



## ECONOMIC ANNALS-XXI

ISSN 1728-6239 (Online)  
ISSN 1728-6220 (Print)  
<https://doi.org/10.21003/ea>  
<http://ea21journal.world>

Volume 212 Issue (11-12) 2024

Citation information: Pujiyanti, N., Martono, S., Haryono, & Pramono, S. E. (2024). Investigating the relationship between employment commitment and employees' performance in the primary education of Indonesia: a sustainable adaptive commitment. *Economic Annals-XXI*, 212(11-12), 45-50. doi: <https://doi.org/10.21003/ea.V212-08>



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## Investigating the relationship between employment commitment and employees' performance in the primary education of Indonesia: a sustainable adaptive commitment

**Abstract.** One of the important factors for the progress and development of a living and dynamic organization is its human resources, because human resources are the most important resource of any organization. The purpose of the present study is to investigate the relationship between psychological capital and commitment with the teachers' job performance. The present study is applied in terms of its purpose and descriptive-survey data collection and field implementation. The statistical population of the study was 1500 teachers from Indonesian schools, from which a sample of 220 people was randomly selected in 2024. A questionnaire designed to collect data, by distributing among the teachers after confirming its validity and reliability (Cronbach's alpha coefficient 0.87). Two methods of descriptive statistics (frequency, percentage) and inferential statistics (Pearson's chi-square test, regression test, and Friedman test) were used to analyze the research data. The results of the study confirmed the sub-hypotheses, including the existence of a significant relationship between emotional, continuance, normative commitments, and employee performance with 95% confidence. In addition, the results of the hypothesis test show that there is a strong and direct link between organizational commitment and employee performance. The results of the Friedman test also showed that emotional, continuance, and normative commitment, respectively, have a positive effect on employee performance. Finally, based on the ranking test of employee performance components through the Friedman test, it was determined that the transparency component had the highest priority with an average rank of 0.75; the motivation component with an average rank of 0.65 was in second place, and the environment components with an average rank of 0.62, credit with an average rank of 0.59, and collaboration with an average rank of 0.55 were in the next ranks, respectively. The results of the study indicate that there is a significant positive relationship between organizational commitment and teachers' job performance, and the two-group independent *t*-test did not show any difference between the two gender groups of women and men.

**Keywords:** Teacher; Organizational Commitment; Education; Job Satisfaction; Organizational Performance; Emotional Commitment; Performance

**JEL Classifications:** E24; E41; E64; I18; J28; J31

**Acknowledgements and Funding:** The authors received no direct funding for this research.

**Contribution:** The authors contributed equally to this work.

**Data Availability Statement:** The dataset is available from the authors upon request.

**DOI:** <https://doi.org/10.21003/ea.V212-08>

## 1. Introduction and Brief Literature Review

In the perspective of economic, social and cultural development of the developed system, the development of education and the role of the teacher have been pointed out as a model and the most effective element in the education system. It has also been emphasized on the necessity of continuous development of competencies and capabilities, promotion of the social status of human resources, scientific and social authority of teachers and the improvement of their status. Therefore, in the strategies and policies of the Ministry of Education, reform of the system of recruitment, retention and development of human resources along with the re-creation of the authority of teachers, improvement of the professional status and promotion of the social status of teachers have had a special place, and these strategies will also pave the way for an efficient and effective system for a large range of the future generation (Yasmin et al., 2023; Ramdhan et al., 2022; Violet & Hazarika, 2024).

Organizational commitment affects the behavior of individuals. Commitment expresses the individual's sense of identity and attachment to the organization. No organization can succeed without the commitment and effort of its employees. Employees who are committed and committed are more disciplined in their work and stay and work in the organization for a longer period of time. Managers must maintain and cultivate themselves and their employees' commitment and stability to the organization. Of course, the usual way of dealing with organizational commitment is to consider it as a type of emotional solidarity to the organization or a kind of feeling of loyalty to the organization (Muhrodin et al., 2024). The positive impact of organizational commitment on the performance of organizations has been confirmed in many studies. People with less commitment are more likely to leave work and are also more likely to be unemployed (Nguyen et al., 2024). A teacher's sense of commitment can determine job performance and educational quality, and a committed teacher is known as the most fundamental component of school success (Altun, 2017). Since training the human resources needed by society and ensuring their health and vitality are mainly among the duties of the educational system of each country, the issue of organizational commitment in this organization, as an institution that has the mission of educating the future generation of society, is more sensitive; because such an organization needs committed and responsible employees for development and progress, in addition to being sustainable over time and preventing recurring costs, to do more useful work in relation to the assigned jobs and tasks.

Zhihao & Mustapha (2021) conducted a mediation study between teacher academic optimism and students' academic achievement. The results of the study showed that in the assumed model, academic optimism directly affects academic achievement through individual citizenship behavior, and individual citizenship behavior also has a direct and significant effect on students' academic achievement. Erlia (2021) conducted a study on the relationship between school teachers and improving the quality of the teaching-learning process. The results indicate that there is a significant correlation between cooperation between teachers and improving the quality of the teaching and learning process, and the dimensions of sharing experiences, interdependence, responsibility and decision-making, and collaborative control have had a significant explanation of the quality of the teaching and learning process and can explain changes in the quality of teaching and learning. Also, the dimension of sharing experiences has the most and the dimension of responsibility has the least explanation.

To achieve the efficiency and performance enhancement, it is necessary to identify and strengthen the factors related to and affecting employee performance. Today, the importance of efficient workforce in organizations is no secret to anyone, and most managers have realized that this factor is considered the most important capital of the organization and is considered the main indicator of an organization's superiority over other organizations. The final performance of the organization depends on the performance of each individual within the organization and the

surrounding environment. For this purpose, in order to increase employee productivity, many aspects affecting their performance should always be analyzed. In this study, the role of teachers' job commitment in the educational development of schools and its importance is examined because students enter the school environment from the family environment and the role of teachers in advancing and developing the educational goals of schools has been discussed.

**Main hypothesis:** There is a significant relationship between the organizational commitment of employees in education areas and their performance

**Sub-hypotheses:** **H1:** There is a significant relationship between the organizational commitment of employees in education areas and their performance. **H2:** There is a significant relationship between the continuous commitment of employees in education areas and their performance. **H3:** There is a significant relationship between the normative commitment of employees in education areas and their performance.

## 2. Method

The purpose of the research is applied, descriptive and correlational in terms of method type, and its aim is to investigate the relationship between psychological capital and commitment and job performance. The statistical population of this study is elementary school teachers in Indonesia. The method used for sampling was stratified sampling. Morgan's table was also used to determine the sample size. According to this table, the number of statistical samples was 220. The data collection tool included: the organizational commitment and employee performance questionnaire, consisting of 30 questions, by Bawaningtyas et al. (2021). In the above questionnaire, a five-point Likert scale of 1-point response (strongly agree = 5 to strongly disagree = 0) was used. In this study, Pearson's chi-square test, *t*-test, and Friedman's test were used to test the hypotheses. The reason for using Pearson's chi-square test is the qualitative (rank) nature of the variables and the use of a separate questionnaire to measure the variables. Also, a multivariate regression test was used to show the direction of the relationship, and the Friedman test was used to rank the components of organizational commitment and employee performance, as well as to prioritize their corresponding indicators, which were analyzed with SPSS20 software.

## 3. Results

The statistical sample of the present study was 220 teachers, 40.2% of the respondents are single and 53.6% are female. 4.1% of the respondents are 20-29 years old with the lowest frequency and 61.2% are in the age range of 40-50 with the highest frequency. 5.1% of the respondents have a postgraduate education with the lowest frequency and 61% have a bachelor's degree with the highest frequency. 12% of the respondents are single and 88% are married.

First, the effect of gender on organizational performance and organizational commitment was examined. For this purpose, *t*-tests for the two groups of male and female teachers were compared in Table 1. According to Table 1, it is concluded that there is no significant difference between the male and female employees (effect of gender on performance) regarding organizational commitment and performance.

Table 1:  
T-test based on Gender

Group	Amount	Mean	T	Df	Sig	Results
Men	102	3.31	1.22	177	0.251	There is no significant difference
Women	118	3.39				

Source: Authors' own findings

According to Table 2, the significance of the chi-square test is less than 0.50, as a result of the research hypotheses are accepted. In other words, with a probability of 95%, it can be claimed that there is a significant link of emotional, continuance and normative commitment and performance. Table 3 shows the results of the correlation test of the T-correlation coefficient between emotional, continuous and narrative commitments with performance.

The T correlation coefficients in the Table 3 indicate a positive link of organizational commitment (including emotional, continuance and normative) and employee performance. This means that people who have high emotional, continuance, normative, or organizational commitment to their organization have also had good performance. In other words, with increasing commitment

Table 2:  
**Chi-square  $\chi^2$  test**

Hypothesis	Frequency	Value	DoF	Sig level
H1	2355	1367.89	16	0.00
H2	1678	803.45	16	0.00
H3	2291	1289.56	16	0.04
Main	3012	1601.34	16	0.00

Source: Authors' own findings

Table 3:  
**Results of the correlation test T-correlation coefficient**

Hypothesis	Frequency	Value	T-statistics	Sig level
H1	2355	0.402	2.78	0.00
H2	1678	0.311	3.11	0.00
H3	2291	0.367	2.04	0.03
Main	3012	0.313	4.66	0.00

Source: Authors' own findings

to the organization, the level of employee performance also increases. The average rank and prioritization of organizational commitment indicators of employees of the based on the Friedman test is shown in Table 4.

Table 4:  
**Status of organizational commitment components among Indonesian teachers**

95% confidence interval		SD	Sig level	T	Mean	Rank	Dimension
Upper	Lower						
0.50	0.08	0.565	0.000	5.88	3.71	1	Emotional
0.50	0.07	0.523	0.000	5.63	3.44	2	Continuous
0.15	0.04	0.590	0.003	5.01	3.11	3	Normative
0.16	0.08	0.577	0.000	5.78	3.59	-	Commitment

Source: Authors' own findings

### 3.1. The status of organizational commitment components among teachers

For the three main components of the study, in order to compare and analyze the status of these components, the average values for all three emotional, continuous, and normative components were calculated as 3.71, 3.44, and 3.11, respectively, which is higher than the theoretical average of 3. Given the positivity of both the upper and lower limits, it can be stated with 95% confidence that the status of the respondents in the emotional and continuous components is at a desirable level.

Finally, to determine the impact of each of the independent variables on employee performance, a multivariate regression test was conducted, the results of which are presented in Table 5.

Table 5:  
**Multivariate regression coefficient results**

Predictor variable	Unstandardized coefficients		Standardized coefficient	P-value
	B	SE	Beta	
Emotional	0.52	0.31	0.49	0.000
Continuous	0.48	0.28	0.52	0.000
Normative	0.08	0.11	0.085	0.08
Organizational commitment	0.51	0.27	0.51	0.002

Source: Authors' own findings

Given that the significance level of the test error for the organizational commitment variable is less than 0.005, it can be said that organizational commitment is able to predict job performance, but the normative commitment variable cannot predict the job performance variable, the beta coefficient shows that organizational commitment predicts changes in job performance by 0.51. As shown in Figure 1, it is clear from the test and model output that the organizational commitment variable has been able to predict the level of performance among teachers by 82%.

Considering the significance of the t-value corresponding to the dimensions of organizational commitment, it can be said that the three dimensions of commitment including continuous, emotional and normative can provide a suitable prediction of the organizational commitment variable.



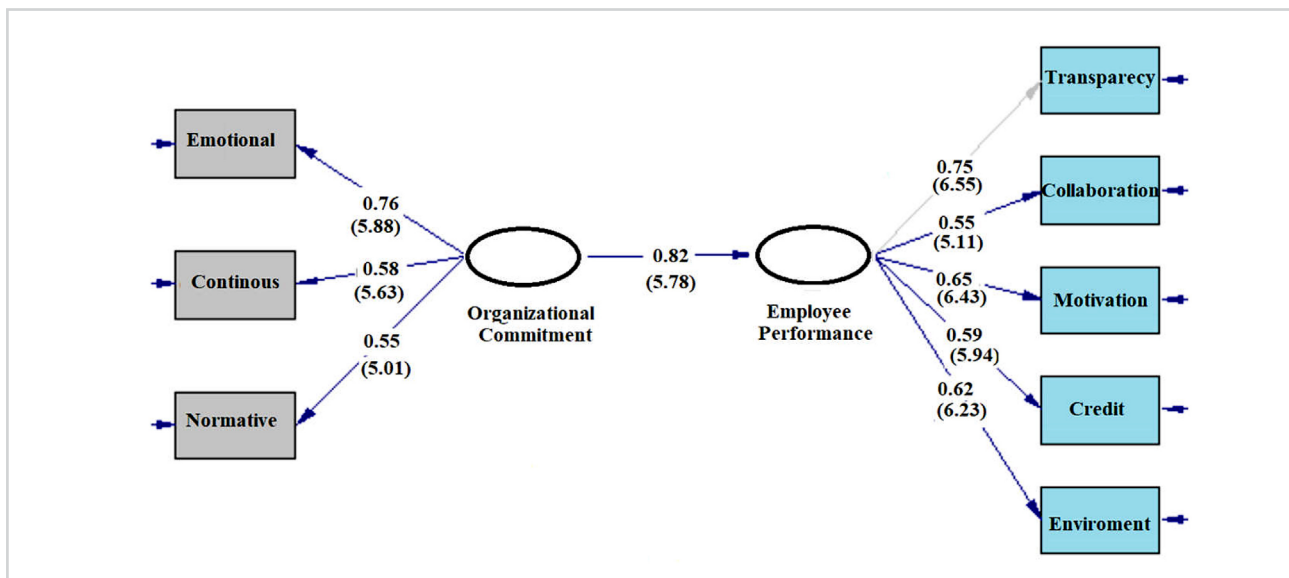


Figure 1:  
Factor loading of each item according to the *t*-test  
Source: Authors' own findings

As can be seen, the entire relationship is much higher than 1.96, which indicates a desirable relationship between the manifest variables and the latent variables and provides a very ideal report. The two emotional and continuous dimensions in the organizational commitment variable subgroup report a very high significant relationship with values of 5.88 and 5.63, respectively, and the transparency and motivation components in the employee performance subgroup report a significant relationship with values of 6.55 and 6.43, respectively, which is higher than other dimensions.

Finally, as is clear, there is a desirable relationship between the two organizational commitment variables and employee performance with a value of 5.78, which indicates the high predictive power of the organizational commitment variable in employee performance.

#### 4. Conclusion

The present study sought to investigate the relationship between organizational commitment and job performance of Indonesian teachers. Given that the significance level of the test error for the organizational commitment variable is less than 0.05, it can be said that organizational commitment is able to predict job performance, meaning that with increasing organizational commitment, the level of employee performance also increases. However, the normative commitment variable alone cannot predict the job performance variable. In order to improve the commitment and job performance of teachers, attention should be paid to the psychological, physical, and personal problems of employees. Based on the results of this study, it is suggested that the managers of this organization should provide a basis for employees and teachers of this organization (Indonesian Education) to develop their talents in the fields they like and provide a basis for rewarding responsible employees. The organization should take effective steps to hold training classes and, with the help of psychologists, for the mental health of individuals. Based on the findings of this study, to increase the organizational commitment of employees in order to increase productivity and to improve their performance in their jobs, managers should pay more attention to employees' perceptions of their job characteristics and provide them with independence and opportunities to build friendly relationships at work. The results showed that:

1. Given the relationship between job satisfaction and organizational commitment, more attention should be paid to teachers' job satisfaction in order to increase their commitment to the organization.
2. Paying attention to factors that increase job satisfaction, satisfaction with superiors, satisfaction with promotion, satisfaction with colleagues, and satisfaction with salaries is necessary to increase the level of organizational commitment of teachers.
3. Given the relationship between job satisfaction and organizational commitment in teachers, it is suggested that senior managers and organizational planners pay attention to the goals and values of teachers.

4. It is suggested that managers of educational organizations pay attention to individuals when designing goals to increase the level of organizational commitment.

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*Received 16.09.2024*

*Received in revised form 28.09.2024*

*Accepted 3. 10.2024*

*Available online 28. 12.2024*