The effect of affective commitment on teacher performance at Raudhatul Athfal Ashabulyamin Cianjur

Ade Aisyah[1]*, Indra Zultiar[2], Alfian Ashshidiqi P[3]
[1] Muhammadiyah University Sukabumi. Indonesia
[2] Muhammadiyah University Sukabumi. Indonesia
[3] Muhammadiyah University Sukabumi. Indonesia

Article Info	Abstract
	this study aims to determine how much influence affective commitment has on teacher performance at Raudhatul Athfal Ashabulyamin Cianjur. The type of research conducted in this study is the survey method. Data collection techniques by observation (questionnaire or questionnaire) and research results tend to be generalized. Technical data analysis using simple regression analysis. The research subjects for performance improvement were all educators or teachers at Raudhatul Athfal Ashabulyamin Cianjur totaling 14 people. The population of this study was 14 people and the sample of this study was 14 people. From the results of the research and the results of data analysis, it can be concluded that there is a significant regression or influence, namely the Pearson product moment correlation coefficient $r = 0.829$ with t count = 1.998 this value is greater than t table = 1.788 (t count value (1.998) > t table (1.788)), and the significance value is below 0.05. then Ha is accepted (regression is not significant) while Ho is rejected (significant regression) which means that there is a high or significant influence between the effect of affective commitment on teacher performance. That is, the higher the affective commitment, the higher the teacher performance obtained.

Corresponding Author:

Name Author: Ade Aisyah:
Affiliation, Country: Muhammadiyah University Sukabumi. Indonesia;
Email Author: ade.aisyah1988@gmail.com:

INTRODUCTION

Human resources are the greatest strength in processing all the resources on earth, because basically all of God's creations on earth were deliberately created by God for the benefit of mankind. Therefore, these existing resources must be managed properly because it is a mandate that will be held accountable later (Samsuni, 2019). To get good management, knowledge is needed to support the empowerment and optimization of the benefits of existing resources. This optimization can be pursued through education.

In *UU Sisdiknas (Pasal 3 UU No. 20 Tahun 2003)* describes the functions and objectives of national education, are described. National education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty. First, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen, and function to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life (Hakim, 2016).

The success of education is influenced by several factors, including: teachers, students, learning offices, proficiency books, learning climate, school administrators and education programs. (Erwinsyah, 2017). However, if a school system implements human resource management unequally, then the educational activities themselves will experience difficulties. This inequality can partly be attributed to the principal's lack of leadership in ensuring the well-being of all school personnel, including teachers and administrators.

Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development, therefore, teachers who are one of the elements in the field of education must play an active role and place their position as professionals, in accordance with the demands of an increasingly developing society. (Lubis, 2019). In this case, the teacher is not merely a teacher who transfers knowledge, but also an educator who transfers values as well as a guide who provides direction and guides students in learning.

Teachers and schools are essentially interdependent and need each other. Teachers are an invaluable asset in schools as they help run learning activities. However, teachers cannot support themselves without a school to live in and practice their skills. Consequently, as the leader of an educational institution, the principal plays an important role in ensuring the well-being of his/her staff and fostering a positive working environment for teachers to have high performance. (Nurchaeni et al., 2023). Regardless of the form in which an organization pursues its goals, affective commitment is critical to the establishment of educational continuity. A sense of responsibility and belonging to the school must be demonstrated through affective commitment. Affective commitment is a sense of belonging that motivates a person to achieve organizational goals and will enable a teacher to create a situation that makes him more productive at work and loyal to his institution and plans to remain a member of the company. (Desy et al., 2023). And it will show how strong the employee's desire to stay with the company and devote himself to it. Likewise, what happens in schools, teachers will be more loyal and have more motivation to achieve educational goals if the teacher has a high affective commitment so that they can improve their performance better. Anwar Prabu Mangkunegara, emphasized "*Performance is the result of the quality and quantity of work of an employee in carrying out the responsibilities assigned to him* daily" (Chairunnisah, 2021).

Teacher performance can be defined as the level of success of teachers in carrying out their duties and education in accordance with their responsibilities and authority based on predetermined performance standards during a certain period. (Subandi, 2023). According to Kaswan, within the framework of achieving educational goals, employee performance reflects employee behavior in the workplace as an application of skills, abilities, and knowledge, which contributes or values to organizational goals. (Suryani & Kosasih, 2016). The majority of people working in human resource management agree that "employee performance" is an important component of the entire work process for employees. Teachers who have good commitment must have good performance in carrying out their duties and actively involve themselves in school development efforts and support school programs. There are 3 (three) kinds of factors that affect performance, namely; physical, mental leadership; knowledge and skills; motivation, namely individual leadership to expend the energy needed to achieve goals; and *opportunity*, or *opportunity*, namely the opportunity for individuals to demonstrate their performance. (Hikmah et al., 2023)

In addition to paying attention to influential factors, it is also necessary to pay attention to the elements that can be used to assess performance as conveyed by Edwin B. Flippo as follows, work quality includes; timeliness, skill, accuracy, and tidiness, work quantity is an output that is not only in the form of regular tasks, but also extra or urgent tasks while toughness includes; discipline, initiative, loyalty, obedience to established regulations. (Suryani & Kosasih, 2016).

Based on initial observations made by researchers at RA Ashabulyamin Cianjur, it can be seen that the affective committment of a teacher can affect his performance. And here the researchers found that there were still teachers who had not carried out their performance properly. For example, there are still some teachers who arrive late from the time determined by the school, even when the bell has rung there is still one teacher who has not come. Researchers can say this is due to the teacher's poor time management and the teacher's low affective commitment. Another thing that researchers found was that there were still teachers who did not wear uniforms according to a predetermined schedule. This means that the teacher does not have discipline also because of the low affective commitment of the teacher. Teachers who have high affective commitment will certainly be seen from their performance. Teachers who have high affective commitment will voluntarily without coercion follow the rules that have been agreed upon or set by the school. The teacher will feel uncomfortable and burdened if he/she violates school regulations. Teachers who have affective commitment will also always try to do their work well according to instructions and not exceed deadlines. It is not a problem for him to work more so that his duties run well. Based on the main problems as described in the background of the problem, the problem formulation in this study are; how affective commitment to teacher performance in RA Ashabulyamin Cianjur; and how much influence affective commitment has on teacher performance in RA Ashabulyamin Cianjur. Based on the background and in order to make this research more focused and more systematic, this research will only discuss the effect of affective commitment on teacher performance in RA Ashabulyamin. Given the broad scope of research, researchers only examined the RA Ashabulyamin Cianjur environment. And this study aims to determine the affective commitment to teacher performance in RA Ashabulyamin Cianjur, and to determine the effect of affective commitment on teacher performance in RA Ashabulyamin Cianjur.

METHOD

The type of research conducted in this study is a field survey method with a quantitative approach. The survey method is a quantitative method used to obtain data that occurred in the past and present, about beliefs, opinions, behavioral characteristics, relationships of sociological and psychological variables from samples taken from certain populations. Data collection techniques by observation (questionnaire or questionnaire) and research results tend to be generalized. According to Sugiyono, quantitative research is research with the intention of obtaining data in the form of numbers or quantified qualitative data. (Sugiyono, 2008). Cresweel states that the quantitative approach is the measurement of objective quantitative and statistical data through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions about the survey to determine the frequency and percentage of their responses. (Creswell, 2010).

According to Cresweel, in this quantitative approach the research will be *pre-determinded*, statistical data analysis and statistical data interpretation. (Creswell, 2010). Researchers using a quantitative approach will test a theory by detailing specific hypotheses, then collecting data to support or refute these hypotheses. The approach that will be taken in this research is a quantitative analysis approach based on statistical information. A research approach that in answering research problems requires careful measurement of the variables of the object under study to produce conclusions that can be generalized regardless of the context of time, place and situation.

The research subjects for performance improvement were all educators or teachers at Raudhatul Athfal Ashabulyamin Cianjur, totaling 14 people. Characteristics of Respondents of RA Ashabulyamin as follows:

Table 1. Number of Respondents by Gender

NO	Gender	Number (people)	Percentage (%)
1.	Male	2	14,29
2.	Female	12	85,71
	Total	14	100

From the data in table 1, it can be seen that respondents in RA Ashabulyamin Cianjur are dominated by women teachers amounted to 85.71%.

Table 2. Number of Respondents by Education Level

No	Last Education	Total	Percentage (%)
1.	SD	-	-
2.	SMP	-	-
3.	SMA/SMK	6	40
4.	D3	-	-
5.	S1/D4	7	50
6.	S2	1	10
	Jumlah	14	100

Table 2 shows that the education of respondents is dominated by teachers with an undergraduate education level of 50%.

In this study, the research instrument used was a questionnaire (questionnaire), with a Likert scale to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena that are happening in society. The data analysis technique used by researchers is a simple regression analysis technique to determine the modeling of the relationship between one dependent variable and one independent variable. In Simple Regression Analysis, the relationship between variables is linear, where changes in variable X will be followed by changes in variable Y in a fixed manner. The research procedure begins with finding the problem to be studied, then the problem is identified. The identification of the problem is formulated based on phenomena that occur in the field, so that a title is obtained that is in accordance with the problem at hand to be used as research material. After the problem is identified and limited, then the problem is formulated. The problem formulation process is part of a complicated process, because in the formulation of the problem the researcher also determines the direction and purpose of the research. Because if the research is not formulated carefully, it could be that the research will go off the track and the intention of the initial research.

Based on the formulation of the problem that has been formulated, the researcher uses various relevant theories to answer it. The answer to the new problem formulation using the theory is called a hypothesis, so the hypothesis can be interpreted as a temporary answer to the problem formulation. The hypothesis, which is a temporary answer, will then be proven empirically / real. Researchers collect population and sample data and are the object of the study. instrument development in this study through questionnaires and observations with the intention of finding careful data. In order for the instrument to be trusted, it must be tested for validity and reliability. After the instrument has been tested for validity and reliability, it can be used to measure the variables that have been determined to be studied. The data that has been collected is then analyzed. The analysis directed at answering the formulation of the problem and the hypothesis proposed is the normality test and hypothesis testing.

In quantitative research, data analysis uses statistics. The data from the analysis is then presented and given a discussion. Data presentation can use tables, frequency distribution tables, line graphs, bar graphs, *pie* charts, and *pictograms*. The discussion of the research results is an in-depth explanation of the data that has

been presented. After the research results are given a discussion, then it can be concluded. The conclusion contains a brief answer to each problem formulation based on the data that has been collected. After the conclusion is made, the researcher is obliged to provide suggestions. Through these suggestions it is hoped that the problem can be solved (Akbar et al., 2024).

This research was conducted at the Ashabulyamin Raudhatul Athfal School in Cianjur. The research lasted for 4 (four) months starting from August to November 2023.

RESULTS AND DISCUSSION
Result

Affective commitment is a part of organizational commitment that refers to the emotional side attached to a teacher regarding his or her involvement in an organization. Individuals who have a strong affective commitment will continue to work in the organization, in this case the school, because they really want to do this. (Raharjo & Liana, 2017). There is a tendency that teachers who have a strong affective commitment will always be loyal to the school where they work because the desire to survive comes from within their hearts. Affective commitment can arise because of a need, and also a dependence on activities that have been carried out by the organization or school in the past that cannot be abandoned because it will be detrimental. This commitment is formed as a result of which the organization can make teachers have strong beliefs to follow all organizational values, and strive to realize organizational goals as the first priority, and teachers will also maintain their membership. (Raharjo & Liana, 2017). Affective commitment as organizational commitment is an important concept with the role of explaining a number of positive and negative behaviors in the workplace that have an impact on work productivity or performance. To encourage productive behavior, the study of affective commitment in a number of studies is important compared to the other two types of commitment. Anwar Prabu Mangkunegara asserts that "*Performance is the result of the quality and quantity of work of an employee in carrying out the responsibilities assigned to him daily*" (Mangkunegara, 2005). Performance can also be interpreted as the ability of a set of organizational resources to produce something or it can also be interpreted as a comparison between income or output and income/sacrifice/input. (Chairunnisah, 2021).

Reliability test is a tool to measure a questionnaire which is an indicator of *a* variable. A questionnaire is said to be *realible*, if a person's answer to a statement or question is consistent over time. In this study, researchers measured the *reliability of* a variable by looking at *Cronbach alpha* with the *significance* used greater than 0.60. The following data are the results of the *reliability* test on each variable:

Table 3. Reliability Test of Affective Commitment and Teacher Performance

NO	VARIABLES	CRONBACH ALPHA	DESCRIPTION
1	Affective Commitment	1,03	*Reliabel*
2	Teacher Performance	1,01	*Reliabel*

Said to be *realibel* because the results of *Cronbach alpha are* greater than 0,6. Thus the variable is *realibel* or reliable.

Furthermore, hypothesis testing. The first step that must be taken to test the hypothesis is to calculate a simple regression which is used to find out how the independent variable Affective Commitment (X) can be predicted through the dependent variable Teacher Performance (Y) and can decide whether to increase or decrease the variable. The simple regression formula is:

$$\acute{Y} = a + bx$$

When statistically calculated using SPSS as the results below:

Table 4. Simple Regression Test Results Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	19.797	9.907		1.998	. 069		
Commitment_Affective	.685	.133	.829	5.145	. 000	1.000	1.000

a. Dependent Variable: Teacher Performance

Judging from the results of the above calculations using spss 16 the regression direction coefficient b is 0.685 at a constant a of 19.797. The regression equation value a implies that if the value is fixed / not increased by the Affective Commitment, the Teacher Performance is 19.797. The value of b implies that there is a positive influence between Affective Commitment on Teacher Performance, meaning that if Affective Commitment increases by 1% then Teacher Performance will increase by 0.685. Thus, the shape of the relationship between this pair of variables can be described through the regression equation $\acute{Y} = 19.797 + 0.685x$.

The second step is to calculate the strength of the relationship between the Affective Commitment variable (X) and the Teacher Performance variable. To make it easier, it is proven by calculations using SPSS as in the table below:

Table 5. Correlation Computation Results Between Affective Commitment and Teacher Performance
Correlations

		Affective Commitment	Teacher_ Performance
commitment_Affective	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	14	14
Teacher_Performance	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the computational results above with spss 16, it can be seen that the correlation coefficient between the Affective Commitment variable and Teacher Performance calculated by *Pearson product moment* correlation is 0.829. This shows that there is an influence between Affective Commitment and Teacher Performance at RA Ashabulyamin. The positive direction of influence indicates that the higher the Affective Commitment will be followed by an increase in Teacher Performance. Vice versa, the decrease in Affective Commitment is followed by a decrease in the Performance of RA Teachers in Ashabulyamin Cianjur.

The next step is to calculate the coefficient of determination of the pair of Affective Commitment variables with Teacher Performance. The coefficient of determination can be calculated in the following way:

Kd = r^2 x 100%.

Kd = 0.829^2 x 100%

Kd = 0.688 x 100%

Kd = 68.8%

Thus, the effect of Affective Commitment on Teacher Performance is 68.8%. The results of the calculation of the coefficient of determination of the effect of Affective Commitment on Teacher Performance at RA Ashabulyamin Cianjur using SPSS 16 software are presented in the following table:

Table 6. Computation Result of Coefficient of Determination Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | | Durbin-Watson |
					R Square Change	F Change	f1	f2	Sig. F Change		
	.829a	.688	.662	6.4005	.688	26.470	1	12	.000		1.909

a. Predictors: (Constant), Affective Commitment

b. Dependent Variable: Teacher Performance

The R-square value in table 4.12 shows the coefficient of determination, which is the influence of Affective Commitment carried out by RA Ashabulyamin Cianjur on Teacher Performance. The coefficient of determination of 0.688 indicates that 68.8% of the performance at RA Ashabulyamin Cianjur can be explained by Affective Commitment. This means that Affective Commitment contributes or influences 68.8% of Teacher Performance at RA Ashabulyamin Cianjur.

This process results in r^2 = 0.688, which means that the variable of performance can be influenced by the affective commitment variable through the regression equation Ý = 19.797 + 0.685x. Meanwhile, to find out the role of other factors that affect Affective Commitment and Teacher Performance at RA Ashabulyamin Cianjur is sought using the coefficient of non-determination as follows:

coefficient of non-determination = (1-r^2) x 100%

= (1-0,688) x 100%

= (0,312) x 100%

= 31,2%

Furthermore, to be able to draw conclusions on the acceptance or rejection of the proposed hypothesis is to formulate a hypothesis first: H0 = there is no influence between Affective Commitment on Teacher Performance. Ha = there is an influence between Affective Commitment on Teacher Performance Furthermore, the second step is to test the t distribution (t-test), statistically calculated using SPSS as shown below:

Table 7. Computational results of t-distribution (t-test) Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	19.797	9.907			.069		
				.998			
Affective Commitment	.685	.133	.829		.000	1.000	1.000
				.145			

a. Dependent Variable: teacher performance

Based on the computational results above with spss 16, it can be seen that the t distribution (t-test) between the Affective Commitment variable and Teacher Performance is the same as the result calculated manually, which is 1.998. To draw conclusions, it is done by comparing t count with t table, with the criteria for acceptance and rejection of Ho as follows:

If t count < t table   ➡   Ha is accepted
If t count > t table   ➡   Ho is rejected

With a significant level of α = 0.05 and degrees of freedom (df = 14-2 = 12), from the t distribution table the t table value is 1.788 and the tcount value obtained is 1.998 with a significance value of 0.069. Based on these results, it can be seen that the tcount value (1.998)> t table (1.788) and the significance value is below 0.05.

Discussion

This study provides empirical evidence based on the t test regarding the effect of Affective Commitment on Teacher Performance at RA Ashabulyamin Cianjur that is accepting Ha or rejecting Ho which means there is a high or significant influence between the effect of Affective Commitment on Teacher Performance. That is, the higher the Affective Commitment, the higher the Teacher Performance obtained.

Based on the results of the data analysis previously described, the findings of this study can be briefly described as follows: 1). The effect of Affective Commitment on Teacher Performance is two factors that are linear in nature characterized by the regression equation $Ý = 19.797 + 0.685x$ ... This means that every time Affective Commitment is increased by 1%, it will be followed by an increase in Teacher Performance by 0.685 at a constant 19.797. 2). There is a high and significant influence between Affective Commitment on Teacher Performance as indicated by the Pearson product moment correlation coefficient r = 0.829 with tcount = 1.998 this value is greater than ttable = 1.788. 3). In accordance with the correlation coefficient value above, the coefficient of determination is 0.688 which means that the effect of Affective Commitment on Teacher Performance is 68.8% and the remaining 31.2% is explained by other variables not included in this analysis.

In accordance with the above findings, the hypothesis that has been proposed in this study can be accepted empirically. This finding is basically to emphasize that efforts to improve Teacher Performance are inseparable from the high affective commitment factor of RA Ashabulyamin teachers. This means, that to improve Teacher Performance can be done by increasing the affective commitment of RA Ashabulyamin teachers.

CONCLUSION

Based on the research objectives, problem formulation and research results with the discussion that has been described, the conclusions of this study can be drawn, among others, as follows: 1. There is a direct and significant and positive influence between affective commitment on teacher performance in RA Ashabulyamin. This means that teachers at RA Ashabulyamin feel that the organizational or school support provided is able to influence how the affective commitment of teachers at work. shows that there is an influence between Affective Commitment and Teacher Performance at RA Ashabulyamin. The positive direction of

influence indicates that the higher the Affective Commitment will be followed by an increase in Teacher Performance. Vice versa, the decrease in Affective Commitment is followed by a decrease in RA Teacher Performance in Ashabulyamin Cianjur.

ACKNOWLEDGMENTS

REFERENCES

Akbar, R., Sukmawati, U. S., & Katsirin, K. (2024). Analisis Data Penelitian Kuantitatif. *Jurnal Pelita Nusantara*, *1*(3), 430–448. https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350

Chairunnisah, R. (2021). *KINERJA KARYAWAN* (A. Masruroh, Ed.; Pertama). Widina Bhakti Persada Bandung.

Creswell, J. (2010). *Research design: pendekatan kualitatif, kuantitatif, dan mixed* (Pertama). PT Pustaka Pelajar.

Desy, N., Effendi, N., & Suciati. (2023). Pengaruh Komitmen Afektif, Komitmen Kontinu, Dan Komitmen Normatif Terhadap Kinerja Guru Sekolah Dasar Negeridi Kecamatan Banyuasin. *Jurnal Ilmiah Pendidikan Dasar*, *8*(3), 3597–3611.

Erwinsyah, A. (2017). Manajemen Kelas dalam Meningkatkan Efektifitas Proses Belajar Mengajar. *Jurnal Manajemen Pendidikan Islam*, *5*(2), 87–105.

Hakim, L. (2016). Pemerataan akses pendidikan bagi rakyat sesuai dengan amanat Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *2*(1), 53–64. https://doi.org/https://doi.org/10.30596/edutech.v2i1.575

Hikmah, N., Tahwin, M., & Ilhami, S. D. (2023). Analisis Faktor-Faktor Yang Mempengaruhi Kinerja Guru. *BBM (Buletin Bisnis & Manajemen)*, *9*(2), 150. https://doi.org/10.47686/bbm.v9i2.615

Lubis, R. F. (2019). Kemampuan Guru Menarik Perhatian Siswa dalam Proses Pembelajaran. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, *16*(1), 152–175.

Mangkunegara, A. P. (2005). *Manajemen Sumber daya Manusia Perusahaan* (Pertama). PT Remaja Rosdakarya.

Nurchaeni, S., Wuryandini, E., & Miyono, N. (2023). Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(1), 90–93. https://doi.org/10.54371/jiip.v6i1.1381

Raharjo, M., & Liana, L. (2017). PENGARUH PERCAYA DIRI DAN KOMPETENSI PROFESIONAL TERHADAP KOMITMEN AFEKTIF DIMODERASI OLEH KEPEMIMPINAN IDEALIZED INFLUENCE (Studi pada guru SMP Negeri se Kawedanan Bandar Kabupaten Batang). *Telaah Manajemen*, *14*(1).

Samsuni. (2019). MANAJEMEN SUMBER DAYA MANUSIA DALAM ALQURAN. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam*, *9*(1). https://doi.org/https://doi.org/10.18592/jtipai.v9i1.3100

Subandi. (2023). Bimbingan Kelompok Sebagai Upaya Meningkatkan Kinerja Guru Dalam Membuat Alat Peraga Pembelajaran di SDN 152/X Sungai Sayang Semester Genap Tahun Ajaran 2021/2022. *Journal on Education*, *5*(4), 12213–12221. https://doi.org/10.31004/joe.v5i4.2184

Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Pertana). Alfabeta.

Suryani, L., & Kosasih, A. (2016). Pengaruh Kepemimpinan Terhadap Kinerja Pegawai Kantor Kebudayaan Pariwisata Kota Tangerang Selatan. *Jurnal Ilmiah Prodi Manajemen*, *4*(1), 160–189.