

Teacher Teaching Commitment and Performance and its Impact on Student Academic Performance: A Survey Study

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Abstract

Background: Ensuring high-quality education relies significantly on the unwavering commitment and exceptional performance of teachers. The dedication they demonstrate to their profession not only influences but directly determines the quality of learning students receive. Teachers who are deeply committed to their profession often go above and beyond, creating an enriching and effective learning environment.

Objective: The objective of this study was to describe how the teaching commitment and performance of teachers influence the academic performance of junior high school students in Indonesian language subjects. The research focused on students attending state schools in the Merauke district of Southern Papua Province, Indonesia.

Research Method: Data regarding teachers' teaching commitment and performance were collected through two survey questionnaires distributed to 335 state junior high school students. Meanwhile, academic performance data of state junior high school students in Merauke district were obtained from their academic transcripts. Statistical analysis was conducted using SPSS version 21.

Research Results: The statistical analysis results indicate a significant positive impact of teachers' commitment and performance on students' academic performance in Indonesian language subjects.

Conclusion: Teacher commitment and performance are foundational elements of quality education. When teachers are dedicated to guiding students toward success, they continuously elevate their instructional standards to ensure effective teaching.

Contribution: This study contributes to a deeper understanding of how teachers' teaching commitment and performance influence students' academic achievements in Indonesian language subjects at state junior high schools in the Merauke district of Southern Papua Province, Indonesia.

Key Recommendation: School principals should develop strategies aimed at bolstering teacher commitment and performance to effectively enhance students' academic achievements. Based on the acknowledged limitations, future research endeavors could explore the influence of contextual factors such as school culture and administrative support while advocating for policy initiatives and professional development programs aimed at bolstering teacher commitment and performance.

Keywords: academic performance, students, teachers, teaching commitment, teaching performance.

Introduction

Education serves as a deliberate journey directed toward nurturing the capacity for critical thinking and logical reasoning, which are indispensable for individual advancement and development. These fundamental skills not only empower individuals to navigate complex problems effectively but also enable them to engage with information critically, discerning between facts and fallacies. Astawan et al. (2023) highlight the prevalent practice of assessing these cognitive abilities through various performance metrics, whether in solitary tasks or collaborative endeavors. Expanding on this notion, Sherafat (2015) asserts that the cultivation of critical thinking and logical reasoning is not only conducive to academic performance but also lays the groundwork for lifelong learning and professional competence.

Academic performance is a complex concept that elicits diverse interpretations among education experts. Traditionally, academic performance has been evaluated solely based on the numerical scores or letter grades documented on students' academic transcripts (IGI Global, 2021a). Genuine academic performance extends beyond mere quantitative measures. It involves a holistic evaluation of students' development, including their evolving attitudes, values, and interactions, both within the school environment and in society at large. In light of this broader perspective, assessing academic performance in Indonesian language subjects should not be limited to exam results alone. Rather, it should consider students' ability to effectively communicate, collaborate, and contribute meaningfully to discussions and activities related to the language. This extends beyond the classroom to encompass their interactions with peers, teachers, family members, and the wider community.

Therefore, a comprehensive assessment of academic performance in Indonesian language subjects should take into account not only students' linguistic proficiency but also their social and emotional growth, as reflected in their communication skills and engagement with diverse stakeholders. Student academic performance is influenced by a multitude of factors, both internal and external. In our study, we focused on two external factors. The first factor is a teacher's working commitment, which plays a pivotal role in shaping educational outcomes. Teacher-teaching commitment is characterized by a teacher's attitudes and behaviors that demonstrate a strong bond with the school where they are employed (Werang et al., 2023a). Academic achievement for students is heavily reliant on a teacher's commitment to fulfilling all school duties, particularly those related to teaching, nurturing, and guiding students (Wullur & Werang, 2020). From this perspective, students may not reach their full academic potential if teachers frequently neglect their responsibilities in pursuit of more financially rewarding careers.

The second crucial factor in evaluating the efficacy of educational institutions lies in the performance of its teachers. This facet serves as a pivotal gauge for assessing the overall performance of school organizations. The effectiveness of teachers' performance not only

influences students' academic achievements but also plays a significant role in shaping their overall development and prospects. It extends beyond individual classrooms; it influences the reputation and success of the entire educational institution. To empower teachers to make optimal contributions to student achievement, Asaloei et al. (2020) underscore the importance of schools in furnishing the requisite resources and facilities for effective classroom instruction. Therefore, it becomes imperative for schools to invest in strategies that support and enhance teacher effectiveness. This involves offering opportunities for professional growth, creating an environment conducive to work, and encouraging a culture of ongoing enhancement.

Despite the wealth of available literature demonstrating the significant influence of teacher commitment to teaching (e.g., Altun, 2017; Kalai et al., 2021; Werang et al., 2022) and teacher teaching performance (e.g., Darlina et al., 2022; Fadlun & Fatmawati, 2023; Kusnah, 2017; Laksono, 2017; Obianwu & Benstowe, 2023; Trianda, 2014; Widiyana, 2019; Wijayanti et al., 2020) on student academic performance, there remains a necessity for further research in this area to address the issue of low student achievement in both Papua Province overall and specifically in the Merauke district (Wea et al., 2020; Werang et al., 2019; Werang et al., 2023b; Werang et al., 2024a). We posit that the commitment and performance of teachers in the classroom are two of the most influential factors contributing to the persistent underperformance of students in Papua Province, particularly in the Merauke district. Given the unique cultural and socio-economic context of Southern Papua Province, it is even more crucial to understand the impact of teacher commitment to teaching and performance on student academic achievement in Indonesian language subjects.

The lack of empirical studies examining the influence of teacher teaching commitment and performance on student academic performance within the eastern part of Indonesia, particularly in the Southern Papua Province area, underscores the need for this study. This study seeks to fill this gap by examining how teacher teaching commitment and performance impact student academic performance. By exploring this impact in an under-researched area like Southern Papua Province, this study adds not only to the current knowledge base but also offers valuable understanding for educators, policymakers, and researchers interested in improving educational outcomes in Indonesia.

The study focuses on junior high schools in the Merauke district, using them as both the study's population and sample. Two research questions guided our inquiry: (a) Does a teacher's commitment to teaching have a statistically significant positive impact on students' academic achievement in the Indonesian language subject at junior high schools in the Merauke area, Indonesia? And (b) does the quality of a teacher's performance have a statistically significant positive impact on students' academic performance in the Indonesian language subject at junior high schools in the Merauke district of Indonesia? To investigate these questions, we utilized a quantitative research methodology, employing a survey research design.

Objective of the Study

Generally, this study aimed to describe the impact of teacher-teaching commitment and performance on the academic performance of junior high school students in Merauke district, Southern Papua Province, Indonesia. In specific, the study sought to describe:

1. The impact of teacher-teaching commitment on the academic performance of junior high school students in Indonesian language subjects in Merauke district, Southern Papua Province, Indonesia;

2. The impact of teacher-teaching performance on the academic performance of junior high school students in Indonesian language subjects in Merauke district, Southern Papua Province, Indonesia.

Literature Review

Academic Performance: A Brief Look

Academic performance is a multifaceted concept that extends beyond mere academic achievements. Academic performance is actions undertaken by both students and teachers during learning events to achieve desired educational outcomes (IGI Global, 2021b). It involves the comprehensive assessment of students' accomplishments across various academic disciplines (Ballotpedia, 2021). Williams and Saphiro (2018) characterize academic performance as the culmination of meeting predetermined learning objectives through active engagement in educational tasks, whether within the classroom or in extracurricular activities.

Academic performance is often linked to specific learning activities, which are processes that influence individuals' attitudes and behaviors in response to their surroundings. Learning activities are resources aiding in meeting the objectives of educational programs (Timothy, 2016). These activities encompass a wide range of processes such as discussion, dissemination, demonstration, and discovery (Siemens & Tittenberger 2009; IGI Global, 2021b). In the context of this study, learning activities are essential components influencing the academic performance of the state junior high school students, particularly in Indonesian language subjects. Therefore, understanding the relationship between learning activities and academic performance is vital for educators and policymakers aiming to enhance student's learning outcomes in specific academic disciplines.

Learning activities play a crucial role in shaping academic performance. Academic performance encompasses an individual's entire engagement in educational pursuits, including both academic accomplishment and broader educational experiences (Werang et al., 2024b). It emphasizes that academic performance is not solely determined by grades but also by the extent to which students actively engage in learning activities and achieve predetermined learning objectives. From this viewpoint, academic performance not only reflects students' academic performance but also their ability to actively participate in the learning process and achieve specific learning goals. This broader understanding of academic performance highlights the importance of considering both academic performance and the overall educational experience in evaluating students' progress and development.

Teacher Teaching Commitment

Commitment transcends mere compliance; it is a powerful determinant of behavior that operates by constraining personal freedom and compelling individuals to adhere steadfastly to chosen courses of action, even when faced with contradictory rationales and attitudes (Meyer & Herscovitch, 2001). This notion underscores commitment as a dynamic force shaping human conduct, characterized by a resolute dedication that persists in the face of challenges. It implies a deep-seated allegiance to goals, values, or relationships, guiding individuals through dilemmas and uncertainties.

The essence of commitment extends beyond individual actions to encompass interpersonal relationships within organizational contexts. Meyer and Herscovitch (2001) illuminate commitment as an intrinsic aspect of the employee-employer dynamic, delineating the intricate connection between an individual's psychological state and their organizational affiliation. This

relational aspect of commitment highlights its pivotal role in shaping workplace attitudes and behaviors, influencing employees' propensity to remain within or disengage from the organization. Kotzé and Nel (2020) emphasize the significance of this bond, emphasizing its implications for employee retention and organizational stability. Thus, commitment emerges not only as a personal disposition but also as a fundamental determinant of organizational cohesion, underscoring its relevance in fostering employee engagement and bolstering organizational resilience in dynamic environments.

The term 'commitment' here pertains to the teaching commitment of the state junior high school teachers in the Merauke district, Indonesia. Teacher-teaching commitment encompasses the level of trust and alignment with the school's objectives, as well as the teacher's dedication to continuing their employment at that institution (Tentana & Pranungsari, 2016). Similarly, Marmaya et al. (2011) define working commitment as the internalization of organizational values and goals, reflecting a strong bond between employees and their workplace. Wullur and Werang (2020) further elaborate on this concept, defining teacher-teaching commitment as a teacher's active engagement and integration within a particular school.

Teacher-teaching commitment encapsulates a continuous journey marked by recurrent exchanges among teachers and academic dimensions (Choi & Tang, 2009). This cyclical nature implies a dynamic interplay where teachers and academic dimensions pursuits intersect, reciprocally shaping one another. Within this intricate framework, specific commitments assume heightened importance over others, contingent upon the contextual landscape and the individual's circumstances. Choi and Tang (2009) further emphasize that the strength of these commitments is not static but rather subject to the influence of various forces permeating an individual's life, including personal values, societal expectations, and professional aspirations. Consequently, commitment emerges as a multifaceted phenomenon shaped by a complex interplay of internal and external factors, reflecting the evolving nature of human engagement and dedication.

Teaching commitment takes on a profound significance, particularly among educators who are deeply invested in their profession and their students' development. Day (2008) underscores the pivotal role of committed teachers, highlighting their dedication to fostering meaningful connections with students through open communication and genuine empathy. These teachers prioritize the holistic growth of their students, actively striving to create conducive learning environments where diverse teaching methodologies are employed to cater to individual learning needs. Through their unwavering commitment, teachers not only impart knowledge but also inspire and empower students to reach their full potential (Shu, 2022). Within the educational landscape, commitment serves as a cornerstone of effective teaching practices, driving continuous improvement and innovation in pedagogy to meet the evolving demands of education in the modern world.

Teacher Teaching Performance

Employee job performance is crucial for organizational success, as it reflects how well employees fulfill their duties and meet goals. Employee job performance pertains to the proficiency with which an employee executes their responsibilities, contributing to the organization's goal attainment (Luthans et al., 2007, 2008; Nohe et al., 2014; Moonsri, 2018). It is characterized by an individual's productivity relative to their colleagues across various job-related activities and outcomes (Babin & Boles, 1998; Aeknarajindawat & Jermsttiparsert, 2020).

Employee job performance serves as a fundamental driver of organizational effectiveness and longevity. Borman and Motowidlo (1993) and Motowidlo et al. (1997) identified two distinct facets of employee performance: task performance and contextual performance. Task performance pertains to the specific behaviors expected and required for a job, encompassing formal duties and core responsibilities. This dimension directly impacts organizational effectiveness by fulfilling job requirements such as manufacturing products, delivering services, and overseeing operational tasks (Griffin et al., 2000; Borman, 2004). On the other hand, contextual performance encompasses discretionary actions that go beyond explicit job descriptions. These behaviors enhance organizational effectiveness by fostering a supportive social and psychological environment (Borman & Motowidlo, 1993; Motowidlo & van Scotter, 1994). Such supportive behaviors are essential for maintaining the cohesion and well-being of the workforce, ultimately enhancing the performance of the technical core functions (Jalil et al., 2014).

Employee job performance, comprising both task performance and contextual performance, stands as a cornerstone for the success of any organization, including schools. The term ‘performance’ here refers to the teacher's teaching performance. Teachers’ teaching performance embodies their ability to seamlessly integrate a myriad of factors aimed at enhancing the educational journey. It encompasses a wide array of components, ranging from their unwavering commitment to their professional competencies, and extends to their perspectives on their instructional duties both inside and outside the confines of the classroom (Nzewi et al., 2018). This multifaceted concept underscores the holistic nature of teaching effectiveness, recognizing that it transcends mere delivery of content but encompasses the entirety of a teacher's engagement in the educational process. It reflects not only their proficiency in conveying subject matter but also their dedication to fostering an inclusive and supportive learning environment where students can thrive.

A robust workforce performance serves as a cornerstone for nurturing a positive school culture and driving innovation and growth. When teachers consistently deliver high-quality work, they not only fulfill their immediate responsibilities but also instill a sense of pride and dedication within the school community. Moreover, a culture of excellence and continuous improvement emerges, fostering an environment conducive to innovation and creativity. Within this culture, teachers feel empowered to share ideas, take calculated risks, and explore new approaches, propelling the organization forward and fueling its long-term success. Thus, investing in and cultivating strong workforce performance is not only essential for meeting short-term objectives but also for laying the foundation for sustained growth, innovation, and competitiveness in the long run.

Hypotheses Development and Theoretical Framework

Previous studies have established the impact of teacher-teaching commitment on students’ academic performance. Here are a few examples. Firstly, Altun (2017) conducted a study in Iraq to determine the effect of teacher-teaching commitment on students’ academic achievement. He concluded that the teacher’s commitment to teaching made a significant contribution to the student’s academic achievement. Secondly, Kalai et al. (2021) conducted a study in Moroccan high schools in Tangier, to determine the effect of teacher commitment on the academic achievement of students. Using a quantitative survey as a tool to obtain data from a total of 204 teachers and 380 students, the study discovered that teacher commitment has a positive and statistically significant effect on student academic achievement. As we sought to provide empirical evidence on the impact of teacher’s teaching commitment on students’ academic performance in

Indonesian language subjects at junior high schools in Merauke district, Indonesia, we intended to probe the following hypothesis:

H₁: Teacher teaching commitment has a significant positive impact on student's academic performance in Indonesian language subjects at the state junior high schools of Merauke district, Indonesia.

Furthermore, previous studies on the factors influencing teacher performance found a positive and significant effect of teacher performance on student's academic performance. Among many, the following are a few examples. Firstly, Kusnah (2017) investigated the impact of teacher performance on the improvement of student's academic performance in Al-Islam subjects. The study revealed a significant positive effect of teachers' teaching performance on the improvement of student's academic performance in Al-Islam subjects as the R² coefficient value is .579 with the Sig. F coefficient value of .000. Secondly, Fadlun and Fatmawati (2023) conducted a study in Karanggayam, Kebumen, Indonesia, to examine the effect of teachers' teaching performance on the academic achievement of elementary school students. They found that the teacher's teaching performance made a significant positive contribution to the academic performance of elementary school students as the R² coefficient value is .116 with the Sig. coefficient value of .005. Motivated to provide empirical proof of the impact of teacher's teaching performance on the academic performance of junior high school students in Indonesian language subjects, the study intended to probe the following second hypothesis:

H₂: Teachers' teaching performance has a significant positive impact on students' academic performance in the Indonesian language subject at the state junior high schools of Merauke district, Indonesia.

Based on the proposed research hypotheses and existing studies exploring the impact of teacher teaching commitment and performance on the student's academic performance, the theoretical framework of this study is illustrated in Figure 1.

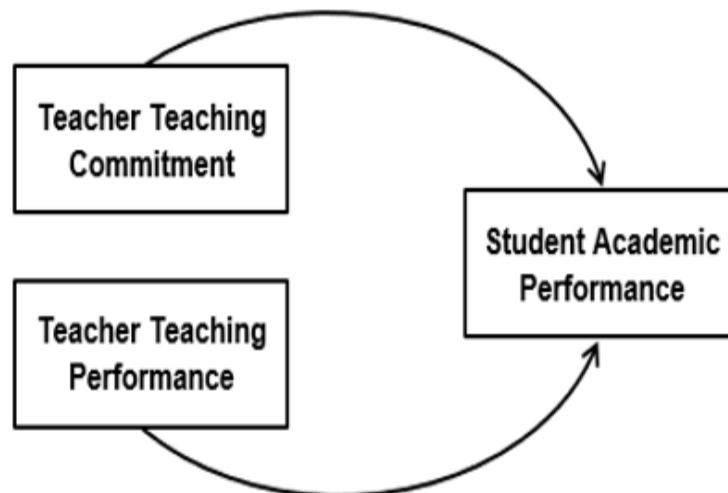


Figure 1. Theoretical Framework of the Study

The theoretical framework of the study as illustrated in Figure 1 indicates how student academic performance was predicted by teacher teaching commitment and performance. Since this theoretical framework is based on the findings of the proposed research hypotheses, a factual study is needed to establish the real effect of teacher-teaching commitment and performance. In other words, the above proposed theoretical framework should be validated through an empirical study to determine whether the academic performance of the junior high school students in Merauke district in Indonesian language subject was significantly positively predicted by the teacher-teaching commitment and performance.

Research Methods

Research Design

To investigate the aforementioned research questions, we adopted a quantitative research approach utilizing a survey research design. By employing a quantitative survey research approach, this study aims to provide empirical insights into the factors influencing students' academic performance in the Indonesian language subject. Survey research was chosen due to the numerous advantages highlighted in several recent studies (Jim et al., 2024; Sondakh et al., 2023; Werang et al., 2021; Werang et al., 2023c; Werang et al., 2024c), including (a) simplified data collection; (b) efficient cost utilization; (c) enhanced representation; (d) strong statistical relevance; and (e) low investigator subjectivity. Utilizing survey research methodology allows for the systematic gathering of data from a diverse pool of participants, facilitating a comprehensive analysis of the research variables. Additionally, statistical analysis of survey data enables us to derive robust conclusions regarding the relationships between variables, contributing to the advancement of educational research.

Data Collection and Participants

This study was conducted in the state junior high schools of Merauke district, Southern Papua Province, Indonesia. Two survey questionnaires and students' academic transcripts in the Indonesian language were used to collect data from a total of 335 students studying in the state junior high schools of Merauke district, Indonesia. Due to the time strain, we used purposive sampling to establish the number of samples. Data on teachers' teaching commitment and performance were gathered through the distribution of two survey questionnaires. Teachers' commitment to teaching was assessed by adapting a 15-item questionnaire from a previous study conducted by Wullur and Werang (2020) into nine positive questions. All questionnaire items were provided in Indonesian to 335 junior high school students in the Merauke district of Indonesia. The following are excerpts from the English version of the questionnaire's items: "Teachers arrive on time for school," "Teachers teach students conscientiously," and "Teachers faithfully accompany pupils with disabilities." Each student was asked to reply to each item on a four-point Likert scale. Face validity was utilized to assess the instrument's validity, as it had already been used by multiple researchers, while the Cronbach alpha coefficient was used to assess the instrument's reliability. Cronbach's alpha coefficient for this study was .849.

Meanwhile, teacher teaching performance was assessed by changing a questionnaire consisting of 15 items from a previous study conducted by Wula et al. (2020) into 9 positive items. All questionnaire items were provided in Indonesian to 335 junior high school pupils in the Merauke district of Indonesia. The following are excerpts from the English version of the questionnaire's items: "Teachers organize teaching-learning materials at the start of the semester," "Teachers use media to teach for understanding," and "Teachers provide students the opportunity to lead class

discussion." Each student was asked to reply to each item on a four-point Likert scale. Face validity was utilized to determine the instrument's validity, as this survey questionnaire has been used previously by various researchers, and the instrument's reliability was determined using the Cronbach alpha coefficient value. Cronbach's alpha coefficient for this study was .766.

Comprehensive data about students' academic performance in the Indonesian language subject were meticulously gathered through the systematic collection of students' academic transcripts. These transcripts served as invaluable repositories of information, offering a comprehensive overview of each student's achievements and progress in mastering the Indonesian language. By meticulously examining these academic records, researchers were able to gain profound insights into the academic performance of students in this subject.

Data Analysis

Following data collection, all the gathered information was subjected to rigorous statistical analysis using a simple linear regression test, conducted with the assistance of SPSS software version 21. This analytical approach enabled us to explore the relationships between teacher commitment to teaching, teacher performance, and student's academic performance in the Indonesian language subject. By employing the Alpha's (α) coefficient value of .05, we ensured the statistical significance of our findings, providing a robust foundation for drawing meaningful conclusions from the study.

Research Results

As stated previously, this study aimed to explore the potential influence of teachers' commitment to teaching and their performance on students' academic performance in the Indonesian language subject at state junior high schools in the Merauke district, Indonesia. Data analysis was conducted using simple linear regression with the support of SPSS software version 21, involving a total of 335 polled students. The results of the statistical analysis regarding the impact of teacher teaching commitment and performance on students' academic performance in the Indonesian language subject are summarized in Tables 1 and 2.

Table 1. The impact of teacher teaching commitment on students' academic performance

N	R	R ²	t-count	t-table	Sig.
			0.05		
335	.848	.719	29.195	1.966521	.001

a Predictors: (Constant), Teacher_teaching_commitment

b Dependent Variable: Academic_performance

The data displayed in Table 1 indicates that at the significance level of $\alpha = .05$, the value of t_{count} (29.195) exceeds the critical t_{table} value (1.966521). This finding confirms the research hypothesis that "teacher teaching commitment has a significant positive impact on student's academic performance in the Indonesian language subject at state junior high schools in the Merauke district, Indonesia," while the opposite hypothesis is rejected. It demonstrates that teacher teaching commitment positively influences students' academic performance in the Indonesian language subject at state junior high schools in the Merauke district, Southern Papua Province, Indonesia.

In other words, the impact of teacher teaching commitment on students' academic performance in the Indonesian language subject is statistically significant at the $\alpha = .05$ level.

Furthermore, the data in Table 1 also reveals an R^2 coefficient value of .719 and a Sig. coefficient value of 0.001. It demonstrates that approximately 71.9% of the variability in students' academic performance is explained by the level of teacher-teaching commitment. This result underscores the importance of investing in initiatives that support teacher teaching commitment, as it directly impacts students' overall academic performance. It demonstrates that supporting and empowering teacher-teaching commitment can create a virtuous cycle, leading to continued academic growth and success for students.

Table 2. The impact of teacher teaching performance on students' academic performance

N	R	R^2	t-count	t-table	Sig.
			0.05		
335	.898	.806	37.185	1.966521	.001

a Predictors: (Constant), Teacher_teaching_performance

b Dependent Variable: Academic_performance

The data displayed in Table 2 indicates that at the significance level of $\alpha = .05$, the value of t_{count} (37.185) exceeds the critical t_{table} value (1.966521). This finding confirms the research hypothesis that "teacher teaching performance has a significant positive impact on student's academic performance in the Indonesian language subject at state junior high schools in the Merauke district, Indonesia," while the opposite hypothesis is rejected. It demonstrates that teacher teaching performance positively influences students' academic performance in the Indonesian language subject at state junior high schools in the Merauke district, Southern Papua Province, Indonesia. In other words, the impact of teacher teaching performance on students' academic performance in the Indonesian language subject is statistically significant at the $\alpha = .05$ level.

Furthermore, the data in Table 2 also reveals an R^2 coefficient value of .806 and a Sig. coefficient value of 0.001. It demonstrates that approximately 80.6% of the variability in students' academic performance is explained by the level of teacher-teaching performance. This result underscores the importance of investing in initiatives that support teacher teaching performance, as it directly impacts students' overall academic performance. This suggests that nurturing and improving teachers' performance in their instructional roles can trigger a beneficial cycle, leading to continuous academic progress and achievements for students.

Discussion of Findings

Quality education extends beyond the transmission of facts; it encompasses the cultivation of students' inquisitive minds, preparing them for the complexities of the real world. In this light, schools assume a role far beyond that of mere educational institutions; they become essential ecosystems where students acquire the competencies vital for thriving in today's interconnected society. However, the realization of this vision hinges crucially on the presence of committed and dedicated teachers (Wolomasi et al., 2019). Without their guidance and mentorship, students' potential languishes unfulfilled, unable to blossom into the capabilities necessary for success in the modern world.

The results of data analysis show that teacher-teaching commitment has a positive significant impact on student academic performance. The depth of a teacher's commitment directly correlates with the academic performance of their students; the more devoted a teacher is to their role, the better the students tend to perform academically. Werang et al. (2017) brought attention to the pervasive problem of teacher absenteeism, an issue with far-reaching consequences for student academic achievement. Their research highlights how prolonged periods of teacher absence disrupt the continuity of learning, particularly in core subjects like reading, writing, and basic mathematics (Werang et al., 2019). This disruption can have profound effects on students' ability to grasp foundational concepts and progress academically, ultimately hindering their overall educational development.

The academic success of students hinges significantly on the dedication and motivation of their teachers (Hoy et al., 1991). Teachers who exhibit a high level of commitment not only to their work but also to their students and profession are more likely to excel in their roles (Altun, 2017). These highly committed teachers demonstrate a strong sense of discipline in fulfilling their responsibilities, often going above and beyond what is expected of them. Conversely, teachers with low levels of commitment tend to be more negligent in meeting their teaching obligations, leading to adverse effects on student performance. The findings underscore the indispensable role of teacher presence and commitment in molding the educational environment and shaping students' academic trajectories. When teachers are frequently absent, students are deprived of crucial instructional time and support, which can impede their learning outcomes (Werang et al., 2019). Thus, by recognizing and addressing the issue of teacher absenteeism, stakeholders can work towards fostering a more robust educational system that prioritizes teacher presence and commitment as cornerstones of student success.

In facilitating students' acquisition of the skills essential for navigating today's interconnected world, teachers play a pivotal role that transcends mere subject expertise. They must not only excel in their respective fields but also demonstrate authentic care for their students' success. Research consistently highlights the transformative impact of caring teachers on students' lives, emphasizing the profound influence teachers wield beyond academic instruction. This sentiment is echoed by student feedback, as emphasized in the findings of Uncen-Unipa-Smeru-Unicef (2014), which underscore the indispensable contribution of effective teaching to national progress. Such feedback serves as a poignant reminder of the critical role teachers play in shaping not only individual futures but also broader societal advancement. Thus, fostering a culture of caring and dedicated educators is paramount, as they hold the key to unlocking students' potential and driving meaningful progress in education and beyond.

The results of the data analysis also showed that teachers play a vital role in students' success both inside and outside the classroom, as students primarily learn from their teachers (Asaloei et al., 2020; Yunarti et al., 2020). This highlights the critical role teachers play within the school environment. Other elements of the educational system (such as education budgets, facilities and infrastructure, learning materials, media, and teaching aids) are rendered ineffective without the presence of a teacher in the classroom (Bafadal, 2006). Werang et al. (2019) emphasized that no other need for formal education is more critical at the moment than the presence of strong men and women who are always willing to teach children.

Teachers who exhibit a high degree of teaching performance are committed to assisting students in achieving success (Garrison & Liston, 2004). They demonstrate respect for their students and

work to establish a solid rapport with them. Teachers who demonstrate a high level of teaching are constantly on the lookout for professional development opportunities and work with other educators to support students' learning (Altun, 2017). When teachers are actively committed to the development of their profession, it has a significant impact on student academic success. The findings of this study corroborate the findings of Kusnah (2017), Laksono (2017), Trianda (2014), and Widiyana (2019) that teacher performance has a favorable and significant effect on student achievement/study outcomes.

The learning process in the classroom is essentially an interaction between individuals that occurs in a social context where teachers' and students' roles are generally clearly defined. Teachers, on one hand, expect students to always be actively involved in the entire learning process and students, on the other hand, hope that teachers can lead them to success (Wolomasi et al., 2019). From this viewpoint, relationship building is critical and integral to teachers being able to respond effectively to students by understanding their learning and communication preferences (Gilbert, 2019). Saul (2015) argued that strong teacher-student relationships may promote learning. In other words, learning is boosted when teachers exhibit many behaviors associated with kindness: interpersonal warmth, concern, compassion, security, and academic support.

To foster healthy working relationships with students, feedback is vital to help teachers improve their performance. Extensive research from around the world demonstrates that by applying assessment principles to student learning in a systematic manner, considerable advances in students' performance can be gained, particularly for problematic learners (Black & William, 1998). Student learning evaluation begins when teachers share their attainment goals and objectives and continues with teachers regularly assessing progress, analyzing data, and adapting instruction to improve student performance. The capability to evaluate student performance using a variety of approaches and to design performance-based assessment tools that provide a more objective assessment of student academic success displays the teachers' assessment abilities (James & Fleming, 2004).

Conclusion and Implications

Teacher commitment and performance are foundational elements of quality education. When teachers are dedicated to guiding students toward success, they continuously elevate their instructional standards to ensure effective teaching. This, in turn, enables them to cultivate optimal learning environments for their students. This study contributes to a deeper understanding of how teachers' commitment and performance influence students' academic achievements in Indonesian language subjects at state junior high schools in the Merauke district of Southern Papua Province, Indonesia.

The statistical analysis results indicate a significant positive impact of teachers' commitment and performance on students' academic performance in Indonesian language subjects. These findings underscore the importance of implementing programs aimed at enhancing teachers' teaching commitment and performance to improve students' academic performance. By exploring this impact in an under-researched area like Southern Papua Province, this study not only adds to the existing body of knowledge but also provides valuable insights for educators, policymakers, and researchers interested in improving educational outcomes in Indonesia.

Based on the findings of this study, school principals should develop strategies aimed at bolstering teachers' commitment and performance to effectively enhance students' academic achievements.

Given the scarcity of empirical research on this topic using state junior high school students from the Merauke district as the population and sample, the findings of this study have the potential to bridge theoretical gaps in existing literature. By offering valuable insights into the impact of teachers' commitment and performance on students' academic performance overall, and specifically in Indonesian language subjects, this study contributes to a deeper understanding of educational dynamics.

Limitations and Recommendations

While the study sheds light on the crucial role of teacher commitment and performance in shaping students' academic achievements, several limitations must be acknowledged. Firstly, this study focuses solely on state junior high schools in the Merauke district of Southern Papua Province means that its findings may not be universally applicable to other educational contexts. Secondly, the study's design poses challenges in establishing causal relationships between teacher commitment, performance, and student outcomes, indicating the necessity for longer-term investigations. Finally, the reliance on self-reported data could introduce bias, highlighting the importance of employing diverse data collection methods. Therefore, future research endeavors could explore the influence of contextual factors such as school culture and administrative support, while also advocating for policy initiatives and professional development programs aimed at bolstering teacher commitment and performance.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

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