
The Impacts of Work Commitment and School Climate on the Teacher Performance of Public Primary Schools

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Abstract

This research aimed to analyze the influence of work commitment and school climate on the teacher performance of public primary school. This research used a quantitative correlational associative type of method. The population was 117 primary school teachers. Samples were taken using a proportional stratified random sampling technique. The research instrument used a Likert scale model questionnaire with a trial with a population of 20 students out of the sample. The test results showed that the instrument was valid. Research data were analyzed using the means to describe the data and test requirements, namely normality, homogeneity, and multicollinearity. Descriptive results of teacher performance were 89.09%, work commitment 86.88%, and school climate 75.91%. Data analysis showed an influence of work commitment on teacher performance of 12.6%, an influence of school climate and teacher performance of 10.1 and a significant influence of work commitment and school climate jointly on teacher performance of 34.4%.

Keywords

School climate, teacher performance, and work commitment

Article History

Received 01 September 2023
Accepted 30 November 2023

How to Cite

Dahliawati, Syahril, Rifma, & Irsyad. (2023). The impacts of work commitment and school climate on the teacher performance of public primary schools. *Indonesian Research Journal in Education | IRJE |*, 7(2), 561 – 577. <https://doi.org/10.22437/irje.v7i2.31474>

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Introduction

Humans in this life need education because education is necessary to improve human quality to be better and develop their potential through learning. Developing people's potential is an effort to actualize the knowledge gained so it can be implemented in society. Education is an investment in human resources in the long term (Erlyn, 2022). Education is paramount in building a nation because education will improve personal quality and increase human resources. Education can also be interpreted as a process to create quality humans because it is the educational process that can build the potential in humans who will be empowered.

In the education sector, teachers are a crucial component that can improve output and influence education. It is because a teacher interacts directly with his students. Therefore, there is a great need for teachers with high performance in carrying out their duties. Performance is an essential thing as one way of optimizing the realization of teachers' abilities and responsibilities in carrying out their duties (Karlina et al., 2014). Quality teacher performance reflects the level of teacher commitment to the school as the environment in which they teach. A teacher who is committed to the school or organization where he teaches will be fully dedicated to achieving the organization's goals with enthusiasm for the overall school progress (Mulyasa, 2009). One of the determining factors for educational success in schools is the level of motivation by school principals in improving teacher performance and discipline in managing the education system. The school principal is responsible for implementing educational activities, school administration, developing other educational staff, and utilizing and maintaining resources (Susanto & Muhyadi, 2016). Teacher work commitment is a very crucial aspect of the effectiveness of school organizations (Werang et al., 2017). Teachers with high work commitment have strong psychological ties with the schools where they teach, with students, and with the local community. Additionally, teachers who are highly committed to work will position learning and students' interests above all other things, knowing the importance of work continuity that begins at the beginning and the end of the semester of the school year. In addition, Osher et al. (2008) stated that some powerful social and emotional factors can affect learning. These factors include the students' experiences, their relationships with the teachers and other students, and how they experience the care and support provided to teachers, principals, and other staff.

Good teacher performance is the implementation of a predetermined plan, an implementation of performance carried out by a teacher with the skills, experience, seriousness, motivational competence, responsibility, and interest in achieving goals. Teacher performance is crucial in supporting the achievement of educational goals. Saondi and Suherman (2012) stated that teacher performance is essential and needs to be paid attention to and evaluated because a teacher carries out professional duties, which means tasks can only be carried out with competencies obtained through educational programs.

The teacher's performance is said to be good if the educational goals achieved in learning activities are by the standards that have been set. Good teacher performance can implement the curriculum by the provisions (Arini, 2019). Teacher performance can be seen from a teacher's responsibility in carrying out their mandate, profession, and morals. This teacher's

performance can also be seen from his loyalty and obedience in carrying out his duties in the classroom and his educational duties with a sense of responsibility in preparing all the equipment before carrying out the learning process. Teacher performance that is not yet optimal will affect the learning process in schools (Saondi & Suherman, 2012). Therefore, learning at school will not achieve educational goals as expected. Teacher performance is related to poor work commitment and school climate.

Additionally, Sukanto and Pardjono (2016) showed that work commitment influences teacher performance 68.66, which is included in the "quite good" category. If teacher work commitment increases, it will have an impact on improving teacher performance. If work commitment decreases, teacher performance will decrease. A teacher's commitment to duties and commitment to the school is needed so that the teacher concerned can seriously carry out his duties. A committed teacher tends to be more hardworking, less late, and less likely to leave the workplace (Nagar, 2012). High teacher commitment will make the teacher concerned have high performance as well. Additionally, having a highly committed teacher is regarded as an asset in any school.

Based on initial observations with several teachers at the public primary school in Barangin District, Sawahlunto City, information was obtained on teacher performance problems. From the researcher's interview with the school principal, below are the phenomena:

- Teachers are not yet optimal in carrying out the learning process because in collecting learning documents, such as lesson plans, teachers collect them after the specified time.
- Teachers have not taken the initiative to learn new things related to digital learning, while nowadays, learning with new digital-based methods is needed in the world of education. Learning using digital media can replace limited and boring conventional learning thanks to the diversity of educational advances offered by digital-based media.
- Teachers come late to school due to personal matters besides teaching and learning activities. It causes learning to be ineffective because the time used for learning is reduced.
- Teachers' responsibility in carrying out their duties is still lacking. This situation can be seen in the teaching carried out by teachers to students who sit and give assignments.
- There are still some teachers who are less loyal to the school and prioritize personal matters more than the interests of the school for which they are responsible.

The phenomenon shows that teacher performance is still not optimal. The teacher's performance, which is not yet optimal, can cause various problems related to the learning process. Certain factors cause this teacher's performance to be less than optimal. Here, the researchers suspect that the low performance of teachers is possibly caused by suboptimal work commitment and school climate. The role of teachers is an essential and strategic element in their performance. Teacher performance is crucial in realizing national education goals and determining the high and low quality of education (Pratiwi et al., 2021).

Teachers who commit are loyal, aware, and responsible in carrying out the learning process. A teacher's commitment is an essential thing in his duties as a teacher. The higher the teacher's commitment to his work, the more it will give an idea that the teacher will be committed to his duties (Bogler & Somech, 2004). A teacher with a high commitment to his duties is an essential element that every teacher must have because someone with a high commitment will be able to influence the teacher's behavior in carrying out his duties. A person who is highly committed will carry out his duties wholeheartedly and try to provide the maximum results possible regarding the tasks they will carry out (Inggriani et al., 2021). Another factor that also influences teacher performance is the school climate. A good school climate will have a positive influence on teacher performance because a good school climate or atmosphere will provide comfort for teachers in carrying out their duties. School climate is believed to have an impact on the level of teacher work commitment. The hope is that a conducive school climate can influence how committed teachers are to school. According to Supardi (2014), school climate reflects the atmosphere within the school, which includes the level of cheerfulness, closeness, and mutual care among school members. Good relationships between school principals, teachers, and teachers and students are indicators of a warm and supportive schoolwork climate.

A school climate that supports collaboration and teacher participation in decision-making is most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession. Supporting teachers' sense of comfort in their duties will also contribute to good performance and most likely have a positive effect on students' progress in learning so that students will be born who will become reliable future generations. Therefore, one effort to improve teacher performance is to create a conducive climate in a school, both physical and non-physical (Sawianti et al., 2019). Apart from the teacher's performance commitment, it is also influenced by the environmental conditions around the school. A person's comfort at work will greatly depend on the situation and conditions that exist when he works. Therefore, a good school climate can support teacher performance in teaching (Nas et al., 2019).

There are still cases where some teachers want to move to another school or refuse to be transferred to a school that needs teachers to organize teacher needs. Some teachers are also reluctant to be placed in schools that lack infrastructure or are under the leadership of authoritarian principals who do not suit their personalities. A lack of a conducive school climate and learning infrastructure can affect teacher commitment. It is paramount to understand the factors that influence commitment, such as work motivation and school climate to maintain teacher work commitment. Motivated teachers will be serious about completing assignments, persistent in facing challenges, and will not need external encouragement to achieve achievements. Furthermore, a conducive school climate can also influence teacher commitment levels in carrying out their duties. A conducive atmosphere in the school environment has a positive impact on teacher performance. When teachers feel comfortable in the work environment, this can motivate them to work professionally and with dedication. It will most likely contribute to improving students' performance and development in their learning process. In this way, the students' creation who are competent and ready to face challenges as the nation's next generation becomes possible.

A good school climate has a positive influence on teacher performance because a good school climate or atmosphere will provide comfort for teachers in carrying out their duties. The support of the teacher's sense of comfort in carrying out his duties will create motivation in him to work professionally and sincerely (Syafuruddin, 2021). School climate is a condition or atmosphere that arises because of the relationships between school members or behavioral patterns in the learning process. This work atmosphere can contribute to teachers carrying out their duties (Walef et al., 2023). The school climate has a crucial role in the education world because it can influence the learning process to run well. A conducive school climate can stimulate enthusiasm in the teaching and learning process, which also supports increased student achievement in learning and teacher achievement (Prayuda et al., 2021). A comfortable school climate can also create a good education. It can be seen from the activities of teachers, students, and people involved in education. On the contrary, an unsupportive school climate will have a negative influence on the implementation of education at the school (Bulan et al., 2018). With an increasing interest in how school climate affects student and teacher performance and how school leaders can help create their school's climate.

Literature Review

Work commitment

According to Tella (2007), a person's work commitment is influenced by several factors, including motivation, compensation, training, leadership function, cooperative climate, work morale, and conflicts that may occur in the office environment. Astuti and Ingsih (2019) described work commitment as a term comparable to organizational commitment. Organizational commitment is an essential behavioral dimension to assess the extent to which a teacher tends to remain a member of the organization. It reflects the individual's strong identification and involvement with the organization. Organizational commitment shows the desire of organizational members to remain part of the organization and be ready to try hard to achieve the organization's goals.

Teachers' low commitment to their profession can be reflected in their competency attainment. The role of teachers is paramount to improving the quality of education. Therefore, teachers must have a high commitment to their profession. Teachers with high commitment tend to remain in their profession and show good loyalty. Teacher commitment reflects their awareness in carrying out learning activities at school, which is reflected in their attitudes, values, and behavior when working. This level of teacher commitment greatly influences their work performance and has a direct impact on student achievement because teachers have an essential role in encouraging and motivating students to achieve achievement. In carrying out their duties professionally, teachers should prioritize high commitment, devotion, dedication, and loyalty.

School climate

Fraser et al. (1987) explained that school climate refers to the experiences and perceptions felt by individuals towards the school environment, both in physical and social-psychological dimensions. The analogy is that the school climate is like human personality, which varies in each school according to its characteristics. According to Moos and Arter, four indicators can be used to measure school climate, such as interpersonal relationships, personal growth or development, system changes or improvements, and the physical environment (Triyanah & Suryadi, 2016).

- Interpersonal Relationships. It states how well school stakeholders (such as principals, teachers, staff, and students) connect and support each other to express their abilities openly.
- Personal Growth or Development. It refers to efforts to measure teachers' personal progress and their motivation to continue developing and growing, which is one of the primary goals of the school.
- System Change or Improvement. It Assesses the extent to which the school climate supports expectations, responses to change, and efforts to improve the system.
- Physical Environment. It refers to how to measure the school's physical environment so it can support the implementation of tasks and create a conducive learning environment.

Gunbayi (2007) explained that school climate can be defined in various ways by experts, including subjective perceptions of the formal system, the principal's informal leadership style, and other environmental factors that influence the attitudes, beliefs, values, and motivation of individuals in schools. From these various definitions, school climate can be understood in three main terms. First, school climate reflects a school's unique personality that differentiates it from others. Second, school climate describes the work atmosphere which includes norms, values, expectations, policies, and procedures that influence individual and group behavior at school. Third, school climate is an individual's perception of the activities, practices, procedures, and behaviors that are valued, supported, and expected in an organization. Understanding school climate as the personality of an institution refers to the views of several experts. Halpin (1967) described school climate as an essential intangible characteristic in an organization and compared it to individual personality. School climate reflects the collective personality of the school, and at the heart of this climate is how members of the school community treat each other. School climate is considered the quality and character of school life, reflecting norms, goals, values, interpersonal relationships, learning practices, and organizational structure. Overall, school climate is an atmosphere created by the principal as a leader that can influence the learning process.

Performance

According to Sonnetag and Frese (2002), performance is someone's behavioral and should be distinguished from the results because they can do it. Performance is crucial in

definite places such as school's efforts to achieve its goals. According to [Spekle & Verbeeten \(2014\)](#), indicators that can be used to measure someone's performance in carrying out their duties are as follows:

- Work quantity.
- Quality of work.
- Efficiency of task implementation.

According to [Prawirosentono \(1999\)](#), the elements that can be used to assess someone's performance are:

- The quality of work includes punctuality, thoroughness, skill, and target accuracy.
- Quantity of work includes output, which is not only in the form of regular tasks but extra or urgent tasks.
- Work relationships include job changes, co-workers, and collaboration with colleagues or superiors.

Toughness includes discipline, initiative, loyalty, and obedience to established regulations.

Methodology

This research was quantitative with correlational methods to determine the effect of work commitment on school climate on the performance of public primary school teachers in the Barangin District. Quantitative methodology is a set of strategies, techniques, and assumptions through the exploration of numerical data or patterns ([Gelo et al., 2008](#)). Meanwhile, quantitative correlation is a type of non-experimental research that involves measuring variables numerically and investigating whether the variables are correlated and if there is a correlation, identifying the direction and strength of the correlation ([Paquot & Plonsky, 2017](#)). The population in this research were all teachers with State Civil Apparatus (ASN) status. The population in this research were all teachers at public primary schools in the Barangin District, Sawahlunto City, totaling 117 people obtained from 17 public primary schools. This model sampling technique was chosen, so that members of the population have an equal opportunity to become a representative sample.

The population characteristics considered in this sampling consist of (1) groups, namely \leq III and \geq III, and 2) groups, consisting of work experience \leq 15 years and \geq 15 years. These two strata are considered because different years of service and groups provide different abilities and knowledge in carrying out teacher duties. The proportion of each stratum is group \geq III = 68 and \leq III = 89, and years of service \geq 15 = 28 and \leq 15 = 49 teachers. If the subjects are less than 100 people, the whole sample should be taken. If the subject is larger or more than 100 people, 10-15% or 20-25% or more can be taken ([Arikunto, 2010](#)). Based on this opinion, the researcher determined the sample size to be 44% of the research population, so the total research sample was 64 people.

Data collection and analysis

The instrument used to collect data on the three research variables was a questionnaire prepared using a Likert scale model with five alternatives, namely Always (A), Often (O),

Sometimes (S), Rarely (R), and Never (N). Before the questionnaire was used in this research, the instrument validity and reliability of the instrument were first tested. The results of the questionnaire showed that the research questionnaire was valid and reliable. Valid and reliable questionnaires are used to collect data in field research. Data collection was carried out directly by handing questionnaires to respondents. Before filling out the questionnaire, the researcher explained the procedures for filling out the questionnaire. Visits were made twice. The first visit is to give the questionnaire, and the second is to fill out the questionnaire. Research data was analyzed using the multiple regression method with the help of SPSS Version 25 software. Data analysis included 1) data description, 2) analysis prerequisite tests, namely normality test, homogeneity test, and multicollinearity test, and 3) hypothesis testing by determining the level of influence through correlation analysis, significance, coefficient of determination, and regression analysis.

Findings and Results

Normality test

The findings and discussion of the normality test are based on research data processing. The normality test results carried out with the SPSS 25 application inform that the Kolmogorov Smirnov test results obtained a significance value for teacher performance of $0.200 \geq 0.05$. Work commitment $0.200 \geq 0.05$. School climate $0.85 \geq 0.05$. The testing criteria for the normality test via the Kolmogorov–Smirnov test is the sig value. Kolmogorov-Smirnov test ≥ 0.05 , then the data is said to be normal. In addition, if the significance exceeds 5% (0.05), namely 0.200, which means the data is normally distributed, so it meets the normality test requirements.

Table 1. *Normality test result*

One-Sample Kolmogorov-Smirnov Test				
		Work commitment	School climate	Teacher performance
N		64	64	64
Normal Parameters ^{ab}	Mean	129.63	149.03	156.00
	Std. Deviation	9.804	12.503	12.748
Most Extreme Differences	Absolute	.083	.104	.064
	Positive	.063	.104	.063
	Negative	-.083	-.043	-.064
Test Statistic		.083	.104	.064
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.085 ^c	.200 ^{c,d}

a. Test distribution is Normal.

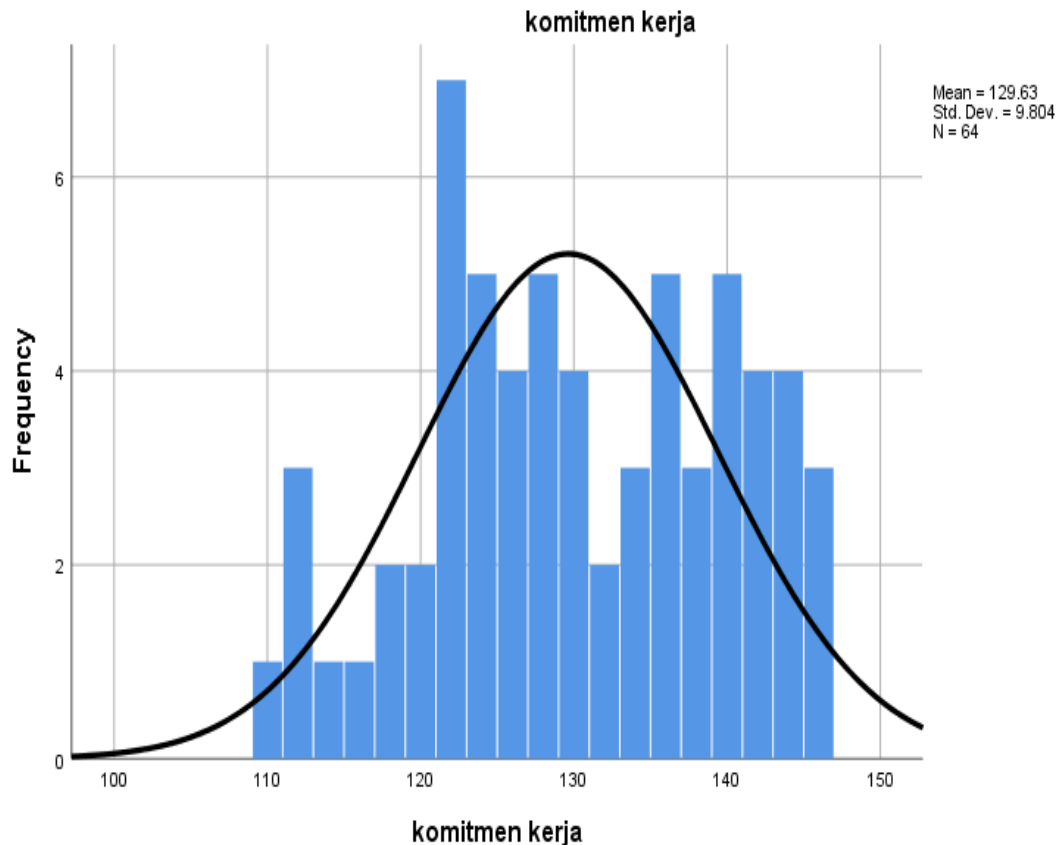
b. Calculated from data.

c. Lilliefors Significance Correction.

d. It is a lower bound of true significance.

Normality results can be seen in Table 1

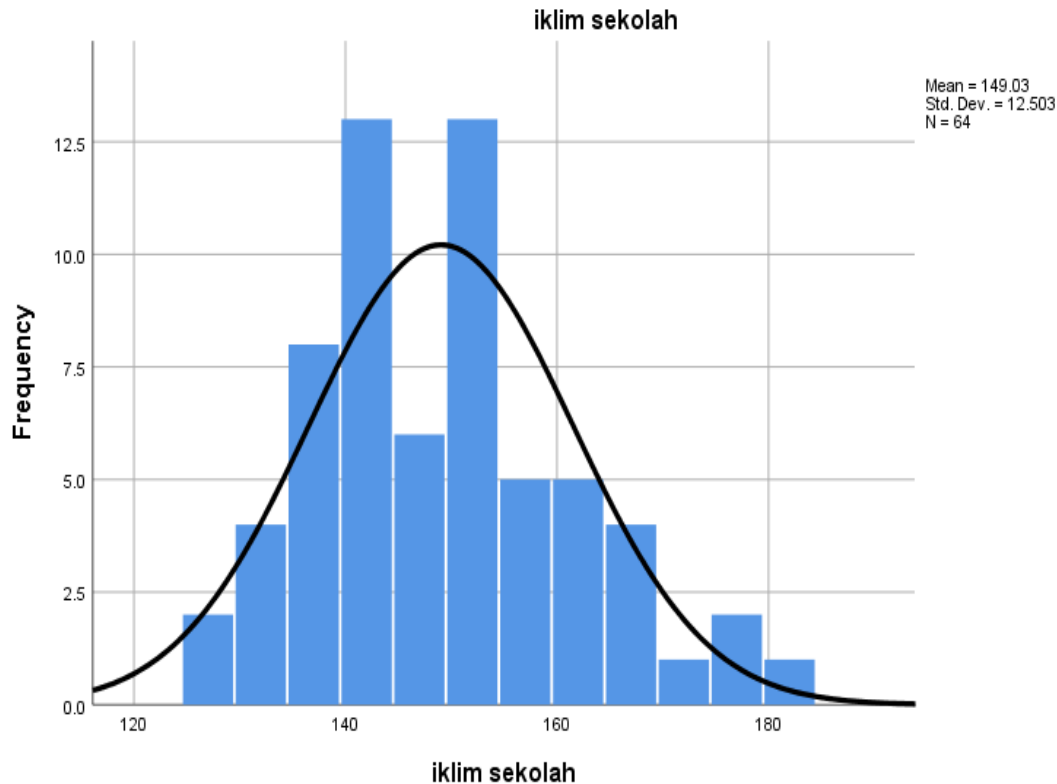
Figure 1. *Work commitment*



Note: *Komitemen kerja*: Work commitment

The graph shows the median value and the mean value, and the performance of the graph is skewed to the right. Von Hippel (2012) stated if the mean value is greater than the median, the distribution has positive skewness. The type of curve above is mesokurtic (close to a normal curve). It states that the results of teacher work commitment tend to increase, as seen from the curve results. High teacher work commitment is really needed in a school organization because the realization of high work commitment will affect the work situation and what is expected. One way to measure the success of an educational organization in developing the quality of students is to measure the quality of its educators. The success of students depends on the quality of the educators. Educators are the parties who have the most direct contact with students in the education or learning process in a school educational institution. It is hoped that teachers will always maintain their work commitment so that in the future, they can influence good performance. Apart from maintaining existing work commitments, teachers are also required to increase and strengthen work commitments, so they provide good meaning to teacher performance.

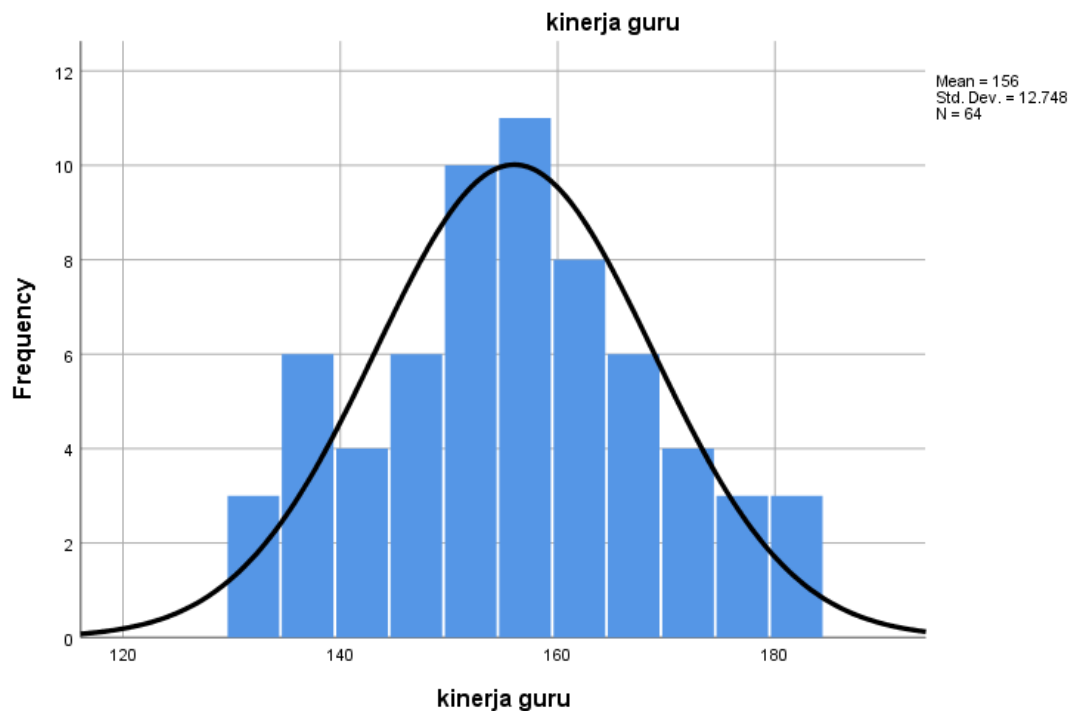
Figure 2. *School climate*



Note: iklim sekolah: school climate

The school climate has a significant influence where the curve presented results increase and categorized as a strong/high influence. The better the school climate, the leadership of the principal of Barangin District Elementary School, Sawahlunto City will tend to improve. Therefore, the school climate must be improved to increase the leadership of the head of the Barangin District Elementary School, Sawahlunto City. The findings and results of this research indicate that the school climate makes a positive contribution to improving the leadership of the school principal. The better the school climate, the leadership of the principal of the Barangin District Public Elementary School, Sawahlunto City will tend to improve. It means that the school climate makes a significant contribution to improving the leadership of the principal of the Barangin District Elementary School, Sawahlunto City.

Figure 3. *Teacher performance*



In this graph, the peak of the graph shows the median value and mean value. It indicates that the graph skewed to the right of the distribution has positive skewness. The curve above is mesokurtic (close to a normal curve). It states that teacher performance has increased.

Homogeneity test

Homogeneity testing data was carried out to determine the similarity of the variance of the dependent variable teacher performance (Y) for each group of independent variables, which included work commitment (X1) and school climate (X2) to determine whether the Levene test method was used. As a testing criterion, if the significance value is > 0.05 , it can be said that the variance of two or more groups of data is the same.

Table 2. *Homogeneity test*

Variable	Levene Statistic	df1	df2	Sig	Information
Work commitment (X1)	1,750	17	27	0,063	Homogenous
School climate(X2)	1,803	17	28	0,081	Homogenous

Multicollinearity test

The multicollinearity test states that an independent table must be free from symptoms of multicollinearity (symptoms of correlation between independent variables) to test whether there is multicollinearity, which can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1.

Table 3. *Multicollinearity test*

	Model	Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1(work commitment)	0,960	1,042
	X2(school climate)	0,960	1,042

Hypothesis testing

Hypothesis testing in this research was to determine whether there was an influence of work commitment (x1) and school climate (x2) on teacher performance (Y). Multiple regression analysis is used to determine the effect. Testing was carried out using a significance level of 0.05, which was tested using SPSS 25.0 for multiple regression analysis based on test results.

Table 4. *Hypotesis testing result*

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	54.436	26.324		11.565	.000
	Work commitment	.654	.138	.503	4.756	.000
	School climate	.427	.108	.419	3.956	.000

a. Dependent variable: Teacher performance

Based on the equation above, the constant value is 54,436, meaning that without the variables of work commitment (X1) and school climate (X2), teacher performance is 54,436. Therefore, the regression coefficient value of each variable in the table can be substituted into a simple linear regression equation as follows:

- The constant value is 54,436. It means that the final value is positively influenced by 54,436 by other factors not examined in this research.

- Work commitment has a positive effect on teacher performance of 0.654. It means that the better the work commitment to teacher performance, the more teacher performance will increase. In other words, if there is an increase of 1 by 1 unit and the other independent variables are zero, the teacher performance will increase by 0.654 and vice versa.
- School climate has a positive effect of 0.427 on teacher performance. It means that the better the school climate, the better the teacher's performance. From the equation, if there is an increase in school climate by 1 unit while the other variables are zero, then teacher performance will increase by 0.427 and vice versa.

Therefore, based on the results of the multiple regression analysis that has been carried out, it indicates that work commitment and school climate have a positive and significant effect on teacher performance. The better the work commitment and school climate, the better the performance of public primary school teachers in the Barangin District, Sawahlunto City. The t value of the work commitment regression coefficient is 4.756, and the significance level is 0.000, while the t school climate regression coefficient is 3.956 with a significance level of 0.000. It means that the regression coefficients of 0.654 and 0.427 are significant and can be used to predict teacher performance. In addition, the regression equation model $54.436+0.654X_1+0.427X_2+e$ explains that the X_1 direction coefficient is 0.654 and the X_2 coefficient is 0.427. It means that every increase in work commitment by one scale will affect increasing teacher performance by 0.654 scale and improving school climate by one scale will contribute to increasing teacher performance scores by 0.427 scale. Before the teacher's performance score was constant, namely 54,436 on the scale without any influence from the two predictors.

In Table 4, the t-count for the work commitment variable (X_1) is $4,756 > t\text{-table } 1,999$ (sig $0.000 < 0.05$), so H_a is accepted. Thus, it indicates that work commitment has a positive and significant effect on the performance of public primary school teachers in the Barangin District, Sawahlunto City. Table 4 also shows that the t-count value for school climate (X_2) is $3.956 > t\text{-table } 1.999$ (sig $0.000 < 0.05$), so H_a is accepted. Thus, it indicates that the school climate has a positive and significant effect on the performance of public primary school teachers in Barangin District, Sawahlunto City. Furthermore, to test the regression significance, the equation was then tested using the f-test. The f-count was 16.016 (Sig $0.00 < 0.05$), meaning that there was a significant influence between work commitment (X_1) and school climate (X_2) on teacher performance (Y). If the f-calculated is compared to f-table values, the f-calculated value is $> f\text{-table}$ ($16,016 > 3.15$). It means that the proposed hypothesis can be accepted, that schoolwork commitment and school climate have a positive and significant influence on the performance of public primary school teachers in the Barangin District, Sawahlunto City.

Table 5. *F-test significance of work commitment and school climate on teacher performance*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3525.001	2	1762.500	16.016	.000 ^b
	Residual	6712.999	61	110.049		
	Total	10238.000	63			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), school climate, work commitment

Table 6. *The influence of work commitment and school climate on teacher performance*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.344	.323	10.490

a. Predictors: (Constant), school climate, work commitment

Furthermore, the influence of work commitment (X1) and school climate on performance (Y) can be seen from the r-value. Based on statistical tests, the r-value is 0.587, with an r-squared of 0.344. It shows that work commitment and school climate influenced teacher performance scores in 34.4%, while the remaining 65.6% was contributed by other factors not examined in this research.

Discussions

The hypothesis proposed in this research is that there is a positive and significant influence of work commitment (x1) and school climate (x2) on teacher performance (y). After testing the hypothesis, information was obtained and accepted. It means that work commitment and school climate have a significant effect on teacher performance in public primary schools in the Barangin District. It is proven by the t-test results, which show a t-regression coefficient of 11.565 and a significance level of 0.000. A significant value of 0.000 means smaller than 0.005 ($0.000 < 0.05$), so the H_a hypothesis is accepted. It means that the work commitment regression coefficient = 0.654 is significant and can be used to influence the performance of teachers who work at public primary schools in the Barangin District. Furthermore, the school climate regression coefficient = 0.427 is significant and can be used to influence the performance of teachers who work at public primary schools in the Barangin District.

The emergence of commitment will improve performance and encourage individuals to be actively involved in various paramount issues in the organization. The desire to develop active personal competencies that can make a meaningful contribution to the organization will emerge if the individual has a strong commitment. With a strong commitment to the teacher's personality, teacher performance will increase, and the teacher's desire to remain at school will

become stronger (Nainggolan et al., 2020). Data analysis shows that teacher performance is significantly influenced by work commitment and school climate, both individually and jointly. Work commitment and school climate are two paramount factors to pay attention to. High work commitment and school climate will improve teacher performance. The performance variable scores achieved by public primary school teachers in Barangin District, Sawahlunto City, are in the high category. The work commitment variable is also in the very high, and the school climate variable is in the quite conducive category. Thus, if the variables of work commitment and school climate are improved in a better direction, they will have a positive influence on teacher performance.

Conclusion

Based on the research that has been conducted, the research results show that work commitment has a significant effect on teacher performance. It shows that better work commitment causes an increase in the performance of public primary school teachers in the Barangin District, Sawahlunto City. The results of the research show that the school climate has a significant effect on teacher performance. The more conducive the school climate is, the more it can lead to an increase in the performance of public primary school teachers in the Barangin District, Sawahlunto City. The results of the research show that work commitment and school climate jointly have a significant effect on teacher performance. It shows that better work commitment and school climate lead to an increase in the performance of public primary school teachers in the Barangin District, Sawahlunto City. The work commitment and school climate of Public primary schools in Barangin District, Sawahlunto City require improvements and efforts to improve the teacher performance at public primary schools in Barangin District, Sawahlunto City.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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