

The Role of Teacher Commitment, Achievement Motivation, and Performance in Enhancing the Quality of Madrasah Aliyah Graduates in Central Lampung, 2024

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ABSTRACT

This study examines teacher commitment, achievement motivation, and performance in the learning process at Madrasah Aliyah Maarif in Central Lampung. Using a qualitative approach with observations, interviews, and documentation at MAM 1, MAM 6, and MAM 9, the research aims to describe teachers' willingness to take risks, need for feedback, success measurement, and task integration. The findings show that although teachers demonstrate commitment in planning and implementing learning, their courage to conduct classroom-based inquiry remains limited, and they rely heavily on student feedback to improve instruction. Teachers measure success mainly through lesson planning and fulfilling academic qualifications, yet still face challenges in fully integrating their professional duties. The study concludes that strengthening teacher motivation and performance requires not only managerial support but also the development of religious and intrinsic motivations aligned with Islamic educational values.

INTRODUCTION

Educational institutions around the world are considered strategic because their main goal is to educate the life of the nation. Education forms individuals as human resources who can play a major role in development, so its role is very important to produce quality and competitive human resources. In Indonesia, education determines the direction of development. SISDIKNAS Law Number 20 of 2003 emphasizes that national education aims to develop the whole Indonesian human being: faithful, virtuous, knowledgeable and skilled, physically and spiritually healthy, independent, and socially and nationally responsible. Entering the 21st century, the quality of education is a major issue, especially in the midst of globalization and technological advances that demand competition with developed countries. Currently, the quality of formal and non-formal education in Indonesia is still lagging behind, shown by the low physical facilities, quality and welfare of teachers, student achievement, equitable distribution of education, educational relevance, and high education costs.

Education in Indonesia is still not able to compete with other ASEAN countries, where Indonesia is ranked fifth out of ten countries. This position is still inferior to neighboring countries such as Malaysia, Brunei Darussalam, and Singapore. The low quality of education in Indonesia is caused by problems in standardization, efficiency, and effectiveness of learning (Ali, 2018). In particular, the problems faced include low physical facilities, quality and welfare of teachers, student achievement that is not optimal, unequal distribution of education, relevance of education that is not in accordance with needs, and high education costs. All of these factors are serious challenges in efforts to improve the quality of education and produce competent human resources that are ready to compete globally.

Professional teachers in Indonesia are still inadequate in carrying out their duties and responsibilities as outlined in the National Education System in Law No. 20 of 2003, whose duties are to plan learning, carry out learning, assess learning outcomes, conduct guidance, conduct training, conduct research and carry out community service. Based on the reality that there are teachers in Indonesia who are still not fit to teach (Jalal & Supriadi, 2001; Kompri, 2016). Teachers can be said to be fit to teach in relation to the academic qualifications that teachers have and the relationship between teacher education and their field of expertise. There are still many teachers in Indonesia who are not adequate to teach. The feasibility of teaching is related to the level of teacher qualifications and the relevance of their education to their field of expertise. In education, the success factor is not only determined by the teacher, the main thing is teaching. The responsibility of teachers makes a great contribution in determining the quality of education. This hinders the availability of quality human resources for development (Irawati & Susetyo, 2017).

Teachers play a central role in determining the quality of education. Teacher professionalism, including academic qualifications and the relevance of education to the area of expertise, influences learning success. However, low salaries and workloads force some teachers to work in pairs, reducing time to develop themselves and increasing motivation to excel. Education is also a pillar

of the nation's progress, both in shaping individuals and the quality of life of the community. Teachers must continue to develop themselves in order to be able to face changes in science and technology, as well as improve the quality of education. In the Islamic view, teachers have a high position, as affirmed in QS Al-Mujadilah: 11 and the hadith of the Prophet PBUH, because knowledge that is useful and spread to others is highly valued.

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

It means: "Allah will exalt the believers among you and those who are given knowledge of some degrees. And Allah is Aware of what you do." (QS Al-Mujadilah: 11).

This study focuses on the influence of organizational task commitment, achievement motivation, and teacher performance on improving the quality of graduates of Madrasah Aliyah Maarif in Central Lampung District. The formulation of the problem in this study includes how the commitment of teachers' organizational tasks, motivation to achieve, and teacher performance individually or together can improve the quality of graduates. The purpose of the study was to determine the influence of these three variables on the quality of graduates. This research is expected to provide theoretical benefits in the form of scientific contributions regarding the relationship between organizational task commitment, achievement motivation, and teacher performance with the quality of graduates, as well as practical benefits for the author in adding insights, for school principals as empirical information in improving the quality of graduates, and for related agencies as a basis for making relevant policies. This research was carried out at Madrasah Aliyah Maarif, Central Lampung District in the 2023/2024 Academic Year, with research subjects in the form of teachers and research objects including organizational task commitment, achievement motivation, and teacher performance.

LITERATURE REVIEW

Teacher Performance

Performance is basically defined as the result of a person's work, both in quality and quantity according to their duties and responsibilities (Djafar & Nurhafizah, 2018; Robbins, 2000). This term corresponds to performance which means achievement, task execution, and performance. Performance is influenced by knowledge, skills, attitudes, and motivation (Patimah et al., 2024). In the context of an organization, performance is very decisive for the achievement of goals and needs to be evaluated systematically.

Various experts define performance as a person's success in completing a job (Chairunnisah et al., 2021), degree of task completion (Alamsyah, 2024), as well as measurable real actions (Seymour Muchnsky, 1991). Performance is also linked to job satisfaction and is measured through the aspects of quantity, quality, knowledge, planning, and contribution (Ivancevich, 1993). According to Flippo (1984), performance appraisals are important for decision-making related to promotion, salary, and employee development. For teachers, performance

includes mastery of knowledge, skills, and the application of competencies according to the mandate of the Minister of National Education No. 16 of 2007. This includes planning, implementation, evaluation, and development of learning and guidance.

Factors that affect performance include ability, personality, interests, role clarity, and work motivation. In Islamic education, teacher performance is also associated with moral and spiritual responsibility. Indicators of work performance include skills, job quality, development, fortitude, attendance, and behavior. Teacher performance assessment is a systematic process to determine the successes and weaknesses in carrying out tasks (Martoyo, 1996). Objective assessment can encourage loyalty, motivation, and self-development of teachers for the sake of improving the quality of graduates.

Commitment to Organizational Tasks

Commitment is defined as the willingness of individuals to adjust their behavior to the needs, priorities, and goals of the organization, prioritizing the interests of the organization over personal interests (Soekidjan, 2009). Meyer and Allen (1991) emphasized commitment as a strong acceptance of organizational values accompanied by a desire to survive and contribute. High commitment has been proven to increase motivation, job satisfaction, performance, and reduce absenteeism (Soekidjan, 2009). In the Islamic view, commitment is also affirmed in Q.S. As-Saff: 2-3 and the hadith of the Prophet PBUH which emphasizes the importance of trust and competence in carrying out duties.

يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ ۚ كَبُرَ مَقْفًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ ۝ ٣

Meaning: "O you who believe! Why do you say something you don't do? It is very hated in the sight of Allah if you say anything that you do not do." (QS. As-Saff: 2-3).

Indicators of commitment include the ability to conform to organizational rules, show loyalty and pride, actively support the organization's mission, and willingness to sacrifice for the benefit of the organization (Quest, 1995). According to Meyer and Allen (1991), commitment is divided into three types, namely affective commitment which is characterized by emotional bond and identification with the organization, continuance commitment which arises due to consideration of costs and limitations of alternatives, and normative commitment which is based on a sense of moral obligation. Of the three, affective commitment is considered to have the strongest influence on motivation, performance, and organizational citizenship behavior.

Factors that affect commitment include personal aspects, such as personality, age, working age, education, marital status, and work involvement; situational aspects, including work values, organizational justice, job characteristics, and organizational support; and positional aspects, namely working time and employment level (Dyne & Graham, 2005). Furthermore, building commitment in the organization requires three main pillars, namely a sense of belonging, enthusiasm for work, and ownership of the organization.

These three pillars can be strengthened through mission clarity, organizational support, self-development opportunities, and member involvement in decision-making (Martin & Nichols, 1991).

Motivation to Excel

Motivation to achieve is an encouragement from within and outside of oneself that fosters enthusiasm and perseverance to achieve goals (Draft, 2002; Danim, 2004; Kompri, 2015). In an organization, the motivation to excel is closely related to commitment because both strengthen each other in improving performance (Rosyid, 2010). In Islam, the motivation to achieve achievement is emphasized in the Qur'an. Al-Mujis verse 11 about Allah exalting the status of believers and knowledge, as well as the hadith of the Prophet PBUH that Allah gives religious understanding to whom He wills goodness.

The types of motivation include organic needs, emergency motives, and objective motives (Purwanto, 1998), and are divided into extrinsic motivation (external motivation) and intrinsic motivation (motivation from within) (Suryabrata, 2011). The measurement of achievement motivation can be explained through Vroom's theory of expectation which states that motivation is the result of an interaction between expectations, the value of results (valence), and the belief that efforts will lead to results (instrumentality).

Quality of Graduates

Quality in education can be interpreted as a measure of the quality of the process and results produced by educational institutions. In the Great Dictionary of the Indonesian Language, quality means the level or degree of quality, while in the context of education, quality is reflected in the school's ability to produce quality graduates, supported by professional teachers, adequate facilities, and services that are in accordance with the needs and expectations of the community. Quality education must therefore meet the standards, expectations of stakeholders, and promises offered by educational institutions.

The concept of quality is also affirmed in Islam through QS. Al-Qashash verse 77 which emphasizes the value of ihsan, as well as the hadith of the Prophet PBUH which emphasizes the importance of doing work as well as possible. This shows that quality is not only a technical aspect, but also a spiritual and ethical one. In general, quality includes educational processes and outcomes. The process includes inputs such as teaching materials, methods, teachers, facilities, and school management, while educational outcomes are reflected in the academic achievements, skills, attitudes, and character of graduates.

Quality is dynamic because it always changes according to the times, market needs, and community demands. Various experts explain the quality from the dimensions of performance, reliability, durability, to perceived quality. In national education, improving the quality of graduates is part of the development of human quality as mandated by Law No. 20 of 2003. Therefore, schools are required to be adaptive, innovative, and able to guarantee that their graduates not only excel academically, but also have character, noble character, and have life skills that are relevant to future challenges.

METHODOLOGY

Types of Research

This research uses a qualitative descriptive approach, which is research that aims to describe the conditions that occur systematically according to the observed facts to answer the problems being researched. This method was chosen because it is able to explain phenomena in depth through the data collected and presented as it is.

According to Setiyadi (2018), qualitative descriptive research emphasizes the meaning, description, and interpretation of data so that it is appropriately used in research on Commitment, Motivation for Achievement, and Teacher Performance to Improve the Quality of Graduates at Madrasah Aliyah Maarif in Central Lampung District. Thus, this study focuses on obtaining information related to teachers' commitment to fostering student learning motivation through data collection techniques that are carried out scientifically.

Place, Time, Subject, and Research Object

This research was carried out in Purworejo Hamlet, Kotagajah Village, Kotagaajah District, Central Lampung Regency, Lampung Province, in the odd semester of the 2023/2024 school year. The location was chosen because there were problems with students' learning motivation and there was no similar research before. The research lasted for six months, from June to December 2024, which included initial studies, proposal preparation, licensing, instrument validation, data collection, analysis, and final report preparation.

The subjects of the study were teachers and students of grade XII Madrasah Aliyah Maarif in Purworejo Hamlet. The selection of these subjects is based on their ability to provide relevant information as well as convey a critical view of the interview material. The object of the research is commitment, motivation to achieve, and teacher performance in improving the quality of graduates in the implementation of adaptation to new habits at Madrasah Aliyah Maarif. This object is the focus of the analysis to obtain a complete understanding of the contribution of teachers and students in improving the quality of education in the environment.

Data Collection Techniques and Instruments

In qualitative research, researchers play the role of the main instrument that collects data directly from the source (Setiyadi, 2018). To support this, three techniques are used, namely interview, observation, and documentation. Interviews were conducted in an unstructured manner with teachers and students of Madrasah Aliyah Maarif to explore information about the role of teachers, learning habits, motivation, as well as obstacles and solutions in accompanying students during the adaptation of new habits.

Observation is carried out in a non-participatory manner inside and outside the classroom with the guidance of observation points, such as enthusiasm for learning, motivation, coaching, facilities, results, and student learning difficulties. The researcher noted using a check according to the indicator. Documentation is used as a complement to interviews and observations, in the form of learning outcome data, notes, and odd-semester

student assignments that support research analysis. To make it easier, the researcher compiled a grid of instruments that contained indicators of teachers' roles, learning habits, and student motivation, which became a reference in the guidelines for interviews, observations, and documentation.

Data Validity

The validity of the data was obtained through a credibility test using the triangulation method. The researcher used triangulation techniques (interviews, observations, documentation of the same sources) and triangulation of sources (teachers, students, and parents with different techniques). The data is also strengthened by trust in the research results and authentic evidence in the form of attachments to the interview results. If data from various sources and techniques show suitability, then the data is considered valid.

RESEARCH RESULT

The results section is written systematically according to the purpose of the research, using clear and concise scientific language. Data is displayed in the form of narratives, tables, and/or images. Tables are numbered and a short title above the table, while images are numbered and titled below the image. All tables/images must be referenced in the text. Avoid repetitive explanations, just focus on the main findings.

Table 3. (Example...)

Group	N	Red (M)	Standard Deviation (SD)	Minimum Score	Maximum Score	Categories Emergencies
Experiment	40	7,1	2,5	3	12	Mild anxiety-normal
Control	40	12,9	2,4	8	18	Mild-moderate anxiety

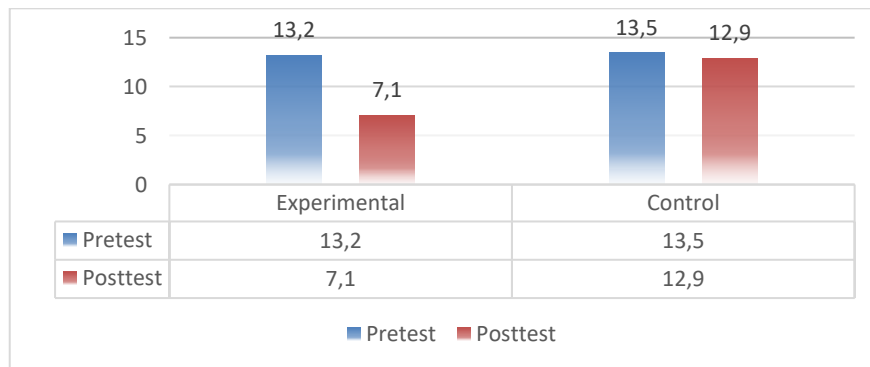


Figure 1. (Example...)

DISCUSSION

The discussion section contains an interpretation of the research results by relating theories, previous findings, and research context. The author needs to explain the suitability or difference with previous research as well as provide practical and academic implications. The discussion is not just about repeating the results, but emphasizing the meaning, contribution, and limitations of the research.

The writing is in Times New Roman, size 12 pt, 1.5 spacing, standard margin (4-3-3-3 cm). Citations and references are written in the style of the 7th edition APA. The language should be formal, consistent, and free from speculation that is not supported by data.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that organizational task commitment, achievement motivation, and teacher performance play an important role in improving the quality of graduates at Madrasah Aliyah Maarif in Central Lampung. Teachers generally demonstrate commitment in planning and implementing learning, but they still lack the courage to conduct innovation and classroom-based research. Their achievement motivation is also not yet optimal, as they rely heavily on external feedback and have not fully utilized intrinsic or spiritual motivation as a driving force for improving learning quality. In addition, teacher performance has met the basic standards, yet the full integration of professional duties still faces various challenges. Overall, the quality of graduates is strongly influenced by the combination of these three aspects, indicating that improving educational quality requires comprehensive efforts that encompass professional, managerial, and spiritual dimensions.

Based on these findings, the school needs to strengthen teacher commitment through supervision, coaching, and a supportive work environment. Achievement motivation can be enhanced by providing opportunities for teachers to innovate, participate in professional development, and internalize Islamic values that encourage work ethic and professional responsibility. Teacher performance should be improved through regular assistance in planning, implementing, and evaluating learning, including the adoption of more effective learning technologies. Furthermore, school leaders need to implement a fair system of rewards and guidance to encourage improvements in teacher quality. Efforts to improve graduate quality should also be supported by character-building programs, strengthened counseling services, and the development of partnerships with communities and other educational institutions so that graduates possess competencies relevant to future needs. Future research is recommended to employ quantitative or mixed-method approaches and to include additional variables to obtain a more comprehensive understanding of the factors influencing educational quality in madrasahs.

ADVANCED RESEARCH

This study still has several limitations that open opportunities for further research. The use of a qualitative descriptive approach provides deep contextual understanding, yet it does not allow for measuring the statistical influence of

teacher commitment, achievement motivation, and performance on graduate quality. Therefore, future studies are encouraged to employ quantitative or mixed-methods approaches to obtain more accurate measurements and stronger generalizations. Subsequent research may also expand the scope by involving more madrasahs with diverse characteristics or comparing Islamic and non-Islamic educational institutions to identify broader patterns. In addition, future studies could incorporate additional variables such as school leadership, organizational culture, teacher welfare, digital learning readiness, and parental involvement to build a more comprehensive model of factors affecting graduate quality. Longitudinal studies are also recommended to examine how changes in teacher motivation, commitment, and performance develop over time and how these changes influence long-term educational outcomes.

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