



RESEARCH ARTICLE

The Influence of Education and Training, Commitment and Work Environment on Performance through Teacher Motivation in District Madrasahs Gowa, Sulawesi Province

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Keywords

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The purpose of this study is to analyze the influence of education and training on teacher motivation, analyze the influence of commitment on teacher motivation, analyze the influence of work environment on teacher motivation, analyze the influence of education and training on teacher performance, analyze the influence of commitment on teacher performance, analyze the influence of work environment on teacher performance, analyze the influence of motivation on teacher performance, analyze the influence of education and training through motivation on teacher performance, analyzing the influence of commitment through motivation on teacher performance, and analyzing the influence of the work environment through motivation on teacher performance at Madrasah Aliyah, Gowa Regency. The research was carried out in several madrasahs in Gowa Regency with a population and a sample of 166 respondents obtained using the full sampling method. The data of the questionnaire results were analyzed using the Structural Equation Model using the help of AMOS 18. The results of the study found positive and insignificant research results from the work environment research on the performance of madrasah teachers. This means that the results of this research need to be improved and improved. It was found that the dominant positive and significant research results of the research were the commitment to teacher motivation. The results of this study need to be maintained. This shows that education and training, commitment and work environment have a positive and significant effect on work motivation, then education and training and commitment have a positive and insignificant effect on work motivation, because the work environment has an insignificant influence. Meanwhile, motivation has a positive and significant effect on teacher performance.

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INTRODUCTION

Teachers as one of the professions recognized by the Government of Indonesia. Law Number 14 of 2005 concerning Teachers and Lecturers, that a profession is a job or activity carried out by a person and is a source of income for life that requires expertise, proficiency or proficiency that meets certain quality standards or norms and requires professional education. This means that teachers are one of the keys to the success of national education in Indonesia. The teaching profession is the main task that must be carried out to educate, teach, guide, direct, train, assess and evaluate student activities both in the formal path, in the form of early, primary, middle and upper age education, whose goal is to educate the life of the nation in order to realize the whole Indonesian human being. Teachers have a responsibility to improve the quality of education in carrying out their professionalism which plays a role in accordance with their main duties and functions in the learning and teaching process. It means the existence of Madrasah teachers as educators who teach Islamic education and science, and are attached to teachers as educators. To realize the improvement of performance and motivation, a

teacher needs education and training, commitment and a supportive work environment to carry out his duties and functions as an educator. On this basis, it is necessary to pay attention to the performance achievements of teachers, including in this case Madrasah teachers in Gowa Regency. Currently, 5 (five) Madrasah Schools in Gowa Regency consist of Madrasah Aliyah Negeri Cendikia, Madrasah Aliyah Negeri Gowa, Madrasan Tsanawiyah, Madrasah Ibtidaiyah Negeri Gowa and Madrasah Ibtidaiyah Negeri 2 Gowa. The total number of madrasah teachers is 166 people. It can be seen that the performance of madrasah teachers based on the results of the evaluation from the Department of Religion of Gowa Regency, the average achievement has not reached the expected performance target. The following is shown performance achievement data in percentages based on data from the last five years from 2019-2023:

Table 1: Performance achievements of madrasah teachers in Gowa regency in 2019-2023

It	Madrasah	Target (%)	Realization (%)				
			2019	2020	2021	2022	2023
1	MAN IC	> 95	90.5	85.4	85.4	92.3	91.9
2	MAN Gowa	> 95	90.8	86.7	86.7	92.8	91.5
3	MTSN	> 95	91.4	85.8	85.8	91.7	90.8
4	MIN Gowa	> 95	91.6	86.4	86.4	92.5	91.4
5	MIN 2 Gowa	> 95	92.5	87.5	87.5	92.6	91.3

Source: Ministry of religious affairs of Gowa regency, 2024

The data on teacher performance achievements seen in the table illustrates that teacher performance has been actualized in the last five years but has not shown the achievement of performance realization according to the expected target. This means that teacher performance needs to be improved by paying attention to indicators of teacher performance in the form of teacher improvement in making teaching planning and preparation according to the syllabus, mastery of learning materials that must continue to be improved, constructive teaching methods and strategies, teaching assignment results, student management results and teaching assessment/evaluation achievements from teachers which must continue to be improved until the expected performance achievement target is realized > 95%.

The realization of performance that is in accordance with the expected targets has not been achieved, so it is a consideration to apply the theory of work results that the achievement of teacher performance results describes the achievement of targets that are in accordance with the realization of the meeting. This means that the results of achievement are very determined from the implementation of teachers' duties and functions in educational activities (teaching and learning). The indicators used in achieving performance are adjusted to the standards for teacher performance assessment according to Law Number 14 of 2005. Teacher performance assessment is assessed from activities such as making teaching planning and preparation, mastering materials, mastering methods, assigning assignments, managing students, and assessing and evaluating.

Realizing the achievement of performance realization must be pursued by continuing to increase the motivation of teachers in carrying out their main duties and functions properly as educators or teachers in schools. The reality is also found that there are still some teachers in dealing with activities and dynamics of the teaching and learning process often experience changes in motivation. This is because teachers as human beings usually experience unstable conditions both physically, emotionally and mentally in dealing with educational dynamics. On that basis, it is necessary to give motivation to teachers by fulfilling their achievements in carrying out their duties. The motivation that is generally expected from madrasah teachers in Gowa Regency is the realization of achievement motivation to improve the performance of madrasah teachers. Motivation is a spirit or encouragement from within and outside oneself to provide maximum teaching to improve achievement. McClenland's theory of achievement motivation in Gibson, Ivancevich and Donnelly states that everyone is motivated to judge their work performance according to the results of the work achieved. The form of this work motivation is built based on incentives, awards, work responsibilities, opportunities to work and realize work harmony, as a motivational indicator that

encourages everyone to excel at work. Just like a madrasah teacher will be motivated to excel in improving his performance. Furthermore, a teacher in improving his performance and motivation needs self-development support through providing opportunities to participate in education and training (diklat) to improve his or her self-development to carry out his main duties and functions as professionals. On that basis, education and training are important considerations for teachers in developing themselves as professional teachers to carry out their duties and functions well in order to be motivated and continue to improve their performance. It can be seen that almost all madrasah teachers in Gowa Regency have participated in education and training, but the level of training they follow is different, so there is a gap in actualizing their work according to the work dynamics they are facing. It is realized that including teachers in every education and training activity requires a budget and special prerequisites from each teacher, so that not all teachers can participate in education and training, but must follow in accordance with the prerequisites and qualifications for the level of training needs. The essence of teachers' participation in various trainings certainly affects the actualization of motivation and performance of teachers in carrying out their main duties and functions.

The importance of education and training for teachers in improving their motivation and performance is urgent along with the development of technology and innovation in the world of education which is increasingly advanced, especially in the current digitalization era, it is necessary for teachers to develop themselves by participating in training activities. According to the training needs theory, everyone needs to be educated and trained according to work needs and job placement. The point is that education and training always require mastery of the demands of work needs. Therefore, instructors, participants, methods, materials and goals to be achieved from each training held are needed. This means that education and training are influential in supporting every madrasah teacher to improve their motivation and performance.

Teachers in developing their existence in the world of education and teaching, are required to have a commitment to continue to pledge both for the benefit of the organization and for the sake of their main duties and functions. Teachers who are committed must be able to advance the work they are doing, carry out their work according to applicable work rules, realize the work goals carried out and always maintain the success of the work that has been achieved. That is why an organization that has a good work commitment makes it easier to motivate and improve teacher performance. Work commitment for a teacher plays an important role in influencing the improvement of motivation and performance. That is why, according to the theory of commitment, the achievement of work goals is easy to realize from people who have a commitment to always pledge according to the deeds done. The pledge of commitment in this theory is to be affectively committed to advancing their work, normatively committed to carrying out work according to applicable rules, committed continuously to realize the work goals carried out and committed from the perspective of maintaining the success that has been achieved in an organization. This means that a teacher's commitment is indispensable in influencing his motivation and performance in teaching and learning activities in madrasahs. Facing the demands of increasingly competitive work dynamics and the demands of quality of achievement that lead to an increase in teacher motivation and performance, the existence of a work environment has a great contribution for every teacher in carrying out their work activities. The work environment is a conducive working condition or atmosphere, wanting stability, relationships and nuances as well as a work atmosphere that causes teachers to be happy, happy and calm in carrying out their duties well because of a supportive work environment to improve their motivation and performance. Some want to see the direct influence between the observed variables, and also the indirect influence through motivation. The importance of a work environment makes teachers diligent in teaching, happy to use work facilities and maintain comfortable and safe conditions that are conducive to the teaching and learning process to improve their performance. A theory that supports the importance of the work environment in improving teacher motivation and performance is the theory of work conduciveness. This theory states that a conducive work environment ensures that work priorities are achieved. To realize these work priorities, the work environment ensures the realization of a work atmosphere, employment relationships, provision of work facilities, good lighting and ventilation, and workplace safety. On this basis, the work environment is a priority in influencing the improvement of motivation and performance.

Listening to the description above, this is the reason why the researcher is interested in raising this title which in fact the performance of madrasah teachers is decreasing because the level of motivation achieved is still low, where this is inseparable from the lack of teacher participation in training activities, the low commitment of teachers and a less conducive work environment. The researcher also compared several previous research results, including the research of Sa'ajiz and Hafiza (2023), Anindita (2019), Sri Muliani (2022), Annisa (2021), Siswanto (2020), Mahfuzil (2020), and Aprilyansyah and Djamil (2023). Some of the previous studies examined the influence of education and training, commitment and work environment on teacher motivation and performance. Based on the description above, the researcher is interested in researching with the title: *The Influence of Education and Training, Commitment and Work Environment on Performance through Teacher Motivation in Madrasah Gowa Regency, South Sulawesi Province.*

THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

Theoretical framework

Education and training

Education and training have a wider scope to improve and improve individual knowledge, abilities, attitudes and personality traits (Handoko, 2019). Education and training is an effort to improve technical, theoretical, conceptual and moral abilities in accordance with the needs of the job/position through education and training Hasibuan (2019). From the two definitions above, it can be concluded that education and training are an important issue because to achieve the goal, qualified and skilled personnel are needed and this is only obtained through education and training. It is clear that education and training in an organization is an effort to improve the skills and knowledge of its human resources, which will ultimately increase proficiency in achieving the goals that have been set. Facing the demands and tasks of the present and especially to answer the challenges of the future, education and training are an absolute must. This absoluteness is reflected in the various types of benefits that can be derived from it, both the organization, the employees and for the growth and maintenance of harmonious relationships between various working groups in an organization.

Commitment

The essence of affective commitment includes sensitivity, pride, attachment, and achievement of results on the totality of loyalty shown in the organization. Normative commitment includes expressing feelings to work hard, have loyalty, uphold work values and strive to achieve as a manifestation of natural commitment. Continuous commitment adheres to the teachings of being consistent in organizing, bringing the organization to life and having a forward orientation for work progress. The view of commitment by Allen and Meyer (2019), then refined by Smith and Meyer (2019) that commitment is the totality of behavior in meeting and maintaining the realization of organizational goals. There are four elements of work commitment, namely: 1) affective commitment is a commitment to advance work; 2) normative commitment is a commitment to implement work rules; 3) Continuity commitment is a commitment that realizes work goals; and 4) Perspective commitment is a commitment related to efforts to maintain the success of the work.

Work environment

Environment condition theory that the condition of the work environment determines work results (Harriet, 2020). The better the working environment conditions supported by the atmosphere, work relationships, work facilities, lighting and safety cause motivation and performance to increase from people who work in pleasant working environment conditions. Irawan (2021) Facility Theory that a comfortable and safe work facility determines work results. The elements of a comfortable and safe work facility are not damaged, accessible, and easy to apply. Durable and connected work facilities are essential to the work environment. Many organizations are advanced and modern because they are supported by sophisticated and innovative work facilities, especially technology-based ones.

Motivation

The concept of motivation in the application of Islamic management is very necessary. This concept of motivation is important to see things that affect human resources in behaving and acting to carry out their activities in the organization. Through the concept of motivation, people will understand

things that encourage, stimulate, encourage or someone has a motive to do activities. It can be a form of motivation from within or from outside (Luthans, 2019). The concept of motivation comes from the word "movere" which means "drive or driving force". The term motivation is literally interpreted as the "encouragement" that arises in a person consciously or unconsciously to take action according to a certain goal. The term motivation is often interpreted as a drive, push or stimulus that causes a person to carry out various activities with a specific goal (Handoko, 2019).

Teacher performance

Teacher performance is the overall success rate of a teacher in a certain period of time which can be measured based on three indicators, namely: mastery of teaching materials, ability to manage learning, and commitment to carrying out tasks. According to Mulyasa (2019), teacher performance is the ability of teachers to plan, implement and assess learning, both related to the process and its results. Mulyasa (2019) with the theory of work specifications explained that work specifications are the achievement of work results based on performance standards that have been set. Of course, for a teacher to assess his performance, it is assessed and measured based on the specifications of teacher performance standards related to the quality of teachers in carrying out their duties.

Hypothesis development

X1, X2 and X3 → Y

Education and training, commitment and work environment have a positive and significant effect on teacher motivation in madrasas in Gowa Regency, South Sulawesi Province.

X1, X2 and X3 → Z

Education and training, commitment and work environment have a positive and significant effect on teacher performance in madrasas in Gowa Regency, South Sulawesi Province.

Y → Z

Motivation has a positive and significant effect on teacher performance in madrasas in Gowa Regency, South Sulawesi Province.

X1, X2 and X3 → Y → Z

Education and training, commitment and work environment through motivation have a positive and significant effect on teacher performance in madrasas in Gowa Regency, South Sulawesi Province.

RESEARCH METHODS

This research is designed to answer the problems that have been formulated and the goals to be achieved and to test hypotheses. The research design is an investigation structure that is arranged in such a way that the researcher obtains answers to the research questions, which are distinguished as follows:

1. This research is an exploratory research, which seeks to find relatively new relationships, and explanatory, which is research that is carried out by explaining the symptoms caused by a research object.
2. Judging from the data aspect, it is ex post facto research, which means that after the event, it is a systematic empirical search research, where the researcher cannot control the independent variables because the event has occurred or its nature cannot be manipulated.
3. Judging from the objective, it is a causal study that seeks to explain the causal relationship between the influence of education and training, commitment and work environment on performance through teacher motivation in Madrasah Gowa Regency, South Sulawesi Province.

Types and data sources

There are two types of research, namely quantitative and qualitative research. In this study, a type of quantitative research is used, namely systematic scientific research on relationships or influences developed using statistical models. The data sources in this study consist of primary and secondary data. Primary data is data obtained from observations, questionnaire distribution, and interviews. Secondary data is data obtained from Madrasah and the Ministry of Religion of Gowa Regency.

Data collection techniques

The data collection techniques (instruments) used are observation, questionnaire and documentation.

1. Observation is a research activity by directly conducting observations in the field in accordance with the objects observed related to training data, commitment, work environment, motivation and performance of Madrasa teachers as respondents.
2. A questionnaire is a list of statements that are distributed and given to informants to answer questions by weighting according to category assumptions.
3. Documentation is secondary data that has been processed and used as an archive to strengthen the observation results.

Population and sample

The population in this study is Madrasah teachers in Gowa Regency, namely MAN IC, MAN Gowa, MTsn Gowa, MIN Gowa and MIN 2 Gowa which totals 166 people. A sample is a collection of sampling units selected from a sampling framework. Research that takes samples from a population and uses questionnaires as the main data collection tool. The sample technique in this study uses the full sampling method or census method, which is to take the entire population to be used as a sample. So the research sample size is 166 respondents.

Data analysis techniques

The data analysis techniques used in explaining the phenomenon in this study are descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis.

RESULTS AND DISCUSSION

Research results

Based on the empirical model proposed in this study, testing of the hypothesis proposed can be carried out through path coefficient testing in the structural equation model. Table 22 is a hypothesis test by looking at the p value, if the p value is less than 0.05, then the relationship between the variables is significant. In addition, it also explains the direct effect, meaning that there is a positive influence directly between variables. Indirect effect means that there is a positive influence indirectly between variables, and total effect is the accumulation of direct and indirect influences. The test results are presented in the following table:

Table 2: Testing the direct effect and indirect effect hypothesis

Hip	Variable			Direct	Indirect (Sobel Test)	P-Value	Ket
	Independent	Intervening	Dependent				
1	Education and Training (X1)	-	Motivation (Y)	0.246	-	0.011	Significant
2	Commitment (X2)	-	Motivation (Y)	0.361	-	0.000	Significant
3	Work Environment (X3)	-	Motivation (Y)	0.246	-	0.002	Significant
4	Education and Training (X1)	-	Teacher Performance (Z)	0.307	-	0.003	Significant
5	Commitment (X2)	-	Teacher Performance (Z)	0.313	-	0.011	Significant
6	Work Environment (X3)	-	Teacher Performance (Z)	0.016	-	0.853	Not Significant
7	Motivation (Y)	-	Teacher Performance (Z)	0.444	-	0.004	Significant

8	Education and Training (X1)	Motivation (Y)	Teacher Performance (Z)	-	1.921	0.034	Significant
9	Commitment (X2)	Motivation (Y)	Teacher Performance (Z)	-	2.174	0.030	Significant
10	Work Environment (X3)	Motivation (Y)	Teacher Performance (Z)	-	2.111	0.035	Significant

Source: Data after processing, 2024

Table 22 shows that the variables of education and training, commitment and work environment directly have a positive and significant effect on teacher motivation. Furthermore, the variables of education and training, commitment and motivation also directly have a positive and significant influence on teacher performance. Meanwhile, the work environment variable showed a positive and insignificant influence on teacher performance.

The overall model of seven direct paths and three hypothesized indirect paths. Based on the results of the SEM AMOS analysis, there are six direct pathways that have a positive and significant influence, and one direct pathway has a positive and insignificant effect. Meanwhile, the results of the analysis of the Sobel test for indirect influence show a positive and significant influence. The interpretation of Table 22 can be explained as follows:

1. Education and training directly affected teachers' motivation with a direct effect coefficient value of 0.246 and $p = 0.011 < 0.05$, indicating that the education and training provided to teachers made a positive and significant contribution to increasing teacher motivation in madrasas in Gowa Regency.
2. Commitment directly affects teacher motivation with a direct effect coefficient value of 0.361 and $p = 0.000 < 0.05$, indicating a commitment to make a positive and significant contribution to teacher motivation in madrasas in Gowa Regency.
3. The work environment directly affects motivation with a direct effect coefficient value of 0.246 and $p = 0.002 < 0.05$, indicating that the work environment makes a positive and significant contribution to teacher motivation in madrasas in Gowa Regency.
4. Education and training directly affected teacher performance with a direct effect coefficient value of 0.307 and $p = 0.003 < 0.05$, indicating that education and training made a positive and significant contribution to teacher performance in madrasas in Gowa Regency.
5. Commitment directly affects teacher performance with a direct effect coefficient value of 0.313 and $p = 0.011 < 0.05$, indicating a commitment to make a positive and significant contribution to teacher performance in Madrasah Gowa Regency.
6. The work environment directly affects teacher performance with a direct effect coefficient value of 0.016 and $p = 0.853 > 0.05$, indicating that the work environment does not contribute to teacher performance in madrasas in Gowa Regency.
7. Motivation has a direct influence on teacher performance with a direct effect coefficient value of 0.444 and $p = 0.004 < 0.05$, indicating that motivation makes a positive and significant contribution to teacher performance in madrasas in Gowa Regency.
8. Education and training through motivation indirectly affects teacher performance, with the score for indirect effect through the sobel test obtained at 1,921 with a significance level of p which is $0.034 < 0.05$ (significant), proving that education and training through motivation indirectly have a positive and significant effect on teacher performance.
9. Commitment through motivation indirectly affects teacher performance, with a value for indirect effect through the sobel test obtained at 2,174 with a significance level of p which is $0.030 < 0.05$ (significant), proving that commitment through motivation indirectly has a positive and significant effect on teacher performance.
10. The work environment through motivation indirectly affects teacher performance, with a score for indirect effect through the sobel test obtained at 2,111 with a significance level of p which is $0.035 < 0.05$ (significant), proving that the work environment through motivation indirectly has a positive and significant effect on teacher performance.

For the indirect effect, the Sobel test (computing Sobel Test of Mediation for Baron & Kenny Approach) was carried out with the following calculation results:

1. Hip 8 → X1 to Z through Y

Education and training through motivation indirectly had a positive and significant effect on teacher performance with the results of the Sobel test of 1,921 and $p\text{-value} = 0.054 < 0.05$.

2. Hip 9 → X2 to Z through Y

Commitment through motivation indirectly had a positive and significant effect on teacher performance with the results of the Sobel test of 2.174 and $p\text{-value} = 0.030 < 0.05$.

3. Hip 10 → X3 to Z through Y

The work environment through motivation indirectly had a positive and significant effect on teacher performance with the results of the Sobel test of 2.111 and $p\text{-value} = 0.035 < 0.05$.

The analysis of direct effects, indirect effects, and total effects between variables in the model results was used to compare the magnitude of the influence of each variable construct. Direct influence is the coefficient of all coefficient lines with a single-ended arrow, while indirect influence is an effect that arises through an intermediate variable (intervening variable) while total influence is the influence of various relationships (Ferdinand, 2018:139). The results of the influence test are presented in Table 20 which shows the magnitude of direct, indirect and total influence between variables.

DISCUSSION

The variables of education and training, commitment and work environment directly have a positive and significant effect on teacher motivation. Furthermore, the variables of education and training, commitment and motivation also directly have a positive and significant influence on teacher performance. Meanwhile, the work environment variable showed a positive and insignificant influence on teacher performance. The overall model of seven direct paths and three hypothesized indirect paths. Based on the results of the SEM AMOS analysis, there are six direct pathways that have a positive and significant influence, and one direct pathway has a positive and insignificant effect. Meanwhile, the results of the analysis of the Sobel test for indirect influence show a positive and significant influence.

Education and training directly affected teachers' motivation with a direct effect coefficient value of 0.246 and $p = 0.011 < 0.05$, indicating that the education and training provided to teachers made a positive and significant contribution to increasing teacher motivation in madrasas in Gowa Regency. Commitment directly affects teacher motivation with a direct effect coefficient value of 0.361 and $p = 0.000 < 0.05$, indicating a commitment to make a positive and significant contribution to teacher motivation in madrasas in Gowa Regency. The work environment directly affects motivation with a direct effect coefficient value of 0.246 and $p = 0.002 < 0.05$, indicating that the work environment makes a positive and significant contribution to teacher motivation in madrasas in Gowa Regency.

Education and training directly affected teacher performance with a direct effect coefficient value of 0.307 and $p = 0.003 < 0.05$, indicating that education and training made a positive and significant contribution to teacher performance in madrasas in Gowa Regency. Commitment directly affects teacher performance with a direct effect coefficient value of 0.313 and $p = 0.011 < 0.05$, indicating a commitment to make a positive and significant contribution to teacher performance in Madrasah Gowa Regency. The work environment directly affects teacher performance with a direct effect coefficient value of 0.016 and $p = 0.853 > 0.05$, indicating that the work environment does not contribute to teacher performance in madrasas in Gowa Regency. Similarly, motivation has a direct influence on teacher performance with a direct effect coefficient value of 0.444 and $p = 0.004 < 0.05$, indicating that motivation makes a positive and significant contribution to teacher performance in Madrasah Gowa Regency.

Education and training through motivation indirectly affect teacher performance, with a score for indirect effect through the sobel test obtained at 1,921 with a significance level of p which is $0.054 < 0.05$ (significant), proving that education and training through motivation indirectly have a positive

and significant effect on teacher performance. Commitment through motivation indirectly affects teacher performance, with a value for indirect effect through the sobel test obtained at 2,174 with a significance level of p which is $0.030 < 0.05$ (significant), proving that commitment through motivation indirectly has a positive and significant effect on teacher performance. The work environment through motivation indirectly affects teacher performance, with a score for indirect effect through the sobel test obtained at 2,111 with a significance level of p which is $0.035 < 0.05$ (significant), proving that the work environment through motivation indirectly has a positive and significant effect on teacher performance.

Cover

Based on the results of the analysis and discussion, the conclusions of this study are as follows: 1) education and training have a positive and significant effect on the motivation of madrasah teachers in Gowa Regency; 2) commitment has a positive and significant effect on the motivation of madrasah teachers in Gowa Regency; 3) the work environment has a positive and significant effect on the motivation of madrasah teachers in Gowa Regency; 4) education and training have a positive and significant influence on the performance of madrasah teachers in Gowa Regency; 5) commitment to have a positive and significant influence on the performance of madrasah teachers in Gowa Regency; 6) the work environment has a positive and insignificant effect on the performance of madrasah teachers in Gowa Regency; 7) motivation has a positive and significant influence on the performance of madrasah teachers in Gowa Regency; 8) education and training indirectly affect performance through the motivation of madrasah teachers in Gowa Regency; 9) commitment indirectly affects performance through the motivation of madrasah teachers in Gowa Regency; and 10) the work environment indirectly affects performance through the motivation of madrasah teachers in Gowa Regency.

Based on this conclusion, it is recommended that every madrasah in Gowa Regency be concerned in improving teacher motivation and performance through teachers' participation in education and training to improve their knowledge and skills, strengthen their commitment to provide teaching to students and advance the madrasah, and improve the teacher's work environment in this case the madrasah, so that every teacher has a high motivation to improve their performance.

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