual value curve is said to spread normally if the Kolmogorov-Smirnov value or the Asymp, Sig, (2-tailed) value > 0.05, the results of the data normality test are presented in Table 1.

Table 1. Normality Test Results

		Work climate (x)	Teacher performance (y)	Organizational commitment (Z1)	Work motivation (Z2)	Work Stress (Z3)
N		124	124	124	124	124
Normal	Mean	113.29	51.31	91.81	165.52	108.32
parameter a,b	Std. dev	15.887	3.037	9.916	13.665	11.760
Dev. Most	absolute	0.75	0.089	0.086	0.074	0.084
extremme	positive	0.49	0.041	0.059	0.049	0.061
differences	negative	-0.085	-0.073	-0.086	-0.084	-0.074
Kolmogrov-SZ		0.085	0.088	0.560	0.084	0.074
Asymp.sig.(2-tailed)		0.087	0.083	0.058	0.090	0.073

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance Correction

Stress (Z3) have Asymp, Sig, (2-tailed) values > 0.05, So it is concluded that the distribution of research data is normally distributed.

Table 1 above shows that the Work Climate (X), Teacher Performance (Y), Organizational Commitment (Z1), Work Motivation (Z2), and Work

2. Linearity Test Results

The test results can be seen in Table 2 below.

Table 2. Linearity Test Results between Variables

No	Variable	Deviation from linearity	Sig
1	X→ Z1	0.754	0.05
2	X→ Z2	0.058	0.05
3	Z1→ Z2	0.072	0.05
4	X→ Z3	0.805	0.05
5	Z1→ Z3	0.812	0.05
6	X→ Y	0.999	0.05
7	Z1→ Y	0.912	0.05
8	Z2→ Y	0.597	0.05
9	Z3→ Y	0.653	0.05

Based on Table 2 above, the linearity test between variables shows that all variables show a Deviation

from Linearity Sig> 0.05, so it can be concluded that the five research variables have a linear effect.

Table 3 Homogeneity Test Results

Variances	Work climate (x)	Teacher performance (y)	Organization Commitment (Z ¹)	Work motivation (Z ²)	Work stress (Z ³)
Based on mean	0,574	0,285	0,414	0,115	1.000
sig	0.05	0.05	0.05	0.05	0.05

Homogeneity Test Results Based on Table 3 above, it can be seen that the homogeneity test on five research variables, namely Work Climate (X), Teacher Performance (Y), Organizational Commitment (Z1), Work Motivation (Z2), and Work Stress (Z3), shows the value of Sig. Based on mean or Sig. > 0.05, so it can be concluded that the variance of two or more data populations is the same (homogeneous).

Hypothesis Test Results

Direct Influence of Work Climate (X) on Organizational Commitment (Z1) of Vocational School Teachers in East Barito Regency

A simple regression test shows a significant influence between work climate (X) on organizational commitment (Z1) of vocational school teachers in East Barito Regency. The significance value is 0.000 <0.05. The results of this analysis illustrate that by having a good working climate, organizational commitment will also be good, and vice versa, the lack of a good working climate in schools will commit even lower.

This research is supported by Austri (2018) in his research on the influence of organizational climate on job satisfaction and organizational commitment, proving that there is a positive and significant relationship between organizational climate and commitment. Furthermore, Kurniawati (2019) shows that the study results found that work climate positively and significantly affects career commitment in organizations. Besides, Elondri's (2020) research results also show that the work

climate variable positively and significantly affects organizational commitment.

Direct Effect of Work Climate (X) on Work Motivation (Z2) of Vocational School Teachers in East Barito Regency

Multiple regression tests show a significant influence between work climate (X) on work motivation (Z2) in vocational school teachers in East Barito Regency. This can be seen from the magnitude of the correlation value of 0.594 with a significance value of 0.000 <0.05. This analysis illustrates that by having a good or conducive work climate, the teacher's work motivation will increase, and vice versa if the working climate is not good, the organizational commitment will also be lower. Similar research conducted by Taufiqharahap (2017) shows that there is a direct positive influence of organizational climate on teacher work motivation, as well as Tohidi and Jabbari (2012), regarding the Effects of Organizational Climate, Job Satisfaction and Achievement Motivation on Teacher Performance, proving that there is a significant influence between climate organization on achievement motivation.

Direct Effect of Organizational Commitment (Z1) on Work Motivation (Z2) of Vocational School Teachers in East Barito Regency

Multiple regression tests show a significant influence between the work organizational commitment variable (Z2) on work motivation (Z2). This can be seen from the magnitude of the correlation value of 0.534 with a significance value

of 0.000 <0.05. This analysis illustrates that by having a good commitment, motivation will also be good, and vice versa if commitment is low, work motivation will also be low. Karsono (2008), in his research, found that organizational commitment has a positive and significant effect on work motivation. Syarifah and Kurniasih (2016), through research on the influence of trust and organizational commitment on work motivation and job satisfaction, also explained a positive and significant effect of organizational commitment on work motivation.

Direct Effect of Work Climate (X) on Job Stress (Z3) of Vocational School Teachers in East Barito Regency

Multiple regression tests show a significant influence between the work climate variable (X) on work stress (Z3). This can be seen from the magnitude of the correlation value of 0.488 with a significance value of 0.000 <0.05. The results of this analysis illustrate that an improved work climate can lead to increased work stress. Ihsani et al. (2020) state that organizational climate has a significant positive effect on stress. Likewise, Nakamura (2015) revealed that organizational factors that discuss organizational climate also influence work stress. The results showed that organizational climate has a positive effect on job stress.

Direct Effect of Organizational Commitment (Z1) on Work Stress (Z3) of Vocational School Teachers in East Barito Regency

Data analysis shows a significant positive effect between organizational commitments (Z1) on work stress (Z3). This can be seen from the magnitude of the correlation value of 0.232 with a significance value of 0.000 <0.05. The results of this analysis illustrate that with increasing organizational commitment, job stress also increases. Research conducted by Montani et al. (2017) on Innovating under stress: The role of commitment and leader-member exchange shows that stressors have a positive indirect effect on commitment. Another study conducted by Anggraini (2013) shows that the study results show that job satisfaction, organizational commitment, and job stress have a significant effect simultaneously.

Direct Effect of Work Climate (X) on Teacher Performance (Y) of Vocational High Schools in East Barito Regency

The results showed a significant positive influence between the work climate variable (X) on teacher performance (Y) in vocational school

teachers in East Barito Regency. This can be seen from the magnitude of the correlation value of 0.288 with a significance value of 0.003 <0.05. These results illustrate that with the increase in the work climate (X), the teacher's performance (Y) will also increase.

In their research, Hartono et al. (2019) suggest the direct and indirect effects of the principal's managerial duties on teacher performance. A work climate that provides a sense of comfort and pleasure will affect the performance of employees to be more active, diligent, and enthusiastic at work, and vice versa if the work climate is bad, employee performance is also bad. Fransisca et al. (2017) also found a significant contribution between work climate and teacher performance with a correlation coefficient of 0.704 and a contribution of 49.50%.

Direct Effect of Organizational Commitment (Z1) on Teacher Performance (Y) of Vocational School Teachers in East Barito Regency

The study results based on multiple regression tests showed a significant influence between the variable organizational commitment (Z1) on teacher performance (Y). This can be seen from the large correlation value of 0.673 with a significance value of 0.004 <0.05, which means that the effect of organizational commitment on teacher performance is proven significant.

Suriansyah and Aslamiah (2015) researched the relationship of school culture, communication, and work commitment to the performance of public elementary school teachers in Banjar Masin City, the results of the study found that commitment had a relationship with teacher performance. Yalçinkaya et al. (2021) also researched The Effect of Organizational Commitment, Motivation, Capability and Job Satisfaction on Employee Performance at the Pemalang Inspectorate. The results showed that part there was a positive and significant influence between organizational commitment to employee performance.

Direct Effect of Work Motivation (Z2) on Teacher Performance (Y) of Vocational School Teachers in East Barito Regency

The study results through multiple regression tests showed a significant influence between the work motivation variable (Z2) on teacher performance (Y) in vocational school teachers in East Barito Regency. This can be seen from the correlation value of 0.217 with a significance value of 0.003 <0.05, which means that the effect of work motivation on teacher performance is proven significant.

Research conducted by Syamsudin and Suhaimi (Suhaimi, 2019) regarding the Relationship Principal Leadership to Work Motivation, Morale Teacher and Teacher Performance of State Junior High Schools. The results showed a direct relationship between work motivation and teacher performance in East Banjarmasin Junior High School, Banjarmasin City. Furthermore, Normianti et al. (Normianti et al., 2019) in their research, they found that work motivation has a significant effect on teacher performance in vocational schools in Banjarmasin city.

Direct Effect of Job Stress (Z3) on Teacher Performance (Y) of SMK in East Barito Regency

The multiple regression test shows a significant influence between the work motivation variable (Z2) on teacher performance (Y) in vocational school teachers in East Barito Regency. This can be seen from the correlation value of 0.412 with a significance value of $0.002 < 0.05$, which means that the effect of job stress on teacher performance is proven to be significant.

Asniwati (Asniwati, 2020), in his research on the influence of competence and work stress on employee performance at the National Education Office of North Sulawesi Province, stated that the study results show that competence and work stress simultaneously have a positive and significant effect on employee performance.

Febriani et al. (Febriani et al., 2019), in a study entitled The Effect of Job Stress on Employee Performance, also proves that job stress has a significant relationship with a positive value on employee performance.

Indirect Effect of Work Climate (X) on Teacher Performance (Y) through Organizational Commitment (Z1) of Vocational School Teachers in East Barito Regency

The results of research on work climate (X) on teacher performance (Y) through organizational commitment (Z1) for SMK Teachers in East Barito Regency, it can be seen that there is an indirect effect that is given. The value of the indirect effect is greater than the direct effect. Based on the sobel test, it shows a significant value, $Z > \text{normal / standard curve value}$, $Z = 2,660 > 1.96$. So it can be concluded that the variable organizational commitment as a mediating variable (intervening) has a significant effect on teacher performance. This is supported by Pohan, in 2014 through a study entitled the effect of work climate and achievement motivation on teacher performance, indicating that there is a partial influence of work climate on teacher performance.

Indirect Effect of Work Climate (X) on Work Motivation (Z2) through Organizational Commitment (Z1) of Vocational School Teachers in East Barito Regency

The results of research on Work Climate (X) on work motivation (Z2) through Organizational Commitment (Z1) of Vocational School Teachers in East Barito Regency indicate that there is an indirect effect given by Work Climate (X) on Work Motivation (Z2). Based on the calculation of the sobel test, it shows a significant value, $Z > \text{normal/standard curve value}$, $Z = 3,428 > 1.96$. So it can be concluded that the variable organizational commitment as a mediating variable (intervening) has a significant effect on work motivation, which means that the variable organizational commitment can function as a mediator. Furthermore, Hanafi & Sanosra (2018) studied the Influence of Work Motivation, Organizational Climate on Organizational Commitment, and Lecturer Performance in Early Childhood Education Teachers' Training College PGRI Jember. This shows that organizational climate indirectly affects organizational commitment.

Indirect Effect of Work Climate (X) on Job Stress (Z3) through Organizational Commitment (Z1) of Vocational School Teachers in East Barito Regency

The results showed that the working climate (X) did not have a significant indirect effect on job stress (Z3) through Organizational Commitment (Z1) for SMK Teachers in East Barito Regency. It can be seen through the calculation of the sobel test that the value is not significant, $Z < \text{normal/standard curve value}$, $Z = 1.881 < 1.96$. So it can be concluded that the variable organizational commitment as a mediating variable (intervening) is not significant to work stress, which means that the variable organizational commitment cannot function as a mediator. Likewise, Rahsel, Y. (2017), through research on Employee Performance at Padjadjaran University Bandung: Work climate and work motivation, states a significant influence between work climate and work motivation on employee performance.

Indirect Effect of Work Climate (X) on teacher performance (Y) through Work Motivation (Z2) of Vocational School Teachers in East Barito Regency

The results showed that the working climate (X) has an indirect effect on teacher performance (Y) through the motivation of the teachers (Z2) of SMK in East Barito Regency. It can be seen through the calculation of the sobel test that it shows a

significant value, $Z >$ the value of the normal/standard curve, $Z = 5.192 > 1.96$. So it can be concluded that work motivation as a mediating variable (intervening) has a significant effect on work stress, which means that work motivation can function as a mediator. Sigit Prasetyo (2014) with the research title "The Influence of Leadership Style and Work Climate on Employee Performance with Work Motivation as an Intervening Variable (Study at Starred Hotels in Yogyakarta)." The results of his research stated that there was a positive and significant influence of the work climate on employee performance

Indirect influence of work climate (X) on teacher performance (Y) through work stress (Z3) for vocational school teachers in East Barito Regency

The results of the assessment show that there is a positive and significant indirect effect between the work climate (X) on teacher performance (Y) through job stress (Z3) for SMK teachers in East Barito Regency. It can be seen from the calculation of the sobel test, which shows a significant value, $Z >$ the value of the normal/standard curve, $Z = 6.802 > 1.96$. This means that the work stress variable can function as a mediating variable (intervening) on teacher performance, but the effect is small. Barrera-Osorio and Raju (Barrera-Osorio & Raju, 2017), who studied the Influence of Work Environment, Work Motivation, and Work Stress on Employee Performance also found that the work environment and work stress affect employee performance, the better the environment, the more stress, the more employee performance increases.

Indirect Effect of Organizational Commitment (Z1) on Teacher Performance (Y) through Work Motivation (Z2) of Vocational School Teachers in East Barito Regency

The results showed that there was a positive and significant indirect effect between organizational commitment (Z1) on teacher performance (Y) through work motivation (Z2) for vocational school teachers in East Barito Regency. The result of the sobel test calculation shows a significant value, $Z >$ the value of the normal/standard curve, $Z = 4.120 > 1.96$. So it can be concluded that the work motivation variable can function as a mediating variable (intervening), which positively and significantly affects teacher performance. Furthermore, relevant research was carried out by Normianti et al. (Normianti et al., 2019) concerning the Relationship of Principal Transformational Leadership, Teacher Job

Satisfaction, Organizational Commitment, and OCB with the Performance of Public Elementary School Teachers in Banjarmasin City that the results of statistical analysis show that there is an indirect relationship between transformational leadership and teacher performance through organizational commitment.

Indirect Effect of Organizational Commitment (Z1) on Teacher Performance (Y) through Job Stress (Z3) for Vocational School Teachers in East Barito Regency

The results showed that there was a positive and significant influence between organizational commitment (Z1) on teacher performance (Y) through job stress (Z3) for teachers of SMK in East Barito Regency. The result of the sobel test calculation shows a significant value, $Z >$ normal/standard curve value, $Z = 1.986 > 1.96$. So it can be concluded that the work stress variable as a mediating variable (intervening) has a significant effect on teacher performance. The result is similar to Li et al. (2017), who studied the relationship between university faculties, job stress, and organizational commitment in China. The study results show that job stress in university faculties has a positive direct effect on job satisfaction and has a direct effect on organizational commitment. Job stress also has a positive indirect effect.

Conclusion and Recommendation

The research concluded that there is a significant influence of work climate on organizational commitment, work motivation, work stress, and teacher performance; There is a significant effect of organizational commitment on work motivation, work stress, and teacher performance; There is a significant effect of work motivation on teacher performance; There is a significant effect of stress work on teacher performance; There is an indirect effect of work climate on teacher performance through teacher organizational commitment; There is an indirect effect of work climate on work motivation through teacher organizational commitment; There is no indirect effect of work climate on work stress through organizational commitment; There is an indirect effect of work climate on performance through teacher work motivation; There is an indirect effect of work climate on performance through teacher work stress; There is an indirect effect of organizational commitment on performance through teacher work motivation; and There is an indirect effect of organizational

commitment on performance through teacher work stress.

Considering the result of the study, it is suggested that the headmasters should create a working climate, initiative, and the willingness of teachers in terms of channeling competitive desires. They have to give motivation in the form of awards to teachers and involve teachers in various activities to develop the teacher's potential. Besides, they also need to assist the teachers in explaining the principles of learning. It was suggested that the teachers have to improve the appropriateness of assessment techniques and types (oral or written) by conducting portfolio assessments. They also need to undertake continuous exercises using various strategies and assessment methods and improve their ability to use various assessment results as feedback, avoid stress symptoms by minimizing sources of stress, and reduce the causes of stress by refreshing or exercising together. While the Education Office they have to provide technical supervision to improve the quality of teacher performance.

References

- Aslamiah. (2019). Teachers Organizational Commitment in Elementary School: A Study in Banjarmasin Indonesia. *The Open Psychology Journal*, 1.
- Asniwati. (2020). *Motivasi Kerja Guru Sekolah Dasar Negeri di Kota Banjarmasin*. Paradigma.
- Atlan, H. (2018). On a formal definition of organization. *Journal of Theoretical Biology*, 45(2), 295–304. [https://doi.org/https://doi.org/10.1016/0022-5193\(74\)90115-5](https://doi.org/https://doi.org/10.1016/0022-5193(74)90115-5)
- Austri., S. R. (2018). Pengaruh Iklim Organisasi Terhadap Kepuasan Kerja Karyawan dan Komitmen Organisasi. *Jurnal Administrasi Bisnis (JAB)*, 6(3).
- Barrera-Osorio, F., & Raju, D. (2017). Teacher performance pay: Experimental evidence from Pakistan. *Journal of Public Economics*, 148, 75–91. <https://doi.org/https://doi.org/10.1016/j.jpubeco.2017.02.001>
- Bush, T., & Coleman, M. (2012). *Manajemen Mutu Kepemimpinan Pendidikan*. IRCiSoD.
- Cuevas, R., Ntoumanis, N., Fernandez-Bustos, J. G., & Bartholomew, K. (2018). Does teacher evaluation based on student performance predict motivation, well-being, and ill-being? *Journal of School Psychology*, 68, 154–162. <https://doi.org/https://doi.org/10.1016/j.jsp.2018.03.005>
- Dickinson, D. J. (1990). The relationship between ratings of teacher performance and student learning. *Contemporary Educational Psychology*, 15(2), 142–151. [https://doi.org/https://doi.org/10.1016/0361-476X\(90\)90013-Q](https://doi.org/https://doi.org/10.1016/0361-476X(90)90013-Q)
- Diefendorff, J. M., & Seaton, G. A. (2015). Work Motivation. In J. D. B. T.-I. E. of the S. & B. S. (Second E. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)* (pp. 680–686). Elsevier. <https://doi.org/https://doi.org/10.1016/B978-0-08-097086-8.22036-9>
- Djafri, N. (2017). *Kepemimpinan dan Perilaku Organisasi*. Ideas Publishing.
- Elondri. (2020). Pengaruh Iklim Kerja dan Kepuasan Kerja Terhadap Komitmen Organisasi Pada Pegawai Badan Pertanahan Nasional Kabupaten Pasaman Barat. *E-Jurnal Apresiasi Ekonomi*, 8(mor 3. September 2020), 442–453.
- Febriani, H., Aslamiah, S., M., & Sin, I. (2019). The Contribution of Principal Transformational Leadership, Work Motivation, Through Satisfaction with OCB Teachers. *Journal of K6, Education, and Management*, 160.
- Fransisca, D. J., Murhadi, W. R., & Mahadwartha, P. A. (2017). The Influence Of Idiosyncratic Volatility, Market Risk. In *And Size On Stock Return Of A Non-Financial Company Registered In Indonesia Stock Exchange In The Period Of 2012*.
- Hamda, S., Dalle, J., Training, M., Hati, S., Pendidikan, K., Terbuka, U., Baswedan, M. A., Paramadina, R. U., & Pasca, D. S. (2012). Peran Guru Dalam Pembentukan Karakter Peserta. *Prosiding TING IV*, 655–664.
- Hanafi, C., & Sanosra, A. (2018). Pengaruh Motivasi Kerja, Iklim Organisasi Terhadap Komitmen Organisasi dan Kinerja Dosen Pendidikan Guru Pendidikan Anak Usia Dini IKIP PGRI Jember. *JSMBl (Jurnal Sains Manajemen Dan Bisnis Indonesia)*, 8(1), 94–111.
- Hartono, B., Sulaiman, & Suhaimi. (2019). The Influence of Principal Managerial Activities, Job Satisfaction, and Organizational Culture on the Performance of Elementary School Teachers in Hampang Sub-district. *Journal of K6, Education, and Management*, 167.
- Ichsan, I. Z., Enin, I., & Farah Muthi, H. (2019). Peningkatan Keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skills) Pada Siswa Sekolah Dasar Melalui Video Berbasis Kasus Pencemaran Lingkungan. *Concept and Communication*, null(23), 301–316. <https://doi.org/10.15797/concom.2019..23.009>
- Ihsani, S., Inderawati, R., & Vianty, M. (2020). The Transformational Leadership Behaviours of School Principals of Vocational High School in Palembang. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 117. <https://doi.org/10.29240/jsmp.v4i1.1203>
- Jacob, B. A., Rockoff, J. E., Taylor, E. S., Lindy, B., & Rosen, R. (2018). Teacher applicant hiring and teacher performance: Evidence from DC public schools. *Journal of Public Economics*, 166, 81–97. <https://doi.org/https://doi.org/10.1016/j.jpubeco.2018.08.011>
- Karsono, K. (2008). Pengaruh Komitmen Organisasi terhadap Kinerja dengan Motivasi dan Kepuasan Kerja sebagai Variabel Pemeditasi. *Jurnal Akuntansi Dan Bisnis*, 8(2).
- Kelimedia, H., Ridwan, M. I., & Dalle, J. (2018). The Effect Of Motivation, Job Satisfaction and Job Discipline Toward Employee Performance of PT. Buma Perindahindo at LNG Tangguh Site, Teluk Bintuni Regency, West Papua, Indonesia. *European Journal of Human Resource Management Studies*, 50.
- Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2021). The motivation of academics in remote teaching during the covid-19 pandemic in polish universities—opening the debate on a new equilibrium in e-learning. *Sustainability (Switzerland)*, 13(5), 1–16. <https://doi.org/10.3390/su13052752>
- Kurniawati. (2019). Pengaruh Iklim Kerja dan Pengembangan karir Terhadap Komitmen Karir Terhadap Komitmen Karir dengan Kepuasan Kerja sebagai Variabel Intervening Pada Kantor BKD Kabupaten Bima. In *Jurnal. Prosiding Seminar Nasional Multi Disiplin Ilmu*.
- Li, P., Liu, Y., Yuan, P., & Ju, F. (2017). The Study on the Relationship between University Faculties' Job Stress and Organizational Commitment in China. *Procedia Computer Science*, 122, 642–648.

- <https://doi.org/10.1016/j.procs.2017.11.418>
- Mangkunegara. (2013). *Manajemen Sumber Daya Manusia Perusahaan*. PT Remaja Rosdakarya.
- Marlina, D., Suriansyah, A., & Metroyadi. (2019). The Effect of Transformational Leadership and Work Motivation on Teacher Performance Through Teacher Discipline. *Journal of K6, Education, and Management*, 342.
- Martono, S. (2013). Strategi Peningkatan Kinerja Program Studi Melalui Optimalisasi Peran Pimpinan. *Jurnal Dinamika Manajemen*, 33, 35.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/https://doi.org/10.1016/1053-4822(91)90011-Z)
- Montani, F., Courcy, F., & Vandenberghe, C. (2017). Innovating under stress: The role of commitment and leader-member exchange. *Journal of Business Research*, 77, 1–13. <https://doi.org/https://doi.org/10.1016/j.jbusres.2017.03.024>
- Mulyono. (2017). *Manajemen Administrasi dan Organisasi Pendidikan*. Ar-Ruzz Media.
- Nakamura, J., & Dubin, M. (2015). Flow in Motivational Psychology. *International Encyclopedia of the Social and Behavioral Science*.
- Normianti, H., Aslamiah, & Suhaimi. (2019). Relationship of Transformational Leaders of Principal, Teacher Motivation, Teacher Organization Commitments with Performance of Primary School Teachers in Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*, 126.
- Nurwati. (2020). Transformational Leadership Relationship, Headmaster Academic Supervision, and Achievement Motivation with Teacher Performance. *Journal of K6*.
- Oliver, G. (2011). The Significance of Organizational Culture. *Organizational Culture for Information Managers*.
- Ozeren, E., Arslan, A., Yener, S., & Appolloni, A. (2020). The predictive effect of teachers' perception of school principals' motivating language on teachers' self-efficacy via a cultural context. *Sustainability (Switzerland)*, 12(21), 1–17. <https://doi.org/10.3390/su12218830>
- Paris, Z., Utaya, S., Setyosari, P., & Sin, I. (2018). Relationship Between Teacher Motivation in Guiding Student Learning Difficulties and Learning Achievement. *Journal of K6*.
- Poernamawijaya, L. W., Sulaiman, Suriansyah, A., & Dalle, J. (2018). Contribution On Supervision Of Supervisor , Principals Motivation , Kindergarten Teacher Performance To Improving The Kindergarten Quality In West Banjarmasin, Indonesia. *European Journal of Alternative Education Studies*, 3(2), 129–146. <https://doi.org/10.5281/zenodo.2261031>
- Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, 23, 717–725. [https://doi.org/https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/https://doi.org/10.1016/S2212-5671(15)00524-9)
- Rosyada, A. (2020). Contribution of Organizational Commitment, Lesson Study, and Teacher Professionalism to Learning Quality. *Journal of K6, Education, and Management*, 118.
- Saondi, O., & Suherman, A. (2015). *Etika Profesi Keguruan*. PT. Refika Aditama.
- Sedarmayanti. (2014). *Manajemen Sumber Daya Manusia, Reformasi Birokrasi, dan Manajemen Pegawai Negeri Sipil*. Refika Aditama.
- Shaleh, A., Suhaimi, & Ngadimun. (2019). The Relation of Work Motivation, Work Discipline on Teacher Performance Through Teacher Professional Attitude. *Journal of K6, Education, and Management*, 323.
- Shymansky, J. A. (1978). Assessing teacher performance in the classroom: Pattern analysis applied to interaction data. *Studies in Educational Evaluation*, 4(2), 99–106. [https://doi.org/https://doi.org/10.1016/0191-491X\(78\)90005-6](https://doi.org/https://doi.org/10.1016/0191-491X(78)90005-6)
- Sopiah. (2008). *Perilaku Organisasi*. Andi Offset.
- Subhan, A. (2018). Pengaruh Kompetensi, Kepuasan Kerja dan Komitmen Organisasi Terhadap Kinerja Guru (Studi pada SMK Negeri di Kota Tasikmalaya. *Jurnal Ilmiah Mahasiswa Pascasarjana Administrasi Pendidikan*, 5(1), 17.
- Suhaimi. (2019). *Manajemen Strategik Untuk Meningkatkan Mutu Pendidikan Di Sekolah*. RajaGrafindo Persada.
- Supardi. (2016). *Kinerja Guru*. PT Raja Grafindo Persada.
- Suriansyah, A., & Aslamiah. (2015). Strategi Kepemimpinan Kepala Sekolah, Guru, Orang Tua, dan Masyarakat dalam Membentuk Karakter Siswa. *Cakrawala Pendidikan*, 238.
- Syarifah, I., & Kurniasih, I. (2016). Pengaruh Kepercayaan dan Komitmen Organisasi Terhadap Motivasi Kerja dan Kepuasan Kerja. *Jurnal Kependidikan Penelitian Inovasi Pembelajaran*, 46(1).
- Taufiqharahap, M. (2017). The Effect Of Transformational Leadership And Academic Optimism Culture On Teacher Empowerment And Motivation Along Its Impact On The Effectiveness Of Medan State Junior High School. *International Journal on Language, Research and Education Studies*, 1(1), 119–129. <https://doi.org/10.30575/2017/IJLRES-2020050807>
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences*, 31, 820–824. <https://doi.org/https://doi.org/10.1016/j.sbspro.2011.12.148>
- Uno, H. (2019). *Teori Motivasi dan Pengukuran Analisis di Bidang*. PT. Bumi Aksara.
- Usman, H. (2019). *Manajemen; Teori, Praktik, dan Riset Pendidikan*. Bumi Aksara.
- Walberg, M. (2014). *Chapter 5 Leadership* (Leadership (ed.)). Academic Press. <https://doi.org/10.1016/B978-0-12-396961-3.00005-6>
- Wang, W. (2007). Evaluation of 2+2 alternative teacher performance appraisal program in Shanxi, People's Republic of China. *Teaching and Teacher Education*, 23(7), 1012–1023. <https://doi.org/https://doi.org/10.1016/j.tate.2006.05.005>
- Yalçinkaya, S., Dağlı, G., Aksal, F. A., Gazi, Z. A., & Kalkan, Ü. (2021). The effect of leadership styles and initiative behaviors of school principals on teacher motivation. *Sustainability (Switzerland)*, 13(5), 1–19. <https://doi.org/10.3390/su13052711>
- Yamin. (2010). *Standarisasi Kinerja Guru*. Gaung Persada.
- Yuli, G. (2018). *Stress Kerja*. Semarang Universitas Press.