

THE EFFECT OF WORK MOTIVATION, ORGANIZATIONAL COMMITMENT, PERSON ORGANIZATION FIT AND QUALITY OF WORK LIFE ON TEACHER PERFORMANCE IN BATAM CITY

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Abstract

Teacher performance is the main basis for improving the quality of education and service in every education unit, especially in private schools. Therefore, teacher performance must be improved sustainably by studying the variables that influence it to determine related policies. This statement is believed to be an absolute truth, because teachers are a core component that plays an important role in the implementation of effective education. This study aims to determine and analyze the influence of work motivation variables, organizational commitment, personal organization, and quality of work life on teacher performance in the context of private schools in Batam City. This research was conducted at Globe National Plus School, Batam City, using 200 permanent teachers as the sample for this study. To achieve the objectives of this study, quantitative research was applied, with statistical analysis using the Multiple Linear Regression method to analyze research data. The results of this study indicate that the independent variables, namely work motivation, organizational commitment, and person-organization fit, are empirically proven to have no significant effect on teacher performance in the context of private schools in Batam City. However, the variable quality of work life is proven to simultaneously affect teacher performance, and work motivation, organizational commitment, person organization fit and quality of work life on teacher performance in the context of private schools in Batam City. The results of the study are very useful for the Batam City Education Office to review the policies set why some independent variables in this study do not affect teacher performance. In addition, the government can also utilize the results of this new study as a policy formulation to optimize the improvement of the quality of teacher work life to improve teacher performance in the future.

Keywords: *Organizational Commitment, Personal Organization Fit, Teacher's Performance, Work Life Quality, Work Motivation*

INTRODUCTION

Teacher performance is the main basis for improving the quality of education and service quality in each educational unit in a sustainable manner (Murjiyati, 2024; Kasmini, 2024; Hanifah et al., 2024; Muchlisin, 2024), especially in private schools because efforts to maintain quality stability and quality in private schools are different from public schools (Pohan et al., 2025). For this reason, teacher performance must be improved sustainably by examining the variables that influence it for determining policies that can further improve teacher performance (Palindangan et al., 2022; Taufiqurahman et al., 2024; Novilasari et al., 2024). This statement is believed to be an absolute truth because teachers are a core component that has an important role in the implementation of effective education (Askafi, 2023). The role of teachers in the success of the Educational Organization cannot be ignored because of its function as the main component (Ardhitianto & Fariz, 2023). Since the beginning, educational institutions organized by the government and society must be directed, integrated and sustainable, utilizing the development of science and technology to answer the challenges of global development. Although the development of educational institutions is currently in an era of advanced technology, the impact of globalization tends to demand renewal in all aspects, so that private schools are required to have professional teachers who have performance that meets the established standards.

Globe National Plus School has a major role and responsibility in implementing national development goals, especially in developing the education sector according to Law Number 20 of 2003 concerning the National

Education System. In fulfilling these roles and responsibilities, Globe National Plus School has an ideal in accordance with the vision of "Becoming a Formal Educational Institution that produces graduates who are Faithful and Devout, Critical Thinking, Communicative, Entrepreneurial, and Become Future Leaders". Managing the human resources of an institution is not easy because it involves several elements in the institution, namely the school owner, principal, teachers, administrative staff, employees and the education system that is implemented internally (Setyocahyono et al., 2021; Isnin, 2023). These elements must be integrated with each other to create a conducive work environment so that all parties in the educational organization can carry out their work according to their respective main tasks. In addition, the creation of a good work environment, good quality of work life, good organizational commitment and high work motivation will ultimately affect the performance of teachers in carrying out their main tasks (Fitriani, 2014; Marmoah & Sujarwo, 2019; Iwan Suwanto & Lin Yan, 2020; Risnawati et al., 2022). Key performance indicators are performance indicators used to measure teacher performance, program performance targets and activities of implementing units are more aligned or measurable and optimally aligned to achieve educational goals in accordance with the vision and mission of Globe National Plus School in Batam City.

To achieve optimal teacher performance, the variables that affect teacher performance must be considered carefully. As an educational institution that has been established for a long time, Sekolah Globe National Plus certainly also has an organizational commitment that is used as a guide to improve the performance of its teachers. Several variables that are empirically believed to be able to improve teacher performance such as work motivation variables, organizational commitment, quality of work life, high personal organization fit (Suprihat & Djamil, 2018; Pohan et al., 2024; Kasmini, 2024; Heriyanto et al., 2025; Razak et al., 2025). The results of the study above prove that all variables of work motivation, organizational commitment, quality of work life, personal organization fit affect teacher performance in schools in general. The values that develop in the implementation of education at Sekolah Globe National Plus Batam are such as a high commitment to providing the best service to organize an effective education process that is in accordance with stakeholder expectations. With the main expectation is to prepare students who have knowledge that is relevant to the development, character, and skills that are relevant to entering the world of work and further studies to a higher level of education. From the explanation above, this study was conducted based on the research questions that were previously submitted, namely whether work motivation, organizational commitment, personal organizational fit, and quality of work life have a significant effect on teacher performance at Globe National Plus Batam School? This is because previous studies in various countries, cities and regions in Indonesia have proven to have a significant effect.

Literature Review

According to Novitasari (2017), motivation is a person's desire and willingness to devote all their efforts to achieving a goal. Therefore, there is no motivation if there is no desire or need. These needs are stimuli or encouragement for the emergence of motivation to carry out certain actions. In this context, teacher motivation is defined as the desire and willingness of teachers to carry out their duties which consist of preparing learning, teaching, and evaluating learning voluntarily and without any element of coercion. The results of previous studies indicate the importance of teacher motivation in achieving teacher work targets as the main component in Education (Tarigan & Panggabean, 2022). The results of Kuswati's research (2020) revealed a very strong relationship between teacher motivation and performance where the results of the study found that the influence of motivation on employee performance was quite good. Furthermore, Thang & Nghi (2022) factors that indicate a positive influence on work motivation include working conditions, income, benefits, career development, and work relationships. Where, career development has the greatest impact on teacher work motivation. Furthermore, Ardiana (2017) found that teacher motivation affects teacher work discipline and subsequently affects the improvement of teacher performance in Madiun City. The results of this study are also reinforced by Riyadi's (2017) results that teacher motivation affects teacher performance in carrying out their main tasks in Pekalongan City.

Winika (2022) said that an organization can run effectively if supported by professional human resources in an educational institution. The form of an organization's performance can be reflected in the commitment between human resources and the organization. Robbins (2017) stated that organizational commitment is an individual condition which is the relationship between human resources and the organization or organization and its environment and influences the decision to continue or leave the organization. In the context of education, organizational commitment is an important behavioral dimension possessed by teachers that can be used to assess whether a teacher is worthy of being a teacher at an educational institution. Previous studies provide a very

important explanation that teacher commitment is very important in organizing education in private schools to ensure quality and in accordance with the wishes of stakeholders. The results of previous studies revealed important things about the influence of organizational commitment on teacher performance (Ate, 2014; Hayati et al., 2020; Ruyani et al., 2021). Furthermore, Kusumi (2019) revealed that teacher commitment has an impact on teacher work culture, teacher discipline and overall teacher performance at the elementary school level in Grontalo City. This finding is also supported by the research results of Andajani et al., (2022) that organizational commitment affects all performance indicators and is the basis for improving the performance of an educational institution to achieve its goals and targets (Iriqat, 2016; Jaya et al., 2020; Tumanggor & Kustiawan, 2022; Tegegne & Wondimu, 2024; Ardiyansah & Mon, 2023).

Quality of work life refers to the state of the work environment that is pleasant or unpleasant for a person. The main goal is to develop a very good work environment for employees and for production. The main focus of the quality of work life itself is the work environment and all work in it must be compatible with humans and technology (Yati, 2019). According to Bakti (2018), quality of work life is an employee's description of the individual employee's well-being both physically and mentally in carrying out their work in an organization. By creating a good quality of work life, an organization must have a goal in a work climate that is realized so that later it can encourage its work in motivating employees to work so that they can optimize their performance in order to meet their needs in order to meet their needs. Research by Handayani et al., (2021) shows that quality of work life has a positive and significant effect on performance with the abilities possessed by teachers who will feel confident to compete or maximize tasks with the abilities they have and coupled with self-confidence in their abilities that they can do their jobs. Furthermore, Mimbar et al., (2018) found that teachers' quality of life not only influences self-confidence, but also mental readiness to do jobs.

Understanding person-organization fit can help organizations select teachers whose values and beliefs align with the values and beliefs of the educational institution and create experiences that can strengthen that fit. It is important for them to find work that is suitable and respectful of the organization, because employees generally leave their jobs if the work environment does not match their expectations. Through person organization fit, it can help organizations or organizations to select individual human resources with values and beliefs that are in line with the organization and form experiences that can strengthen that fit (Astuti, 2018). Person organization fit can also be interpreted as the match between organizational values and individual values. Juliandra & Purba (2021) showed that there is a significant influence of organizational culture partially on employee performance.

According to Busro (2018), performance is a work result produced by an employee to achieve the expected goals. According to Kasmir (2018), performance is the value of a set of people's behaviors that contribute, either positively or negatively, to the fulfillment of organizational goals. Organizations that employ teaching staff whose values are not in line with organizational values produce teaching staff who lack motivation, commitment, and work quality with the performance of the organization and its students. One of the key elements of human capital is a key factor that helps in achieving organizational goals. Hambali et al., (2020) revealed that variables that influence performance such as self-determination, organizational culture, organizational commitment, work motivation, and job satisfaction have a positive and significant effect on school performance. Overall, the results of the study above on the variables of work motivation, organizational commitment, personal organization fit, and quality of work life have a significant effect on teacher performance in various schools and different regions. Based on these empirical results, it is necessary to prove whether all of these variables also have an effect on teacher performance at Globe National Plus Batam School.

METHOD

This type of research is quantitative research that aims to explain the position of all variables studied and the relationship between one variable and another. The approach used in this study is associative research that functions to explain the influence of independent variables on variables. This research was conducted at the Globe National Plus School, Batam City, which consists of 3 branches, namely at the Globe National Plus 1 Batam School in Nagoya, Batam City, Globe National Plus 2 Batam School in Simpang Base Camp, Sagulung, Globe National Plus 3 Batam School in VMTC Nongsa, Batam City. Globe National Plus 1,2,3 Batam School has 4 levels of education, namely Kindergarten, Elementary School, Junior High School and Senior High School/Vocational High School. This research was conducted based on permission from the Director of Education of Globe National Plus 1 Batam School. The determination of the type of research sampling used was a census by taking all teachers at Globe National Plus 1,2,3 Batam School from Kindergarten, Elementary School, Junior High School and Senior High School/Vocational High School levels as many as 200 teachers. Census is a data collection

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method that involves collecting data from each individual or unit in the population. This technique was chosen because the population studied was relatively small and could be reached easily. In addition, the study required very accurate and comprehensive data to obtain more complete data.

Table 1. Percentage of Research Samples Based on Education Level

No	Educational Level	Frekuensi	
		Total	Percentage
1	Kindergarten	10	5%
2	Elementary school	50	25%
3	Junior High School	60	30%
4	Senior High School	55	28%
5	Vocational high School	25	13%
Totally		200	100%

This research instrument was developed according to the indicators of each research variable consisting of 10 items for work motivation indicators, 10 items for organizational commitment indicators, 7 items for Person Organization Fit indicators, 10 items for Quality of Work Life indicators, and 10 items for teacher performance indicators. All instrument items have been declared valid where the r-count value is greater than the r-table value. So it can be said that all measuring concepts for all variables used in this study are valid or in the sense that the data used in this study are correct, have high conformity with the existing reality and have parallels between the test and criteria. Furthermore, this research instrument has also been declared reliable based on the results of the Cronbach's Alpha test for each variable having a Cronbach Alpha > 0.60. Thus, the variables of work motivation, organizational commitment, person organization fit and quality of work life on teacher performance can be said to be reliable. The following is a table of the results of the Cronbach's Alpha test.

Table 2. Cronbach's Alpha Test Results

Variabel	Cronbah's Alpha	Role of Thumb	Result
Work Motivation (X1)	0,894	0,60	Reliebel
Organizational Commitment (X2)	0,926	0,60	Reliebel
Person Organization Fit (X3)	0,900	0,60	Reliebel
Quality of Work Life (X4)	0,905	0,60	Reliebel
Teacher Performance (Y)	0,879	0,60	Reliebel

The research data collection technique is a survey by distributing research instruments in the form of a questionnaire with a Likert scale to 200 teachers at Sekolah Globe Nasional Plus 1, 2, 3 Batam. The data analysis method used is quantitative data analysis. The research data is primary data collected using a questionnaire. Data analysis was carried out using SPSS statistics 30.

RESULTS AND DISCUSSION

Result of Research

This study aims to analyze the influence of each independent variable (X) on the dependent variable (Y). The variables of this study consist of 5 variables. The independent variables of this study consist of Work Motivation (X1), Organizational Commitment (X2), Person Organization Fit (X3), Quality of Work Life (X4) and the dependent variable is Teacher Performance (Y) at Globe National Plus School 1, 2, 3 Batam.

Multicollinearity Test

Table 3. Multicollinearity Test Result

Variabel	Tolerance	VIF	Kriteria
Work Motivation (X1)	0,785	1.274	No multicollinearity occurs
Organizational Commitment (X2)	0.889	1,125	No multicollinearity occurs

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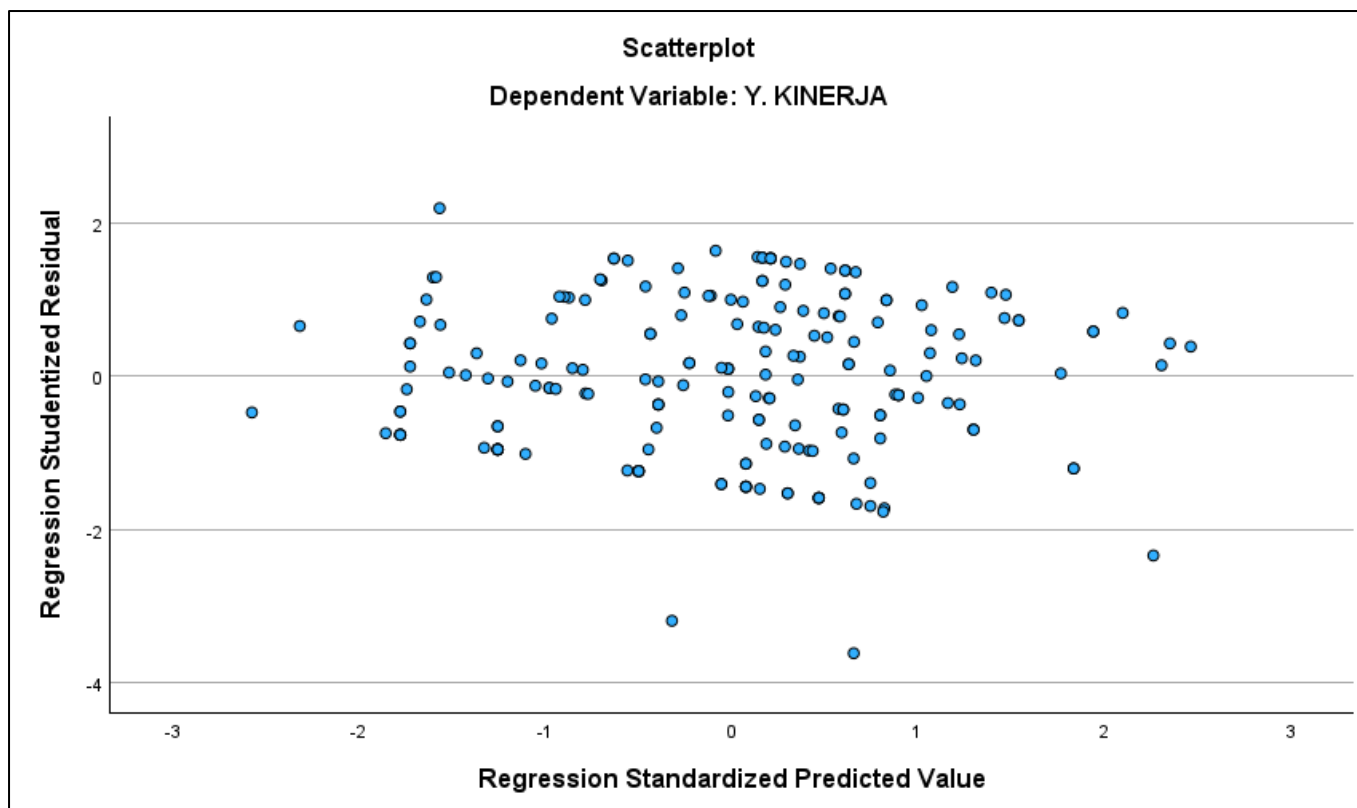
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Person Organization Fit (X3)	0,373	2,679	No multicollinearity occurs
Quality of Work Life (X4)	0,384	2,604	No multicollinearity occurs

Based on Table 3, it can be seen that the calculation results show that the tolerance value of the independent variable has a tolerance value > 0.10 and the calculation results of the VIF value also show that the independent variable has a VIF value < 10 . Thus, it can be concluded that there is no multicollinearity between the independent variables in the regression model.

Heteroscedasticity Test

From the scatterplot above, it can be seen that the points are spread randomly and are spread both above and below the number 0 and the Y axis. It can be concluded that there is no heteroscedasticity in this regression model. So the regression model is suitable for use in conducting testing.



Multiple Linear Regression Analysis

Table 4. Multiple Linear Regression Analysis Test Result

Model		Coefficients ^a			T	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error					
1	(Constant)	48.793	3.627		13.453	<,001		
	Work Motivation (X1)	-.273	.074	-.281	-3.704	<,001	.785	1.274
	Organizational Commitment (X2)	-.092	.060	-.109	-1.538	.126	.889	1.125
	Person Organization Fit (X3)	.043	.135	.035	.318	.751	.373	2.679
	Quality of Work Life (X4)	.257	.094	.295	2.723	.007	.384	2.604

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Based on table 4 above, it can be seen that the linear regression equation that reflects the relationship between the variables in this study is as follows.

$$Y1 = -0,281 X1 + -0,109 X2 + -0,0385 X3 + 0,295 X4$$

From the multiple linear regression equation above, it shows that:

1. The regression coefficient value of Work Motivation (X1) of -0.281 is negative, which means that motivation does not affect teacher performance
2. The regression coefficient value of Organizational Commitment (X2) of -0.109 is negative, which means that commitment does not affect teacher performance
3. The regression coefficient value of Person Organization Fit (X3) of 0.035 is negative, which means that Person Organization Fit does not affect teacher performance
4. The regression coefficient value of Quality of Work Life (X4) of 0.295 is positive, which means that Quality of Work Life affects teacher performance at Globe National Plus Schools 1, 2, 3 Batam.

Hypothesis Testing

T-Test

The t-test is used to test the significance of the relationship between variables X and Y partially or it can be said that the t-test basically shows how far an independent variable individually explains the dependent variations. The output results from SPSS 30 are as follows:

Table 5. T-Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.793	3.627		13.453	<.001
	Work Motivation (X1)	-.273	.074	-.281	-3.704	<.001
	Organizational Commitment (X2)	-.092	.060	-.109	-1.538	.126
	Person Organization Fit (X3)	.043	.135	.035	.318	.751
	Quality of Work Life (X4)	.257	.094	.295	2.723	.007

F-Test

This F statistical test is used to determine whether all independent variables included in the model have a simultaneous influence on work motivation, organizational commitment, person-organization fit and quality of work life that have a significant effect on teacher performance. The results of the F statistical test from SPSS can be seen in the following table:

Table 6. F-Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	301.055	4	75.264	6.754	<.001 ^b
	Residual	2172.945	195	11.143		
	Total	2474.000	199			

Table 6 shows that the results of the model feasibility test obtained an F-count value of 6,754 with a significance level of <0.001 (<0.05). This result means that the model used is feasible or appropriate.

Coefficient of Determination Test (R2)

The determination coefficient test (R2) is used to test how much influence the independent variable has on the dependent variable. Data processing with the SPSS 30 program provides the following results:

Table 7. Results of Determination Coefficient Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.349 ^a	.122	.104	3.33816	1.864

Based on table 7, it shows that the results of the determination coefficient test obtained a value (Adjusted R Square) of 0.104, which means that 10.4% of teacher performance at Globe National Plus 1, 2, 3 Batam is influenced by the variables of work motivation, organizational commitment, person-organization fit and quality of work life, while the remaining 89.6% is influenced by other variables outside the model studied.

Discussions

This study departs from the previously submitted research questions, so that the results of this study are scientific answers to the formulated research questions. The research question is whether work motivation, organizational commitment, personal organization fit, and quality of work life have a significant effect on teacher performance at Globe National Plus Batam School? The results of previous literature studies show that all of the variables of this study consisting of the variables Work Motivation, Organizational Commitment, Person Organization Fit, Quality of Work Life have a significant effect on teacher performance variables (Iriqat, 2016; Jaya et al., 2020; Tumanggor & Kustiawan, 2022; Andajani et al., 2022; Tarigan & Panggabean, 2022; Tegegne & Wondimu, 2024; Ardiyansah & Mon, 2023). However, the results of the study conducted at Globe National Plus School 1, 2, 3 Batam showed that partially consisting of 3 variables did not affect teacher performance and one variable had an effect.

The statistical output results show that the regression coefficient value of teacher work motivation (X1) of -0.281 is negative, which means that teacher work motivation does not affect the performance of teachers at Globe National Plus Schools 1, 2, 3 Batam. This is not in line with the results of previous studies which showed that teacher motivation in public schools affects teacher performance (Tarigan & Panggabean, 2022; Thang & Nghi, 2022). Even the results of Kuswati's (2020) study revealed that there is a very close relationship between teacher motivation and performance, teacher work motivation affects teacher work discipline (Ardiana, 2017), and teacher motivation affects teacher performance in carrying out their main tasks in Pekalongan City (Riyaldi, 2017). Furthermore, the regression coefficient value on the organizational commitment variable (X2) of -0.109 is negative, which means that commitment does not affect teacher performance at Globe National Plus Schools 1, 2, 3 Batam. The results of Chang et al.'s (2024) study showed that organizational commitment affects teacher performance. Even the results of previous studies emphasized that teacher commitment has an impact on teacher work culture, teacher discipline and overall teacher performance (Ate, 2014; Hayati et al., 2020; Ruyani et al., 2021).

The regression coefficient value of Person Organization Fit (X3) of 0.035 is negative, which means that Person Organization Fit has no effect on teacher performance. The results of this study also contradict Juliandra & Purba (2021) which shows that there is a significant influence of organizational culture partially on teacher performance. Furthermore, Hasibuan (2023) revealed that Person Organization Fit partially affects teacher performance. Then, the regression coefficient value on the quality of work life variable (X4) of 0.295 is positive, which means that Quality of Work Life affects teacher performance at Globe National Plus Schools 1, 2, 3 Batam. The results of this study are in line with Jaben et al., (2023) where Person Organization Fit affects teacher readiness in carrying out their duties. Furthermore, teachers' Quality of Work Life affects various dimensions of teacher performance such as mental readiness for work, sincerity of work, and the ability to improve work methods and methods (Sudirman et al., 2019; Sukmawaty et al., 2021; Siahaan et al., 2023; Bumay et al., 2023; Ulfathmi et al., 2023).

From the results of the analysis above, the research results obtained by researchers from Globe National Plus School 1, 2, 3 Batam are different from the initial assumption which states that Work Motivation, Organizational Commitment, and Person Organization Fit do not have a significant effect on the teacher performance variables of Globe National Plus School 1, 2, 3 Batam. Empirically, it is proven that partially these three variables have negative results. However, simultaneously the results of the model feasibility test obtained an F-count value of 6,754 with a significance level of <0.001 (<0.05). This result means that the model used is feasible or appropriate. Furthermore, the results of the determination coefficient test obtained a value (Adjusted R Square) obtained of 0.104 which means that 10.4% of teacher performance at Globe National Plus 1, 2, 3 Batam is influenced by the variables of work motivation, organizational commitment, person organization fit and quality of work life while the remaining 89.6% is influenced by other variables outside the model studied. The results of this study encourage other researchers or further research to explore further why the variables of Work Motivation, Organizational Commitment, and Person Organization Fit do not have a significant effect on the performance variables of teachers at Globe National Plus Schools 1, 2, 3 Batam through a mix method study by implementing

qualitative and quantitative research. This is done to obtain accurate and broader results by increasing the scope of the study such as research samples and research areas.

CONCLUSION

The results of the analysis discussed in the previous section are the basis for drawing conclusions from this study, which show that the independent variables in this study consisting of work motivation, organizational commitment, and person organization fit are empirically proven to have no significant effect on teacher performance in the context of private schools in Batam City. However, the variable quality of work life is proven to simultaneously affect teacher performance, work motivation, organizational commitment, person organization fit, and quality of work life on teacher performance in the context of private schools in Batam City. The results of this study are very useful for the Batam City Education Office to review the policies set why some independent variables in this study do not affect teacher performance. In addition, the government can utilize the results of this previous study as a policy formulation to optimize the quality of teacher work life in order to improve teacher performance in the future. The results of this study recommend further research to examine the influence of work motivation variables, organizational commitment, person-organization fit, and quality of work life in public schools because they simultaneously have a significant influence on teacher performance. This is because in this study the variables of work motivation, organizational commitment, person-organization fit, and quality of work life simultaneously have a significant influence on teacher performance and are only able to explain 10.4%, while the remaining 89.6% is influenced by other variables. This study did not include other variables that might be able to influence and improve the results of the study.

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