

The Influence of Work Motivation and Religiosity on Teacher Performance through Commitment as Mediation at SMP NU Gresik District

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ABSTRACT

This study aims to determine the influence of work motivation, religiosity on teacher performance. This type of research is qualitative research using a saturated sample of 65 respondents. The method used in collecting data is survey with a questionnaire as instrument of this study. Based on the results of this study, it proves that all hypotheses can be accepted, motivation, religiosity, commitment have direct and indirect influences on teacher performance. The results of the study showed significant results. Religiosity variables which have an important influence on commitment and performance are emphasized because high religiosity in a teacher will result in good performance and have an impact on high commitment. The function of a teacher who is embedded in a teacher who has high religiosity assumes that the teacher must always preach, the center of knowledge and must always transfer his knowledge for the benefit of many people. Which in previous studies produced a positive but insignificant influence.

Keywords: Motivation, Religiosity, Commitment dan Teacher Performance

INTRODUCTION

Education is an important thing in human life. Education is a means to form a complete human being, who obeys God the Almighty. This is in line with the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas), which reads "... aims to develop the potential of students to become human beings who believe and fear God the Almighty, with good morals. healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen".

To achieve the above objectives, superior human resources are needed. Meanwhile, according to Malayu S.P.

Hasibuan (2011: 10) HRM is the art and science of regulating the roles and relationships of labor so that they are efficient and effective in helping the realization of the goals of companies, communities and employees, while what is meant by resources in education are teachers. Teachers are a resource capable of creating quality learning, a major factor in determining the quality of education (Depdikbud, 1994: 63). To achieve this goal, teacher performance is needed. Good teacher performance will produce or create the effectiveness and efficiency of good learning too.

Based on the results of initial observations made by researcher at 3 junior high schools; SMP NU 2 Gresik, SMP NU 1 Gresik, and SMP Muallimat. The researcher got the recap data of the Realization of Performance from the three schools. From the data obtained, the researcher found that the result had not met the target they should have.

Based on the data for the last 4 years, the performance of teachers at SMP NU in Gresik sub-district has not reached or has not been 100% fulfilled, referring to existing regulations that the data must be confirmed at least 90%. But in the last 4 years, the teacher's performance has not been confirmed up to 70%. The data above is a reflection of the performance of teachers in 3 SMP (SMP NU 2 Gresik, SMP NU 1 Gresik, and SMP Muallimat) who have not been able to meet the target or even approach the target of teacher performance.

To be able to meet the optimal achievement target of teacher performance, there are several factors that affect the level of performance, namely individual factors, including motivation, commitment, religiosity, skills, emotional, leadership, etc. However, in this research, the researcher only took 3 factors based on the existing data, namely the motivation which the researcher referred to the attendance data of teachers' teaching and learning activities. Commitments, which is based on the meeting attendance data. As well as religiosity which is based on data on spiritual application in learning, and is based on previous research.

Teacher performance will be realized well if high motivation is built. According to Hasibuan (2018), work motivation is the provision of a driving force that creates a person's enthusiasm for work so that they are willing to work

together, work effectively, and be integrated with all their efforts to achieve satisfaction. If this work motivation is built in a teacher, it will form a high spirit of work, persistence and hard work so as to create high performance as well.

Research which proves that there is a significant influence of motivation on teacher performance has been carried out by Windasari & yahya (2019). Not only does it affect teacher performance, motivation also has a positive influence on commitment as evidenced by research conducted by Annur (2020). The results of the two studies above are different from the findings of Hidayah (2019) which states that motivation affects performance by mediating commitment.

Another factor that supports the success of teacher performance is teacher religiosity. Rahmat (2011) defines religiosity as a condition that exists within a person that encourages him to behave in relation to religious teachings. No matter how good the mastery of education is and how rich knowledge is, if it is not based on religiosity, the implementation of the teacher's assignment and performance will not result in optimal learning. Teachers who have high religiosity will be a person who always considers the disadvantage of every action and task they carry out. So that it will produce good teacher performance.

With high religiosity in a teacher, a sense of responsibility and sincerity in teaching will grow, because in the faith of a teacher who has high religiosity, teaching is worship. This will create a teacher who is diligent and active in teaching so that his performance increases. However, it is different in Amrullah's research (2017) which states that religiosity has no significant influence on teacher performance.

Without us realizing that with a high level of religiosity in a teacher, a high commitment will automatically be formed in the teacher, a sense of dedication for advancing the school and the progress of its students. Annur's research (2020) proves that there is a positive influence of religiosity on teacher commitment. Meanwhile, Mirtasi's research (2018) proves that Religiosity affects performance mediated by commitment.

A teacher who has a high commitment will have awareness and readiness to teach truly full of sincerity and a strong desire to be in school for the progress and goals of the school. According to (Mangkunegara, 2016) commitment is a consistent attitude, which is owned by a teacher who shows attitudes and actions that are not easy to change, is steadfast in his stance, has loyalty who can always obey, protect and be full of devotion With the formation of high commitment in teachers, high teacher performance will also be created

Commitment influences teacher performance as evidenced in research by Purwoko (2018) which states that work commitment has a real contribution to performance with a T value of $8.525 > T$ table 1.993. So that in essence, with good learning, the goals of a school will be achieved, having students who are not only good at science but also have virtuous behavior, all of that will be realized if the teacher's performance in teaching is high.

The performance of SMP NU teachers in Gresik district is a problem that must be overcome because it is not optimal. As a private religious school that always prioritizes religiosity, it should have more motivation and commitment, because everything that is done will be based on religious teachings. But why did

it experience a decrease in performance. Based on the above background, it is necessary to conduct research to improve the performance of teachers of SMP NU, Gresik district. Therefore, the researcher wants to examine whether religiosity, work motivation affect performance through commitment mediation.

LITERATURE REVIEW

Teacher Performance

According to Hasibuan (2018), teacher performance is the result of teaching and learning activities, namely when carrying out the task of making plans, learning activities, evaluating or assessing them with skills and sincerity in implementing them.

Work Motivation

According to Hasibuan (2018), work motivation is the provision of a driving force that creates a person's enthusiasm for work so that they are willing to work together, work effectively, and are integrated with all their efforts to achieve satisfaction. The indicators on which research on motivation is based are (1) Encouragement of responsibility (2) Dare to take risks and have higher achievement (3) Social interaction (4) Cooperation (5) Recognition of ability (6) Sportsmanship at work (7) Work challenges (8) Job security (9) Freedom of work (10) Institutional trust to work (11) Appreciation of fellow colleagues.

Religiosity

According to Imam Nawawi, as quoted by M. Abdullah Ad-Duweisy (2005), "a teacher is obliged to teach with the aim of seeking the pleasure of Allah, he does not make it a means to achieve worldly goals". 25 Should a muallim (teacher) always feel that teaching is the

most mu'akkad worship (emphasized) so that it is a trigger to fix one's intention, and as a spur to always guard it from unwanted stains, because it is afraid of losing virtue and This great goodness and ten positive qualities teachers must have in order for teacher religiosity to be created, namely: (1) sincerity only to Allah, (2) piety and worship / piety, (3) encouraging and spurring students to actively seek knowledge, (4)) Have good appearance, (5) speak well, (6) have a mature and controlled personality, (7) are good role models, (8) fulfill promises, (9) play a role in improving the teaching system, and (10) get along well with students.

Commitment

According to Mangkunegara (2016), commitment is a consistent attitude, which is owned by a teacher who shows attitudes and actions that are not easy to change, is steadfast in his stance, has loyalty who can always obey, protect and be full of devotion. Organizational commitment must be considered because it can have an impact on performance (Mujanah at al, 2019)

Based on previous research, there are variable equations used in this study. The theoretical framework of this research is;

H1: There is an influence between work motivation on teacher performance

In Windasari's & Yahya's (2019) study, the results of data analysis using spps obtained multiple regression results with $t_{hit} = 4.530 > 1.68 = t_{0.05; 39}$, so motivation has a significant influence on teacher performance.

H2: There is an influence between religiosity on teacher performance.

In line with Amrullah's research (2017) The results of this study show the coefficient of correlation and determination, showing the coefficient of determination (R Squer) of 0.125, this explains that the influence of religious level (X1) on teacher performance (Y) is 12.5% while the rest that is, 87.5% is influenced by variables other than the religious level variable.

H3: There is an influence between commitment to teacher performance

In line with Purwoko research (2018). the result obtained is a value (sig) of $0.000 < \alpha 0.05$ with a value of T count of $8,525 > T$ table of 1.993, these results indicate work commitment makes a real contribution to teacher performance.

H4: There is an influence between motivation and commitment

Annur's research (2020) explains the motivation variable (X1), using significance $\alpha = 0.05$, obtained a t-table of 1.67. Then obtained tcount ($11.561 > t$ table (1.67)). Therefore, the hypothesis which says there is a positive and significant influence between motivation (X1) on teacher work commitment (Y) is accepted. This proves that there is a significant influence between motivation on teacher work commitment in Pamulang District.

H5: There is an influence between Religiosity and Commitment.

In his research, Annur (2020) also explained that the religiosity variable (X2), by using the significance $\alpha = 0.05$, obtained a t table of 1.67. Then the obtained t count ($10.630 > t$ table (1.67)). Therefore, the hypothesis which says there is a positive and significant influence between religiosity (X2) on teacher work commitment (Y) is accepted. This proves that there is a

significant influence between religiosity on teacher work commitment in Pamulang District.

H6: There is an influence between motivation on performance and intervening commitment

The previous research that strengthens this hypothesis is the research of Hidayah (2019), whose hypothesis testing shows that there is a positive influence between motivation and organizational commitment with a CriticalRatio (C.R) value of 2.064 with P (Probability) of 0.039 ($p < 0.05$).

RESEARCH METHODE

This type of research is quantitative which emphasizes numerical data processed using statistics. The design used is a causal design based on the problems in this study, which is in the form of a causal relationship between two or more variables. The data obtained came from distributing questionnaires to respondents.

Population and Sample

In this study the population taken was 65 teachers of SMP NU in Gresik district. Then the sample used is a saturated sample in which the entire population is used as a sample. The data obtained will be analyzed using PLS 3.0.

Measurement of Variables

In this study, the measurement of variables used a Likert scale, using the endogenous variable of Teacher Performance (Y), exogenous variables of Religiosity (x2) and Work Motivation (X1) and Commitment as a mediating variable (z).

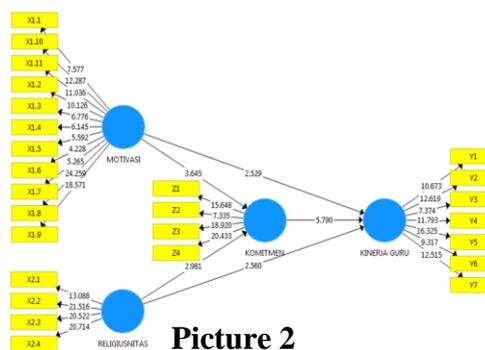
H7: There is an influence between religiosity on performance with mediation of commitment

Mirtasi's previous research (2018) states that the results of hypothesis testing show that there is a significant and positive influence between Religiosity and commitment. This means that the high commitment of company managers is based on the person's Religiosity factor, the higher the level of one's religiosity, the higher the commitment to work in a company.

DATA ANALYSIS AND DISCUSSION

Measurement Model Test or Outer Model

The following is an image evaluation of the measurement (outer) model, based on the results of the Partial Least Square (PLS) output using the smartPLS 3.0 program:



Picture 2
Outer Model

Convergen Validity

Based on the Convergent validity test, it was found that each manifest variable had an outer loading value of > 0.7 . However, it appears that there are still some indicators that have an outer loading value of < 0.7 . However, at the research stage of scale development,

loading 0.50 to 0.60 is still acceptable (Ghozali & Latan, 2015). The following

is the Outer Loading Value data for each Manifest:

Table 2
Outer Loading

MANIFEST	Teacher Performance	Commitment	Motivation	Religiosity
X1.1			0.704	
X1.10			0.681	
X1.11			0.697	
X1.2			0.783	
X1.3			0.739	
X1.4			0.726	
X1.5			0.687	
X1.6			0.586	
X1.7			0.728	
X1.8			0.818	
X1.9			0.819	
X2.1				0.834
X2.2				0.892
X2.3				0.875
X2.4				0.853
Y1	0.708			
Y2	0.713			
Y3	0.630			
Y4	0.788			
Y5	0.798			
Y6	0.713			
Y7	0.775			
Z1		0.833		
Z2		0.724		
Z3		0.783		
Z4		0.867		

From the data above, it shows that there is no variable indicator which outer loading value is below 0.5, so that all indicators are declared worthy or valid for research use and can be used for further analysis.

Discriminant Validity

When viewed from the value of AVE (*Discriminant Validity Test*) then for each indicator it is required that the value must be > 0.5 for a good model.

Table 3
Average Variant Extracted (AVE)

Variabel	Average Variance Extracted (AVE)
TEACHER PERFORMANCE	0.539
COMMITMENT	0.645
MOTIVATION	0.529
RELIGIOSITY	0.746

Based on table 3 above, it can be seen that each research variable has an average variant extracted (AVE) value greater than 0.5. Thus, it can be stated that each variable has good discriminant validity.

Composite Reliability

Composite Reliability is the part used to test the reliability value of indicators on a variable. The construct is declared reliable if the *composite reliability* and Cronbach alpha values are above 0.70 (Ghozali & Latan, 2015). The following is the composite reliability value of each variable used in this study:

Table 4
Composite Reliability

Variabel	Composite Reliability
TEACHER PERFORMANCE	0.891
COMMITMENT	0.879
MOTIVATION	0.925
RELIGIOSITY	0.922

Based on the data presented in table 4 above, it can be seen that the composite reliability value of all research variables is > 0.6. These results indicate that each variable has met the composite reliability so that it can be concluded that all variables have a high level of reliability.

The reliability test can then be strengthened by using the Cronbach alpha value. A variable can be declared reliable or meets Cronbach alpha if it has a Cronbach alpha value > 0.7. The following is the cronbach alpha value of each variable:

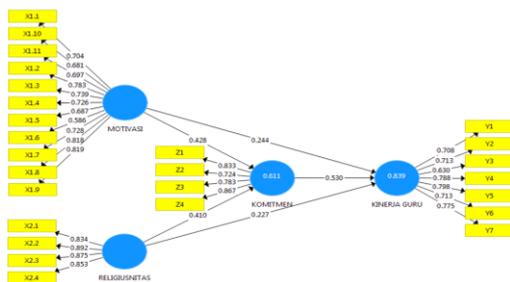
Table 5
Cronbach Alpha

Variabel	Cronbach's Alpha
MOTIVATION	0.856
TEACHER PERFORMANCE	0.815
COMMITMENT	0.912
RELIGIOSITY	0.887

Based on the data presentation above in table 5, it can be seen that the Cronbach alpha value of each research variable is > 0.7. Thus these results indicate that each research variable has met the requirements for the Cronbach alpha value, so it can be concluded that all variables have a high level of reliability.

Structural Model Test or Inner Model

The following are the results of the Inner Model Evaluation image, based on the results of the Partial Least Square (PLS) output using the smartPLS 3.0 program:



Picture 3
Inner Model

The goodness of fit assessment is known from the Q-Square value. The value of Q-Square has the same meaning as coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The following are the results of the R-Square test:

Table 6
Nilai R-Square

Variabel	R Square
TEACHER PERFORMANCE	0.839
COMMITMENT	0.611

Based on the data presented in table 6 above, it can be seen that the R-Square value for the commitment variable is 0.611. The acquisition of this value explains that the percentage of motivation and religiosity can be explained by a commitment of 61.1%. Then for the R-Square value obtained by the teacher performance variable of 0.839. This value explains that the motivation for religiosity and commitment can be explained by the teacher's performance of 83.9%.

The goodness of fit assessment is known from the Q-Square value. The value of Q-Square has the same meaning as coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The results of the calculation of the Q-Square value are as follows:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0,611) \times (1 - 0,839)] \\
 &= 1 - (0,389 \times 0,161) \\
 &= 1 - 0,062 \\
 &= 0,938
 \end{aligned}$$

Based on the results of the above calculations, the Q-Square value is 0.938. This shows the great diversity of research data that can be explained by the research model amounting to 93.8%. While the remaining 6.2% is explained by other factors that are outside of this research model. Thus, from these results, this research model can be stated as having a good goodness of fit.

F Square

Based on data processing that has been carried out using the PLS 3.0 smart program, the F-Square value is obtained as follows:

Table 7
Nilai F-Square

Variabel	Teacher Performance	Commitment
TEACHER PERFORMANCE		
COMMITMENT	0.677	
MOTIVATION	0.137	0.212
RELIGIOSITY	0.121	0.195

This f-square test is performed to determine the goodness of the model. The f-square values of 0.02, 0.15 and 0.35 can be interpreted whether the predictors of latent variables have a weak, medium, or

large influence at the structural level (Ghozali, 2011).

Hypothesis testing

Based on the data processing that has been done, the results can be used to answer the hypothesis in this study by looking at the significance of the influence between variables by looking at the parameter coefficient value and the T statistical significance value through the *bootstrapping method* (Ghozali & Latan, 2015).

The following are the results of hypothesis testing obtained in this study through the inner model:

Table 8

Path Coefficients

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
COMMITMENT ->TEACHER PERFORMANCE	0.530	0.527	0.092	5.790	0.000
MOTIVATION_ PERFORMANCE ->TEACHER PERFORMANCE	0.244	0.258	0.096	2.529	0.012
MOTIVATION_ ->COMMITMENT	0.428	0.449	0.117	3.645	0.000
RELIGIUSNITAS ->TEACHER PERFORMANCE	0.227	0.225	0.089	2.560	0.011
RELIGIUSNITAS ->COMMITMENT	0.410	0.385	0.138	2.981	0.003

Based on the data presentation above, the hypothesis proposed in this study can be accepted because the P-value is <0.05. So it can be stated that the exogenous to endogenous variables have a significant influence.

H1: work motivation (X1) on teacher performance (Y)

The value obtained on the path coefficient of 0.244 and the value of T statistics of 2.529 > 1.96 with ρ -value of

0.012. Because the value of ρ -value is smaller than α (0.012 < 0.05), H0 is rejected, thus there is a significant influence of motivation (X1) on teacher performance (Y).

H2: religiosity (X2) on teacher performance (Y)

The value obtained on the path coefficient of 0.227 and T statistics value of 2.560 > 1.96 with ρ -value of 0.011. Because the value of ρ -value is smaller than α (0.011 < 0.05), H0 is

rejected, thus there is a significant influence of religiosity (X2) on teacher performance (Y).

H3: work motivation (X1) towards commitment (Z)

The value obtained on the path coefficient of 0.428 and T statistics value of 3.645 > 1.96 with ρ -value of 0.000. Because the value of ρ -value is smaller than α (0.000 < 0.05), H0 is rejected, thus there is a significant influence of motivation (X1) on commitment (Z).

H4: religiosity (X2) towards commitment (Y)

The path coefficient value is 0.410 and the T statistics value is 2.560 > 1.96 with a ρ -value of 0.011. Because the value of ρ -value is smaller than α (0.011 < 0.05), H0 is rejected, thus there is a significant influence of religiosity (X1) on commitment (Y).

H5: influence of commitment (Z) on teacher performance (Y)

The value obtained on the path coefficient of 0.350 and the value of T statistics of 5.790 > 1.96 with ρ -value of 0.000. Because the value of ρ -value is smaller than α (0.000 < 0.05), H0 is rejected, thus there is a significant influence of commitment (Y) on teacher performance (Z).

Indirect Effect

Table 9
Specific Indirect Effects
T-Statistics dan P-Values

No.	Hpo	Variabel	T Statistics (O/STDEV)	P Values
1	6	Motivation_ ->Commitment ->Teacher Performance	3.097	0.002
2	7	RELIGIUSNITAS ->Commitment ->Teacher Performance	2.529	0.012

Sumber: Data primer diolah 2020

Based on the calculation of the path coefficient, it shows that:

1. The total influence of work motivation (X1) on teacher performance (Y) through commitment is obtained by T statistics of 3.097 > 1.96 with ρ -value of 0.002. Because the value of ρ -value is smaller than α (0.002 < 0.05), H0 is rejected, thus there is a significant influence of motivation (X1) on teacher performance (Y) through commitment (Z).
2. The total influence of religiosity (X2) on teacher performance (Y) through commitment (Z) is obtained by T statistics of 2.529 > 1.96 with ρ -value of 0.012.

Because the value of ρ -value is smaller than α (0.012 < 0.05), H0 is rejected, thus there is a significant influence of religiosity (X2) on teacher performance (Y) through commitment (Z).

Based on the results of the research that the researcher has done, compared to previous research, a new results is found that Religiosity has a positive and significant influence on teacher performance, either directly or through commitment mediation. Religiosity variable, if it is cultured in the school environment, especially for all teachers, has an impact on the formation of a strong commitment in a teacher.

Religiosity that grows and develops in a teacher will produce good performance as well. Because with high religiosity a sense of responsibility, belief that teaching is worship, charity that never stops is embedded in the teacher, and making teaching a mandate that must be accountable to parents, yourself and especially to the Almighty, will be created and grow in the teacher.

CONCLUSION

Based on the results of testing on the seven hypotheses that have been proposed in this study, conclusions can be drawn, that are:

The results of testing on the research hypothesis show that work motivation has a direct influence on teacher performance, this is evidenced by a significance value less than the tolerance limit of the research hypothesis. The results of this study support previous research conducted by Windasari & Yahya, (2019) which states that work motivation has a significant influence on teacher performance.

The results of testing on the research hypothesis show that religiosity has a direct influence on teacher performance, this is evidenced by a significance value less than the tolerance limit of the research hypothesis. The results of this study are "different" from previous research conducted by Amrullah (2017) which states that teacher religiosity has no significant influence on teacher performance. In this research, the results obtained are that there is a significant influence of religiosity on teacher performance

The result of testing on the research hypothesis shows that motivation has a direct influence on commitment. This is evidenced by the significance value less than the tolerance limit of the research hypothesis. This research supports

previous research conducted by Aan Purwoko (2018) which states that there is a positive and significant direct influence of work motivation on commitment.

The results of testing on the research hypothesis show that religiosity has a direct influence on commitment. This is evidenced by the significance value less than the tolerance limit of the research hypothesis. This study supports previous research conducted by Annur (2020) which states that there is a positive and significant direct influence of Religiosity on Commitment.

The results of testing on the research hypothesis show that commitment has a direct influence on teacher performance. This is evidenced by the significance value less than the tolerance limit of the research hypothesis. This study supports previous research conducted by Annur (2020) which states that there is a positive and significant direct influence on commitment to performance.

The results of testing on the research hypothesis show that work motivation has an indirect influence on teacher performance through commitment. This is evidenced by the results of the path analysis which show the significance value below the tolerance limit. This study supports the previous research conducted by Hidayah (2019) which states that there is a significant influence of motivation variables on employee performance mediated by commitment.

The results of testing on the research hypothesis show that religiosity has an indirect influence on teacher performance through commitment. This is evidenced by the results of the path analysis which show the significance value below the tolerance limit. This study supports previous research conducted by Mirtasih (2018) which states that commitment is able to

mediate the influence of religiosity on employee performance.

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