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Teacher Performance Based on Stress and Organizational Commitment

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Abstract- The biggest responsibility of current teachers in this globalization era is to increase their knowledge so that they could give high contribution to better students' characters. One of the best ways is to really comprehend rigidly the curriculum goals for preferable and optimum classroom settings.

Education curriculum in Surabaya, in particular, has changed since 2012 in which the government used to *kurikulum tingkat satuan pendidikan (KTSP)*. Since 2013 then the government changed it into curriculum 2013 (K-13) which has been implemented for two years particularly for the first and second levels at secondary and high schools. Many teachers have been trained in order to support the policy through workshops at local or national levels. But in 2015 the government changed the curriculum again to refer back to previous KTSP model. These changes bring about difficulties for teachers who have already stuck to apply previous teaching materials and text books, meanwhile the government did not provide complete guidances yet. While the process was going on, at the same time, the teacher had to give appraisal about the student's attitudes and behaviors daily as the alternative assessments.

This study is intended to analyze the influence of stress work to organizational commitment, job satisfaction and teachers' performance at senior high schools in north Surabaya in which job satisfaction and teacher's performance are as dependent variables while stress work and organizational commitment as independent variables.

The population of this research was 425 private senior high school teachers from north Surabaya. The sample used in this research was 200 private senior high school teachers collected by using cluster random sampling technique. The instrument used was questionnaires that were then processed by applying the structure equation modelling (SEM) and the analysis of moment structure (AMOS 2.0).

The results of this research indicate that there were influences between stress work and job satisfaction, organizational commitment and job satisfaction, stress work and teacher's performance, and organizational commitment on teacher's performance and there were negative influences between work stress and organizational commitment. The research is also expected to be useful and meaningful for the next researchers and for the social science developments especially of organizational behaviors.

Index Terms- Stress work and organizational commitment, job satisfaction and teacher's performance

I. INTRODUCTION

Education serves as a way or means in advancing the nation's cultural civilization. Education is expected to provide the widest opportunity for all citizens in obtaining the right for education in accordance with the hierarchically levels. Profession as teachers has an important role in educating students to be able to become a national asset of character particularly as the assets of the next generation.

The teacher's role is very important to the intelligence of learners that changes the character of the learners better. This has to do with the learning system or curriculum change since 1994 turned into the 2004 curriculum (Competency-Based Curriculum), later it turned into a Unit Level of Curriculum (SBC) and transformed into the curriculum in 2013 (K-13). The latest raises new polemics that dress the minister then to replace the curriculum anyway. In 2012 the Government and minister of Mohammad Nuh applied learning systems to the curriculum of 2013 (K-13) and started running already 2 years and its implementation is for class X and XI. The 2013 curriculum is expected no change in the learning system because of its improvement from the previous curriculum. By 2015 the new minister of Anis Bawesdan, the curriculum is changed and returned to the Unit Level Curriculum (SBC) or curriculum 2006. The curriculum changes create confusion and stress for teachers formerly SBC which is not 100% comprehensible turns into the curriculum in 2013 and even though it is still unrealized well, it is finally replaced using the old curriculum of SBC. The curriculum of SBC uses national standards and teachers are given the freedom to create their own curriculum based on their respective territory but still sticks to the goals that have been agreed upon by the Government. At SBC, teachers are still confused especially on how to create the Plan of Learning Programme (RPP), how to make a minimum completeness criteria (KKM), item analysis, and how to report on the development of student learning. In fact, many teachers do a copy-paste of the document from other schools so that it will be transmitted from one school to another school. According to Handoko (2010: 200) stress is a condition that affects the emotional tension, the thought process and the person's condition. According to Anwar Khan et al. (2012) saying that *Teachers' stress in particularly means a situation where the teachers are exposed to certain unwanted environmental factors, which either exists within the educational institution (internal factors) or exists outside the educational institution (external factors). These factors hamper the normal routine life of teachers by negatively affecting Reviews their performance at work.*

Organizational commitment to a teacher is indispensable in carrying out its duties as a teacher. Although the teachers are very heavy task in implementing the learning of the students, a teacher must remain committed to the profession. Mc Schane *et al.* (2003:32) explain *the strong organizational behavior commitment can make someone to achieve their importance and the aim organizational with maximal.*

Job satisfaction is closely linked to individual achievement. If a person is satisfied with the performance of work will increase and vice versa if someone feels dissatisfaction at work will lead to decreased achievement. According Luthans (2006: 243) job satisfaction is an emotional state that is happy or positive emotions derived from the assessment of a person's job or work experience.

Teacher performance is the result of the performance of teachers to become professional teachers According to the Law no.14 th 2005 that the professional is the work done by someone and become a source of income and a life that requires expertise, or skills that meet certain quality of standards or norms and require a professional education. A teacher with his expertise, can be expected to change the character of the students to become qualified learners.

At the present globalization, education is required to be better especially on teachers to constantly improve their ability so that teachers can contribute to learners to be better. The purpose of this study is to determine the effect of work stress and organizational commitment to job satisfaction and teacher's performance.

II. THEORETICAL REVIEW

Work Stress

Each person must experience stress at work. Work stress is always experienced by every individual in carrying out the duties as an employee because they feel dissatisfied with their workplace or also due to the leadership which cannot protect his men, causing employee turnover or caused by the curriculum changing. Prolonged stress will lower morale and performance of employees. According to Luthans (2006: 243), job satisfaction is an emotional state that is happy or positive emotions derived from the assessment of a person's job or work experience. According to Robbins (2006: 794), there are three categories of stress in the workplace, namely: environmental factors, organizational factors and individual factors. Environmental factors are related to the relationship of a person in the organization that is in a relationship with superiors, subordinates or colleagues. If a person is not able to establish relationships that are not good, it will give rise to feelings of depression, organizational factors which are related to the role of individuals within the organization and the individual factors relating to the profession and the excessive workload and pressure of time given to complete.

Organizational commitment

Organizational commitment is defined as a situation where an employee favoring certain organizations as well as the goals and desires to retain membership in the organization. Thus, the involvement of high employment means favoring certain work of an individual, while the high organizational commitment means

an impartial organization that recruits individuals. (Robbins, 2008). Organizational commitment is a person's attitude towards the institution organization to achieve a goal and has high organizational commitment to the institution. According to Allen and Meyer in Luthans (2006: 249) there are three dimensions in organizational commitment, the affective 1. Commitment is the employee's emotional attachment, identification and involvement in the organization, 2. Commitment of continuation is a commitment based on the advantages and disadvantages associated with the release employees of the organization, 3. Normative commitment is feeling obliged to remain in the organization because it must be so, such action is the right thing to do.

Job satisfaction

Job satisfaction refers to an individual's general attitude towards work, Robbins (2002: 179). Further he said that the general attitude can be classified to two things: the negative attitudes that will raise a worker if they are not satisfied with their jobs. Conversely, if a person is satisfied with the jobs then he/she will bring a positive attitude. It is also in line with what is proposed by Locke (in Bhuian, 1996) who states that job satisfaction is a positive or negative attitude resulting from the assessment of workers against job or experience obtained. *Job satisfaction is an attitude that individuals have about Reviews their jobs. It results from their perception of Reviews about their job, based on factors of the work environment, such as the supervisor's style, policies and procedures, work group affiliation, working condition, and fringe benefits (Gibson et al., 1997: 75).*

Job satisfaction for teachers is an expectation that teachers can perform teaching duties. A teacher will be satisfied if the job satisfaction of teachers are met with the achievements of learners and success in teaching. Job satisfaction of teachers will have an impact on performance. According to Hughes (2012: 312), it is also associated with feelings of job satisfaction or a person's attitude about the work itself, salary, promotion or education, supervision, co-workers and workload.

Teacher Performance

A performance by Bernardin and Russel (1995: 379), is a record of gains resulting from the function of a particular job or activity during a specific time period. So the performance with regard to the work is achieved by employees in a certain period. In this case the performance is related to the quantity and quality of work produced. *Bowin and Harvey (1996:140) said Performance may be defined as the accomplishment of an employee or manager assigned duties and the outcomes produced on a job function or activity during specified time period".*

Teacher performance or achievement is the result of the work of teachers in performing their duties as teachers which are associated with the increased human resources through the education sector that is expected to become professional teachers in the field. Related to the principles it requires for training and coaching continuously to develop their knowledge. According to the Ministry of National Education in 2008, the teacher's performance appraisal program includes planning learning

activities, the implementation of learning activities and learning evaluation.

The relationship between Work stress and organizational commitment

Work stress emerges as a mismatch between the individual and the work environment, the higher the job stress experienced by a person, the lower the organizational commitment has. Velnampy and Aravinthan (2013) argue that work stress has a negative and significant relationship with organizational commitment. Role conflict and ambiguous role as a shaper of stress have an influence on the decrease of organizational commitment, which means there is a negative and significant relationship between job stress with organizational commitment (Pool, 2000).

The research hypothesis as follows:

H1 = There is a negative affects between work stress and organizational commitment

The Relationship between Work Stress and Job Satisfaction

Stress and job satisfaction have a reciprocal relationship. Several studies are already conducted by researchers who study the relationship between stress and job satisfaction. Both are inter-connected as has been proposed by Robbins (2003), that one of the effects of psychological stress can decrease employee satisfaction. Robbins (2003) also believes stress can lead to dissatisfaction. Stress is associated with work-related cause dissatisfaction with the job and that's the psychological effect of the simplest and most obvious effect of stress. Furthermore Robbins (2003) suggests that the effects of stress on a much more immediate gratification. Work-related tension tends to reduce the general job satisfaction. Although low to moderate levels may improve performance, the employees feel that stress is not fun.

Then the research hypothesis is:

H2: Work Stress has an affects to Job Satisfaction

The Relationship between Job Satisfaction and Teachers Performance

Staff job satisfaction can affect patient outcomes. All service providers showed better services when they are satisfied with their jobs and when they feel committed to the organization (McNeese-Smith, 1996). Al-Ahmadi (2009) conducted a study of 923 nurses at a hospital in Riyadh, performance-related employees are found positive with overall job satisfaction (satisfaction in terms of covering satisfaction with the work itself, supervision, relationships in the workplace, payment, promotion, and working conditions). Some researchers found no association between employee performance and job satisfaction. Crossman & Zaki (2003) conducted a study and revealed no significant relationship between job satisfaction and employee performance.

Then the research hypothesis is:

H3: Job Satisfaction has an affects to teachers performance

The Relationship of Organizational Commitment and Teachers Performance

Employee commitment is an important factor to improve organizational performance. Suliman and Iles (2000) found that

there is a positive relationship between organizational commitment (three components) and employee performance. Al Ahmadi (2009) conducted a study of 923 nurses at a hospital in Riyadh, Saudi Arabia on the relationship between employee performance and job satisfaction and commitment of employees on organisational. Performance is also positively associated with organizational commitment, confirming the discovery by researchers earlier that organizational commitment is a strong determinant of the performance of the employee (Al-Meer, 1995 in Al-Ahmadi, 2009).

Then the research hypothesis is:

H4: Organizational Commitment has an affect teachers performance

The Relationship between Work Stress and Teacher's Performance.

Higgins (Umar, 2000: 259) argues that there is a direct relationship between job stress and employee performance, a large number of studies have investigated the effect of work stress with the performance presented in the model of stress - performance (inverted U relationship) that the law of Yerkes Podson (Mas'ud, 2002 : 20). The inverted U pattern suggests the influence of stress level (low - high) and performance (low - high). If there is no stress, challenge, and work is also no tendency to performance decreases. If the stress even become too large, the performance will start to decline because of stress interference with the implementation of the work. Employees lose the ability to control it. The most extreme result is performance becomes zero, the employee becomes no longer strong enough to work, desperate, out or refuse work to avoid stress.

Then the research hypothesis is:

H5: work stress has an affects to teachers performance

The Relationships of Organizational Commitment and job satisfaction

Employee commitment is an important factor to improve organizational performance. Organizational commitment is the identification and involvement of someone who is relatively strong against the organization. Employees who have a strong commitment to the organization is an asset in achieving the goals of the organization, so as to provide maximum benefit to the organization. Employees are encouraged to have commitment needed to resolve the problems of internal organization such as reduced cost of operations and conflicts within the organization. A strong commitment allows each employee to strive to meet the challenges and pressures that exist. Success in meeting these challenges will foster a sense of pride towards the organization and it raises employee satisfaction (Toegijono, 2007). Research conducted Kadir (2003) examines the effect of organizational commitment on job satisfaction and turnover intentions auditor in public accounting firm in Java. The research results proved that the organizational commitment significantly associated with job satisfaction.

Then the research hypothesis is:

H6: Organizational Commitment has an affects to job satisfaction

Methodology Research

This research is a descriptive that aims to describe the performance of teachers. The population in this study are all high school teachers in North Surabaya Private Schools totaling 425 people. The samples included 200 teachers with the criteria, teachers who teach the curriculum in 2013. Methods of sampling use purposive random sampling technique. Data collection methods are surveys and questionnaires. Data analysis technique is using *Structural Equation Modelling (SEM)* by using the program of *Analysis of Moment Structure (AMOS)* version 2.0.

Table 1
Dimensional Variabel

Variable	Indicator	Source
Work Stress (X)	X1.1 = Environmental Factors X1.2 = Organizational Factors X1.3 = Individual Factors	Robbins (2006 : 794)
Organizational	X2.1 = Affective	Allen and

Conceptual framework



Picture 1
Framework of Research

III. ANALYSIS AND DISCUSSION

Description of Respondents

The number of samples in this study is 200 respondents in North Surabaya high school teachers with the following characteristics: 43% male and 57% female, the age is 30th of most respondents - 40 th by 46%. The respondents education are S1 and S2 by 61% = 39%. The working periods of respondents are between 10-20 = 35%. Conformance Test Model (Goodness-of-fit test)

Testing the model in SEM aims to look at the suitability of the model. According to Kline (1998) that the model can be resumed if the results of the overall model test or F-test at $\alpha = 5\%$ are outside the boundaries of more than 1.96 in two-way test, means that the indicator showed no relationship among the

Comitment (Y1)	Commitment X2.2 = Commitment Continuant X2.3 = Normative Commitment	Meyer in Luthans (2006; 249)
Job Satisfaction (Y2)	Y1.1 = Salary Y1.2 = Promotion or Education Opportunities Y1.3 = Pengawasan Yi.4 = Co-workers Y1.5 = Workload	Hughes (2012 : 312)
Teachers Performance (Y3)	Y2.1 = Planning Learning Program Y2.2 = Implementation of Learning Activities Y2.3 = Evaluation of Learning	Depdiknas. 2008

variables of oxygen. Chi-square test showing a value close to zero indicates a low difference between expectations and observations, in addition, the probability level should be greater than 0.05 when the chi-square is close to zero. Indicators The Comparative Fit Index (CFI) of this research is greater than 0.80. Value Root Mean Square Error of Approximation (RMSEA) is smaller than 0.06 or smaller. If the model has been fit, the parameter estimates have been tested. If the model does not fit, it can be repaired. CMIN / DF is relatively less than 2.0 TLI (Trucker Lewis Index) * with a value of showing very good fit. Results of testing the suitability of the initial model in this study are presented in Table 2.

Table 2. The Results of Model Testing

Goodness of fit Indeks	Cut off Value	Analysis Results	Model Evaluation
Chi- Square	Kecil (< 272.836)	123.768	Good
Probability	≥ 0.05	0.272	Good
RMSEA	≤ 0.08	0.028	Good
GFI	≥ 0.90	0.884	Marginal
AGFI	≥ 0.90	0.846	Marginal
CMIN/DF	≤ 2.00	1.076	Good
TLI	≥ 0.95	0.985	Good
CFI	≥ 0.95	0.987	Good

Source : Processed data

Based on Table 2, it can be seen that there are six (6) criteria which can be said to be good and two (2) models are marginal but still within the boundary area so that the model can be acceptable to all. The data of the work stress (independent variable) and dependent variable (organizational commitment, Job satisfaction, Teachers Performance) are valid because all the loading factors $P = 0,0000$ smaller than $\alpha 0,05$. The critical Ratio (CR) from four variables are reliable because the value from each variables are above the cut-off value of 0,7.

Table 3. LANE Coefficients

Variable	Lane Coefficient	C.R.	Prob.	Note
work stress (X) \rightarrow organizational commitment (Y ₁)	0.600	1.949	0.051	Not significant
work stress (X) \rightarrow Job satisfaction (Y ₂)	0.848	2.333	0.020	Significant
work stress (X) \rightarrow Teachers Performance (Y ₃)	0.217	2.574	0.010	Significant
organizational commitment (Y ₁) \rightarrow Teachers Performance (Y ₃)	0.326	0.320	0.019	Significant
organizational commitment (Y ₁) \rightarrow Job satisfaction (Y ₂)	0.795	2.255	0.024	Significant
organizational commitment (Y ₁) \rightarrow Job satisfaction (Y ₂)	0.345	2.523	0.012	Significant

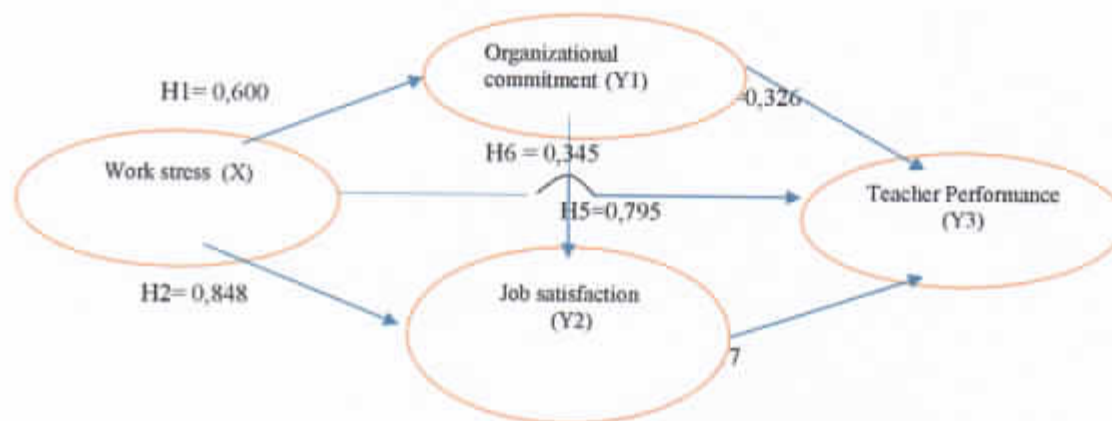
Source : Processed data

Results of Coefficient Line

1. Work stress is not significant to organizational commitment to the path coefficient of 0.600 and probability = 0.051
2. Work stress is significantly to job satisfaction and the path coefficient is 0,848 and probability = 0,020
3. Work stress is significantly to the teachers performance by the path coefficient of 0,795 and probability = 0.010.

4. Organizational Commitment is significantly to the teachers performance with path coefficients and probability of $0.326 = 0.019$
5. Organizational Commitment is significantly to job satisfaction with 0.345 path coefficients and probability = 0, 024
6. job satisfaction is significantly to the teachers performance with path coefficients and probability $0.217 = 0.012$.

Conceptual framework



Picture 2
Framework of Research

IV. DISCUSSION

The first hypothesis in this study is that the work stress has no effect on organizational commitment. The result using AMOS software in Table 3 shows that the probability level of 0.051 with the path coefficient is positive at 0.600 with CR value of 1.949 for the probability value is less than 0.05, the first hypothesis is rejected. Work stress on teachers is due to curriculum changes do not alter the commitment of the teachers at the school institution where teachers work in private high school of North Surabaya. Education in Indonesia is always changing the educational curriculum according to the development of education and knowledge of the world. The curriculum that has changed is the curriculum of 1994 turned into the curriculum of 2004 (competency-based curriculum) then turns into curriculum units Level Curriculum (SBC) and transformed into the curriculum of 2013 (K-13). Work stress of the North Surabaya Private high school teachers as curriculum changes only occur momentarily and teachers remain committed to the institution. The results of this study do not support Fontana in (Rulestari and Eriyanto, 2013: 22), namely Increased job stress causes a decrease in organizational commitment and vice versa higher organizational commitment, employees will feel comfortable in the work so as to reduce work stress. This study does not support the research of Wibowo, Putro. (2014) who says that work stress negatively affect commitments by -0.133 and t-statistics of 11.7.

The second hypothesis suggests that work stress has a significant effect on job satisfaction. The calculation results in Table 3 indicate that the probability level of 0,020 by the path coefficient is positive at 0,848 with a value of CR for 2333, because the probability value is less than 0,05, the second hypothesis is received. Meaning that the higher the work stress is needed to support teachers performance. These results suggest that stress work and job satisfaction happen because teachers feel the pressure of work or work stress are due to changes in the curriculum that has given better results in learners so as to provide satisfaction for teachers. Job satisfaction of teachers can be fulfilled with the increased achievements of learners. This is

consistent with the theory of Hughes (2012: 312) associated with feelings of job satisfaction or a person's attitude about the work itself, salary, promotion or education, supervision, co-workers and workload. This study supports the research of Suhanto, Edi (2009) who says that work stress effects on job satisfaction by demonstrating the value of -5.796 CR which is greater than 1.96 with a probability of 0.001 less than 0.05.

The third hypothesis in this study is that no effect of job satisfaction on teachers performance. Results of the analysis in Table 3 shows the probability level of 0,010 by the path coefficient is positive at 0.217 to the value of CR for 2574, because the probability value is less than 0.05, the sixth hypothesis is accepted. This suggests that the higher the job satisfaction of the teachers performance will be better / higher as well. Teachers assess that job satisfaction is required to support the performance. At the high school level, education environment relations which influence job satisfaction and performance occurs because the teachers feel that there is a match between the expected and the reality of works. The work itself which is a part of capability yields high performance. The results are consistent with the opinion of Robbins (2006) that, job satisfaction affects the productivity of labor and McCue and Gianakis (1997) that there is a relationship only between job satisfaction and performance of employees of financial management in government offices of Ohio. The results of this study are consistent with the theory Robbins and Judge (2008: 113) that there is a correlation between job satisfaction and performance which is quite strong. This study supports the research of Koesmono (2005) that affect the performance of job satisfaction with a regression coefficient of 0.004 $P = 0.000 < 0.005$ and Khan, et al. (2012) job satisfaction as independence variables was significant influence on employee performance 0.238 $P = 0.001 < 0.050$.

The fourth hypothesis in this study is that no effect of organizational commitment on teachers performance. The results of calculations using the software AMOS in Table 3 shows that organizational commitment on teachers performance is no effect with a probability level of 0.019 marked by positive path

coefficient of 0.326 with CR value of 0.320 for the probability value less than 0.05, the fourth hypothesis is received. In this study, the higher the organizational commitment, teacher performance will also increase. This study supports the research of Wahyuni, et al (2014) an organizational commitment of a teacher to his school closely related to his performance. High organizational commitment will motivate a teacher to maximize his performance, since there is a sense of effort to perform his work maximally. Kreitner and Kinicki (2010: 163) says organizational commitment Reflects the extent to which an individual Identifies with organization and is committed to its goal. In turn, higher commitment can facilitate higher productivity. The output of this research supports the research conducted by Khan, et al. (2010) Stating that organizational commitment were positive influence to employee job performance of 0.218 $P = 0.000 < 0.050$.

The fifth hypothesis in this study is that no effect of work stress on teachers performance. The calculation results in Table 3 indicate the probability level of 0,024 by the path coefficient is positive at 0,795 with a value of CR for 2255, because the probability value is less than 0,05, the third hypothesis is accepted. In this study, the higher the stress of the work of teachers, especially with the changes in the curriculum and teacher workload increasing the performance of teachers become better / higher. This is evidenced by many learners who are accepted at state universities, military education of Police Academy, the Armed Forces Academy and others. The results support the research of Noviansyah and Zubaidah (2011) who says that there are job stress and partial work motivation that effect on employee performance of PT Plantation Minangga Ogan Balfour with $P = 0.00$ and the influence of the performance is of 0.91.

The sixth hypothesis in this study is that the influence of organizational commitment on job satisfaction with a probability level of 0,012 by the path coefficient is positive at 0.345 to the value of CR for 2523, because the probability value is less than 0.05 then the fifth hypothesis is received. This shows that the higher organizational commitment, the job satisfaction of teachers will be better / higher as well. The high school environment and organizational commitment of North Surabaya are to encourage teachers to always engage with learning activities, changes in the curriculum of K-13 SBC becomes a challenge for teachers. This involvement gives feeling of being able to control the situation because during the course of the learning process, teachers learn to understand how he/she has a role in the changes that occur in the institution. The involvement of teachers in the implementation of the curriculum changes of 2013 as a commitment that gives a sense of satisfaction will the result performance. The results support the theory of Luthans (1998: 125) Although early research Seemed to support a positive relationship between job satisfaction with organizational commitment. The results support the study by Exam and Alwi (2005) who show significant influence of organizational commitment and job satisfaction with a regression coefficient of 0.111 $P = 0.022 < 0.05$.

V. CONCLUSION

1. Work stress has no affect the organizational commitment. The hypothesis one that states the work stress has an negative effects an organizational commitment is unproven and rejected. Work stress on teachers due to curriculum changes do not alter the commitment of the teachers at the school institution where teachers work in private high school of North Surabaya. Work stress of high school teachers for curriculum changes only occur momentarily and teachers remain committed to the institution.

2. Work stress effects on job satisfaction. The second hypothesis which states work stress effect on job satisfaction is proven. These results suggest that work stress and job satisfaction happens because teachers feel the pressure of work or work stress are due to changes in the curriculum that has given better results in learners so as to provide satisfaction for teachers.

3. Job satisfaction directly affect teacher performance. Which means that the hypothesis third stating job satisfaction affects teachers performance is proven and true. Job satisfaction is one of the important aspects that need to be considered in efforts to increase to the teachers performance. The private school teachers in Surabaya feel that there is a match between the expected and the reality of works. The work itself which is a part of capability yields high performance.

4. Organizational Commitment is affect teachers performance . The fourth hypothesis stating organizational commitment influencing on teachers performance is proven. In this study, the higher of the organizational commitment so that teachers performance will also increase.

5. Work stress influences on teachers performance. The fifth hypothesis which states work stress effects on teachers performance is proven. In this study, the higher the stress work of the teachers, especially with the changes in the curriculum and teacher workload increasing the teachers performance become better / higher.

6. The effect of organizational commitment on job satisfaction. Hypothesis sixth *organisational commitment effect* on job satisfaction is proven. The involvement of teachers in the implementation of curriculum change is a form of organizational commitment that gives a sense of satisfaction will result of teachers performance.

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