

Improving Teacher's Performance In Diamond Education Tutoring In Bali Through The Mediation Of Organizational Commitment.

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Abstract: Tutoring institutions are still the choice of students to help in preparing for school so it is important to maintain the quality of teachers in this industry but often teachers are not only required to be professional to teach but also other administrative demands. This study aims to examine the role of organizational commitment as a mediator of the influence of workload and organizational climate on teacher performance at Diamond Education Tutoring in Bali. The method used in this study is a survey with data collection through questionnaires distributed to 97 teachers at Diamond Education Tutoring in Bali. The data analysis technique uses Structural Equation Modeling (SEM) with SmartPLS. The results show that workload and organizational climate directly affect teacher performance, where workload has a significant positive effect on organizational commitment, while organizational climate does not have a significant effect on organizational commitment. In addition, it was found that organizational commitment was able to partially mediate the influence of workload on performance, but was unable to mediate the influence of organizational climate on performance. This finding has implications for Diamond Education management to pay more attention to workload management, create a conducive organizational climate, and increase organizational commitment to improve teacher performance.

Keywords: organizational commitment, workload, organizational climate, teacher performance, tutoring.

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I. INTRODUCTION

A tutoring institution is an institution established to provide assistance for teaching carried out by experts, namely teachers or tutors to individuals in need such as students who need more guidance outside of their formal school (Amrizal & Lestari, 2020). In Indonesia, tutoring institutions are still the choice of students to help in preparing for school entrance (Pasaribu et al., 2022). Through tutoring, students can better understand the subject and every year before the elementary school exam to help students be able to answer the exam given by the teacher in the formal school. In 2022, the number of tutoring institutions recorded in the reference data of the Directorate of Course Development and Training of the Ministry of Education and Culture is 11,257 legally registered. The Indonesian Ministry of Education and Culture stated that 70% of students in 2019 were members of tutoring institutions (Chotimah & Rintasari, 2023).

The figure of a teacher in tutoring in the world of education is a teacher who, in addition to teaching subjects that are appropriate for a particular class of students, individually follows the development of students in the class, also advises students on how to achieve their goals (taking into account the student's personal circumstances) and orients students in other aspects related to education, periodically meeting with students' parents. Tutoring teachers are said to be more popular than school teachers because they are trained to teach, package materials, develop professionalism, and think about how their students can understand the material being taught easily (Bintang & Raditiyanto, 2023).

Teacher performance is the contribution made by an individual in the achievement of organizational goals (Misranita et al., 2024). In general, the performance of teachers will be reflected in how many students or students are willing to continue learning with them or how the student's ability is when competing in the school where he or she formally learns. However, it is not uncommon for teachers to be required to perform which is not only measured by their ability or professionalism as a teacher but also administrative demands that burden teachers so that the targeted performance cannot be achieved. One of the learning guidance that has had rapid development since 2019 until now has branches spread across Bali is Diamond Education Bali Tutoring. In this tutoring, the performance of teachers is measured based on the number of students in the branch where they teach. The number of students reflects the satisfaction of students' parents with the teachers in the tutoring so that they continuously entrust their children to study at Diamond Education Bali Tutoring. However, the existence of inhibiting factors such as the number of responsibilities or *job descriptions* that must be done and the absence of a situation of mutual support in the organization vertically and horizontally makes the output produced less than optimal.

Therefore, it is important to consider the factors that affect teacher performance which are analyzed through workload and organizational climate.

Declinet Koesomowidjojo (2017:29) Workload as a set or number of activities that must be completed by an organizational unit in a specified time. Workload is a process carried out by a person in completing the tasks of a job or group of positions that are carried out under normal circumstances in a certain period of time and become the target of the teacher. Work conditions that include how individuals have views on their work conditions in the organization, such as making decisions quickly, as well as overcoming unexpected events such as doing extra work outside of the specified time. High workload can reduce teacher performance. This is in accordance with what was expressed by Spagnoli et al. (2020), Lestari et al. (2020), Balducci et al. (2021), Janib et al. (2021), and Aladwan et al. (2021) The results of the workload have a significant negative effect on the performance of teachers. While the research Budiasa et al. (2021), Zysman & Costinot (2022), and Ibrahim et al. (2022) obtained results that the workload did not have a significant effect on performance.

In addition to workload, organizational climate is one of the important factors in supporting the performance of teachers. According to Wirawan (2012:121) Organizational climate is a quality of the internal environment that is relatively continuous, experienced by members of the organization, affecting the behavior of each member. Climate is related to the perception that describes the state of an organization with regard to how individuals interpret the events or characteristics that are encountered or occur in their organization's work environment (Darsana & Koerniawaty, 2021). A positive organizational climate will help teachers to make their work easier and ultimately produce maximum performance. This is in accordance with what was concluded by the Ratnasari et al. (2020), Balkar (2020), Obeng et al. (2021), Asimwe et al. (2023), serta Suhayat et al. (2023) shows that organizational climate has a significant positive effect on teacher performance. While the research Suwanton et al. (2019) and Pratama and Pasaribu (2020) explained that organizational climate has a insignificant effect on the performance of teachers.

Organizational commitment is also an important factor in improving performance. According to Wibowo (2016: 431) Organizational commitment is a measure of the worker's desire to remain in the company in the future. Teachers' commitment to tutoring is a behavioral dimension that can be used to measure and evaluate the strength of teachers in surviving and carrying out their duties and obligations to the organization. Teachers who have a high commitment strive to work optimally with good performance. With a high organizational commitment, it will encourage teachers to be able to work more optimally and the resulting performance will also increase positively in their company. This is in accordance with research by Nainggolan et al. (2020), Hayati et al. (2020), Bagis et al. (2021), Renaldi & Khaira (2021), and Gunawan & Haryadi (2022) obtained results that organizational commitment has a significant positive effect on performance.

CONCEPTS AND HYPOTHESES

One of the factors that affects performance is the ability factor which is closely related to the suitability of the workload for which he is responsible (Obeng et al., 2021). In addition, performance is influenced by the organizational climate where the work climate can encourage teachers to work better (Balducci et al., 2021). So that the importance of developing various strategies through maximum planning to achieve organizational goals and organizational performance can be achieved. The conceptual framework in this study is as follows:

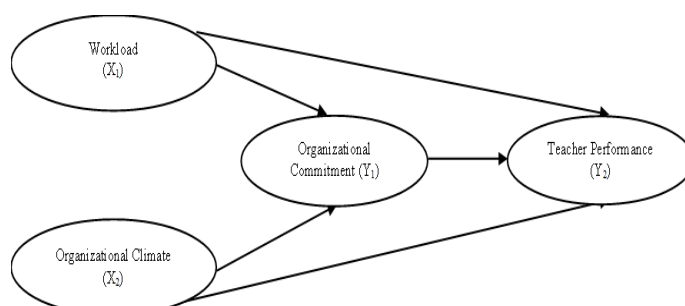


Figure 1. Research Concept Framework

Effect of workload on teacher performance

Every individual who works will get a workload where every job is a burden for the person concerned. The burden that an organization gives to its teachers is divided into workload according to standards, workload that is too high (*over capacity*) and workload that is too low (*under capacity*) (Parashakti, 2020). Excessive workloads will have an impact on the organization. This can lead to in-work inefficiency. Finally, teachers become unproductive because they are too tired. This is in accordance with what was expressed by Spagnoli et al. (2020) who researched undergraduate students taking a course in Occupational Psychology at a university in South-Central Italy, Lestari et al. (2020) Researching on Teachers PERUMDA Air Minum Tirta Jungporo, Balducci et

al. (2021) employs workers who are mostly made up of entrepreneurs, managers, and self-employed in Italy, Janib et al. (2021) research on academic staff serving at the Malaysian Research University, and Aladwan et al. (2021) in the mining industry teachers in Jordan obtained similar results that the workload had a significant negative effect on the performance of teachers. Based on this, the hypothesis proposed is as follows.

H1: Workload has a significant negative effect on the performance of teachers at Diamond Education Bali Tutoring

Effect of workload on organizational commitment

Too high a loading level allows excessive energy consumption and overstress, whereas too low loading intensity allows boredom and boredom or understress (Risambessy, 2021). Feelings about his work determine how the teacher feels about supporting or dissupporting those related to his work and condition. Work-related feelings involve aspects such as effort, career development opportunities, relationships with other teachers, job placements, and organizational structure so that it will ultimately increase organizational commitment. Based on research conducted by Shahzad et al. (2020) on Bank instructors in Pakistan, Silaban et al. (2021) Researching Teachers BPJS Ketenagakerjaan di Jakarta, Risambessy (2021) teacher Alfa Midi in Ambon City, Emekci el al. (2021) on Ankara Hospital nurses in Turkey, and Wangsa & Edalmen (2022) Examining teachers obtained results that workload has a negative and significant effect on organizational commitment. Based on the description above, the second hypothesis used in this study can be prepared as follows.

H2: Workload has a significant negative effect on the commitment of the teaching organization at Diamond Education Bali Tutoring

The influence of organizational climate on teacher performance

Organizational climate is one of the factors that can affect the performance of teachers. Climate is related to the perception that describes the condition of an organization with regard to how individuals interpret the events or characteristics encountered or occurring in their organization's work environment (Darsana & Koerniawaty, 2021). This causes the organizational climate to be closely related to the process of creating an atmosphere and the perception formed by teachers towards a conducive work atmosphere. A conducive work atmosphere is expected to help teachers achieve the goals of the institution which will ultimately improve the quality of the organization in general. Thus, it can be said that the performance of teachers has increased. Based on research conducted by Ratnasari et al. (2020) Researching Teachers, Balkar (2020) which also researched primary and secondary school teachers working in the province of Adana-Turkey, Obeng et al. (2021) researching on members and coaches in Ghana Banking, Asiimwe et al. (2023) on Umeme Limited teachers in Uganda, as well as Suhayat et al. (2023) who used the subject of State High School Principals in Tangerang Regency-Banten Province showed that the organizational climate had a significant positive effect on teacher performance. Based on the description above, the second hypothesis used in this study is as follows.

H3: The organizational climate has a significant positive effect on the performance of teachers at Diamond Education Bali Tutoring

The influence of organizational climate on organizational commitment

The organizational climate is closely related to the process of creating a conducive work environment so that harmonious relationships and cooperation can be created among all members of the organization (Santiari et al., 2020). The organizational climate reflected in the work environment will be the reason for a teacher to stay or leave the company as a form of teacher commitment to the organization. Organizational commitment means more than just passive loyalty, but involves active relationships and the desire of teachers to make meaningful contributions to the organization. So that a positive organizational climate is expected to increase organizational commitment. Based on research conducted by Saragih (2020) to teachers SMA Negeri I Dolok Batu Nanggar, Khairani & Giatman (2021) Tests on teachers SMPN 9 Padang, Sari & Khasanah (2021) on contract teachers in RSU Wijayakusuma Kebumen, Yasa et al. (2021) Testing on teachers PT Praja Bali Transportasi, and Masunag & Guhao (2024) which focuses on elementary school teachers in Region XI, Philippines shows that organizational climate has a positive and significant effect on organizational commitment. Based on the description above, the fourth hypothesis used in this study can be prepared as follows.

H4: Organizational climate has a significant positive effect on the commitment of the teaching organization at Diamond Education Bali Tutoring

The effect of organizational commitment on teacher performance

Organizational commitment is considered as a relative force that identifies trust, involvement, and obedience so that the commitment of a teacher will facilitate activities in achieving educational goals which is characterized by the creation of improved physical and psychological environmental quality, so that everything becomes enjoyable for all people related to the organization (Prasetyono & Ramdayana, 2020). Individuals will try to give all the efforts they have in order to help the organization achieve its goals if they have a high

organizational commitment. Based on the results of research by Nainggolan et al. (2020) researching teachers on SMP Negeri 1 Panei, Hayati et al. (2020) State Senior High School Teachers 1 Sungai Rotan, Bagus et al. (2021) on the teacher PT Bank Syariah Mandiri Jakarta, Renaldi & Khaira (2021) researching teachers on PT. Yuri Cakra Brothers, and Gunawan & Haryadi (2022) Researching the Revenue Management teachers of the Banten Provincial Regional Revenue Agency obtained the results that organizational commitment has a significant positive effect on the performance of teachers. Based on these things, hypotheses are proposed:

H5: Organizational commitment has a significant positive effect on the performance of teachers at Diamond Education Bali Tutoring

The role of organizational commitment mediates the influence of workload on teacher performance

A person who accepts high demands on tasks can cause a strong will to be willing to do an activity that is his obligation and even do not hesitate to carry out tasks outside his role. The existence of harsh and heavy task demands can cause workloads causing workers not to perform optimally (Suwanto et al., 2022). So that the high commitment of the teacher will help encourage him to complete the work charged so as to produce optimal performance. Based on the results of research by Setiawan (2021) on the teacher PT KY Indonesia Cikarang, Kurniawan (2021), Silaban et al. (2021) Researching Teachers PT PLN Barito, Wangsa & Edalmen (2022) researching teachers, and Wigunardi (2023) who also focused on teachers said that organizational commitment has an indirect influence on teacher performance through organizational commitment. Based on these things, hypotheses are proposed:

H6: Organizational commitment to mediate the influence of workload on teacher performance at Diamond Education Bali Tutoring

The role of organizational commitment mediates the influence of organizational climate on teacher performance

All configurations of attitudes, behaviors and perceptions that shape the organizational climate make the organizational climate an idea that encourages increasing organizational commitment, in addition to a well-perceived organizational climate will encourage the creation of maximum performance results (Ratnasari et al., 2020). Commitment is seen as a value orientation towards the organization that shows that the individual is very concerned and prioritizes his work and organization (Pusparani, 2021). In terms of commitment closely related to connecting the organization's climate leaders through the creation of a conducive work environment, so that a harmonious relationship and cooperation can be created among all members of the organization, in the end, it is the reason for teachers to work for the organization's goals optimally so that their performance will increase. This is in accordance with research Risambessy et al. (2022), Ratnasari et al. (2020), Obeng et al. (2021) on banking instructors di Gana, Sari & Khasanah (2021) researching contract teachers at Wijayakusuma Kebumen Hospital, and Savitri et al. (2023) researched on the lecturers of the Regional Office IV BKN Makassar who obtained the results that the organizational climate has an indirect influence on performance through organizational commitment. Based on these things, hypotheses are proposed:

H7: Organizational commitment mediates the influence of organizational climate on teacher performance at Diamond Education Bali Tutoring

II. RESEARCH METHODOLOGY

The research method used in this study is a quantitative method. The research uses a quantitative approach which then formulates hypotheses to be tested so that it leads to empirical social reality or concrete events. Quantitative research emphasizes its analysis on numerical data or numbers obtained through the distribution of questionnaires with likert scale scores distributed to teachers and carried out in inferential research or in the context of hypothesis testing so that the significance of the relationship between the variables studied is obtained. This research was conducted at Diamond Education Bali Tutoring which has 48 branches spread throughout Bali and is headquartered at Jalan Hayam Wuruk Number 136, Sumerta Kelod, East Denpasar District. The scope of this research is workload, organizational climate, organizational commitment and teacher performance. Data collection was carried out using a questionnaire to 97 respondents who will be randomly taken. Furthermore, to answer the hypothesis, testing was carried out using *smartPLS Version 4.0* software which is an analysis method that can be applied to all data scales, does not require many assumptions, and the sample size does not have to be large.

III. RESULTS AND DISCUSSION

The current research focuses on the management of human resources at Diamond Education Bali Tutoring, namely the teachers. The data collection of this research was carried out through the distribution of questionnaires to respondents who are lecturers at Diamond Education Bali Tutoring. In this section, the profiles

of respondents who participated in the study will be explained. The characteristics of the respondents were analyzed to provide an overview of the respondents' backgrounds relevant to this study.

Based on the results of an analysis of 97 teachers at Diamond Education Bali, 100 percent are women, because more women are considered more capable of teaching children, especially early childhood (Fatmawati et al., 2023). Based on age, dominated by 21-25 years old, as many as 74 people or 76.3 percent. This is because the teaching profession in tutoring is often an early career choice because it is relatively accessible, especially for graduates from the field of education or related sciences. Furthermore, based on position, it is dominated by junior teachers as much as 90.7 percent because Diamond Education Bali Tutoring has several criteria that are considered to become senior teachers and not many teachers are able to achieve this stage, one of which is from the length of work. Based on the level of education, it is dominated by S1 graduates as many as 84 people or 86.6 percent, this is because S1 graduates are perceived to have better insight and knowledge if they become a teacher. Based on the length of service, it is dominated by 49 people or 50.5 percent of the working period of 1.1 – 3 years, while the longest over 6 years is only 2.1 percent. Meanwhile, based on the average status, there are 75 unmarried people or 77.3 percent who are fresh graduate teachers. Fresh graduates are more likely to become tutors in tutoring because of the nature of this job that is suitable as a career first step.

Uji Hipotesis

The data used has been evaluated for the measurement model (*outer* model) and the evaluation of the structural model (*inner* model). The results of the mediation path analysis and testing can be seen in the following Table 1.

Table 1. Hypothesis Test Result

<i>Path Coefficients</i>	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	significance	Hypothesis
H1: Workload → Teacher Performance	-0,333	-0,337	0,143	2,334	0,020	significant	Accepted
H2: Workload → Organizational Commitment →	0,501	0,495	0,096	5,218	0,000	significant	Accepted
H3: H4: Organizational Climate → Teacher Performance	0,496	0,489	0,130	3,800	0,000	significant	Accepted
H4: Organizational Climate Organizational → Commitment	0,075	0,095	0,142	0,527	0,598	No significant	Rejected
H5: Organizational Commitment → Teaching Performance	0,339	0,357	0,152	2,231	0,026	significant	Accepted
H6: Workload → Organizational Commitment → Teacher Performance	0,170	0,173	0,077	2,215	0,027	significant	Accepted
H7: Organizational Climate → Organizational Commitment → Teacher Performance	0,025	0,045	0,066	0,385	0,700	No significant	Rejected

Source: Data analysis results, 2025

The Effect of Workload on Teacher Performance at Diamond Education Bali Tutoring

Based on the results of the analysis of the influence of workload on teacher performance as shown in Table 1, a significant negative result was obtained, namely the higher the workload that is the responsibility of the teacher, the lower the teacher's performance. In this study, it is known that the average teacher assesses their workload in the high category, especially in the burden of recruiting many new students who are willing to study at Diamond Education Bali Tutoring. This is suspected to have caused a decline in teaching performance. Just like teachers who should only be required to carry out professional teaching, but in Diamond Education Bali Tutoring they are required to achieve marketing targets. In addition, it is also related to the characteristics of the teachers at Diamond Education Bali Tutoring which are on average at the age of 21 – 25 years, where this age is Generation Z who is very vulnerable to receiving excessive workloads. Teachers hope to be given a workload in accordance with standards to avoid work inefficiency. Finally, teachers become unproductive because they are too tired, so that the higher workload can reduce the performance of teachers.

High workloads are often associated with pressure to meet targets or deadlines. Chronic stress due to excessive workload can interfere with teachers' ability to work effectively, leading to a decrease in the quality and quantity of work output. When the workload is too heavy or exceeds the individual's capabilities, the body and mind become tired. Physical fatigue can cause teachers to lose energy to perform their tasks well, while psychological fatigue can reduce focus, creativity, and decision-making abilities, all of which have an impact on decreased performance. This result is in line with that expressed by Spagnoli et al. (2020), Lestari et al. (2020), Balducci et al. (2021), Janib et al. (2021), and Aladwan et al (2021) which obtained similar results that workload had a significant negative effect on performance.

The Effect of Workload on the Commitment of Teaching Organizations to Diamond Education Bali Tutoring

Based on the results of the analysis of the influence of workload on organizational commitment, it shows a positive and significant influence, meaning that the increasing workload has a positive impact on increasing organizational commitment. The influence of workload on organizational commitment is still unsustainable, where there are still differences in the results in the previous empirical study, namely positive or negative impacts, depending on how the workload is managed. Associated with this study, the average workload of teachers is in the high category as well as organizational commitment is also in the high category. This can be due to the characteristics of respondents who are teachers, of course, they have a *passion* as a teacher, so that some teachers will have a high commitment to always want to be involved in managing their students well and give the best to the organization. This is because there is an attachment between teachers and students. In addition, this result also proves that the workload experienced by teachers can be managed properly, so that the workload they receive creates a sense of responsibility which ultimately implies the willingness and willingness of teachers to teach for organizational goals as a form of high commitment.

If you look at other characteristics, namely the age of teachers is dominated by the age of 21-25 years, where at this age individuals still have high energy and tend to accept challenges as valuable experiences. When the workload is challenging but remains within reasonable limits, teachers can feel more engaged and committed because they feel they are growing. In addition, with income based on teaching hours or the number of students recruited, it has the potential to increase income. Additional incentives for teachers with a higher workload can cause teachers to feel more valued and more committed. In this study, it is proven that a high workload can have a positive impact if the organization provides adequate support, such as training, supervision, or work aids. In this situation, teachers feel valued and supported, which in turn increases a sense of loyalty and commitment to the organization. Teachers who are given great responsibilities often feel that they have an important role in the success of the organization. Workload that matches their capacity can increase the *sense of ownership* of the organization, which contributes to their commitment, so that the workload is felt in line with the teacher's personal goals, such as wanting to improve their skills or accelerate career advancement. Thus teachers can accept the assignment with enthusiasm. This strengthens their emotional connection with the organization. These results are in line with research Setiawan (2021) which concludes that the workload partially has a positive and significant effect on the organization's commitment. However, it does not support the conclusion Risambessy (2021), Emekci et al. (2021), and Wangsa & Edalmen (2022) which obtained the result that the workload had a negative and significant effect on commitment.

The Influence of Organizational Climate on Teacher Performance at Diamond Education Bali Tutoring

Based on the results of the analysis of the influence of organizational climate on teacher performance, it shows a significant positive influence, meaning that the better the climate in the organization, the higher the performance of teachers will increase. Organizational climate refers to the perception, feelings and attitudes of teachers about the basic elements of the organization and is closely related to the process of creating an atmosphere and perception formed by teachers towards a conducive working atmosphere at Diamond Education Bali Tutoring. A good organizational climate can make it easier for teachers to carry out their activities. An increasingly good organizational climate can improve teacher performance. If it is associated with the perception of the lecturer regarding the organizational climate that is formed, it is in the good category. This explains that the organizational climate at Diamond Education Bali Tutoring is able to help teachers make it easier to achieve organizational goals. This can also be due to the characteristics of teachers who are 100 percent women with an average education dominated by bachelors (S1), it is easy to have warm interactions between fellow teachers to establish cooperation between departments and minimize obstacles that may exist in the organization, making it easier for teachers to produce maximum performance.

In this study, a supportive organizational climate creates a positive environment for teachers, which can increase their motivation and job satisfaction. When teachers feel valued, supported, and given the freedom to innovate, they will be more motivated to give their best in the learning process. Overall, a positive organizational climate creates an environment that allows teachers to grow, feel valued, and be able to give their best in their performance, which has a direct impact on the quality of learning they provide. These results are in line with the results of research conducted by Ratnasari et al (2020), Balkar (2020), Obeng et al. (2021), Asiimwe et al. (2023), and Suhayat et al (2023) which concludes that organizational climate has a significant positive effect on teacher performance.

The Influence of Organizational Climate on Organizational Commitment to Diamond Education Bali Tutoring

Based on the results of the analysis of the influence of organizational climate on organizational commitment to teachers at Diamond Education Bali Tutoring, the results were not significant. This explains that the organization's commitment does not respond to the organizational climate that is formed, because the

organizational climate is unstable and more volatile depending on certain situations or conditions (for example, managerial changes, new policies, or team dynamics). The organizational climate in each company will be different and will usually leave a perception in the minds of teachers towards the management of their work units. In this study, a good organizational climate did not cause a change in increasing organizational commitment, which if associated with the characteristics of teachers with an average working period of 1-3 years and less than 1 year as evidence that very few teachers are willing to stay with the organization for a long time even though the average perception of teachers regarding the organizational climate is already in the good category. However, the other four indicators as shapers of the organizational climate have below-average values that need further attention by management. Especially in the teachers' perception of fairness in the bonus policy. This causes the organizational climate to have no effect on the commitment of the teaching organization. In addition, when viewed from the age dominated by teachers at 21-25 years. This age is the early stage in a career, where individuals are still looking for experience and exploration of various fields of work. At this stage, they tend not to have a high commitment to one organization because they still want to find a job that is more in line with their long-term desires.

When viewed based on graduates or post-secondary education, the average is S1, where these graduates tend to have higher career aspirations, for example wanting to become teachers in formal schools or pursuing further education. Professions in tutoring are often considered temporary jobs before getting a more stable job. In addition, the majority of teachers only survive for a short period of time. When viewed from the working period, 50.5% have only worked for between 1-3 years, and only 2.1% are over 6 years. This shows that this work is indeed not a long-term goal for them. Based on the characteristics of the respondents, it can be seen that the climate situation cannot increase the organization's commitment. For some teachers, commitment to work or organization comes from a sense of meaning and purpose found in the work they are doing, not just because of the organizational climate that is very likely to be found in the education sector. In addition, not all teachers have the same perception of the organizational climate. Something that is considered a favorable climate for one individual may not be perceived equally by another. This can cause the organizational climate to not have an even impact on all teachers. The results of this study are in line with the findings of the research Darmawan (2017) and Soemadi (2021) which found that the organizational climate had no significant influence on organizational commitment. The results of this study are not in line with the results concluded by Khairani & Giatman (2021), Yasa et al. (2021), and Masunag & Guhao (2024) that the organizational climate has a positive and significant effect on organizational commitment.

Organizational Commitment to Teacher Performance at Diamond Education Bali Tutoring

Based on the results of the analysis of the influence of organizational commitment on teacher performance, significant positive results were obtained, meaning that the higher the organizational commitment shown by teachers, the more significant their performance can be improved. This shows that the organizational commitment owned by teachers can be a guideline to continue to improve their work loyalty so as to help teachers produce maximum performance. Organizational commitment is considered as a relative force that identifies trust, involvement, and compliance so that a teacher's commitment can facilitate activities in achieving organizational goals. If you look at the average perception of teachers regarding their organizational commitment, they are in the high category with performance assessment also in the high category. This means that the average teacher at Diamond Education Bali Tutoring has a high commitment to improve their performance as teachers. Teachers try to give all the efforts they have to help the organization achieve its goals.

Overall, the organization's commitment improves performance by creating a more productive work environment, strengthening job motivation and satisfaction, and encouraging more thoughtful and innovative decision-making. Teachers who feel connected to the organization will try harder to achieve common goals, and achieve improved organizational performance. The results of this study are in line with the findings of the research conducted Nainggolan et al. (2020), Hayati et al. (2020), Bagis et al (2021), Renaldi & Khaira (2021), and Gunawan & Haryadi (2022) which obtained the results that organizational commitment had a significant positive effect on teacher performance.

Organizational Commitment Mediation The Effect of Workload on Teacher Performance in Diamond Education Bali Tutoring

The effect of workload on teacher performance is directly significant, and the effect of workload on teacher performance through organizational commitment is also significant. This means that the organization's commitment mediates partly in the relationship between workload and teacher performance. This means that organizational commitment has an important role in improving the workload relationship with performance, which originally had a significant negative relationship. This means that a better workload will improve the performance of teachers when teachers have a high organizational commitment. When teachers have a high commitment to the organization where they work, they will be better able to manage heavy workloads and still maintain optimal performance. High workloads can put pressure on teachers, which can have an impact on performance degradation

if not managed properly. Teachers who feel burdened or exhausted will find it difficult to maintain productivity and quality of their work. However, when teachers are emotionally committed to the organization, they will see something as a challenge, including a high workload as part of the responsibility to achieve the organization's goals. This commitment encourages them to keep striving despite pressure and manage their workload more effectively.

A person who accepts high task demands can cause a strong will to do a job that is his obligation and even do not hesitate to carry out tasks outside his role, if a person has a high commitment in him. The existence of heavy task demands can cause workload, but the workload will not always interfere with the activities of a teacher, can even cause a higher commitment to the organization, and encourage teachers to perform more optimally. This can be seen that although there are still teachers who have a high perception of the workload given in the category, in fact the average perception of teachers has a high organizational commitment and high performance. This is in accordance with the results of the study Setiawan (2021), Kurniawan (2021), Silaban et al. (2021), Wangsa & Edalmen (2022), and Wigunardi (2023) which concludes that the burden of the organization has an indirect influence on the performance of teachers through organizational commitment.

Organizational Commitment Mediates the Influence of Organizational Climate on Teacher Performance in Diamond Education Bali Tutoring

The influence of organizational climate on teacher performance is significant, while the influence of organizational climate on teacher performance through commitment is not significant. This means that organizational commitment is not able to mediate the relationship between organizational climate and performance. This means that the organizational climate created in the organization is getting better and will directly improve the performance of teachers without depending on or requiring the role of the mediation variable of organizational commitment. While organizational commitment and organizational climate can both affect performance, organizational commitment is not always a factor that clarifies or amplifies the influence of climate on performance.

This explains that it is not uncommon for organizational commitment to have a significant influence on the relationship between factors such as workload and performance, but there are situations where organizational commitment does not mediate the relationship between organizational climate and performance for several reasons related to the characteristics and climate of the organization itself, as well as the direct role of organizational climate in influencing performance. Organizational commitment focuses on the level of attachment or loyalty of teachers to the organization as a whole. However, the organizational climate focuses more on the atmosphere or work culture in the workplace which can more directly affect daily actions and behaviors. The influence of organizational climate on teacher performance is often direct and measurable in certain situations. Even though the organization's commitment is high, if the organizational climate is bad (such as lack of interaction, frequent debates, lack of facilities or injustice felt by teachers), then teachers cannot perform optimally. This is not in line with the results of the research by Risambessy et al. (2021), Ratnasari et al. (2020), Obeng et al. (2021), Sari & Khasanah (2021), and Savitri et al. (2023) which obtained the result that the organizational climate has an indirect influence on performance through organizational commitment.

IV. CONCLUSION

This research has a significant theoretical contribution in the field of organizational behavior and human resource (HR) management, especially in the non-formal education sector. These findings reinforce the existing theory that an individual's level of commitment to an organization is influenced by work environment factors, such as workload and organizational climate. This study was able to confirm that organizational commitment plays a mediating role in the relationship between workload and teacher performance but does not play a role in the relationship between organizational climate and performance.

The research also proves organizational behavior models by highlighting how an effectively managed workload and a conducive organizational climate can increase organizational commitment, ultimately having a positive impact on individual performance. In addition, this study also expands the understanding of the characteristics that affect the magnitude of commitment to produce performance in the non-formal education sector. Although many previous studies have focused more on the formal education sector, such as schools and universities, this study shows that in tutoring, the right workload and a supportive organizational climate can contribute to increased commitment, even though job opportunities and stability are more limited.

The results of this study also confirm the role of organizational climate in shaping the work experience of teachers in the form of organizational commitment. A positive organizational climate can strengthen teachers' emotional bonds with the institution, increase their involvement in activities, and create a work environment that supports the sustainability of high-quality teaching. However, a new perspective is in the study of workload and its impact on organizational commitment. While previous theories often assumed that high workloads negatively

impacted commitment and performance, this study suggests that under certain conditions, challenging but still within reasonable limits workloads can increase teachers' emotional attachment to organizations.

Thus, this research not only strengthens existing theories in the field of organizational behavior and HR management, but also contributes to modifying and expanding the understanding of how workload and organizational climate interact in the context of non-formal education. These results open up opportunities for future research to test similar models in various other education sectors, as well as explore other variables that may play a role in improving the commitment and performance of educators.

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