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The Impact of Relationship between Organizational Commitment and Learning Innovation Influencing Factor School Teacher Performance

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ABSTRACT

Purpose: This research aims to determine and analysis: the impact of relationship between organizational commitment, and learning innovation influencing factor school teacher performance.

Research design/Methodology/Approach: This text proposes a theoretical framework with an Ex Post Facto research design which is carried out by classifying the variables studied, then the facts are revealed to determine the causal relationship of events that have occurred without any control and manipulation in the research. Using a quantitative approach and data analysis techniques in quantitative research using statistics.

Findings: The results showed that there was a significant positive direct effect of organizational commitment on teacher performance of 52.4%, and there is a direct positive effect of learning innovation on teacher performance by 30.9%.

Conclusion: This shows that organizational commitment and learning innovation have an effect on teacher performance by 56.4% in the sufficient category, This means that the higher the organizational commitment and learning innovation, the higher the teacher's performance, On the other hand, the lower the organizational commitment and learning innovation, the lower the teacher's performance

Keywords: Organizational Commitment , learning innovation, and Performance

INTRODUCTION

Education, being one of the critical institutions for progressing a society and investing in the nation's future. According to the fourth paragraph and the noble goals of the country's founding fathers, one of the requirements of the 1945 Constitution is for the Nation to have an intellectual life. Since receiving an education is fundamentally everyone's right, the national education system must be able to provide equitable access to education, quality

improvement, efficiency, and relevance. The learning process in schools is impacted by instructors' poor performance, which is one of the areas of focus in creating excellent educational institutions. Teachers are the most crucial component of the continuing learning process since they have significant tasks and obligations in effecting positive changes in the world of education. In addition to educating students, directing students, guiding students, training students, assessing students, evaluating students and finding learning innovations. To fulfill the objectives established, an educational institution needs people as its primary supporting resource. Quality human resources will help advance the educational institution itself. The strategic position to increase the productivity of the institution is the individual, namely the individuals who work at the institution. Competent individuals have the characteristics of good work productivity.

The teacher is a highly prominent and crucial aspect in formal education in general since instructors are often employed as role models for children and even become self-identification figures. Along with pupils and other resources, instructors in schools have a significant role in the success of educational objectives. The ability of teachers to adequately prepare their pupils through teaching and learning activities is a major factor in determining the effectiveness of education. However, the professional skills of teachers and the level of their performance have a significant impact on their strategic position to increase the quality of educational results. Teachers must perform in a way that can meet and fulfill the expectations of all parties, particularly the general public, which has put its faith in schools and educators to nurture kids. The effectiveness of teachers in performing their jobs has a significant impact on obtaining high-quality education, making their effectiveness a crucial requirement for educational success. Generally speaking, the success of the performance displayed by the instructor is measured by the quality of good instruction.

According to Usman (2009) teachers as educators are one of the factors of educational achievement, because poor educational quality is largely related to poor teacher performance. As a result, teacher performance must always be enhanced in light of educational problems in order to generate excellent human resources capable of competing in an increasingly competitive global environment. The outcome a teacher achieves in carrying out the responsibilities given to him based on his knowledge, experience, and sincerity by making efficient and effective use of his time is known as his performance as a teacher.

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The following is a detailed description of the teacher performance assessment indicators as they are outlined in the Regulation of the Minister of State Apparatus Empowerment Number 16 of 2009: (1) A person's capacity to convey what knowledge they possess is highly dependant on their mastery of that knowledge, and (2) A teacher's abilities may be recognized by the way they plan and carry out their lesson plans, (3) The ability of the instructor to manage learning is crucial because it is closely tied to the classroom learning activities for the students, and (4) the capacity for learning evaluation.

There are several factors that contribute to poor teacher performance, including those that are closely related to inadequate welfare, commitment to work in schools, lack of innovation in learning in the classroom and not getting used to (adjusting) to the prevailing work climate in their work environment. Therefore, the decline in the morale and concentration of teachers' work is a direct threat to improving the quality of education. The quality of education will be successful if all school components such as principals, teachers, students and parents can work well together, including qualified teachers and students who have a passion for learning so that the teaching and learning process will be successful. In this case the teacher is an internal customer who needs to be considered in order to be satisfied in conveying the learning process in the classroom, satisfying the results achieved by students and synergizing with learning innovation and school organizational commitment.

Although from one side the process of realizing it is not easy, but as a form of devotion and a call to conscience, The demands of being a teacher are an obligation to transform various knowledge and other skills according to their respective fields. In Aceh, regarding teachers is also regulated in the law, namely Nanggroe Aceh Darussalam Education Qanun Number 23 of 2002 concerning the Implementation of Education, Chapter XI Article 17. One aspect of a very basic change in Indonesia today is the change in regulation with the issuance of Law Number 23 of 2014 which separates the management of education between provinces that provide education at the Regency/City Senior High School level, which provides primary and secondary education. as a result, Aceh must handle, and manage 6,567 units of State Senior High Schools. For this reason, improvements are needed in the implementation of education in Aceh, both at the level of education quality, arrangement and improvement of educational organization, improvement of teacher quality that needs to be updated continuously and programmatically.

The poor performance of teachers in senior high schools is a critical issue that needs mapping and debate in line with the dimensions of place and time. Whether you like it or not, this demand has become a worldwide trend that must be satisfied in order to synchronize the performance of instructors in educational institutions. It also uses a number of strategies to speed up external change. Improvements in teacher quality and visionary leadership of school principals in addressing a variety of issues, such as growing responsibility for both the internal environment of the school and the external environments of other related educational institutions, particularly on the dimensions of increasing learning innovation by teachers, are two areas where efforts to improve teacher performance in educational institutions continue to be made.

Teachers are considered as a determining factor towards increasing or decreasing the quality of education. Research results from the Informatics Center of the Ministry of Education and Culture, show that quality teachers have a relationship with the quality of education. The teacher's role is very decisive because of his position as a leader among students. The teacher is responsible for organizing and supervising the class and creating a conducive situation so that students gain learning experiences and stimulate their creativity. Teachers occupy an important position in efforts to create quality human resources and can bring the country to progress. The teacher's role is said to be multidimensional because the role is not one but diverse, namely the teacher as an educator or parent, leader or manager, producer or servant, mentor or facilitator, motivator or stimulator, researcher or resource person (Mulyasa, 2017).

Based on mapping results *Programme for International Study Assessment* (PISA) in the last four years from 2015, 2016, 2017 to 2018, shows that Indonesia's position has decreased in all areas tested, namely: reading, mathematics, and science (Kurnia, 2019). The latest report released by the OECD (OECD, 2019) also shows the low value of Indonesia's PISA mapping for 2015 and 2018. The Human Development Index (HDI) assessment issued by *The United Nations Development Program* (UNDP) 2019 shows that Indonesia is ranked 111 out of 189 countries (UNDP, 2019).

Mullins (2005) implies that low individual performance may be attributed to three different factors, specifically: (1) Individual causes, such as lack of desire, obsolescence/old age, psychological inadequacy, and value orientation; (2) internal environmental sources,

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such as family, economic, political, legal, social, and labor market conditions; and (3) external environmental sources, such as organizational systems, organizational roles, groups within the organization, behavior related to supervision, and organizational culture.

In relation to the problem of teacher performance, there are several research results, including the research result by Hutabarat (2015) found that the performance of high school teachers in Medan City from 143 research subjects 92.31% was in the sufficient category, and the high category of 5.51%. The results of research by Nasrun (2015) on the Effect of Intensive Giving, Teacher Personality Competence, Principal Leadership, Work Motivation on Teacher Performance at SMA Negeri Medan City reported that the performance of SMA Negeri teachers in Medan City was in the medium category, only 17.43% have high performance. Furthermore, the research result by Riyadi (2015) concerning the Effect of Work Motivation, Job Stress, and Job Satisfaction on the Performance of State Senior High School teachers in Central Tapanuli Regency reported that the performance of high school teachers in Central Tapanuli Regency, North Sumatra, tended to be moderate, only 17% were included in the high category.

The ability to foster a pleasant learning environment is a skill that teachers must possess in addition to their duties of presenting courses. No matter how excellent and comprehensive the educational infrastructure, curriculum, media, and resources are, or how advanced the educational technology is All of it will be for naught if instructors are not committed to carrying out their responsibilities within the organization. Teachers must be very responsible and committed to their profession and the workplace environment in order to be successful. If they have organizational commitment, teachers will work with a strong feeling of duty and dedication. The degree of commitment a person has to the work at hand and their level of education or expertise will influence how successful they are. The responsibilities given to him will be challenging to do adequately without a commitment.

O'Reilly (2016) according to the definition, "organizational commitment is generally understood as a person's psychological bond as a reflection and feeling of liking for the organization, including work involvement, loyalty, and a feeling of trust in the organization's values.". In essence, keeping promises entails fulfilling duties, holding someone accountable, forcing them to decide, and holding them responsible for accomplishing their own personal goals as well as the organization's predetermined or agreed-upon objectives. Teachers need to

be very committed since they are a crucial component of implementing education.Because dedication is the most fundamental aspect of performing a work, commitment is highly significant. If teachers lack dedication, they will struggle to fulfill their tasks and obligations as instructors. Teachers' commitment to educational institutions as organizations is essentially a requirement they must feel in order to behave strongly positively toward their workplace.

Organizational commitment refers to identification with and allegiance to the organization and its aims. A dedicated instructor will not be afraid to declare his attitude and accept responsibility for the judgments he takes. Research by Astri (2017) explains the negative impacts caused by teachers who do not have commitment, namely:: (1) the teacher does not work seriously, (2) the teacher does not provide the best service, (3) The job responsibility of teachers is poor; (4) The degree of teacher discipline is low; (5) The level of teachers' aspirations for success and self-improvement is still low. While the positive impact of committed teachers are: (1) work hard, (2) be proud as a teacher, (3) proactively improve oneself in accordance with the school's vision, purpose, and goals, (4) always uphold the teacher's good reputation, and (5) give the greatest service to kids. Teachers who have organizational commitment are teachers who have the ability to carry out their duties and obligations to their organization by working earnestly, provide the best service to students, proactively improve themselves in accordance with the vision, mission and school goals, receiving additional assignments other than learning assignments, providing the best service to students, remain faithful to be a teacher, always maintain the good name of the teacher, avoid disgraceful acts, and be proud to be a teacher.

In addition to organizational commitment, one of the factors that influence teacher performance is learning innovation. Innovations in education can be put into practice to meet present-day and foreseeable future needs. Innovation is described as a novel finding or concept that differs from ones already known or widely accepted. A concept that arises from seeing a phenomena in action is a new idea. This new notion might be the realization and acceptance of something new for the instructor or speaker. The innovations implemented are constant enhancements and upgrades from old ones to new ones, so that the advantages to students may be realized.

The goal of learning innovation is to improve the quality of education by updating the many components required for teachers to impart information to students in the form of

learning material. Teachers and principals must comprehend the new paradigm of success in order to implement innovative learning. To be able to develop an innovative learning process that may give students with meaningful experiences, we must pay attention to the main components of the learning process. The instructor can develop learning activities and methods that are relevant to the learning objectives based on the components of the learning process. It must fulfill the following criteria in order to be a learning model that a teacher may use: The following are a few of them: attracting and holding students' interest, communicating learning objectives, remembering the theories or concepts that have been learned, presenting the content, and offering assistance, collecting student performance, giving comments, assessing learning outcomes, and enhancing learning retention and transfer. Learning gadgets are required in schools for the implementation of innovative learning so that instruction can follow the desired competencies (Akbar, 2016). So that they may serve as a guide in the execution of learning activities, instructors must thus develop creative learning aids (Abidin, 2014).

In previous studies, there were negative impacts and effects caused by teachers who did not perform well at school, For example, Barnes, Crowe, and Schaefer estimate the magnitude of losses suffered by schools and all schools in several districts of the United States as a result of changing teachers and schools from one school to another and cessation of teachers and their jobs as teachers (Spector, Paul E. et al, 2010). Taking into account the results of the study, more than 80 million dollars per year is spent on state schools in Chicago alone, not including the risks experienced by schools that affect school performance and student achievement. This further strengthens the belief that teachers are professionals who are required to be reliable and have high performance in carrying out their duties, not only the mind but also the teacher's soul is involved in his daily life. Teaching not only presents facts but also devotes whole body and soul, so it is necessary to understand and correct the problem of teacher performance in school organizations.

From the results of the author's interviews with several teachers State High School in Banda Aceh City when meeting at school and a number of cafeteria places there are still phenomena that occur, including the following: **First**, there are still teachers who work without preparing lesson planning tools; s**econd**, there are still teachers who do not understand the meaning of work with high organizational commitment, so it's less serious to

come to school; **third,** there are still teachers who have not reached teaching hours according to the rules of the Ministry of Education and Culture, so to fulfill them by looking for teaching hours in other schools, and **fourth**, there are still teachers who have not innovated in providing learning in class so that they seem monotonous, less creative and innovative.

Mardiyoko (2013) describes that teacher performance that has not been optimal can be seen, among others; 1) like to be absent from work, 2) leave teaching hours before the time runs out, 3) lazy to work, 4) many teacher complaints, 5) low work performance, 6) low teaching quality, 7) undisciplined, and other negative symptoms. This condition is certainly not conducive to school progress, even though teacher performance is an important target in human resource management, because it directly or indirectly affects work productivity.

In fact, there are still many teachers who have not shown high performance in carrying out their duties, lack of extra awareness to improve the quality of education through a quality learning process on an ongoing basis, lack of innovation in advancing schools, low sportsmanship in dealing with problems and challenges that arise in schools, and the limited willingness to do extra and the best for the benefit of the school and the progress of education even though all kinds of programs have been implemented, so that until now the government's focus in efforts to achieve educational goals is on the aspect of empowering and improving teacher performance.

Factors that affect a person's teacher performance can come from within the individual itself such as commitment, motivation, skills, and education, while factors from outside the individual such as work climate, salary level, and so on (Asf, 2013). There are still many environmental factors that can affect teacher performance, but in this study the author took two of them, namely: (1) Organizational Commitment, dan (2) Learning Innovation.

Paying attention to the potential between variables that influence each other, it is necessary to do research on teacher performance. This study aims to determine the extent to which these two factors can determine teacher performance and encourage the importance of conducting a more in-depth study through scientific research. This research is supported by scientifically justifiable empirical data. This is what prompted the implementation of a study entitled " The Effect of Organizational Commitment and Learning Innovation on Teacher Performance (Case Studies in State High Schools Banda Aceh City-Indonesia)".

MATERIALS AND METHODS

The design of this study is a quantitative study that aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. The population in this study is State High School teacher in Banda Aceh City. Based on data from the Provincial Education Office, 600 teachers were obtained from 16 State Senior High Schools. While the sample is 240 teachers with the sampling technique using the formula from Slovin. Data analysis includes descriptive analysis, requirements analysis test, and hypothesis testing.

Data analysis in this study uses statistics as a correlation analysis tool and simple and multiple regression. To be able to use correlation and regression analysis there are requirements that must be met, among others: normality test, and linearity test. To test the hypothesis used correlation test and path analysis with computer-assisted SPSS Windows version 22 software. Path analysis technique is used to analyze the pattern of relationships between variables with the aim of knowing the direct effect and indirect between endogenous and exogenous variables. Path analysis must first describe diagrammatically the structure of causal relationships between endogenous variables and exogenous variables. As shown in Figure 1 (See Figure 1 in the bottom attachment).

The characteristics of the public high school teacher population in Banda Aceh City can be seen clearly in Table 1 (see Table 1 in the bottom attachment).

Because not all data and information will be processed and not everyone will be examined, but only a representative sample. To get a representative sample, a sampling technique is needed. The sampling technique used in this study is a probability sampling technique. Riduwan (2013) explains that simple random sampling is how to take samples from members of the population randomly regardless of the strata in the population members. Taking the number of samples using the Slovin formula with an error rate of 5%. Arikunto (2013) describes to obtain a representative sample, taking subjects from each stratum or each region is determined in proportion to the number of subjects in each strata or region.

For that we need a sample that can represent a population with the Slovin formula (Prasetyo, Bambang., & Jannah, 2011):

$n = N / \{1 + (N \times e^{2)}\}$

Information:

n = Sample Size

N = Total Population

e = Degree of Error = 0,05 or *Margin of error*, that is percent slack inaccuracy due to the tolerable sampling error of 5%.

Based on the Slovin formula, for the population N = 600, and the degree of error e is 0.05 then the number of samples is obtained:

$$n = \frac{600}{1+\left(600\times 0{,}05^2\right)} = 240$$

Based on the calculation results, it was decided that the sample of teachers to be taken to be representative of the population was 16 schools, Then the school sample was taken using the Proportionate Stratified Random Sampling technique. Sample distribution as in Table 2 (Table 2 can be seen in the bottom attachment).

To determine the size of the sample using the Cochran formula (Sugiyono, 2019) with the sampling steps are as follows: (a) identify strata or population grouping based on strata, (b) find the proportion of each stratum, (c) determine the sample size, and (d) determine the subjects who will be members of the sample.

The details of the calculation using the Cochran formula (Sugiyono, 2019), as follows:

(a) Calculate the proportion of strata, and (b) Finding the proportion of each stratum:

Based on each strata of the population group, then the following proportions are obtained for each strata:

1. For strata of working period:

   ≥ 15 year = 319; ρ = 319 : 600 = 0,53; ≥ 15 year = 103; q = 1 – 0,53 = 0,47

   < 15 year = 118; ρ = 118 : 600 = 0,20, q = 1 – 0,20 = 0,80

2. For age strata:

   ≥ 40 = 425; ρ = 425 : 600 = 0,71; ≥ 40 = 106; q = 1 – 0,71 = 0,29

   < 40 = 38; ρ = 38 : 600 = 0,06; < 40 = 14; q = 1 – 0,06 = 0,94

3. For gender strata

   Woman = 477 person ρ = 477 : 600 = 0,79

Man = 125 person q = 1 – 0,79 = 0,21

(b) Determining the sample size

The sample size was determined using the Cochran formula (Sugiyono, 2019) based on the existing population distribution with the following formula:

$$No = \frac{t^2 \, x \, p \, x \, q}{d^2}$$

Then value *No* the largest is corrected into the formula:

$$n = \frac{No}{1 + \frac{No-1}{N}}$$

Information:

n = Second stage sample size

No = Besar sampel tahap pertama

N = Number of research population

t = Representation of the population by the sample set at the 95% confidence level, then z = 1.96

p = The size of the proportion of the first group in strata

q = The magnitude of the proportion of the second group in strata or (1–p)

d = The size of the sampling error is set at 5%

It means that with these known values, it can be continued with sample calculations, as follows::

(1) $$No\ 1 = \frac{(1{,}96)^2 \, x \, 0{,}47 \times 0{,}53}{(0{,}05)^2} = \frac{0{,}95694256}{0{,}0025} = 382{,}777 = 383$$

(2) $$No\ 2 = \frac{(1{,}96)^2 \, x \, 0{,}63 \times 0{,}37}{(0{,}05)^2} = \frac{0{,}89547696}{0{,}0025} = 358{,}191 = 358$$

$$(3) \quad No\ 3 = \frac{(1{,}96)^2\ x\ 0{,}78 \text{ x } 0{,}22}{(0{,}05)^2} = \frac{0{,}65921856}{0{,}0025} = 363{,}687 = 364$$

The next step is to correct the amount by using the following formula:

$$(1) \quad n = \frac{No}{1+\frac{No-1}{N}} = \frac{383}{1+\frac{383-1}{675}} = \frac{383}{1+0{,}5659} = 240$$

$$(2) \quad n = \frac{No}{1+\frac{No-1}{N}} = \frac{358}{1+\frac{358-1}{675}} = \frac{358}{1+0{,}5289} = 234$$

$$(3) \quad n = \frac{No}{1+\frac{No-1}{N}} = \frac{364}{1+\frac{364-1}{675}} = \frac{364}{1+0{,}5378} = 237$$

The results of the sample size calculation are presented in Table 3 (Table 3 can be seen in the bottom attachment).

From the results of calculations that have been carried out, it turns out that the largest stratum in number is the strata of service life, which is 240 people. Therefore, this number was chosen as the number of samples in this research. Thus, a population of 600 people produces a representative sample of 240 people or (40%).

The purpose of this research is to examine and analyze the effect of organizational commitment on teacher performance, the effect of learning innovation on teacher performance, as well as the simultaneous influence of the influence of organizational commitment and learning innovation on teacher performance. This research was conducted with a framework as shown in Figure 2 (Figure 2 can be seen in the lower attachment).

Findings

The findings of this study the authors can do as follows:

Testing the normality of research data aims to determine whether the symptoms encountered are a normal distribution or not. So the distribution of observation data is compared with theoretical data or data that is normally distributed (z = 3). The normality test

of the data was carried out using the Lilliefors test. To test the normality of the research data, it was done by comparing the value of the largest Liliefors as $Liliefors_{count}$ (L_{count}) and the value of $Liliefors_{table}$ (L_{table}) at the level of significance = 0.05. The proposed hypothesis is:

H_o : The regression estimation error is not normally distributed

H_a : Normal distribution estimation error

The calculation of this normality test uses Table Z. To find out whether the data is normal for each research variable, it is carried out with the following provisions:

a. If the obtained L < L in the table with a significance level of 5% then the data distribution comes from a normally distributed population ($L_{count} < L_{table}$) or accept Ha.
b. If the obtained L > L in the table with a significance level of 5% then the data distribution does not come from a normally distributed population ($L_{count} > L_{table}$) or accept Ho.

Based on the calculation of the normality test, A summary of the results of the normality test for the estimated error of endogenous variables on exogenous variables is shown in Table 4 (Table 4 can be seen in the bottom attachment).

Based on the summary of the normality calculation of the Liliefors test data on the Organizational Commitment (X_1), Learning Innovation (X_2), and Teacher Performance (X_3) variables, it can be concluded that:

a. Normality Test for Variable Data X_1 over X_3: indicates that the value of $L_{count} > L_{table}$ (5%). The results of the statistical calculation of the Liliefors Test Normality obtained L_{count} = 0.833 > L_{table} = 0.050, then Ho is accepted at level = 0.05. This means that the data distribution comes from a normally distributed population.
b. Normality Test for Variable Data X_2 over X_3: indicates that the value of $L_{count} > L_{table}$ (5%). The results of the statistical calculation of the Liliefors Test Normality obtained L_{count} = 0.978 > L_{table} = 0.050, then Ho is accepted at level = 0.05. This means that the data distribution comes from a normally distributed population.

Based on the summary of the calculation results, it is shown that the value of $L_{count} > L_{table}$ (5%), thus it can be concluded that the overall distribution of the estimated error does not deviate from the normal distribution, meaning that the assumption of normality has been met. The summary of the results of the linearity test and the significance of the regression

equation for each pair of exogenous variables with endogenous variables through the calculation results of SPSS for Windows version 22 can be seen in Table 5 (Table 5 can be seen in the bottom attachment).

The calculation of the path coefficient is carried out using a computer tool for the SPSS for Windows version 22 statistical program application. The statistical computation of path coefficients (SPSS) for the sub-structure, the tests are summarized in the following Table:

The results of the analysis of the coefficient of determination of the influence of learning innovation and organizational commitment on teacher performance are shown in Table 6 (Table 6 can be seen in the bottom attachment).

Furthermore, the results of the Simultaneous Multiple Linear Regression Analysis (F Test) are displayed in Table 7 (Table 7 can be seen in the bottom attachment).

Based on the ANOVA table displayed from the SPSS test, it was found that the significance level of $F_{count} < 0.05$ means Ho is rejected. So the Organizational Commitment (X_1), Learning Innovation (X_2) has a direct effect on Teacher Performance (X_3). Thus individual testing can be carried out.

Furthermore, the results of the Multiple Linear Regression Coefficient Analysis of the Simultaneous Effect of Organizational Commitment and Learning Innovation on Teacher Performance are shown in Table 8 (Table 8 can be seen in the bottom attachment).

The influence structure of Organizational Commitment (X1), Learning Innovation (X2) has a direct influence on Teacher Performance (X3), shown in Figure 3 (Figure 3 can be seen in the bottom attachment).

Manually, the path coefficient was tested by t-test with degrees of freedom (dk=252) at the critical point (ttable) = 1.960. In the Coefficients table, the sig and t columns are used to test the path coefficients.

1. Path coefficient $x_3x_1 = 0.229$. It can be seen in the v value (Sig column) = 0.000 which is smaller than 0.05 or in the t = 3.181 column which is greater than the critical point of 1.960. Thus Ho is rejected. This means that the path coefficient from X_1 to X_3 is statistically significant ($t_{count} > t_{table}$ and value < 0.05).
2. Path coefficient $x_3x_2 = 0.176$. It can be seen in the v value (Sig column) = 0.000 which is smaller than 0.05 or in the t = 2.445 column which is greater than the critical point of

1.960. Thus Ho is rejected. This means that the path coefficient from X_2 to X_3 is statistically significant ($t_{count} > t_{table}$ and value < 0.05).

Thus, it can be concluded that the Organizational Commitment (X_1) and Learning Innovation (X2) have a direct positive effect on Teacher Performance (X_3). The results of this test indicate that both path coefficients are significant (Ho is rejected or hypotheses 1 and 2 are accepted). Based on the Model Summary table, it is obtained R_1^2 = 0,369; then the quantity $\rho x_3 e_3 = \sqrt{1 - R_1^2}$ = √(1-0,369) = 0,794. The chart depicting the influence of Organizational Commitment (X1) Learning Innovation (X2) has a direct effect on Teacher Performance (X3), can be seen in Figure 4 (Figure 4 can be seen in the bottom attachment).

DISCUSSION

Furthermore, the summary of the discussion of the research results can be described as follows:

1. **The findings of the first research: The organizational commitment has a direct positive effect on the teachers performance at State Senior High School**

   The organizational commitment has a direct positive effect on teacher performance State Senior High School in Banda Aceh City, This means that if the work environment is getting better, it will increase teacher work motivation. This is based on hypothesis testing with a large path coefficient ρ_{31} = 0,229 and t = 3,181 with a significance level of 0.000 (the hypothesis is accepted if the significance level of t_{count} < 0,05), so that the direct effect of the organizational commitment on teacher performance is large State Senior High School in Banda Aceh City is 0.524.

   Thus, it has been tested through this research that organizational commitment has a direct positive effect on teacher performance. This shows that an increase in organizational commitment indicators results in an increase in performance indicators, cover: (1) lesson planning; (2) learning implementation; (3) learning evaluation; and (4) enrichment of teaching materials.

   The results of this research are in line with the research of (Astri, 2017), explain the negative impact caused by teachers who do not have commitment, namely: (1) teachers don't really work, (2) teachers don't give the best service, (3) low teacher work responsibilities, (4) the level of teacher discipline is low, and (5) the desire for

achievement and self-development of teachers is still low. While the positive impact of teachers who have a commitment, namely: (1) working earnestly, (2) proud to be a teacher, (3) proactively improve themselves according to the vision, school mission and goals, (4) always maintain the good name of the teacher, and (5) provide the best service to students.

Teachers who have organizational commitment are teachers who have the ability to carry out their duties and obligations towards the organization by working earnestly, provide the best service to students, proactively improve themselves in accordance with the vision, mission and goals of the school, receive additional assignments other than learning assignments, provide the best service to students, remain loyal to be a teacher, always maintain the good name of the teacher, avoid disgraceful acts, and be proud to be a teacher. Robbins (2015) states that "organizational commitment is generally understood as a person's psychological bond as a reflection and feeling of liking for the organization including work involvement, loyalty, and a feeling of belief in the values of the organization.

An indication of the influence between organizational commitment and performance for teachers is the formation of loyalty to work in earnest, provide the best service to students, proactively improve themselves in accordance with the vision, mission and goals of the school, receive additional assignments other than learning assignments, provide the best service to students, stay loyal to be a teacher, always keep the good name of the teacher, avoid yourself from disgraceful deeds, and proud to work as a teacher. to advance the school and make every effort to advance the school. maintain good relations between fellow school members and school partners.

2. The second research finding: Learning Innovation has a direct positive effect on teacher performance at State Senior High School

Learning innovation has a direct positive effect on teacher performance of State Senior High Schools in Banda Aceh City, This means that if the learning innovation is getting better, it will increase of teachers performance. This is based on hypothesis testing with a large path coefficient ρ_{32} = 0,176 and t = 2,445 with a significance level of 0.000 (the hypothesis is accepted if the significance level of t_{count} < 0,050), so that the direct

effect of learning innovation on teacher performance is large the State Senior High School in Banda Aceh City is 0,309.

This research is supported by the results of research Andina (2018) that by holding training, educators will be able to create learning innovations by mastering and applying various approaches, strategies, techniques, learning methods and learning media so that the learning process can be carried out properly and learning objectives are achieved.

Indications of the influence between learning innovation and the performance of Banda Aceh City State Senior High School teachers are the development of new ideas for innovation of learning devices and learning models. In addition, having the ability to carry out various teaching innovations and other related school administrative tasks, and able to improve teacher performance to achieve the desired goals together. In addition, innovative teachers must also be able to manage time well, be diligent in reading, write a lot, and like to research. Because, they must be able to be a role model and always set an example. Knowledge is like a spring that never runs out. The more you drink, the clearer the water, the clearer the flow, and thirst quencher for anyone who drinks it (Marselina, 2016).

CONCLUSION

There is an effect between organizational commitment to teacher performance at the Banda Aceh City State Senior High School with a correlation coefficient of 0.229, this shows that organizational commitment has an effect on performance by 52.4% with a strong category, meaning that the higher the organizational commitment, the higher the teacher's performance, On the other hand, the lower the organizational commitment, the lower the teacher's performance.

There is an effect between learning innovation on teacher performance at the Banda Aceh City State Senior High School with a correlation coefficient of 0,176, This shows that learning innovation has an effect on teacher performance by 30.9% with a low category means that the higher the learning innovation, the higher the teacher's performance, On the other hand, the lower the learning innovation, the lower the teacher's performance.

There is an effect between organizational commitment and learning innovation simultaneously on teacher performance at the Banda Aceh City State Senior High School with a correlation coefficient of 0,728, This shows that organizational commitment and learning innovation have an effect on teacher performance by 56.4% in the sufficient

category, This means that the higher the organizational commitment and learning innovation, the higher the teacher's performance, On the other hand, the lower the organizational commitment and learning innovation, the lower the teacher's performance.

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Conflicts of interests

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Institutional Review Board Statement

This research was created independently by the authors of this manuscript, in collaboration with each other to complement each other, the institution only recommends it.

Data Availability Statement

Data can be obtained directly from the field using questionnaire techniques to the respondents involved, then processed and calculated according to the available methodology.

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Attachments

Diagrammatic **Figure 1** of the structure of the cause and effect relationship between endogenous variables and exogenous variables.

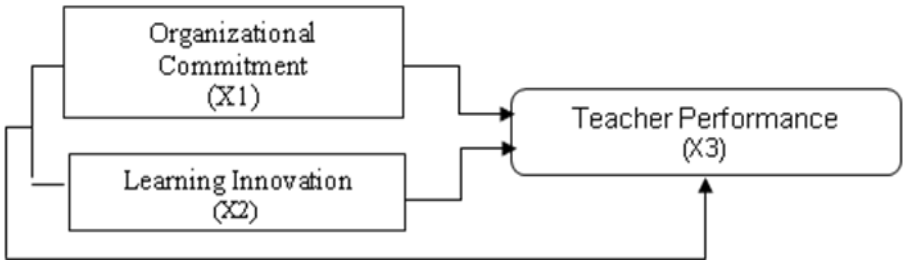
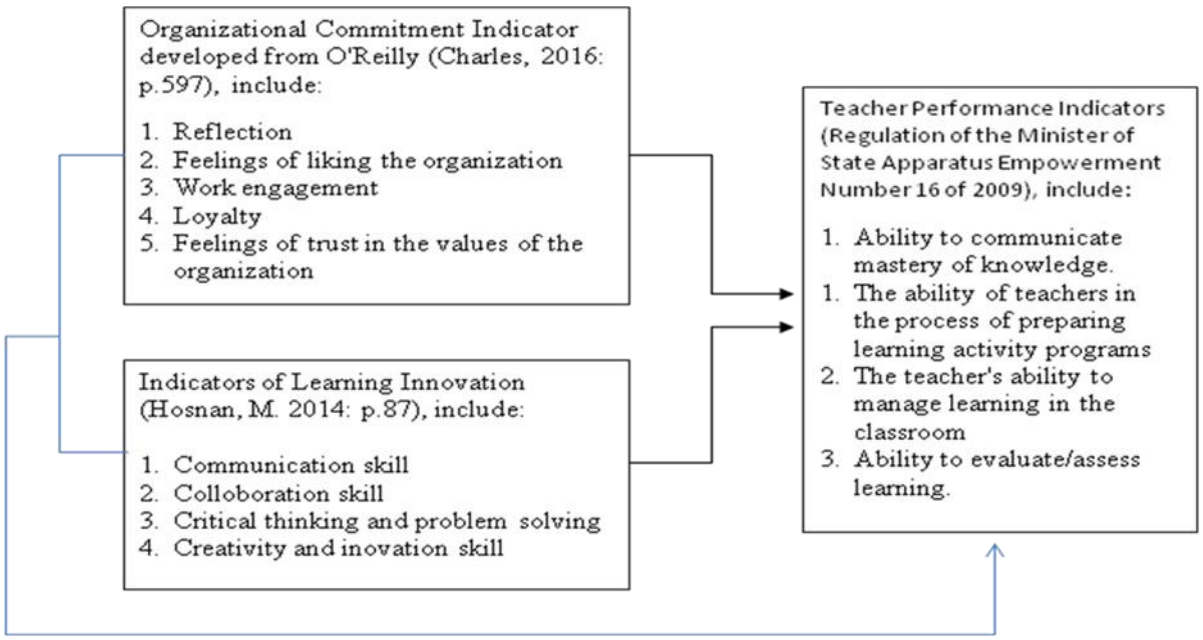


Figure 2. Relationship of Three Variables



Source: Author (2022)

Figure 3. Describeof Causal Relationship Structure X_1 and X_2 to X_3

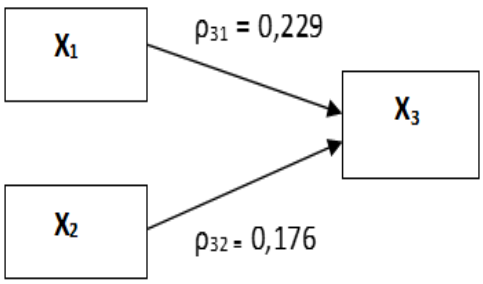
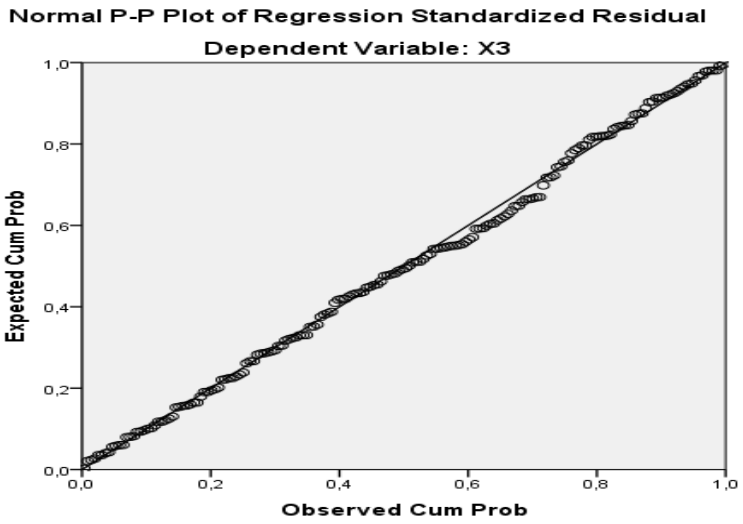


Figure 4. Data Source: SPSS Output



Normality test

Table 1. Characteristics of the teacher population Banda Aceh City State High School 2021/2022

No	Institution Name	Educational Strata				Employee Status		Gender		Amount
		< S1	S1	S2	S3	Government Employees	Non Government Employees	L	P	
1	State Senior High School 1	0	41	2	0	37	6	10	33	43
2	State Senior High School 2	0	41	7	0	40	8	14	34	48
3	State Senior High School 3	0	41	9	0	38	12	9	41	50
4	State Senior High School 4	0	44	1	0	45	0	3	42	45
5	State Senior High School 5	1	43	2	0	46	0	8	40	46
6	State Senior High School 6	0	38	2	0	38	2	12	28	40
7	State Senior High School 7	2	46	6	0	46	8	7	47	54
8	State Senior High School 8	0	41	6	2	41	8	13	36	49
9	State Senior High School 9	0	33	3	0	36	0	13	23	36
10	State Senior High School 10	0	32	5	0	31	6	7	30	37
11	State Senior High School 11	0	37	4	0	41	0	6	35	41
12	State Senior High School 12	0	38	2	0	35	5	7	33	40
13	State Senior High School 13	0	15	2	0	17	0	4	13	17
14	State Senior High School 14	0	17	1	0	15	3	3	15	18
15	State Senior High School 15	0	15	0	0	15	0	5	10	15
16	State Senior High School 16	0	21	0	0	19	2	4	17	21
	Amount	3	543	52	2	540	60	125	475	600

Source: Monthly Report Data State Senior High Schools in Banda Aceh City 2021/2022 (Taken July 20 - July 27 2022)

Table 2. Teacher Samples in Each School Sample

No	School Name	Population	Sample
1	State Senior High School 1	43	18
2	State Senior High School 2	48	19
3	State Senior High School 3	50	20
4	State Senior High School 4	45	19
5	State Senior High School 5	46	18
6	State Senior High School 6	40	17
7	State Senior High School 7	54	21
8	State Senior High School 8	49	19
9	State Senior High School 9	36	15
10	State Senior High School 10	37	14
11	State Senior High School 11	41	17
12	State Senior High School 12	40	16
13	State Senior High School 13	17	7
14	State Senior High School 14	18	7
15	State Senior High School 15	15	6
16	State Senior High School 16	21	7
		600	240

Table 3. Calculation of Sample Size

No	Strata Classification	P	Q	No	N
1	Years of service	0,47	0,53	383	240
2	Age	0,63	0,37	358	234
3	Gender	0,78	0,22	364	237

Table 4. Summary of Liliefors Test Normality Calculation

No.	Variable	N	L_{count}	L_{table}	Conclusion
1	X_1 on X_3	252	0,833	0,050	Estimated error is normally distributed
2	X_2 on X_3	252	0,978	0,050	Estimated error is normally distributed

Table 5. Summary of Linearity Test Results and SPSS . Significance Test

No.	Exogenous Variables to Endogenous Variable	Linearity Test			Regression Significance Test		
		F_h	Sig	Status	F_h	Sig	Status
1.	X_1 on X_3	1,282	0,134	Linear	56,666	0,000	Means
2.	X_2 on X_3	1,173	0,233	Linear	35,179	0,000	Means

Information:
X1 = Organizational Commitment
X2 = Learning Innovation
X3 = Teacher Performance

Table 6. Results of analysis of the coefficient of determination of the influence of learning innovation and organizational commitment on teacher performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,794[a]	,369	,462	3,813

a. Predictors: (Constant), X2, X1

Table 7. Results of Simultaneous Multiple Linear Regression Analysis (F-Test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	645,457	2	322,728	9,550	,000[b]
	Residual	6049,098	179	33,794		
	Total	6694,555	181			

a. Dependent Variable: X3
b. Predictors: (Constant), X2, X1

Table 8. Results of Multiple Linear Regression Coefficient Analysis on the Effect of Organizational Commitment and Simultaneous Learning Innovation on Teacher Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,685	8,703		9,041	,000
	X1	,190	,060	,229	3,181	,002
	X2	,117	,048	,176	2,445	,015

a. Dependent Variable: X3