

The Influence of Work Commitment and Work Motivation on Teacher Performance in Private Senior High Schools in Lembang District, West Bandung Regency

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Abstract - This study aims to analyze the effect of work commitment and work motivation on teacher performance in private senior high schools in Lembang District, West Bandung Regency. The study employed a quantitative approach with a correlational design. The population consisted of 180 teachers from 11 private senior high schools, while the research sample comprised 120 teachers selected using proportionate stratified random sampling. Data were collected through a questionnaire consisting of 120 items measured on a five-point Likert scale. The data were analyzed using IBM SPSS Statistics through descriptive analysis, classical assumption tests, Pearson correlation, multiple linear regression, t-test, F-test, and the coefficient of determination. The results showed that work commitment had a positive and significant effect on teacher performance ($B = 0.454$; $t = 6.594$; $p < 0.001$), while work motivation also had a positive and significant effect ($B = 0.474$; $t = 6.662$; $p < 0.001$). Simultaneously, work commitment and work motivation significantly affected teacher performance ($F = 164.843$; $p < 0.001$). The coefficient of determination ($R^2 = 0.738$) indicated that 73.8% of the variation in teacher performance was explained by the two independent variables. These findings highlight the importance of strengthening teacher commitment and motivation to improve performance.

Keywords: work commitment, work motivation, teacher performance, private senior high school,

I. INTRODUCTION

Quality education is determined not only by the curriculum, infrastructure, or school policies, but also by the quality of teacher performance as the main driver of the educational process. Teachers play essential roles in planning instruction, implementing the learning process, conducting assessments, providing follow-up actions based on learning outcomes, and continuously developing their professional competencies. In the context of secondary education, the demands placed on teacher performance are becoming increasingly complex. Teachers are expected not only to master subject matter but also to develop adaptive learning, utilize technology, accommodate diverse student characteristics, and create learning environments that support the development of competencies and character. Therefore, improving teacher performance has become one of the strategic aspects of human resource management in education.

Teacher performance can be understood as the level of success achieved by teachers in carrying out their professional duties and responsibilities, as reflected in the quality of instructional planning, implementation, assessment, learning management, and professional development. Recent studies indicate that teacher performance is determined not only by professional competence but also by various psychological and organizational factors. (Ulfah et al., 2024), for example, demonstrated that motivation plays an important role

in explaining teacher performance in Indonesia, together with managerial support, working conditions, and professional development. These findings indicate that efforts to improve teacher performance should consider not only teachers' abilities but also their willingness to perform and their attachment to their work and school organization.

This issue is particularly relevant to private senior high schools in Lembang District, West Bandung Regency. Private schools may have different human resource management characteristics from public schools, including employment systems, reward mechanisms, career development opportunities, working conditions, and relationships between teachers, foundations, and school management. These differences may result in variations in teachers' work commitment and motivation, which may ultimately be associated with differences in teacher performance. Therefore, research on teacher performance in private senior high schools needs to give particular attention to internal teacher-related factors that are closely related to everyday work behavior. In this study, two factors considered strategically important are work commitment and work motivation.

Work commitment refers to a psychological state that reflects an individual's level of attachment to an organization and to his or her work. Theoretically, this concept can be explained through the Three-Component Model of Organizational Commitment, which conceptualizes commitment in terms of affective, continuance, and normative commitment. Contemporary studies continue to employ these three components to explain why individuals remain within and contribute to an organization due to emotional attachment, continuance considerations, and a sense of obligation toward the organization. (Santana-Martins et al., 2022). In the context of teachers, commitment should not be interpreted merely as the intention to remain employed at a school, but should also be reflected in identification with school goals, loyalty, willingness to exert maximum effort, responsibility toward work, and willingness to continue contributing to the school organization.

Empirically, commitment has been shown to be associated with teacher performance. (Silvia et al., 2022) found that work commitment had a significant effect on the performance of honorary elementary school teachers. However, their study focused on honorary teachers in public elementary schools in Karawaci District, whose educational level, school status, and employment characteristics differ from those of private senior high school teachers. (Chairilisyah & Futra, n.d.) also reported a relationship between teacher commitment and junior high school teacher performance, while (Maharani et al., 2025) found that teacher commitment contributed to explaining senior high school teacher performance. More recent findings by Muhtasor et al. (2025) showed that organizational commitment had a positive and significant effect on junior high school teacher performance. Taken together, these studies strengthen the assumption that the stronger teachers' commitment to their work and school, the more likely they are to demonstrate responsibility and consistency in carrying out their professional duties

The second variable expected to influence teacher performance is work motivation. Theoretically, work motivation can be explained through the perspective of Self-Determination Theory (SDT), which emphasizes three basic psychological needs: autonomy, competence, and relatedness. When teachers feel that they have opportunities to make professional decisions, feel competent in performing their work, and maintain positive relationships within the school environment, their work motivation is more likely to develop strongly. (Gorges et al., 2022) demonstrated that the fulfillment of basic psychological needs is related to teachers' teaching motivation. The SDT perspective has also been widely used in contemporary research to explain how autonomy, competence, and relatedness shape teacher motivation and subsequently influence the quality of professional behavior.

In this study, teacher work motivation is not understood merely as the desire to obtain rewards. Rather, it includes the drive for achievement, recognition, the perceived meaning and responsibility of work, self-development and career advancement, and support from the work environment. Highly motivated teachers are expected to be more willing to prepare lessons thoroughly, experiment with new instructional approaches, complete tasks on time, engage in reflection, and continuously improve their competencies. Empirical evidence supports this relationship. (Soviana et al., 2023), in a study involving private school teachers in Cimahi, found that work motivation had a positive and significant effect on teacher performance. Research involving elementary school teachers also showed that work motivation made a significant contribution to teacher performance, with a reported contribution of 41.7% within the context of that study. (Hidayah & Sulaksono, 2023) that work motivation influenced teacher performance in educational organizations.

Although previous studies have demonstrated relationships among commitment, motivation, and teacher performance, there remains a relevant research gap that warrants further investigation. (Silvia et al., 2022) focused on honorary teachers in public elementary schools, (Soviana et al., 2023) examined a relatively limited sample of private school teachers in Cimahi, while other studies have largely focused on public junior high schools, madrasahs, and public schools. Therefore, findings from previous studies cannot directly represent the conditions of teachers working in private senior high schools in Lembang District, West Bandung Regency, which have distinctive institutional characteristics and human resource management practices.

A number of previous studies have also positioned motivation as a mediating variable or combined it with leadership, school culture, competence, discipline, work environment, and compensation. (Ardliana et al., 2021) for instance, positioned motivation as an intervening variable between leadership, school culture, pedagogical competence, and teacher performance. Other studies have similarly analyzed motivation within relatively complex models. In contrast, studies that specifically examine work commitment and work motivation simultaneously as two internal determinants of teacher performance among private senior high school teachers within a single district remain relatively limited (Silvia et al., 2022) did combine commitment and motivation, but their model also included work discipline and involved honorary public elementary school teachers, resulting in differences in research setting and unit characteristics

Accordingly, the novelty of this study lies in the integrative examination of two psychological strengths of teachers work commitment and work motivation in relation to teacher performance within private senior high schools in Lembang District, West Bandung Regency. The novelty does not arise merely from the combination of variables, but also from applying this model to the organizational characteristics of private senior high schools within a specific geographical area and from measuring each variable through dimensions that are directly related to teachers' professional practices. Work commitment is examined through attachment to the school, loyalty, willingness to exert maximum effort, work responsibility, and intention to maintain organizational membership. Work motivation is examined through achievement drive, recognition and appreciation, meaningfulness of work, self-development, and workplace support. Meanwhile, teacher performance is assessed through instructional planning, instructional implementation, assessment and follow-up, learning management, and professional development

Thus, the relationship among the three variables can be conceptually explained as follows: work commitment encourages teachers to maintain their attachment to and contribution toward the school, while work motivation provides the psychological energy and drive required to carry out professional duties optimally. Both are therefore expected to contribute to improved teacher performance. This study is important because it seeks to provide empirical evidence regarding the partial effect of work commitment on teacher performance, the partial effect of work motivation on teacher performance, and the simultaneous effect of work commitment and work motivation on the performance of teachers in private senior high schools in Lembang District, West Bandung Regency. The findings are expected to provide an empirical basis for school principals and foundations in designing human resource management strategies that focus not only on strengthening teachers' competencies but also on enhancing organizational attachment and work motivation.

II. RESEARCH METHOD

This study employed a quantitative approach with a correlational design. Quantitative research is a research approach that uses numerical data and statistical analysis to examine relationships, influences, or differences among variables in an objective and systematic manner (Adil et al., 2023; Creswell & Guetterman, 2024; Sugiyono, 2020). In this study, the quantitative approach was used to analyze the effect of work commitment and work motivation on teacher performance in private senior high schools in Lembang District, West Bandung Regency. A correlational design was applied because the study aimed to determine the relationship and influence among two or more variables without manipulating the variables under investigation.

The population of this study consisted of 180 teachers from 11 private senior high schools in Lembang District, West Bandung Regency. From this population, 120 teachers were selected as the research sample. The sampling technique used was proportionate stratified random sampling, in which the number of

respondents from each school was determined proportionally based on the number of teachers employed at each school.

The study involved three variables, namely work commitment (X_1), work motivation (X_2), and teacher performance (Y). Work commitment was measured through five indicators: attachment to the school, loyalty, willingness to exert maximum effort, responsibility for work, and intention to maintain organizational membership. Work motivation was measured through achievement drive, recognition and appreciation, meaning and responsibility of work, self-development and career advancement, and working conditions and support. Teacher performance was measured through instructional planning, instructional implementation, assessment and follow-up, learning and student management, and professional development and work responsibility. Each variable consisted of 40 questionnaire items, resulting in a total of 120 items, measured using a five-point Likert scale ranging from 1 to 5. Prior to data collection, the research instruments were tested for validity and reliability. The questionnaires were then distributed to the 120 teachers selected as the research sample.

The collected data were analyzed using IBM SPSS Statistics. Descriptive analysis was used to describe respondent characteristics and the tendency of each research variable. Pearson correlation and multiple linear regression analysis were employed to examine the relationships and effects of work commitment and work motivation on teacher performance. Hypothesis testing was conducted using the t-test, F-test, and coefficient of determination (R^2) to identify the partial effect, simultaneous effect, and contribution of the independent variables to teacher performance.

III. RESULTS AND DISCUSSION

Result

The results section begins with a descriptive analysis of the research variables to provide an overview of the respondents' levels of work commitment, work motivation, and teacher performance. Descriptive statistics were calculated using the mean, standard deviation, minimum, and maximum scores for each variable. The mean score was used to describe the general tendency of respondents' responses to each construct. After the descriptive analysis, a series of classical assumption tests was conducted before performing multiple linear regression analysis.

A classical assumption test is a set of statistical procedures used to determine whether the data and regression model satisfy the basic requirements of linear regression analysis. In this study, the classical assumption tests included normality, multicollinearity, linearity, and heteroscedasticity tests. These tests were conducted to ensure that the regression estimates and subsequent hypothesis testing could be interpreted appropriately.

Table 1 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Commitment	120	127	195	159.60	12.860
Motivation	120	137	195	162.53	12.448
Performance	120	137	193	164.38	12.724
Valid N (listwise)	120				

Based on the descriptive analysis, the mean scores of work commitment, work motivation, and teacher performance indicate the general tendency of respondents' perceptions toward each research variable. The descriptive results provide an initial overview of the data before further testing through classical assumption analysis and multiple linear regression.

Table 2 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		120
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.51205302
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.032
Test Statistic		.050
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Kolmogorov-Smirnov test statistic was 0.050, with an Asymp. Sig. (2-tailed) value of 0.200. This significance value is greater than the 0.05 significance level ($0.200 > 0.05$). Therefore, the residuals in the regression model can be considered normally distributed. These results indicate that the normality assumption has been satisfied, allowing the regression model to be used for further statistical analysis.

Table 3 Multicollinearity Test

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.852	8.273		1.795	.075		
	Commitment	.454	.069	.459	6.594	.000	.462	2.165
	Motivation	.474	.071	.464	6.662	.000	.462	2.165

a. Dependent Variable: Performance

Before conducting multiple linear regression analysis, a multicollinearity test was performed to determine whether there was a high correlation between the independent variables in the regression model. A good regression model should not exhibit multicollinearity among its independent variables. Multicollinearity was assessed using the Tolerance and Variance Inflation Factor (VIF) values.

Based on the multicollinearity test results, both work commitment and work motivation had a Tolerance value of 0.462 and a Variance Inflation Factor (VIF) value of 2.165. The Tolerance values were greater than 0.10, while the VIF values were lower than 10. Therefore, it can be concluded that no multicollinearity problem exists between work commitment and work motivation. Thus, both independent variables can be included simultaneously in the multiple linear regression model.

Table 4 Linearity Test Performance X Commutment

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Performance * Commitment	Between Groups	(Combined)	15571.300	46	338.507	6.688	.000
		Linearity	12305.816	1	12305.816	243.115	.000
		Deviation from Linearity	3265.484	45	72.566	1.434	.085
	Within Groups		3695.067	73	50.617		
	Total		19266.367	119			

Based on the linearity test between work commitment and teacher performance, the significance value for the Linearity component was $0.000 < 0.05$, while the Deviation from Linearity value was $0.085 > 0.05$. These results indicate that the relationship between work commitment and teacher performance is linear and that there is no significant deviation from a linear pattern. Therefore, the linearity assumption between work commitment and teacher performance has been satisfied.

Table 5 Linearity Test Performance X Motivation

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Performance * Motivation	Between Groups	(Combined)	14720.275	42	350.483	5.936	.000
		Linearity	12344.830	1	12344.830	209.092	.000
		Deviation from Linearity	2375.445	41	57.938	.981	.516
	Within Groups		4546.092	77	59.040		
	Total		19266.367	119			

Based on the linearity test results between work motivation and teacher performance, the significance value for the Linearity component was $0.000 < 0.05$, while the Deviation from Linearity value was $0.516 > 0.05$. These results indicate that the relationship between work motivation and teacher performance is linear, with no significant deviation from a linear pattern. Therefore, the linearity assumption between work motivation and teacher performance has been satisfied, and the analysis can proceed using Pearson correlation and linear regression analysis.

Table 6 Heteroscedasticity Test

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	10.557	4.807		2.196	.030		
	Commitment	.061	.040	.204	1.528	.129	.462	2.165
	Motivation	-.093	.041	-.299	-2.247	.027	.462	2.165

a. Dependent Variable: Abs Res

Based on the Glejser test results, the work commitment variable obtained a significance value of 0.129, while the work motivation variable obtained a significance value of 0.027. The significance value for work commitment was greater than 0.05, whereas the significance value for work motivation was lower than 0.05. Therefore, the regression model still shows an indication of heteroscedasticity, particularly in the work motivation variable, indicating that the homoscedasticity assumption has not been fully satisfied.

After conducting a series of classical assumption tests, including normality, multicollinearity, linearity, and heteroscedasticity tests, the results showed that the residuals were normally distributed, no multicollinearity problem was detected, and the relationships between each independent variable and the dependent variable were linear. However, the heteroscedasticity test indicated the presence of heteroscedasticity in the work motivation variable. Therefore, the subsequent regression results should be interpreted with caution. The analysis was then continued using multiple linear regression, the partial t-test, the simultaneous F-test, and the coefficient of determination (R^2) to examine the effects of work commitment and work motivation on teacher performance.

Table 7 F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14219.953	2	7109.977	164.843	.000 ^b
	Residual	5046.413	117	43.132		
	Total	19266.367	119			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Commitment

Based on the simultaneous significance test (F-test), the calculated F-value was 164.843 with a significance value of 0.000. Since the significance value was lower than 0.05 ($0.000 < 0.05$), it can be concluded that work commitment and work motivation simultaneously have a significant effect on teacher performance in private senior high schools in Lembang District, West Bandung Regency. Therefore, the regression model is statistically significant and can be used to explain variations in teacher performance.

Table 8 T-Test

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.852	8.273		1.795	.075		
	Commitment	.454	.069	.459	6.594	.000	.462	2.165
	Motivation	.474	.071	.464	6.662	.000	.462	2.165

a. Dependent Variable: Performance

Based on the results of the partial significance test (t-test), the work commitment variable obtained a t-value of 6.594 with a significance value of $0.000 < 0.05$, indicating that work commitment has a positive and significant effect on teacher performance. The work motivation variable obtained a t-value of 6.662 with a significance value of $0.000 < 0.05$, indicating that work motivation also has a positive and significant effect on teacher performance.

The resulting regression equation is: $Y = 14.852 + 0.454X_1 + 0.474X_2$. This equation indicates that an increase in work commitment and work motivation is associated with an increase in teacher performance. More specifically, holding the other variable constant, a one-unit increase in work commitment is associated with an increase of 0.454 units in teacher performance, while a one-unit increase in work motivation is associated with an increase of 0.474 units in teacher performance.

Table 9 the coefficient of determination (R^2)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
					R Square Change	F Change	df1	df2		
1	.859 ^a	.738	.734	6.567	.738	164.843	2	117	.000	2.211

a. Predictors: (Constant), Motivation, Commitment

b. Dependent Variable: Performance

Based on the results of the multiple linear regression analysis, the correlation coefficient R was 0.859, indicating a very strong relationship between work commitment and work motivation, taken together, and teacher performance. The R Square value of 0.738 indicates that 73.8% of the variation in teacher performance can be explained jointly by work commitment and work motivation, while the remaining 26.2% is explained by other factors outside the research model.

The Adjusted R Square value of 0.734 further indicates that, after adjusting for the number of predictors included in the model, work commitment and work motivation still explain 73.4% of the variation in teacher performance. This shows that the explanatory power of the regression model remains high after adjustment.

In addition, the Durbin-Watson value of 2.211 is close to 2, indicating that there is no substantial autocorrelation problem in the regression residuals. Overall, these findings demonstrate that the multiple regression model has strong explanatory power in describing teacher performance based on work commitment and work motivation.

Discussions

The findings of this study indicate that work commitment and work motivation are strongly associated with teacher performance. Before hypothesis testing was conducted, the regression model was examined through a series of statistical assumption tests. The One-Sample Kolmogorov-Smirnov Test produced a significance value of $0.200 > 0.05$, indicating that the residuals were normally distributed. The Tolerance value for both independent variables was 0.462, while the VIF value was 2.165, indicating that no multicollinearity problem existed. The relationships between work commitment and teacher performance and between work motivation and teacher performance also met the linearity assumption, with Deviation from Linearity values of 0.085 and 0.516, respectively. However, the Glejser test produced a significance value of 0.027 for work motivation, indicating that heteroscedasticity was still present in that variable. Therefore, the inferential results, particularly the standard errors and the significance of the regression coefficients, should be interpreted cautiously and ideally confirmed using heteroscedasticity-robust standard errors in further analysis.

The Effect of Work Commitment on Teacher Performance

The partial test results showed that work commitment had a positive and significant effect on teacher performance, with a regression coefficient of 0.454, a t -value of 6.594, and a significance value of $0.000 < 0.05$. The standardized beta coefficient of 0.459 indicates that work commitment has a strong positive relationship with teacher performance when work motivation is controlled. These findings suggest that the stronger teachers' attachment to their schools and professional duties, the greater their tendency to perform their professional responsibilities consistently.

Conceptually, work commitment is not limited to teachers' willingness to remain in an organization. It also reflects their willingness to devote energy, time, responsibility, and professional competence to achieving

school goals. Teachers with a strong level of commitment are more likely to develop a sense of belonging to the school, maintain the quality of their work, fulfill their instructional responsibilities, and uphold professional standards despite various limitations. A similar relationship was reported by (Nursyifa et al., 2023), who found that organizational commitment had a positive and significant effect on the performance of teachers at State Madrasah Aliyah schools in Tangerang City.

The findings are also consistent with (Zubaida et al., 2023) who identified a positive and significant relationship between work commitment and senior high school teacher performance, with a correlation coefficient of 0.726. Their findings suggest that teachers with higher levels of commitment are more likely to maintain the quality of their professional performance. (Maharani et al., 2025) similarly demonstrated that teacher commitment had a positive and significant effect on senior high school teacher performance. Although the magnitude of the contribution reported in their study was lower than that found in the present study, the direction of the relationship was consistent.

Further confirmation was provided by (Hariri, 2025), who found that organizational commitment positively and significantly affected junior high school teacher performance. Their study explained that stronger commitment was associated with greater professionalism, discipline, and responsibility in carrying out teachers' duties. Similar findings were reported (Syamlan, 2022) who identified teacher commitment as one of the factors that directly influenced teacher performance.

The present findings are further supported by (Kurniawati et al., 2026), who found that work commitment had a positive and significant effect on teacher performance and worked together with motivation and discipline in explaining variations in teacher performance. Thus, the findings from private senior high schools in Lembang District extend existing evidence that work commitment represents an important psychological and organizational resource for teacher performance across different school levels and institutional contexts (Pujilestari et al., 2023).

The Effect of Work Motivation on Teacher Performance

The second hypothesis test showed that work motivation had a positive and significant effect on teacher performance. The regression coefficient of 0.474, the t-value of 6.662, and the significance value of $0.000 < 0.05$ indicate that higher work motivation is associated with improved teacher performance. The standardized beta coefficient for work motivation was 0.464, slightly higher than the coefficient for work commitment, which was 0.459. However, because the difference between the two beta coefficients is very small, the results are more appropriately interpreted as showing that both variables make relatively balanced contributions rather than suggesting that motivation is substantially more dominant.

These findings can be explained through the perspective of Self-Determination Theory. Teachers' work motivation tends to become stronger when their psychological needs for competence, relatedness, and autonomy are supported by the work environment. (Gorges et al., 2022) showed that the fulfillment of basic psychological needs contributes to maintaining teachers' teaching motivation and professional engagement. (Kaplan, 2022) also found that supporting beginning teachers' psychological needs through learning communities and mentoring strengthened their autonomous motivation and professional involvement. Therefore, motivation should not be understood solely in terms of material rewards, but also in terms of meaningful work, recognition of professional competence, and opportunities for professional growth.

The empirical findings of the present study are consistent with (Kinasih et al., 2025) who found that work motivation had a positive and significant partial effect on teacher performance. (Erniati & Sari, 2024) also reported that work motivation significantly influenced teacher performance. Together with organizational climate, these variables explained 74.2% of the variation in teacher performance. This figure is notably close to the R^2 value of 73.8% obtained in the present study.

In the context of secondary education, (Atiyyah et al., 2024) found that work motivation affected senior high school teacher performance in Muaro Jambi and also played an important role in the relationship between the work environment, leadership, and teacher performance. A study by (Wolor et al., 2020) involving private senior high school teachers similarly showed that work motivation had a positive and significant effect on teacher

performance and functioned as an intervening variable in the relationships of compensation and work environment with teacher performance. These findings are highly relevant to the present study because both studies were conducted in private senior high school settings.

(Ma'rifah, 2023) also found that work motivation significantly affected the performance of private school teachers, both partially and simultaneously with teacher welfare. Pujilestari, Rubini, and Sunaryo (2023) identified achievement motivation as an important factor that can be strengthened to improve teacher performance. (Artina & Novita, 2024) demonstrated that work motivation, together with organizational climate, had a positive and significant influence on teacher performance

These findings are also consistent with (Wibowo & Suratman, 2024) who showed that motivation not only directly affects performance but is also related to the development of teacher commitment. From the perspective of teacher work psychology, further showed that motivation and demotivating factors are closely related to engagement and burnout, indicating that the management of teacher motivation has important implications for the sustainability of professional performance.

Nevertheless, not all previous studies have produced similar findings. (ARNADO et al., 2023), for example, did not find a significant relationship between work motivation and performance among a sample of 45 elementary school teachers. This difference suggests that the effect of motivation on performance may depend on respondent characteristics, sample size, organizational context, measurement instruments, and other work-related factors. Therefore, the findings of the present study should not be interpreted as indicating that the relationship is identical in every school context, but rather as strong evidence within the particular model and population examined in this study.

The Simultaneous Effect of Work Commitment and Work Motivation on Teacher Performance

The simultaneous test produced an F-value of 164.843 with a significance value of $0.000 < 0.05$, indicating that work commitment and work motivation jointly had a significant effect on teacher performance. The R-value of 0.859 indicates a strong relationship between the two independent variables and teacher performance, while the R Square value of 0.738 indicates that 73.8% of the variation in teacher performance can be explained by work commitment and work motivation. The remaining 26.2% is associated with other factors outside the model. The Adjusted R Square value of 0.734 further indicates that the model maintains strong explanatory power after taking into account the number of predictors and the sample size

The magnitude of this contribution suggests that improving teacher performance cannot rely solely on technical competence. Teachers require a combination of organizational attachment and a strong drive to achieve and develop professionally. Commitment encourages teachers to maintain responsibility and loyalty toward the school, while motivation provides the psychological energy needed to translate that commitment into actual work behavior. (Kurniawati et al., 2026) confirmed that motivation and commitment jointly make a strong contribution to teacher performance. Similarly, (Pasaribu, 2024) demonstrated that motivation, commitment, and organizational context are interrelated in shaping teacher performance.

The practical implication is that human resource management in private senior high schools should not be limited to assigning duties and evaluating teacher performance. Schools need to strengthen teachers' sense of belonging, participation in decision-making, recognition of their contributions, opportunities for professional development, leadership support, and a work environment that enables teachers to experience competence, autonomy, and relatedness. Evidence from previous studies indicates that these factors are closely associated with teacher motivation, commitment, and professional performance (Gorges et al., 2022; Kaplan, 2022; Silvia et al., 2022)

Overall, the findings of this study reinforce the model that work commitment and work motivation are two important determinants of teacher performance. However, because the Glejser test still indicates heteroscedasticity in the work motivation variable, conclusions regarding the significance of the regression coefficients should ideally be strengthened through the use of heteroscedasticity-robust standard errors before the final results are published.

IV. CONCLUSION

This study concludes that work commitment has a positive and significant effect on teacher performance in private senior high schools in Lembang District, West Bandung Regency. The regression coefficient of 0.454, with a t-value of 6.594 and a significance value of $0.000 < 0.05$, indicates that stronger teacher commitment is associated with higher teacher performance. Teachers who demonstrate stronger attachment to the school, loyalty, responsibility, willingness to exert maximum effort, and intention to remain involved in the organization tend to perform their professional duties more consistently.

The study also found that work motivation has a positive and significant effect on teacher performance, as indicated by a regression coefficient of 0.474, a t-value of 6.662, and a significance value of $0.000 < 0.05$. Furthermore, work commitment and work motivation simultaneously have a significant effect on teacher performance, with an F-value of 164.843 and a significance value of 0.000. The R Square value of 0.738 indicates that 73.8% of the variation in teacher performance can be explained jointly by work commitment and work motivation, while the remaining 26.2% is associated with other factors outside the research model.

These findings imply that improving teacher performance in private senior high schools requires simultaneous efforts to strengthen teachers' organizational commitment and work motivation. School principals and foundations should therefore create supportive working conditions, recognize teacher contributions, provide opportunities for professional development, involve teachers in school decision-making, and strengthen their sense of belonging to the school. Nevertheless, because the Glejser test indicated heteroscedasticity in the work motivation variable, the regression results should be interpreted cautiously, and further studies are recommended to confirm the findings using more robust statistical procedures and additional variables that may influence teacher performance.

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