
TEACHER COMMITMENT IN MOTIVATING STUDENTS AS A FORM OF PERFORMANCE TO IMPROVE ACHIEVEMENT AND QUALITY OF GRADUATES AT MADARASAH ALIYAH

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Abstract

This study aims to deeply understand and analyze teachers' commitment in motivating students as a form of professional performance in improving learning achievement and the quality of graduates at Ma'arif Islamic Senior High School in Central Lampung Regency. This research employs a qualitative approach, utilizing data collection techniques such as in-depth interviews, direct observation, documentation, and literature study to obtain comprehensive and contextual data. The data were analyzed using the interactive model of Miles and Huberman, which involves data reduction, data display, and conclusion drawing carried out continuously until data saturation was achieved. The findings reveal that teachers' commitment is generally categorized as good, as reflected in their ability to plan, implement, and evaluate learning regularly. Teachers also actively function as motivators by applying various strategies, including personal approaches, interactive and student-centered learning methods, as well as the use of rewards and educative punishments. These efforts have a positive impact on increasing student participation, motivation, and overall academic performance. Furthermore, teacher commitment contributes significantly to improving the quality of graduates, not only in terms of academic achievement but also in character development, such as discipline, responsibility, and self-confidence. In conclusion, teacher commitment plays a crucial role in enhancing learning quality and graduate outcomes, although it remains influenced by external factors such as limited educational facilities and students' socio-economic backgrounds.

Keywords

Learning Achievement, Learning Motivation, Quality of Graduates, Teacher Commitment, Teacher Performance.



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INTRODUCTION

Education has a strategic role in forming superior and competitive quality human resources (Abdillah, 2024). However, the reality on the ground shows that there are still various problems related to teacher performance and commitment, especially in the context of Islamic senior high schools. Teacher commitment in motivating students at Ma'arif Islamic Senior High School in Central Lampung District is not optimal because there are still various obstacles that affect the quality of learning implementation. Based on the results of initial observations and empirical data at Ma'arif 1 Punggur Islamic Senior High School and Ma'arif 9 Kotagajah Islamic Senior High School, it was found that around 35–40% of students showed a low level of learning participation, such as being less active in asking questions, inconsistent in completing assignments, and having unstable attendance levels. In addition, the results of learning evaluations show that there is still a gap in academic achievement between students, where around 30% of students obtained scores below the Minimum Completion Criteria (KKM) in several core subjects. This condition is influenced by the less-than-optimal role of teachers as learning motivators, such as the use of monotonous learning methods, minimal variation in learning media, and less intensive assistance for students who experience learning difficulties. In terms of discipline and teaching readiness, some teachers are still found to be inconsistently implementing innovative lesson planning and ongoing learning evaluation. As a result, the learning environment is not fully capable of building student motivation evenly, impacting academic achievement and the quality of madrasah graduates, which still need improvement.

The relationship between teacher commitment and student learning motivation on achievement and the quality of madrasah graduates is very strong and mutually influential. Theoretically, teachers with high commitment tend to be more active in creating engaging learning, building positive communication, and providing continuous encouragement and attention to students. Based on interview data and learning observations, classes taught by teachers with high levels of discipline and learning innovation show student activeness levels reaching around 75–85%, while in classes with less varied learning approaches, student participation levels only range from 50–60%. These data indicate that student learning motivation increases when teachers are able to create an interactive learning atmosphere, provide appreciation, and serve as role models in the educational process. High learning

motivation has an impact on improving student learning outcomes, both in academic and non-academic aspects, such as discipline, self-confidence, and social skills. Thus, the higher the teacher's commitment to carrying out their professional duties, the greater the opportunity to improve student learning achievement and the overall quality of madrasah graduates.

The strength or weakness of teachers' commitment to motivating students at Ma'arif Islamic Senior High School in Central Lampung District is influenced by various internal and external factors. From an internal perspective, the most dominant factors include teacher work motivation, pedagogical competence, classroom management skills, and professional awareness in carrying out educational duties. Based on interview results, approximately 60% of teachers stated that limited time, administrative burdens, and work demands are obstacles to maximizing the development of learning innovations. Meanwhile, from an external perspective, the leadership of the madrasah principal, the availability of infrastructure, the school's work culture, and parental support also influence the level of teacher commitment. Field data shows that the use of technology-based learning media is still in the moderate category, because not all classrooms have adequate supporting facilities. In addition, the heterogeneity of student abilities and backgrounds also poses a challenge for teachers in building learning motivation evenly. Therefore, increasing teacher commitment requires institutional support through ongoing academic supervision, professional training, the provision of learning facilities, and strengthening a collaborative work culture so that teachers are able to optimally carry out their role in improving the achievement and quality of madrasah graduates.

A study (Rahmawati & Asmin, 2021) shows that teacher competence and learning motivation influence student learning outcomes, but has not yet examined teacher commitment as the main variable. Further research (Maulidin et al., 2024) found that teacher competence has a significant influence on student learning motivation, but has not yet linked it to teacher performance and graduate quality (Hamidah et al., 2025) found that the role of teachers in increasing learning motivation is important, but it is still conceptual and has not been supported by empirical data, especially in the context of Islamic high schools (Patmawati et al., 2025) shows a relationship between student commitment to teachers and learning motivation, but does not examine teacher commitment directly as a primary factor (Kadir, 2025) shows that the application of certain learning models can increase

students' learning motivation, but has not yet linked this success to the level of commitment of teachers as learning implementers.

Based on the description of previous research, there is a research gap indicating that studies on improving learning motivation, student achievement, and graduate quality are still conducted partially and have not yet positioned teacher commitment as a primary variable with a strategic influence on the educational process. Most previous studies have focused more on aspects of teacher competence, learning models, or student learning motivation separately without integrating the relationship between teacher commitment, student learning motivation, learning achievement, and graduate quality within a comprehensive analytical framework. Furthermore, previous research has generally been conducted in public schools and therefore has not revealed much empirical reality in the context of Islamic high schools (*madrasah aliyah*), which have unique characteristics such as the integration of academic education, moral development, and Islamic values. The research gap is also evident in the still-limited empirical data that specifically explains how teacher commitment as a form of professional dedication, loyalty to the institution, and moral responsibility can influence student learning motivation and impact the achievement and quality of *madrasah* graduates. Therefore, this study presents novelty by placing teacher commitment as the main focus of research in building student learning motivation and improving the quality of *madrasah* graduates in an integrated manner. This study not only examines teacher competence or learning motivation separately, but also integrates all of these variables into a complete, contextual, and empirically based analysis model within the Ma'arif Islamic Senior High School environment in Central Lampung District. Another novelty lies in the research object that focuses on Islamic education-based Islamic senior high schools, thus providing a more in-depth picture of the role of teacher commitment in character formation, improving academic achievement, and the quality of graduates. Thus, this study is expected to provide theoretical contributions to the development of Islamic education management studies as well as practical contributions in improving teacher professionalism, learning quality, and the quality of *Madrasah Aliyah* graduates.

From a policy perspective, strengthening teacher commitment as a driving force for improving the quality of learning in Islamic high schools (*madrasah aliyah*) has a strong foundation in national education regulations. Law Number 20 of 2003 concerning the National Education System affirms that

educators are professionals tasked with planning and implementing learning, assessing learning outcomes, and guiding students (Indonesia, 2003). This is reinforced by Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes the importance of pedagogical, professional, social, and personality competencies as indicators of teacher performance (UUD RI No. 14 of 2005, 2005). In the context of madrasas, the Ministry of Religious Affairs' policy also positions teachers as the primary agents in improving graduate quality based on Islamic values. However, the implementation of this policy in the field still faces challenges, such as suboptimal ongoing development programs, limited infrastructure, and uneven distribution of academic supervision. Thus, while a strong normative framework exists in policy, gaps in implementation remain, impacting teachers' suboptimal commitment to motivating students.

From the theoretical discourse side, the study of teacher commitment and learning motivation is rooted in classical and contemporary theories, which originate from primary references, such as the theory of organizational commitment (Yusuf & Syarif, 2018) which emphasizes the affective, normative, and sustainability dimensions, as well as the learning motivation theory developed by figures such as Maslow and Deci & Ryan through Self-Determination Theory in (Utomo & Putri, 2026) which emphasizes the importance of the need for autonomy, competence, and connectedness. In the educational context, these theories assert that teacher commitment is not only administrative, but also psychological and moral, which directly impacts the quality of learning interactions and student motivation. However, the findings of this study indicate that the relationship between teacher commitment and learning outcomes is not always linear, as it is influenced by contextual factors such as students' socioeconomic conditions and institutional support. Therefore, it can be concluded that although theory and policy have provided a strong foundation regarding the importance of teacher commitment, a more contextual and integrative approach is needed in its implementation to be able to address the complexity of educational problems, especially in Islamic high schools.

This study aims to understand and analyze in depth the commitment of teachers in motivating students as a form of performance in improving learning achievement and quality of graduates at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah. Specifically, this study aims to: (1) describe the form and level of teacher commitment in the learning process, (2) examine the

role and strategy of teachers in motivating students as part of professional performance, and (3) describe the contribution of teacher commitment in supporting the improvement of learning achievement and quality of graduates. This study is expected to provide theoretical and practical contributions in developing the quality of Madrasah Aliyah education.

METHOD

This study uses field research with a descriptive qualitative approach that aims to understand in depth the phenomenon of teacher commitment in motivating students as a form of professional performance in improving learning achievement and the quality of madrasah graduates. The study was conducted at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah, which were selected because they have characteristics relevant to the research focus, especially related to teacher commitment, student learning motivation, and religious-based educational culture. The study was conducted in the period from September 2025 to December 2025 so that researchers could obtain in-depth, continuous, and comprehensive data. The data in this study consists of primary data and secondary data. Primary data was obtained directly from the madrasah principal, teachers, students, and related parties through interviews and observations, while secondary data was obtained from school documents, academic archives, student learning outcomes, madrasah profiles, and various scientific literature such as books, journals, and previous research results relevant to the research theme. Data collection techniques were carried out through semi-structured interviews to obtain in-depth and flexible information, non-participatory observation of learning activities inside and outside the classroom using checklist sheets, documentation to collect supporting data related to the condition of the madrasah and student achievements, as well as literature studies to strengthen the theoretical basis and research analysis.

The data analysis technique in this study uses the interactive analysis model proposed by Miles et al. (2018), which includes three main stages: data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting, simplifying, and focusing data relevant to the research objectives to make it more systematic and easy to understand. Next, the data is presented in the form of a structured narrative description so that it can describe the empirical conditions clearly and

in-depth. The final stage is drawing conclusions, which are carried out in stages based on patterns, themes, and relationships between data found during the research process. Data analysis is carried out continuously from the beginning of data collection until the research is completed to obtain valid and in-depth results. To ensure the validity of the data, this study uses four main criteria: credibility, transferability, dependability, and confirmability. Credibility is achieved through triangulation of sources and techniques to ensure data accuracy, transferability is achieved by providing detailed contextual descriptions so that the research results can be applied to similar situations, dependability is achieved by maintaining the consistency of the research process, while confirmability is carried out by ensuring that all research findings are truly based on empirical facts in the field and free from researcher subjectivity.

FINDINGS AND DISCUSSION

Findings

This research is based on the realization that improving the achievement and quality of Madrasah Aliyah graduates is not only determined by the achievement of student learning outcomes, but is also greatly influenced by the commitment of teachers as learning motivators. This commitment is reflected in the seriousness of learning planning, consistency in implementation, and seriousness in evaluations oriented towards student development. In the context of increasingly complex demands for quality education in Lampung Province, teachers are required not only to master pedagogical and professional competencies but also to be able to build student learning motivation in a sustainable manner. Therefore, this research focuses on examining in depth the commitment of teachers in motivating students as a form of performance that impacts the improvement of achievement and quality of Madrasah Aliyah graduates in Central Lampung District.

The research results are compiled based on field findings with an emphasis on three main aspects: planning, implementation, and evaluation of learning oriented towards student learning motivation. Furthermore, it also analyzes how teachers build emotional and pedagogical relationships with students as an effective motivational strategy. The data obtained shows a strong relationship between teacher commitment, student learning motivation, and improving the achievement and quality

of graduates. The higher the teacher commitment, the greater the opportunity to achieve optimal learning outcomes. Thus, this research produces a contextual, applicable, and sustainable model of teacher commitment as a strategic effort to improve the quality of education in Madrasah Aliyah, particularly in Central Lampung District.

Table 1. Teacher Commitment in Motivating Students as a Form of Performance to Improve the Achievement and Quality of Graduates at Islamic Senior High Schools in Central Lampung District

No	Research Location	Forms and Levels of Teacher Commitment	The Role and Strategy of Teachers in Motivating Students	The Contribution of Teacher Commitment to Graduate Achievement and Quality
1	Ma'arif 1 Punggur Islamic Senior High School	Teachers demonstrate a high level of commitment through disciplined attendance, readiness for learning administration, and active involvement in the madrasah's academic and religious activities. Most teachers demonstrate strong loyalty to the institution and strive to maintain the quality of learning on an ongoing basis.	Teachers act as motivators and guides by implementing interactive learning strategies, providing motivation at the beginning of learning, taking a personal approach to students, using discussion methods, and giving awards to active and high-achieving students.	Teacher commitment contributes to increased student motivation, discipline, and active participation in the learning process. Furthermore, academic achievement and the development of religious character and social responsibility are also enhanced.
2	Madrasah Aliyah Ma'arif 9 Kotagajah	Teacher commitment is considered good, particularly in character development and mentoring students based on Islamic values. However, several obstacles remain in the way of learning innovation and maximizing the use of technological media.	Teachers apply motivational strategies through religious and humanist approaches, habituating worship, intensive communication with students and parents, and learning assistance for students experiencing academic and non-academic difficulties.	Teacher commitment has a positive impact on increasing enthusiasm for learning, student participation in academic and religious activities, and the formation of graduates who have disciplined, religious characters and are able to compete in continuing their education to a higher level.

Source: Ma'arif 1 Punggur Islamic Senior High School and Ma'arif 9 Kotagajah Islamic Senior High School, 2025

Forms and Levels of Teacher Commitment in the Learning Process

The results of the study indicate that the commitment of teachers at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah is clearly reflected in all stages of the learning process, from planning, implementation, to evaluation of learning. At the planning stage, most teachers have systematically prepared learning tools that include the Lesson Implementation Plan (RPP), syllabus, annual program, semester program, and supporting teaching materials. The preparation of these tools is not only done for administrative fulfillment, but also serves as a guideline in managing learning in the classroom. Teachers who have a high commitment tend to prepare materials more in depth by adjusting the characteristics of students, classroom conditions, and learning objectives to be achieved. However, there is still variation in quality among teachers, where some teachers only prepare learning tools as an administrative formality without optimally implementing them in learning practices.

Furthermore, in terms of discipline, observations indicate that the majority of teachers exhibit a high level of discipline, demonstrated by their punctual attendance, readiness to teach, and consistency in implementing the learning schedule. Highly committed teachers not only attend on time but also start and end lessons within the allocated timeframe. They also demonstrate responsibility by completing full class hours without reducing the learning duration. However, there are still some cases of lateness, generally influenced by external factors such as distance from home, transportation conditions, and personal factors. However, these latenesses are not dominant and do not significantly disrupt the overall learning process, so the level of teacher discipline can still be categorized as good.

Teacher commitment is also strongly reflected in classroom interactions. Highly committed teachers tend to implement interactive, two-way communication patterns, where students are given the opportunity to ask questions, express opinions, and actively participate in the learning process. Teachers act not only as transmitters of material but also as facilitators, encouraging students to think critically and actively. Furthermore, teachers demonstrate concern for students' needs by paying special attention to those experiencing learning difficulties. This creates a more conducive, enjoyable, and less monotonous learning environment, thereby increasing student engagement in learning activities.

In terms of professional development, teacher commitment is evident in their participation in various competency-building activities such as training, workshops, seminars, and Subject Teacher Conferences (MGMP). Teachers who actively participate in these activities demonstrate a commitment to continuous self-development and improving the quality of learning. They tend to be more innovative in their use of learning methods and more adaptable to developments in the curriculum and educational technology. However, this participation is not evenly distributed among all teachers. Some teachers are still less active in participating in professional development activities, either due to limited time, motivation, or institutional support. This results in differences in the quality of learning among teachers.

From a professional perspective, teachers demonstrate a commitment to implementing planned and ongoing learning evaluations. Evaluations are conducted through various assessment methods, such as individual assignments, group assignments, daily tests, midterm assessments, and final assessments. Teachers not only provide grades but also provide constructive feedback as a demonstration of their concern for student learning progress. This feedback helps students understand their strengths and weaknesses, thereby improving learning outcomes. Highly committed teachers also reflect on learning outcomes to improve teaching strategies for subsequent sessions.

Overall, the level of teacher commitment at both madrasas can be categorized as good to high, demonstrated by their commitment to their duties, discipline, positive learning interactions, and responsibility in learning evaluations. However, several aspects still need improvement, particularly in terms of consistency in learning implementation in accordance with planning and equitable teacher participation in ongoing professional development. Therefore, efforts are needed to improve the quality of teacher commitment through coaching, academic supervision, and more optimal institutional support to ensure sustainable teacher performance.

Table 2. Forms and Levels of Teacher Commitment

No	Commitment Aspect	MA Ma'arif 1 Punggur	MA Ma'arif 9 Kotagajah	Category
1	Planning	Good	Good	Tall
2	Discipline	Good	Pretty good	Currently
3	Learning Interactions	Good	Good	Tall
4	Self-development	Enough	Enough	Currently
5	Evaluation	Good	Good	Tall

*Source: Ma'arif 1 Punggur Islamic Senior High School and
Ma'arif 9 Kotagajah Islamic Senior High School in 2026*

The Role and Strategy of Teachers in Motivating Students

Teachers play a very strategic role as motivators in the learning process at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah. This role is not only seen in the delivery of material, but also in the teachers' efforts to build enthusiasm, interest, and self-confidence in students. Teachers consistently provide motivation both verbally and nonverbally. Verbally, motivation is given through encouraging words, advice, and positive reinforcement that encourage students to study harder. Meanwhile, nonverbally, motivation is shown through friendly attitudes, attention, positive expressions, and emotional closeness that make students feel appreciated and cared for. This pattern has been proven to be able to create a more humanistic and supportive learning atmosphere.

In practice, teachers use a variety of strategies to motivate students, each with contextual elements. Teachers do not rely on a single method, but adapt it to classroom conditions and student characteristics. Active learning methods such as group discussions, Q&A sessions, and presentations are the dominant strategies used. Through group discussions, students are encouraged to collaborate, exchange ideas, and actively participate. Q&A sessions allow teachers to explore students' understanding while encouraging them to express their opinions. Presentations, meanwhile, provide a platform for students to develop self-confidence and communication skills. These strategies have proven effective in increasing student engagement in the learning process.

Teachers also utilize learning media to increase learning motivation. Despite limited facilities, teachers strive to use simple media such as whiteboards, pictures, textbooks, and concrete examples relevant to students' daily lives. On several occasions, teachers also utilize simple technology such as instructional videos on personal devices. The use of these media can capture students' attention and reduce boredom, making the learning process more engaging and interactive.

A personal approach is one of the most prominent strategies for increasing student motivation to learn. Teachers strive to understand students' individual characteristics, including their background, academic abilities, and psychological well-being. Students experiencing learning difficulties are given special attention through additional tutoring, both inside and outside of class hours. Teachers also strive

to establish intense communication with students, thus creating positive emotional bonds. This closeness makes students feel comfortable, more open, and motivated to learn. This approach has proven effective, especially for students with low learning motivation.

Rewards and punishments are also part of the motivational strategies implemented by teachers. Rewards are given in the form of praise, recognition of achievement, and additional marks for students who demonstrate good performance. This form of appreciation can increase self-confidence and encourage students to maintain or improve their performance. Meanwhile, punishments are educational, such as giving additional assignments or constructive reprimands. The goal is not to punish, but to instill discipline and responsibility. This strategy is relatively effective in controlling student behavior and raising their awareness of the importance of learning.

In practice, teachers still face several obstacles in motivating students. Limited facilities and infrastructure are a major obstacle, particularly in the use of more innovative learning media. Furthermore, differences in student academic abilities and backgrounds also pose challenges, as not all students respond to motivational strategies in the same way. External factors such as family environment and socioeconomic conditions also influence students' motivation levels. Therefore, teachers are required to be more creative, adaptive, and innovative in designing learning strategies that can address all student characteristics. Overall, the role and strategies of teachers in motivating students at both madrasahs have been well-executed, but they still require continuous development and innovation to ensure learning is more effective and has an optimal impact.

Table 3. Teacher Motivation Strategy

No	Motivation Strategy	Implementation	Effectiveness
1	Verbal praise and motivation	Tall	Tall
2	Active methods (discussion, question, and answer)	Medium-High	Tall
3	Personal approach	Tall	Tall
4	Reward & punishment	Currently	Currently
5	Instructional Media	Enough	Currently

Source: Ma'arif 1 Punggur Islamic Senior High School and Ma'arif 9 Kotagajah Islamic Senior High School in 2026

The Contribution of Teacher Commitment to Graduate Achievement and Quality

The commitment of teachers at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah has a real and measurable contribution in supporting the improvement of student learning achievement. High teacher commitment is reflected in the sincerity of teaching, consistency in guidance, and concern for students' academic development. Highly committed teachers are not only oriented towards delivering material, but also ensuring that students truly understand the learning. This is evident in the intensity of teacher interactions with students, the provision of additional guidance, and the teacher's willingness to repeat material for students who do not understand. Consequently, students who are guided by teachers with high commitment tend to show better learning outcomes, both in terms of conceptual understanding and grade achievement.

Improvements in student achievement at both madrasahs can also be seen in the upward trend in academic scores. In certain subjects taught by highly engaged and dedicated teachers, average class scores have been seen, as well as an increase in the number of students achieving or even exceeding the Minimum Completion Criteria (KKM). Teachers with high commitment tend to be more systematic in evaluating and following up on learning, such as providing remedial classes for students who have not yet completed their studies and enrichment programs for students who have already achieved their targets. This demonstrates that teacher commitment not only impacts the learning process but also leads to optimal learning outcomes.

Teacher commitment also contributes significantly to the development of student character. Teachers who consistently provide motivation, role models, and foster positive attitudes are able to foster positive values in students, such as discipline, responsibility, hard work, and self-confidence. In practice, teachers not only emphasize achieving grades but also instill the importance of good ethics, attitudes, and behavior. This is evident in changes in students' attitudes, who become more orderly, active, and have a higher awareness of learning. This character development is a crucial part of graduate quality, as educational success is measured not only by cognitive aspects but also by affective and psychomotor aspects.

The contribution of teacher commitment is also reflected in the quality of graduates, particularly in terms of student educational sustainability. Data shows that some graduates from both madrasahs

successfully continue their education to higher levels, both at public and private universities. This indicates that the quality of graduates is improving, particularly in terms of academic and mental readiness to compete at a higher level. Highly committed teachers typically encourage students to continue their education, including providing information, guidance, and motivation regarding further education options. This role is crucial in broadening students' horizons regarding their future.

The research also found that teacher commitment contributes to graduate quality through various influencing factors. Students' economic backgrounds are a major barrier, with some students facing limited access to additional learning resources or the ability to continue their education to a higher level. Furthermore, limited educational facilities and infrastructure also impact learning optimization. Although teachers have demonstrated high levels of commitment, without adequate facilities, the learning process cannot run optimally. This demonstrates that improving graduate quality depends not only on teacher commitment but also on other supporting factors.

Overall, teacher commitment significantly contributes to improving academic achievement and graduate quality at both madrasas. This commitment is reflected in the quality of teaching, improved learning outcomes, student character development, and graduate success in continuing their education. However, achieving optimal results requires collaborative efforts between teachers, madrasas, parents, and other educational stakeholders. Support in the form of improved facilities, student development programs, and supportive educational policies is essential for teacher commitment to have a broader and more sustainable impact on educational quality.

Table 4. Contribution of Teacher Commitment to Graduate Quality

No	Indicator	Key Findings	Category
1	Academic Achievement	Increase	Good
2	Average value	Steady increase	Good
3	Student Character	Develop	Good
4	Graduates to PT	Increase	Pretty good
5	Graduate Quality	Increase	Good

Source: Ma'arif 1 Punggur Islamic Senior High School and Ma'arif 9 Kotagajah Islamic Senior High School in 2026

Discussion

The commitment of teachers at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah is clearly reflected in the relatively good planning, implementation, and evaluation of learning. Teachers demonstrate readiness in developing learning materials, implementing the learning process consistently, and conducting continuous evaluation as a form of professional responsibility. This finding can be explained through the Theory of Organizational Commitment.(Meyer & Allen, 1997), which states that commitment consists of affective commitment, normative commitment, and ongoing commitment. Teachers who demonstrate readiness and consistency in carrying out their duties reflect a strong affective and normative commitment. Furthermore, this finding is also relevant to Teacher Performance Theory, which asserts that performance quality is determined by competence, motivation, and commitment (Pianda, 2018). Teachers with high commitment tend to be more disciplined, focused, and responsible, as evidenced by their punctual attendance, readiness to teach, and consistency in evaluating learning.

These results are reinforced by research(Hilmi, 2018), which shows that the quality of learning is influenced by the sincerity of the teacher (Oupen et al., 2020), which emphasizes that commitment contributes to discipline and performance, as well as (Alawi, 2019), which found a relationship between teacher commitment and student academic success. However, the variation in commitment between teachers indicates that internal and external factors still influence the level of commitment, so this study expands on previous studies by emphasizing the importance of consistent implementation of commitment in learning practices. This is seen from the perspective of Bureaucratic Theory. (Hamzah & Yusuf, 2023), Individual performance is not entirely determined by personal commitment, but rather is more influenced by systems, rules, and organizational structures. This means that even if teachers have high commitment, without strong systemic support, such as effective supervision, policies, and school management, performance remains suboptimal. Thus, these findings not only strengthen commitment theory but also demonstrate the limitations that exist when structural factors are not supportive.

Teacher commitment is also reflected in their role as motivators, capable of igniting students' enthusiasm for learning through various strategies, such as providing verbal motivation, using active

learning methods, personal approaches, and implementing rewards and punishments. This finding aligns with the Learning Motivation Theory (Abnisa & SS, 2022) which emphasizes that teachers play a crucial role in generating, directing, and maintaining student learning motivation. Praise, encouragement, and attention from teachers have been shown to increase students' enthusiasm for learning. Furthermore, this finding can be explained through the Humanistic Theory developed by (Bhoki & Bani, 2026), which emphasizes the importance of meeting students' psychological needs, such as feeling valued, accepted, and cared for. The personal approach taken by teachers shows that a positive emotional relationship between teacher and student can significantly increase learning motivation.

The results of this study are also supported by (Kanda & Rustini, 2024) who found that active learning methods can increase participation and learning motivation, (Fitrianti & Hidayati, 2025) which states that teacher support is related to student engagement, as well as (Jainiyah et al., 2023) which shows that the teacher's role as a motivator influences student learning outcomes and attitudes. From the perspective of the Behaviorist Theory (Nuttin & Greenwald, 2014), student learning motivation is more influenced by external stimuli such as rewards and punishments, rather than solely by the teacher's commitment or personal approach. This suggests that successful motivation does not always depend on the quality of emotional relationships, but also on systematic and measurable reinforcement. However, this study also found obstacles in the form of limited facilities and differences in student abilities, indicating that the effectiveness of motivational strategies is strongly influenced by contextual conditions. Therefore, this study expands on previous studies by emphasizing the importance of teacher creativity and adaptation in dealing with various limitations.

Teacher commitment also significantly contributes to improving academic achievement and graduate quality. Students guided by highly committed teachers tend to demonstrate better learning outcomes across cognitive, affective, and psychomotor domains. This finding aligns with the Learning Outcome Theory (Handayani et al., 2019) which states that learning outcomes are influenced by the quality of the learning process (Nirwana et al., 2025) also emphasized that highly committed teachers are able to manage learning effectively, thus improving students' academic achievement. This finding emphasizes that education is not solely focused on academic achievement but also on character

development and student readiness for life. Teachers' commitment to providing role models and motivation has been proven to foster discipline, responsibility, and self-confidence in students, which are key to graduate quality.

This result is reinforced by (Nasution & Siregar, 2023) which shows the relationship between teacher quality and learning outcomes, (Takdir et al., 2023) which emphasizes the contribution of the teacher's role to motivation and learning achievement, as well as (Dewi & Yuniarsih, 2020) which states that students' perceptions of the teacher's role influence motivation and learning outcomes. When viewed from the theory (Mustari, 2022). Educational achievement and graduate quality are not only determined by teacher factors, but also by the socio-economic background, cultural capital, and environment of students. Theory (Mashudi, 2021) also stated that despite high teacher commitment, learning outcomes and graduate quality are still influenced by external factors beyond the teacher's control. This study also found that external factors, such as students' economic conditions and limited facilities, also influence graduate quality. Thus, this study not only strengthens previous research but also confirms that teacher commitment is a crucial factor that must be supported by an adequate education system to produce quality graduates.

This research confirms various educational and management theories that place teachers as key actors in successful learning. The findings indicate that teacher commitment plays a crucial role in building learning motivation, improving the quality of learning interactions, and supporting the achievement and quality of graduates. This aligns with theories emphasizing that the quality of human resources, specifically teachers, is the primary determinant of the effectiveness of educational organizations. Furthermore, varied learning practices, personalized approaches, and consistent motivation reinforce theories of learning motivation and humanistic learning, which place the teacher-student relationship as a central factor.

This study found several findings that differ from existing theoretical assumptions. High teacher commitment does not always directly improve student achievement, as learning outcomes are also influenced by factors such as socioeconomic conditions, family support, and the learning environment. In addition, learning innovation does not always run optimally despite strong teacher commitment due to limitations in facilities, infrastructure, and institutional support. These findings indicate that the

success of learning and innovation is determined not only by teacher commitment but also by the support of a conducive educational ecosystem.

Another finding is that participation in professional development does not always correlate with the quality of classroom learning. Some teachers who actively attend training have not been able to apply the results optimally, while other teachers with lower participation demonstrate good teaching performance. This indicates that formal indicators do not fully reflect actual performance. Therefore, the relationship between teacher commitment, student motivation, and graduate quality is complex and influenced by individual, institutional, and environmental factors, particularly within the madrasah context.

There are several limitations that need to be considered when interpreting the findings. First, the study was only conducted in two locations, namely Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah, so the generalizability of the research results to other madrasah contexts is still limited. Second, the qualitative approach used relies heavily on the subjectivity of informants and the researcher's interpretation, despite validation efforts through data triangulation. Third, the limited timeframe for the study and the dynamics of school activities meant that not all phenomena could be observed in depth and repeatedly. This study did not fully accommodate external factors such as family background, students' socioeconomic conditions, and broader educational policies, which also have the potential to influence learning motivation and graduate quality. The results of this study need to be understood in a specific context and are not absolute.

CONCLUSION

Based on the results of research at Madrasah Aliyah Ma'arif 1 Punggur and Madrasah Aliyah Ma'arif 9 Kotagajah, it can be concluded that teacher commitment in motivating students has a very important role in improving learning achievement and the quality of madrasah graduates. Teacher commitment is seen through discipline, learning readiness, professional responsibility, and consistency in guiding and motivating students. Teachers carry out their role as motivators and facilitators through interactive learning methods, personal approaches, habituation of religious values, and communication with students and parents. The results of the study indicate that high teacher commitment has a positive

impact on increasing learning motivation, discipline, student activeness in the learning process, as well as academic and non-academic achievements of students. In addition, teacher commitment also contributes to the formation of quality graduates who are more religious, disciplined, responsible, and have the ability to compete in continuing their education to a higher level. However, this study also found several obstacles, such as limited learning facilities, variations in student abilities and motivation, and the suboptimal use of media and learning technology by some teachers. Therefore, it is necessary to strengthen teacher commitment through ongoing professional development, learning innovation training, increasing infrastructure support, and strengthening a collaborative work culture in the madrasa environment so that the quality of learning and the quality of graduates can improve optimally and sustainably.

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