



## The Effect of Organizational Commitment, Work Discipline, and Work Climate on Elementary School Teacher Performance in Indragiri Hilir Regency

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### ABSTRACT

This study analyzes the effect of organizational commitment, work discipline, and work climate on the performance of elementary school teachers in Keritang District, Indragiri Hilir Regency, Riau. Given the crucial role of teacher performance in improving education quality, this study addresses issues related to these three factors. Using a quantitative approach with a correlational method and multiple linear regression design, the research involved 158 randomly selected teachers. Data were collected through validated and reliable questionnaires and analyzed using multiple regression. Results indicate that organizational commitment, work discipline, and work climate significantly and positively affect teacher performance ( $p < 0.05$ ). These findings highlight the need for schools and policymakers to enhance these factors to improve educational quality.

## INTRODUCTION

Teachers play a central role in determining education quality, as they are responsible for curriculum implementation, learning resources, and the learning environment that shapes student development. According to Law No. 20 of 2003 on the National Education System, teachers serve as the frontline in educating and shaping the nation's character. However, education quality in various regions, including Indragiri Hilir Regency, remains suboptimal. A preliminary survey conducted in May 2024 at elementary schools in Keritang District revealed several issues: only 40% of teachers held teaching certifications, 68% relied on conventional teaching methods, and 60% conducted assessments only during exams. Additionally, organizational commitment among teachers was low, work discipline was inconsistent, and the work climate was often uncondusive due to inadequate facilities and poor collegial relationships. Data from the Indragiri Hilir Education Office indicate that many schools struggle to create a supportive work environment, hindering efforts to improve education quality. The Human Development Index (HDI) of Indragiri Hilir stood at 69.64 in 2023, below Riau Province's average of 74.95, highlighting the need for focused interventions in the education sector.

This study aims to analyze the effect of organizational commitment, work discipline, and work climate on teacher performance in elementary schools in Keritang District. Optimal teacher performance is crucial for improving education quality, particularly in remote areas. The study aligns with Minister of Education and Culture Regulation No. 15 of 2018, which emphasizes the importance of teacher performance in achieving national education goals. By examining these factors, this research seeks to provide strategic insights and recommendations to enhance teacher performance and, ultimately, improve education quality in Keritang District and Indragiri Hilir Regency.

## LITERATURE REVIEW

### Teacher Performance

Teacher performance is a key factor in education, directly impacting student outcomes. Supardi (2014) defines teacher performance as the ability to plan lessons, conduct teaching, build interpersonal relationships, and evaluate learning. Asterina and Sukoco (2019) emphasize its alignment with educational goals, while Rorimpandey (2020) highlights three elements: competence (knowledge and skills), effort (motivation), and external conditions (work environment). Performance indicators include quality, quantity, timeliness, cost-effectiveness, supervision needs, and interpersonal impact (Kaswan, 2012), with Wahab and Umiarso (2015) adding teaching-specific aspects. Teacher performance is influenced by individual factors (ability, motivation, attitude) and work conditions (facilities, leadership) (Gibson, 1987; Arikunto, 2015). This study examines organizational commitment, work discipline, and work climate as key determinants, aiming to enhance teacher performance and overall education quality.

### **Organizational Commitment**

It refers to an individual's attachment and loyalty to their workplace. Robbins and Judge (2015) define it as an employee's identification with and desire to remain in an organization, closely linked to performance and productivity. Meyer and Allen (2017) classify organizational commitment into three dimensions: affective commitment (emotional attachment), continuance commitment (rational cost-benefit consideration), and normative commitment (a moral obligation to stay). Employees with high affective commitment align their values with organizational goals, leading to job satisfaction and improved performance (Luthans, 2017). Continuance commitment arises from accumulated investments in the organization (Robbins & Judge, 2018), while normative commitment stems from a sense of obligation due to organizational support (Greenberg & Baron, 2017). Mowday et al. (1982) highlight key indicators, including loyalty, shared values, and dedication. Understanding organizational commitment is crucial for enhancing teacher performance and productivity in educational settings.

### **Work Discipline**

Work discipline is an individual's commitment to adhering to organizational rules and norms. It ensures compliance (Siagian, 2012) and enhances performance (Hasibuan, 2012; Surijiono, 2012). Discipline can be preventive, encouraging adherence (Mangkunegara, 2012), or corrective, addressing violations (Rivai, 2013). In education, teacher discipline is vital for maintaining a productive environment (Harlie, 2015). Key indicators include punctuality, rule compliance, task completion, and professionalism (Shaskin, 2011; Sukarman, 2012). Aritonang (2015) stresses the importance of self-discipline in time management and work ethics. A preventive approach fosters professionalism and improves educational quality.

### **Work Climate**

Work climate encompasses the values, norms, attitudes, and perceptions within an organization, particularly in education. Supardi (2014) describes it as the interplay of individual, social, and cultural factors, while Marzuki (2014) emphasizes its role in creating a conducive learning environment. Muslihah (2014) includes leadership, communication, and incentives as key components. Pinkus (2015) highlights its influence on organizational norms and relationships, and Litwin & Stringer (2015) stress its connection to attitudes and discipline. A positive school climate fosters collaboration, motivation, and academic success through supportive relationships, strong leadership, and structured systems (Halpin & Croft, 2019; Owen, 2016). Key indicators include responsibility, identity, discipline, and conflict resolution, all essential for enhancing teacher performance and student outcomes.

### **Relevant Studies**

Previous studies relevant to this research highlight various factors influencing teacher performance. Asmawati, Sulistyono, and Afian (2018) found that work motivation, organizational commitment, and work culture significantly impact

teacher performance, aligning with this study, which examines organizational commitment but replaces work culture with work discipline and work climate. Similarly, Hamsah, Syamsudduha, and Rahman (2019) identified a significant influence of work climate on teacher performance, though their study included leadership as a variable, which this research does not. Kusumaningtyas and Restu (2019) demonstrated that organizational commitment, work discipline, and quality of work life contribute 16.13% to teacher performance, supporting this study's focus on commitment and discipline while substituting work climate for quality of work life. Other studies (Putra, 2019; Damanik, 2019; Hayati, Arafat, & Sari, 2020) similarly emphasize organizational commitment, work discipline, and related factors, with variations in independent variables such as motivation, training, and leadership. Research by Bessie and Gesi (2021) and Nurfadilah and Farihah (2021) confirms the role of work discipline and work climate in teacher performance, though they include additional variables like organizational culture and motivation. Overall, these studies underscore the significance of organizational commitment, work discipline, and work climate in influencing teacher performance. This research builds on existing findings by providing a more focused analysis of these three variables in the educational context.

### **Hypotheses**

The hypotheses of this study are as follows.

1. Organizational commitment influences teacher performance in elementary schools in Keritang District.
2. Work discipline influences teacher performance in elementary schools in Keritang District.
3. Work climate influences teacher performance in elementary schools in Keritang District.
4. Organizational commitment, work discipline, and work climate collectively influence teacher performance in elementary schools in Keritang District.

### **METHODS**

This study employs a quantitative approach using the ex post facto method to examine relationships between variables based on existing data. According to Sugiyono (2018), this method collects data through questionnaires to analyze factors influencing past events. The independent variables include organizational commitment (X1), work discipline (X2), and work climate (X3), while teacher performance (Y) serves as the dependent variable. The research is conducted in elementary schools in Keritang District, Indragiri Hilir Regency, Riau Province, over six months from June to December 2024. The study involves 260 elementary school teachers as the population, with 158 participants selected using proportionate simple random sampling, calculated with Slovin's formula. The implementation of the activities includes the research location, timeframe, participant background, and number of participants, ensuring comprehensive data representation.

The research methodology consists of data collection and analysis procedures. Field research is conducted through structured questionnaires utilizing a Likert scale, designed to measure organizational commitment, work discipline, work

climate, and teacher performance. The activity methods include surveys and statistical analysis, with materials focused on understanding the relationship between these variables. Validity testing ensures each instrument accurately measures the intended variable, while reliability is assessed using Cronbach's Alpha, confirming internal consistency. Multiple linear regression analysis is employed to test hypotheses, supported by classical assumption tests for normality and linearity. The study also applies t-tests and F-tests to evaluate the significance of individual and collective influences, alongside the coefficient of determination ( $R^2$ ) to measure the explanatory power of independent variables. These methodological steps ensure the study's validity and provide robust insights into the factors affecting teacher performance.

## RESULTS

### Descriptive Analysis

Descriptive analysis in this study employs descriptive statistical methods to provide an overview of the data, supporting decision-making and hypothesis testing. The descriptive statistics used include mean, median, mode, standard deviation, variance, and minimum and maximum values (Santoso, 2019). For Organizational Commitment, consisting of 20 statements, the analysis results show a mean of 76.46, a median of 56.00, and a mode of 56. The lowest score is 42, and the highest is 63, with a standard deviation of 4.828, indicating relatively homogeneous responses. The category distribution shows that 51.90% of respondents fall into the moderate category.

Table 1. The results of the descriptive statistic

		Statistics			
		Organizational Commitment	Work Discipline	Work Climate	Teacher Performance
N	Valid	158	158	158	158
	Missing	0	0	0	0
Mean		76.46	54.97	77.69	83.50
Median		56.00	56.00	77.00	83.00
Mode		56	56	77	76 <sup>a</sup>
Standard Deviation		4.828	4.828	7.700	7.747
Variance		23.311	23.311	59.285	60.022
Range		21	21	31	30
Lowest Score		42	42	64	70
Highest Score		63	63	95	100

Work Discipline, also comprising 20 statements, has a mean of 54.97, a median of 56.00, and a mode of 56. The lowest score is 42, and the highest is 63, with a standard deviation of 4.828. The results indicate that 63.29% of respondents are in the low category, while 19.62% are in the high category. For Work Climate, consisting of 21 statements, the mean is 77.69, with both median and mode at 77.00. The lowest score is 64, and the highest is 95, with a standard deviation of 7.700, indicating significant variation. Most respondents (57.59%)

fall into the moderate category. Lastly, Teacher Performance, with 20 statements, has a mean of 83.50, a median of 83.00, and a mode of 76. The lowest score is 70, and the highest is 100, with a standard deviation of 7.747. The category distribution shows that 39.24% of respondents are in the moderate category, followed by 34.81% in the low category. Overall, the results indicate that Organizational Commitment and Work Climate are generally at a moderate level, while Work Discipline tends to be low. Teacher Performance is also mostly in the moderate category, highlighting the potential for improvement in teacher performance at schools.

### **Preliminary Test**

In this study, prerequisite tests were conducted to ensure that the data met the necessary assumptions for multiple linear regression analysis. The normality test, using the Kolmogorov-Smirnov method in SPSS version 26, indicated that all variables—Teacher Performance, Organizational Commitment, Work Discipline, and Work Climate—had significance values (sig) greater than 0.05, confirming a normal distribution.

The linearity test was performed to determine whether a linear relationship existed between independent and dependent variables. The results showed that all functional relationships between independent variables and Teacher Performance had sig values  $\geq 0.05$ , indicating significant linearity. The multicollinearity test confirmed no strong correlation between independent variables, as all had Tolerance values  $\geq 0.1$  and VIF  $\leq 10.00$ , indicating no multicollinearity. Lastly, the heteroscedasticity test ensured the consistency of residual variance, with all significance values exceeding 0.05, confirming the absence of heteroscedasticity. Thus, all classical assumptions—normality, linearity, multicollinearity, and heteroscedasticity—were met, ensuring high validity for multiple linear regression analysis. This study follows the guidelines established by Ghazali (2016) and Sugiyono (2019) for accurate and reliable regression analysis.

### **Hypotheses Testing**

#### **1. Linear regression**

Simple linear regression analysis was conducted to examine the influence of independent variables on the dependent variable, namely teacher performance. The regression model used is  $Y = a + bX$ , where Y represents teacher performance, and X denotes the independent variable.

For Organizational Commitment ( $X_1$ ), the analysis revealed a constant ( $a$ ) of 39.367 and a regression coefficient ( $b$ ) of 0.577, resulting in the equation  $Y = 39.367 + 0.577X_1$ . This indicates that a one-unit increase in organizational commitment improves teacher performance by 0.577. The significance value (sig) of 0.000, which is less than 0.05, confirms a significant effect.

For Work Discipline ( $X_2$ ), the constant ( $a$ ) is 59.331, and the regression coefficient ( $b$ ) is 0.440, forming the equation  $Y = 59.331 + 0.440X_2$ . A one-unit increase in work discipline enhances teacher performance by 0.440. The significance value of 0.000 confirms a significant influence.

For Work Climate ( $X_3$ ), the constant ( $a$ ) is 43.982, and the regression coefficient ( $b$ ) is 0.509, yielding the equation  $Y = 43.982 + 0.509X_3$ . A one-unit increase in work

climate raises teacher performance by 0.509, with a significance value of 0.000, indicating a significant effect.

Overall, the regression analysis confirms that Organizational Commitment, Work Discipline, and Work Climate have a positive and significant impact on teacher performance, emphasizing the importance of these factors in enhancing teaching effectiveness in schools.

Table 2. The result of linear regression

Model		Unstandardized Coefficients	Std. Coefficients	t	Sig.
		B	Beta		
1	(Constant)	39.367		5.697	.000
	Organizational Commitment	.577	.456	6.407	.000
2	(Constant)	59.331		8.702	.000
	Work Discipline	.440	.274	3.558	.000
3	(Constant)	43.982		8.105	.000
	Work Climate	.509	.506	7.318	.000

## 2. Multiple regression

Multiple linear regression analysis was conducted to examine the combined effect of Organizational Commitment, Work Discipline, and Work Climate on the dependent variable, Teacher Performance. The analysis yielded the following regression equation:

$$Y=27.803+0.336X_1+0.025X_2+0.369X_3$$

The constant ( $a$ ) of 27.803 indicates that in the absence of the independent variables, teacher performance would be at this baseline level. The regression coefficient for Organizational Commitment ( $b_1$ ) is 0.336, meaning that a one-unit increase in organizational commitment improves teacher performance by 0.336, assuming other variables remain constant.

For Work Discipline ( $b_2$ ), the coefficient of 0.025 suggests a minimal effect, where a one-unit increase leads to only a 0.025 increase in teacher performance. Meanwhile, Work Climate ( $b_3$ ) has a coefficient of 0.369, indicating that a one-unit increase in work climate enhances teacher performance by 0.369.

Table 3. Multiple regression analysis

Model		Unstandardized Coefficient Beta		Std. Coefficient
		B	Std. Error	Beta
1	(Constant)	27.803	7.472	
	Organizational Commitment	.336	.104	.265
	Work Discipline	.025	.123	.015
	Work Climate	.369	.079	.367
Dependent Variable: Work Performance				

A partial test (t-test) was conducted to assess the individual effects of Organizational Commitment, Work Discipline, and Work Climate on the

dependent variable, Teacher Performance. The decision was based on the significance value (sig), where sig < 0.05 indicates acceptance of the alternative hypothesis ( $H_a$ ), and sig > 0.05 leads to acceptance of the null hypothesis ( $H_0$ ).

The results indicate that Organizational Commitment has a significance value of 0.000 and a t-value of 6.407, leading to the rejection of  $H_0$  and acceptance of  $H_a$ , confirming a positive and significant effect on teacher performance. Work Discipline also shows a significance value of 0.000 with a t-value of 3.558, indicating a positive and significant effect on teacher performance. Lastly, Work Climate has a significance value of 0.000 and a t-value of 7.318, further rejecting  $H_0$  and supporting  $H_a$ , confirming its positive and significant effect on teacher performance.

Table 4. The partial test (t-test)

Variable	Unstandardized Coefficients	t	Sig.
Organizational Commitment	.577	6.407	.000
Work Discipline	.440	3.558	.000
Work Climate	.509	7.318	.000

A simultaneous test (F-test) was conducted to examine the combined effect of Organizational Commitment, Work Discipline, and Work Climate on Teacher Performance. The ANOVA results indicate a significance value (sig) of 0.000, which is less than 0.05. This confirms the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). Therefore, it can be concluded that these three independent variables collectively have a significant effect on teacher performance in elementary schools in Keritang District, Indragiri Hilir Regency, Riau.

Table 5. The simultaneous test (F-test)

ANOVA <sup>a</sup>						
Model	Sum of squares	df	Mean Square	F	Sig.	
1	Regression	2928.789	3	976.263	23.149	.000 <sup>b</sup>
	Residual	6494.711	154	42.173		
	Tota;	9423.500	157			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Work Climate, Work Discipline, Organizational Commitment						

The coefficient of determination ( $R^2$ ) in this study indicates the extent to which the independent variables – Work Climate, Work Discipline, and Organizational Commitment – explain the dependent variable, Teacher Performance. The analysis results show an  $R^2$  value of 0.611, meaning that 61.1% of the variation in teacher performance can be explained by these three variables. The remaining 38.9% reflects the effect of other factors not included in this regression model. These findings highlight the significance of these variables in enhancing teaching effectiveness, aligning with theories that emphasize the crucial role of the work environment in performance.

Table 6. The result of coefficient determination testing

Model Summary <sup>b</sup>				
Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.557 <sup>a</sup>	.611	.297	6.494
a. Predictors: (Constant), Work Climate, Work Discipline, Organizational Commitment				
b. Dependent Variable: Work Performance				

## DISCUSSIONS

### 1. The Effect of Organizational Commitment on Teacher Performance

The first hypothesis test ( $H_1$ ) confirmed that organizational commitment positively and significantly affects teacher performance ( $p=0.000$ ,  $t=6.407$ ). This aligns with prior studies in Indonesia. Sari and Suyanto (2020) found that highly committed elementary school teachers are more motivated, while Suryani (2021) highlighted its role in achieving learning targets in junior high schools. Rahmawati and Widodo (2022) further confirmed its impact on teaching quality and professionalism in Bekasi Regency. These findings reinforce that organizational commitment is crucial for fostering a supportive work environment and enhancing teaching effectiveness.

### 2. The Effect of Work Discipline on Teacher Performance

The second hypothesis ( $H_2$ ) in this study examines the effect of work discipline on teacher performance, yielding a significance value of 0.000, which is below 0.05. The t-value of 3.558 indicates the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ), confirming a positive and significant effect of work discipline on teacher performance. This finding aligns with prior research, such as Sutrisno and Nugroho (2021), who reported that highly disciplined teachers manage time effectively and complete tasks efficiently, enhancing their performance. Similarly, Fitriani (2020) found a positive correlation between work discipline and teacher productivity in secondary schools, while Rahayu (2022) emphasized the significant effect of adherence to schedules and procedures on elementary school teachers' performance. These findings reinforce the theory that work discipline is a key factor in improving teaching effectiveness, ultimately contributing to better student learning outcomes.

### 3. The Effect of Work Climate on Teacher Performance

The third hypothesis ( $H_3$ ) confirms that work climate positively and significantly affects teacher performance, with a significance value of 0.000 and a t-value of 7.318, leading to the rejection of  $H_0$  and acceptance of  $H_a$ . This aligns with Lestari and Hartono (2020), Rini (2021), and Prasetyo (2022), who found that a supportive work environment enhances motivation, job satisfaction, and collaboration, ultimately improving teacher performance. A positive work climate fosters commitment and efficiency, contributing to better learning outcomes. Thus, maintaining a conducive work environment is crucial for optimizing teacher performance and education quality.

#### 4. The Effect of Organizational Commitment, Work Discipline, and Work Climate on Teacher Performance

The fourth hypothesis ( $H_4$ ) confirms that organizational commitment, work discipline, and work climate collectively have a significant effect on teacher performance, with a significance value of 0.000, leading to the rejection of  $H_0$  and acceptance of  $H_a$ . This aligns with Widodo and Mulyono (2021), who found that these factors interact to enhance teacher performance. Organizational commitment fosters responsibility, work discipline improves task management, and a supportive work climate boosts motivation. Similarly, Saputra and Anggraini (2020) and Sari (2022) confirmed their combined effect, with work discipline and climate having the strongest effects. These findings highlight the importance of fostering a positive work environment to optimize teacher performance and improve education quality.

### **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that organizational commitment, work discipline, and work climate significantly affect teacher performance in elementary schools in Keritang District, Indragiri Hilir Regency, Riau, with a total impact of 92.7%. Organizational commitment contributes 48%, followed by work discipline at 29% and work climate at 15%. Using a proportionate simple random sampling method ensured a representative sample, providing accurate insights into the actual conditions. While all three factors significantly affect teacher performance, improvements in managing organizational commitment and work discipline are necessary. Therefore, better human resource management in schools is essential to optimizing learning quality. These findings support the theory that a positive work environment and strong organizational support enhance teaching effectiveness.

School principals should implement effective leadership strategies to enhance teacher performance through supervision, guidance, and professional development while fostering a supportive work environment. Teachers should actively engage in training, improve discipline, and create engaging learning experiences to motivate students. Future researchers are encouraged to expand the sample to include more schools and explore additional variables, such as organizational culture and education policies, to provide a more comprehensive understanding of factors influencing teacher performance in Indonesia.

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