

THE EFFECT OF AFFECTIVE COMMITMENT ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE AT YAPINI AL-IKHWAN ISLAMIC EDUCATION FOUNDATION NURUL ILMI, LHOKSEUMAWE CITY

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Abstract

This study aims to analyze the effect of affective commitment on teacher performance with job satisfaction as an intervening variable in Yapini Al-Ikhwan Islamic Education Foundation Nurul Ilmi Lhokseumawe City. This study uses a quantitative approach with a sample of 42 respondents. Data analysis was carried out with the help of SPSS software version 26 using the path analysis method. The results of the simultaneous test (F test) showed that the variables of affective commitment and job satisfaction together had a significant effect on teacher performance, with an Fcal value of 25.531 and a significant value of $0.000 < 0.05$. The results of the partial test (t-test) in the first model showed that affective commitment had a significant effect on job satisfaction, with a t-value of $4.550 > t_{table}$ of 2.023. The coefficient of determination (R^2) in the first model was 34.1%. In the second model, affective commitment had a significant effect on teacher performance with a score of $2.340 > t_{table}$ of 2.023, and job satisfaction also had a significant effect on teacher performance with a score of $4.114 > t_{table}$ of 2.023. The coefficient of determination (Adjusted R^2) in the second model was 54.5%. These findings affirm the importance of strengthening affective commitment and increasing job satisfaction as factors that can encourage improved teacher performance.

Keywords: *Affective Commitment, Job Satisfaction, Teacher Performance*

INTRODUCTION

Human resources (HR) play an important role in determining the success of each individual and an organization. Good HR quality is the key to success in various areas of life, from economics, social, to culture. Superior HR is not only seen from intellectual abilities, but also from good character and morals. A combination of knowledge, skills, and positive attitudes are things that must be considered in order to create individuals who are competitive and capable and able to face challenges in various aspects of life. According to Suwatno in (Hilmi et al., 2018) Human resources always play an active and dominant role in every organization, as they are the planners, implementers, and determinants of the organization's goals. Therefore, every organization is required to employ professional human resources in their respective fields of work.

In this case, the Indonesian Government has long recognized the importance of education to enlighten the nation's life. The education system in Indonesia is regulated through an organized national education system. National education aims to develop students' abilities and shape their character, as well as create a dignified nation. The purpose of education is to help students become individuals who are faithful, pious, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens, as stated in Law No. 20 of 2003. To achieve this, the government continues to strive to build the education sector in stages and in a planned manner, and integrate it with development in the fields of economics, science and technology, social, and culture. Education is also very important, because through education, a person can be equipped with knowledge and moral values that can shape character and integrity to build quality human resources. Education plays a role in shaping the quality of human resources. Through education, individuals are taught not only science, but also important values such as responsibility, discipline, and mutual respect. Therefore, education does not only focus on academic results,

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but also on the moral and personality development of each individual. In the effort to realize quality education, the role of teachers is crucial in transforming various educational inputs. Without a change in mindset and improvement in teacher quality, schools will not experience change or improvement in quality. Therefore, efforts to ensure measurable teacher performance need to be continued. Teacher performance reflects an assessment of the process and work results achieved in carrying out their duties.(Sunarno & Liana, 2019)Teachers' roles are not only to deliver material, but also to guide, shape character, and serve as role models for students. Therefore, teacher performance plays a significant role in determining the success of the educational process. This performance is evident in teaching methods, discipline, responsibility, and the ability to manage the classroom and help students understand the lesson. When teacher performance improves, the quality of education also improves.

Teacher performance is the result of the teacher's work which is manifested in the form of teacher knowledge, skills, values and attitudes in carrying out their duties and functions, which are shown in their appearance, actions and work achievements. Teacher performance is also an achievement or result of a teacher's work that is in accordance with learning objectives. Teacher performance is influenced by their abilities, knowledge, personal attitude/personality, motivation and work environment.(Asmutianti, 2021)One factor that supports optimal performance is a work environment that fosters a sense of responsibility and attachment among teachers to the school. In this regard, organizational commitment plays a crucial role. When teachers are highly committed to the school, their enthusiasm for carrying out their duties increases. This sense of belonging to the organization can motivate teachers to work more diligently and contribute to achieving shared goals. A strong commitment encourages teachers to go beyond formal duties and demonstrate a deeper dedication and concern for the development of the school and its students.

According to(Mahendra et al., 2024)Organizational commitment reflects the extent to which an individual wishes to remain employed by a company in the future. Employees with a high level of commitment tend to remain loyal and consistent within the organization. One step that can be taken to improve employee performance through commitment to their work is to retain potential employees in every position and department. When organizational commitment is high, employees will be more motivated to actively participate in completing the tasks and responsibilities that are part of their workload. When organizational commitment is high, employees will be more motivated to actively participate in completing the tasks and responsibilities that are part of their workload. One type of commitment that most determines engagement is affective commitment, namely an individual's emotional closeness to the organization where they work. Through affective commitment, employees work not only out of obligation but also out of a sense of belonging, pride, and joy of being part of the organization.

Affective commitment is a commitment that arises from an employee's emotional closeness to the organization, so they are willing to engage in any activity related to the company. This commitment is related to feelings of affection, warmth, belonging, affection, satisfaction, and other emotional bonds that employees have with the organization. (Allen and Mayer 2011) However, a high level of commitment to the organization will not have a maximum impact if it is not accompanied by a high level of job satisfaction felt by employees. According to(Adar Bakhsh Baloch, 2017)There are several things that can make employees more willing to do their work, as a result of the job satisfaction that employees get, namely employees will show higher work enthusiasm when they feel needed by the organization, work better if they feel that their efforts and achievements are appreciated, and are more enthusiastic if the organization provides opportunities to hone their potential and skills. In addition, employees will carry out their duties more optimally if they feel trusted and treated fairly and respectfully. Therefore, creating working conditions that can increase employee satisfaction is important so that the resulting performance can be more optimal.

Job satisfaction is an individual's emotional response to various aspects of their job. It reflects a set of employee feelings about whether their work is enjoyable or not. Job satisfaction is also reflected in a person's general attitude toward their job, which is determined by the difference between the rewards they receive and the rewards they believe they should receive. Afandi (2018)Previous research has revealed that one of the factors influencing job satisfaction is affective commitment. The results of research conducted by (Subhan, 2022)proves that affective commitment has a positive and significant influence on job satisfaction. Other research by(Hartati & Widyarini, 2022)also shows that affective commitment has a significant effect on job satisfaction. Previous research states that one of the factors that influences teacher performance is affective commitment. Previous research has shown that teacher performance is influenced by various factors, one of which is job satisfaction. From research conducted by (Mahendra et al., 2024)This research shows that job satisfaction has a significant impact on teacher performance. Other research conducted by(Supriyanto, 2023)revealed that job satisfaction also has a significant influence on employee performance.This research focuses on YAPINI Al-Ikhwan (Nurul Ilmi Islamic Education Foundation) in

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Lhokseumawe City, which is an integrated Islamic educational institution that oversees several educational units, namely Ukhtani Kindergarten, Ukhtani Early Childhood Education (KB/PAUD), BTQ/Pengajian, and SDIT Alam Ukhtani. This foundation has a vision to produce a superior generation in academic and spiritual aspects through comprehensive learning from an early age. All educators under the auspices of this foundation, both kindergarten teachers, PAUD, BTQ teachers, and SDIT teachers, play an important role in maintaining the quality of education and shaping the character of students. The phenomenon at this foundation indicates that teacher performance still faces quite complex challenges. High workloads and time constraints often leave teachers feeling physically and mentally burdened. This condition results in decreased focus and enthusiasm for teaching, resulting in teachers' ability to manage learning and demonstrate professional competence being suboptimal. This reflects that teacher performance still requires serious attention to maximize educational goals. Furthermore, teachers' affective commitment to the organization is also not fully distributed. While some teachers demonstrate a strong sense of belonging and emotional attachment to the foundation through their willingness to remain employed long-term, others appear less involved in internal activities and have not fully demonstrated an emotional connection to the school's vision and mission. This variation in engagement signals that strengthening affective commitment is essential to further enhance the spirit of togetherness and teachers' contributions to the school. Furthermore, teacher job satisfaction is also influenced by perceived limited promotion opportunities. Some long-serving teachers perceive that opportunities for career advancement or promotion are unclear and uneven. This uncertainty regarding career development has the potential to lead to job dissatisfaction, as teachers feel their contributions are not commensurate with the opportunities for growth. This situation can ultimately affect teachers' motivation and performance in carrying out daily learning tasks.

LITERATURE REVIEW

Affective Commitment and Job Satisfaction

Affective commitment is an attitudinal process in which a teacher thinks about his or her relationship with the school, namely by considering the values of his or her goals with the values and goals of the organization. Based on previous research conducted by (Subhan, 2022) show that Effective commitment has a positive and significant effect on job satisfaction. In another study conducted by (Hartati & Widyarini, 2022), also shows that affective commitment has a significant effect on job satisfaction.

Affective Commitment and Teacher Performance

Affective commitment positively influences teacher performance because it underpins work ethic, loyalty, and dedication in carrying out professional duties. Teachers who have a strong emotional attachment to their place of service tend to demonstrate a high level of responsibility, work wholeheartedly, and strive to make the best possible contribution to every educational and teaching activity for which they are responsible. As expressed by (Destriyanto & Ayuningtyas, 2017) that affective commitment has a significant influence on teacher performance. In another study conducted by (Tarbiyah, 2018) also explains that affective commitment has a significant influence on teacher performance.

Job Satisfaction and Teacher Performance

Job satisfaction is an emotional state or positive feeling experienced by employees in response to their work, which arises from an individual's assessment of the suitability between expectations and reality received, including aspects of the work itself, salary, relationships with superiors and coworkers, career development opportunities, and personal conditions such as age, health, and education. Based on research conducted by (Mahendra et al., 2024), shows that job satisfaction has a significant effect on employee performance. In another study conducted by (Soni Supriyanto, 2023) shows that job satisfaction has a significant influence on employee performance.

The Relationship between Affective Commitment and Teacher Performance Through Job Satisfaction as an Intervening Variable

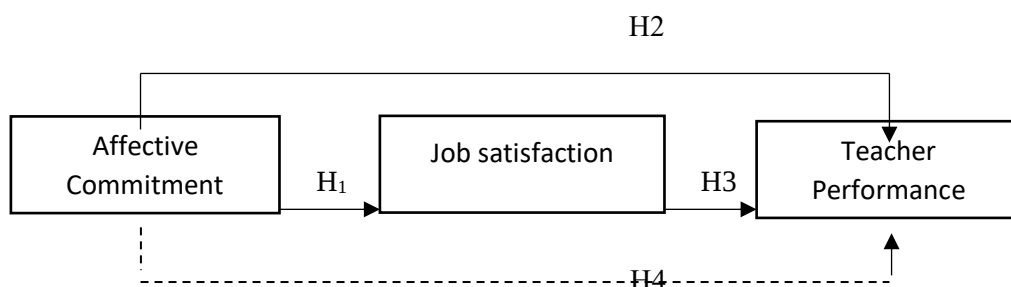
Affective commitment not only directly influences teacher performance, but also indirectly through job satisfaction, which strengthens the relationship. Based on previous research from (Dahliani et al., 2022) shows that the positive influence of organizational commitment is strengthened by job satisfaction as an intervening variable.

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Conceptual Framework

The conceptual framework used in this study includes the variables of affective commitment, job satisfaction, and teacher performance. This theoretical conceptual framework was developed based on a review of various previously reviewed literature. Based on this literature review, the theoretical conceptual framework developed in this study can be seen in the following figure.



Picture1Conceptual Framework

Based on the image above, the relationship between the independent variables and related variables can be seen. Where the independent variable is affective commitment (X) and the related variables are job satisfaction (M) and teacher performance as (Y), where the satisfaction variable is also an intervening variable.

Hypothesis

Based on the background and theoretical basis, problem formulation and previous research, the author proposes a hypothesis which is a temporary conclusion regarding how one independent variable affects a dependent variable and one intervening variable in writing this research hypothesis as follows:

- H1 : Affective commitment has a positive and significant effect on Job Satisfaction at Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City
- H2 : Affective commitment has a positive and significant effect on Teacher performance at Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City
- H3 : Job satisfaction has a positive and significant effect on Teacher performance at Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City
- H4 : Affective Commitment influences Teacher Performance through Job Satisfaction as an intervening variable in Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City

METHOD

The location of this research was conducted at Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City. The object of this research is all teachers. Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City. The research object is the main aspect that is the focus of the data collection and analysis process for compiling this research. In this case, the research object is the teachers. Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City. This study aims to explore information related to key issues, such as affective commitment, teacher satisfaction levels, and their performance levels in the foundation's learning system. The population is the entire research object, which can be living things, objects, phenomena, test scores, or events that serve as data sources and represent certain characteristics in a study. (Aiman et al., 2022) The population in this study includes all teachers. Yapini Al-Ikhwani Nurul Ilmi Islamic Education Foundation, Lhokseumawe City totaling 42 people. A sample is a portion or representation of the population being studied. If the number of research subjects is less than 100, it is more appropriate to use all of them as research objects, thus calling it a population study. In this study, a saturated sampling technique was used, as the entire population was sampled, with a total of 42 individuals. This study used a non-probability sampling technique, a sampling technique that does not provide an equal opportunity for each element or member of the population to be selected as a sample. In obtaining the data needed for this research, field research was carried out, namely collecting data through research and direct observation at the location of the research object. In this case, the data was collected by providing a list of questions

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in the form of a questionnaire to respondents, namely the teachers. Yapini Al-Ikhwan Nurul Ilmi Islamic Education Foundation, Lhokseumawe City This study aims to determine the influence of affective commitment on teacher job satisfaction and performance. The measurement scale used in this study was the Likert scale. The Likert scale is a technique that provides respondents with the opportunity to rate an item, which consists of a number of statements regarding the respondent's attitude toward the research object. Each statement has a 5-point scale, ranging from Agree to Disagree. The scores for each item are summed to produce a total score for the respondent. (Hardani. et al, 2020).

RESULTS AND DISCUSSION

Validity Test

Table 1 Validity Test Results

Variables	Indicator	Rtable	Rhitung	Information
Affective Commitment (X)	X.1	0.3044	0.561	Valid
	X.2	0.3044	0.723	Valid
	X.3	0.3044	0.769	Valid
	X.4	0.3044	0.745	Valid
	X.5	0.3044	0.674	Valid
	X.6	0.3044	0.640	Valid
Job Satisfaction (M)	M.1	0.3044	0.799	Valid
	M.2	0.3044	0.781	Valid
	M.3	0.3044	0.788	Valid
	M.4	0.3044	0.817	Valid
	M.5	0.3044	0.849	Valid
Teacher Performance (Y)	Y.1	0.3044	0.836	Valid
	Y.2	0.3044	0.751	Valid
	Y.3	0.3044	0.786	Valid
	Y.4	0.3044	0.823	Valid
	Y.5	0.3044	0.735	Valid

Source: Processed Data (2025)

Referring to Table 1, it is known that the calculated r value is greater than 0.3044, so it can be concluded that all statement items in the questionnaire are declared valid.

Reliability Test

Table 2 Reliability Test Results

Variables	Cronbach's alpha	Alpha standard	Information
Affective Commitment (X)	0.771	0.60	Reliable
Job Satisfaction (M)	0.862	0.60	Reliable
Teacher Performance (Y)	0.846	0.60	Reliable

Source: Processed Data (2025)

Based on table 2, it can be seen that the Cronbach's Alpha value for each variable consists of affective commitment, job satisfaction, and teacher performance. > 0.60 which means that the data obtained from the questionnaire answers in the research can be relied upon, is reliable and can be trusted.

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Normality Test

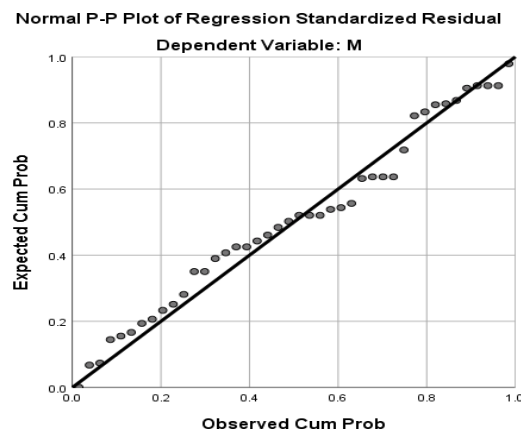


Figure 2 Normality Probability p-plot Model

Figure 2 shows that both the independent and dependent variables are normally distributed. The Normal Probability Plot graph shows points spread around the diagonal line and follow the direction of the center curve without significant deviation. Therefore, it can be concluded that regression models I and II meet the assumption of normality and are suitable for use.

Heteroscedasticity Test

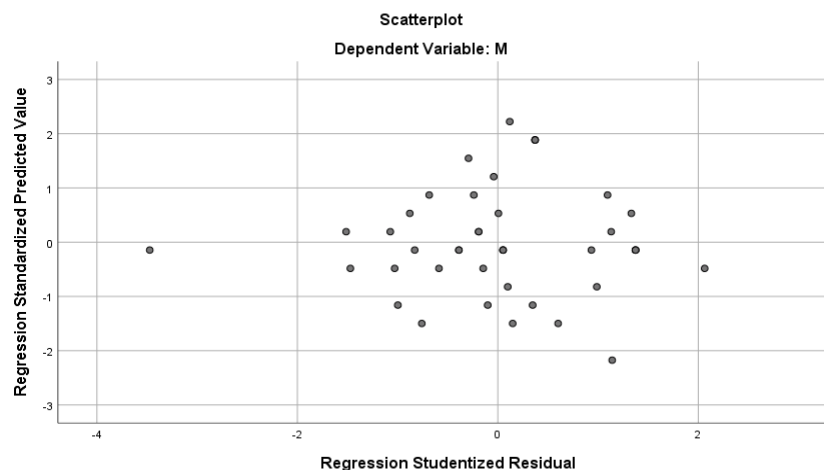


Figure 3 Scatterplot Model

Based on the image above, it can be seen that the points are evenly distributed above and below the number 0 on the Y axis. In addition, these points do not form a particular pattern, so it can be concluded that in this study there are no symptoms of heteroscedasticity.

Multicollinearity Test

Table 3 Results of Multicollinearity Testing of the Model

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
X	1,000	1,000

a. Dependent Variable: M

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Based on Table 3, the multicollinearity test in model I shows that variable X has a tolerance value of 1.000 and a VIF of 1.000. This indicates that the tolerance value is greater than 0.1 and the VIF is less than 10, so there is no multicollinearity between the independent variables.

Coefficient of Determination Test (R²)

Table 4 Correlation Coefficient and Model Termination

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.584a	0.341	0.325	2.29751

a. Predictors: (Constant),

X

b. Dependent Variable:

M

Based on the table above, the calculation results for the summary model show an R-square (R²) value of 0.341. This means that the affective commitment and job satisfaction variables explain 34.1% of the variation, while the remaining 65.9% is influenced by other factors.

t-test (Partial Test)

**Table 5
t-test (Partial Test) Model**

Model				Standardized Coefficients Beta	t	Sig.
1	(Constant)	8,181	2,866		2,855	0.007
	X	0.552	0.121	0.584	4,550	0.000

a. Dependent Variable:

M

The equation model I in this study is as follows:

$$KK = b_0 + \beta_1 KA + e_1 \dots\dots\dots (I)$$

$$KK = 8,181 + 0.552 KA$$

Information:

KK : Job Satisfaction (M)

KA : Affective Commitment (X)

β_1 : Regression Coefficient

e_1 : Error

Mediation Effect Test (Sobel Test)

Input:	Test statistic:	Std. Error:	p-value:
a 0.552	Sobel test: 3.05191917	0.09803143	0.00227383
b 0.542	Aroian test: 3.01220111	0.09932405	0.00259361
s _a 0.121	Goodman test: 3.09325097	0.09672154	0.00197977
s _b 0.132	Reset all	Calculate	

Figure 5 Sobel Test Results An Interactive Calculator tool for Mediation test

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Figure 5 shows the calculation results obtained from the Sobel Test using the interactive calculator tool for mediation test, where the test statistic value is $3.052 > 2.00$, the p-value is $0.000 < 0.05$, and the standard error is 0.098. Based on the calculation of the probability of path c' with the Sobel Test shown in Figure 4.8, the significance value for all paths (A, B, C, and C') can be seen in Figure 4.6.

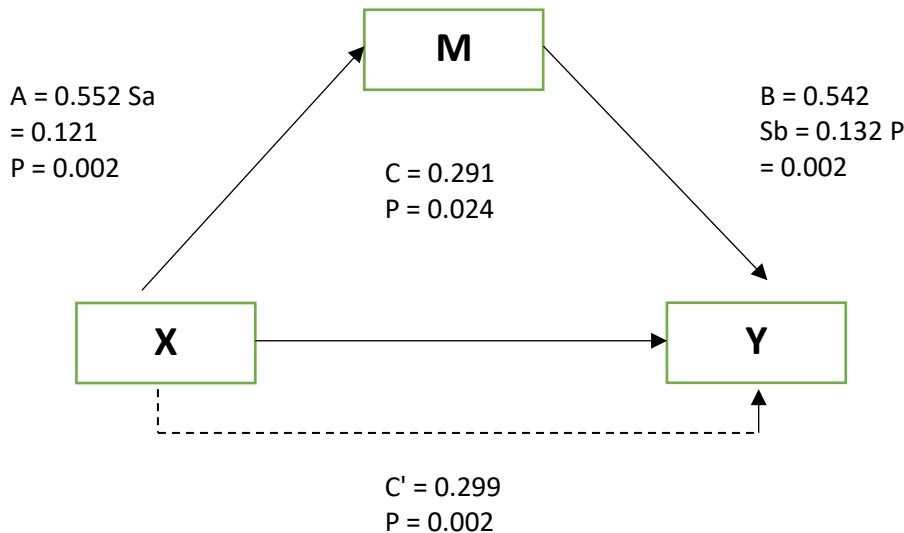


Figure 6 Results of the Intervening Effect Test

Based on Figure 6, the coefficients of path A and path B show significance, as do path C and path C'. This indicates the occurrence of Partial Mediation, meaning that the Affective Commitment variable (independent) can significantly influence Teacher Performance (dependent) through the intervening variable, namely Job Satisfaction. Thus, hypothesis 4 is accepted, which means that affective commitment influences teacher performance through job satisfaction as an intervening variable at Yapini Al-Ikhwan Islamic Education Foundation, Lhokseumawe City..

Discussion of Research Results

The Influence of Affective Commitment on Job Satisfaction

The test results of the Affective Commitment variable (X) on Job Satisfaction (M) show a coefficient value of 0.552 with a significance value of $0.000 \leq 0.05$. Thus, it can be concluded that Affective Commitment has a positive and significant effect on Job Satisfaction at Yapini Al-Ikhwan Islamic Education Foundation, Lhokseumawe City. Therefore, the first hypothesis (H2) is accepted. In this case, it can be concluded that the higher the level of affective commitment held by employees, the higher the level of job satisfaction they feel. When employees have a high affective commitment, as seen at Yapini Al-Ikhwan Islamic Education Foundation, Lhokseumawe City, they will be more enthusiastic in carrying out their duties and show a strong sense of responsibility. This makes them feel more satisfied because their emotional needs and personal values are aligned with organizational goals.

This research is in line with the research results (Subhan, 2022) which states that Effective commitment has a positive and significant effect on job satisfaction among elementary school teachers in Wanasalam District. In another study conducted by (Hartati & Widyarini, 2022) Also show that affective commitment has a significant influence on job satisfaction in vocational school teachers. Thus, affective commitment is an important factor in increasing employee job satisfaction. When employees feel emotionally connected to an organization, they tend to be more loyal and satisfied with their work. Therefore, Yapini Al-Ikhwan needs to create a work environment that encourages a sense of belonging and employee engagement to continuously improve job satisfaction.

The Influence of Affective Commitment on Teacher Performance

The test results of the Affective Commitment variable (X) on Teacher Performance (Y) show a coefficient value of 0.291 with a significance of $0.024 \leq 0.05$. Thus, it can be concluded that Affective Commitment has a direct positive and significant effect on Teacher Performance at the Yapini Al-Ikhwan Foundation, Lhokseumawe City, so that the second hypothesis (H2) is accepted. Teachers with a high level of affective commitment demonstrate strong

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dedication and loyalty to the school where they teach. Affective commitment serves as an emotional drive that drives teachers to perform optimally, maintain teaching quality, and take responsibility for student development. When a teacher feels emotionally connected to an institution, their motivation to achieve performance targets, improve competency, and make a positive contribution to the achievement of educational goals increases. This finding is supported by (Destriyanto & Ayuningtyas, 2017) which shows that affective commitment has a significant influence on teacher performance. Other research conducted by (Tarbiyah, 2018) at SMA Negeri 1 Kendari also explained that affective commitment has a significant influence on teacher performance. Thus, affective commitment is a crucial factor influencing teacher performance. Teachers who are emotionally connected to their school tend to be more responsible and dedicated. Therefore, schools need to create a work environment that fosters teacher loyalty and emotional engagement.

The Influence of Job Satisfaction on Teacher Performance

The test results of the Job Satisfaction (M) variable on Teacher Performance (Y) show a coefficient value of 0.542 with a significance of $0.000 \leq 0.05$. This indicates that Job Satisfaction has a positive and significant effect on Teacher Performance at Yapini Al-Ikhwani Islamic Education Foundation, Lhokseumawe City. Therefore, the third hypothesis (H3) is accepted. In this context, when teachers feel satisfied with their work, they tend to have a higher commitment and are able to improve their performance in carrying out their duties. Job satisfaction has a positive impact on teacher attitudes and behavior, for example in compiling better learning materials, improving the quality of teaching, and paying more attention to students. This condition encourages teachers to make maximum contributions to the progress of educational institutions, both in academic aspects and in the formation of student character.

This research is in line with the research results (Mahendra et al., 2024), which states that job satisfaction has a significant effect on employee performance at PT. Atalian Global Service at SMC RS Telogorejo. In another study conducted by (Soni Supriyanto, 2023) also shows that job satisfaction has a significant influence on the performance of Generation Y employees at the Blora Regency Regional Secretariat. Thus, the results of this study indicate that the higher the level of job satisfaction experienced by teachers, the better their performance in the learning process. Therefore, educational institutions need to consider factors that can increase teacher job satisfaction, such as clarity of roles and duties, harmonious working relationships among educators, fair incentives or rewards, and the creation of a comfortable and supportive work environment for teaching and learning.

The Influence of Affective Commitment on Teacher Performance Through Job Satisfaction as an Intervening Variable

The calculation of the Sobel Test using the interactive calculation tool for mediation test shows that the test statistic value is $3.051 > 2.00$, the p-value is $0.000 < 0.05$, and the standard error is 0.098. Based on Figure 4.10, the coefficient of path A (Affective Commitment → Satisfaction) is significant, path B (Satisfaction → Teacher Performance) is significant, path C (Affective Commitment → Total Teacher Performance) is significant, and path C' (direct) is also significant. Thus, it can be concluded that Partial Mediation (Direct Relationship) occurs, meaning that the Job Satisfaction variable significantly mediates the influence of Affective Commitment (independent variable) on Teacher Performance (dependent variable). This shows that high affective commitment not only directly affects teacher performance but also indirectly improves performance through increased job satisfaction, so that the fourth hypothesis (H4) is accepted. This means that job satisfaction acts as a reinforcing variable that strengthens the relationship between teacher commitment and performance. When a teacher has affective commitment, such as the drive to achieve, gain recognition, and develop in their career, they will feel more satisfied with their work. This satisfaction then encourages teachers to work harder, be more disciplined, and be more responsible, thereby improving overall performance. The results of this study align with research from (Dahlani et al., 2022). The results showed that organizational commitment had a positive influence and was strengthened by job satisfaction as an intervening variable at Kalibaru State Vocational School, Banyuwangi. Thus, it can be said that job satisfaction plays an important mediator in strengthening the influence of affective commitment on teacher performance. Therefore, schools need to create an environment that supports teacher job satisfaction, such as recognition of achievements, career development opportunities, and a comfortable and supportive work atmosphere.

CONCLUSION

1. The results of this study indicate that the level of affective commitment of teachers at Yapini Al-Ikhwan Nurul Ilmi Islamic Education Foundation in Lhokseumawe City, reflected in a sense of belonging, emotional attachment, and loyalty to the institution, is one of the factors that encourages higher job satisfaction. Teachers who feel emotionally connected to the place where they serve tend to feel comfort, appreciation, and satisfaction in carrying out their daily tasks.
2. The results of this study indicate that teachers' affective commitment contributes to positive performance quality in the workplace. A strong sense of responsibility, a desire for continuous self-development, and active involvement in institutional activities reflect how emotional attachment to the foundation drives teachers to deliver their best performance in the teaching and learning process.
3. The results of this study indicate that teacher job satisfaction contributes to a consistent and productive work ethic. Satisfaction with tasks, relationships with colleagues, and a supportive work environment encourage teachers to fulfill their roles optimally, with dedication and responsibility for the results achieved.
4. The results of this study indicate that the combination of affective commitment and job satisfaction among teachers in the Yapini Al-Ikhwan Nurul Ilmi Islamic Education Foundation in Lhokseumawe City is an important foundation for building optimal performance. Emotional attachment to the institution, coupled with a sense of satisfaction in carrying out their duties, encourages teachers to work with greater focus, enthusiasm, and responsibility to achieve educational goals.

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