

## **THE INFLUENCE OF COMPETENCE, WORK ENVIRONMENT AND WORK FAMILY CONFLICT ON PERFORMANCE MEDIATED BY ORGANIZATIONAL COMMITMENT (SURVEY OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN KUNINGAN SUB-DISTRICT)**

**Sumi Krismiyati<sup>1\*</sup>, Lili Karmela F<sup>2</sup>, Dede Djuniardi<sup>3</sup>**

<sup>1\*,2,3</sup> Universitas Kuningan, Indonesia

20201710022@uniku.ac.id

### **ABSTRACT**

*The purpose of this study was to test and analyse the effect of competency, work environment and work family conflict on work performance mediated by organizational commitment (survey of public middle school teacher in Kuningan distric). The sampling technique used is probability sampling with simple random sampling approach and managed to acquire 161 sample comprised of teacher from public middle school in Kuningan. The technique used in this research was inferential statistic with parametric method and the tool used in this research is SmartPLS V.3,0 using SEM method. The result of this study shows that competency have positive and significant effect on organizational commitment, work environment have positive and significant effect on organizational commitment, work family conflict have positive but insignificant effect on organizational commitment and significant, competency have positive and significant effect on work performance, work environment have positive and significant effect on work performance, work family conflict have positive and significant effect on work performance, organizational commitment have positive and significant effect on work performance, organizational commitment can mediated the effect of competency on organizational commitment can mediate the effect of competency on work performance, organizational commitment can mediate the effect of work environment on performance, and organizational commitment cannot mediate the effect of work family conflict on performance.*

**Keywords:** *Competenc, Organizational Commitment, Performance, Work Environment, Work Family Conflict.*

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### **INTRODUCTION**

The definition of school according to experts is an educational institution that organizes formal education levels, both in the form of public (government-run) and private schools. Meanwhile, according to the Big Indonesian Dictionary (KBBI), what is meant by a school is a building or institution for teaching and learning, as well as a place to receive and give lessons according to their level and major. In conducting teaching and learning activities, the purpose of the school is to educate the students under the supervision of teachers. The quality of schools is very dependent on the learning process, which can also be supported through the provision of facilities, both in physical form (facilities and infrastructure) and the competence of teaching staff (Harismi, 2022).

School as a formal educational institution is one of the subsystems of education, because educational institutions are actually synonymous with community networks. Because in the process of education and learning in schools there are true humanitarian and humanization activities. The school was conceived to carry out the functions of reproduction, awareness, and mediation simultaneously. The three pillars of the school should color in educational activities at school. If one of these pillars does not work, it will not meet the standards of educational activities.

According to Law Number 14 of 2005 Article 1 Paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training,

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assessing, and evaluating students in early childhood education formal education pathways, primary education and secondary education (Republik Indonesia, 2005). The quality of education is largely determined by good teacher performance so that it can accelerate the achievement of national education goals. In the Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) Number 16 of 2007 concerning Teacher Competency standards, it is explained that teacher competency standards are developed as a whole from four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence. The four competencies are integrated in teacher performance. According to Hamzah B. Uno and Niana Lametenggo (2010; 71-72) the dimensions and indicators of teacher performance are: quality of work results, punctuality, initiative, ability and communication (Koswara & Rasto, 2016).

Table 1. Performance of Public Junior High School Teachers in Kuningan District in 2019 – 2022

No	Indicator	Year 2018 / 2019	Year 2019 / 2020	Year 2020 / 2021	Year 2021 / 2022
1	Quality of Work	86	76	86	80
2	Accuracy / Speed	80	73	83	80
3	Initiative in Work	83	70	83	78
4	Employability	85	70	80	70
5	Komunikasi	70	70	80	70
	<b>War - War</b>	<b>80</b>	<b>71</b>	<b>82</b>	<b>75</b>

Source : data processed from the State Junior High School Curriculum Field in Kuningan District

From the table above, it can be seen that there have been significant fluctuations in teacher performance over the past four years. Data analysis shows a fairly clear pattern of ups and downs in the 2018/2019 academic year, teacher performance reached an average score of 80 in the good category. In the 2019/2020 academic year, there was a significant decline in teacher performance with an average score of only 71, in the sufficient category. In the 2020/2021 academic year, teacher performance has increased significantly, reaching an average score of 82 in the good category. In the 2021/2022 academic year, there was another decline in teacher performance with an average score of only 75 and the category decreased to sufficient. These fluctuations indicate that there are factors affecting teacher performance that need to be further studied and better managed. Some potential factors that may influence these fluctuations include policy changes, changes in the school environment, changes in student needs, or other factors related to the individual or work environment. In order to improve the consistency and quality of teacher performance, it is important to conduct an in-depth analysis of the factors influencing these fluctuations and take appropriate steps to improve support and development for teachers, as well as ensure alignment between educational policies, programs and practices in schools.

The basic concept of Theory Planned Of Behavior (TP) explained by Lee & Kotler (2011). TPB is a development of the Theory of Reasoned Action (TRA) originally developed by Ajzen. In the SDGs behavior is predicted by three main factors (Sartika Dani, 2020); (1) Sikap terhadap perilaku (Attitude toward behavior); (2) Subjective norm; (3) Perceived behavioural control.

Taking into account attitudes, subjective norms and perceived behavioral traits, the SDGs offer a more comprehensive model of predicting individual behavior than TRAs. Thus the SDGs are an extension of the TRA that takes into account perceived behavioral control factors to better explain why individuals do or do not perform a behavior.

The theory of planned behavior (TPB), takes into account that all behavior cannot be under control and completely out of control. In fact, these behaviors are at some point in a continuum from being under control to being uncontrollable. These controlling factors consist of internal and external factors. Internal factors include skills, abilities, information, emotions, stress, and so on. While external factors include situations and environmental factors. To overcome these limitations, Ajzen modified the TRA by adding a third antecedent of intention, called perceived behavior control (PBC). With the addition of these third antecedents, he renamed his theory to Theory Of Planned Behavior / TPB (Larasati, 2022). The relationship between Grand Theory Planned Behavior (TPB) and this study is that the researcher wants to analyze the extent of the influence of internal controlling factors (competence, work family conflict, and organizational commitment) and the influence of external controlling factors of the work environment on the performance behavior of SMP Negeri Teachers in Kuningan District.

Competence according to Juanda (2016), is described as knowledge, skills, and basic values that are reflected in thinking and acting habits. Thus the competence possessed by each teacher will show the quality of the actual teacher, these competencies will be manifested in the form of mastery of knowledge from professional actions in carrying out functions as teachers (Gultom, 2022). Meanwhile, according to Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, in early childhood education, formal education, primary education, and secondary education (Hadi, 2021).

The definition of the work environment according to Nitisemito (2015: 109) says that what is meant by the work environment is everything that is around the worker and that can affect him in carrying out the tasks charged (W Enny, 2019). Another opinion about the definition of a work environment is according to Flanagan (2006; 9) in Haight (2013), "defined as the factor determining the situation in which the worker lives, and are commonly considered to include hours of work, work organization, job content, and welfare service". This opinion affirms the environment as a situation caused by life that exists in the organization, for example interaction and communication (Harras et.al, 2020).

According to Sedarmayanti (2001), the working environment conditions are said to be good or appropriate if humans can carry out activities optimally. The work environment can also create a binding work influence between the people around in it, because the environment will affect individual satisfaction at work (Sasongko et al., n.d.). To create a conducive work environment, at least two things are needed, namely the teacher himself and the good influence between the teacher and parents and the surrounding community (Merry et al., 2020).

In this study the author added organizational commitment as a mediation/intervening variable, because from the literature of previous research journals there were negative influence results between variable X (independent) and variable Y (dependent). By adding organizational commitment as a mediating variable in this study, researchers sought to understand more deeply the relationship between other variables mentioned earlier. As a mediating variable, organizational commitment acts as a "liaison" or "intermediary" between independent variables (competence, work environment, and work-family conflict) and dependent variables (performance). Thus, this research can provide a more holistic understanding of the factors that influence teacher performance, as well as internal mechanisms within organizations that can mediate relationships between those factors. It can provide valuable insights for the development of management policies and practices in schools to improve teacher performance and overall quality of education.

In research conducted by Asmah Yanti Latif et al (2021), the results showed that employee competence has an impact on performance through Organizational Commitment and the work environment has an impact on employee performance through organizational

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commitment. While the results of Haeruddin et al.'s research, show the results that competence indirectly affects employee performance through organizational commitment.

**METHOD**

The research method used in this study is a survey research method with a quantitative research method approach and data used quantitative data using primary data. The population in the study was 267 teachers of SMP Negeri Sub-District Kuningan, using *the Probability Sampling sampling technique with a Simple Random Sampling approach*. The sample was taken using the *Slovin formula*, with the results of calculating a sample from a population of 267 people with an error rate of 5%, then the sample of respondents was 161 respondents. Data collection techniques by distributing questionnaires/questionnaires to respondents. The questionnaire that the author made uses an interval scale, with weights of values 1-10. To obtain the results of the study and to answer the hypothesis, researchers use quantitative data analysis techniques with the *Partial least squares structural equation modeling (PLS-SEM)* method through *Smart-PLS Software V.3.0*.

**RESULTS AND DISCUSSION**

In this study, the author distributed 161 questionnaires/questionnaires in the form of google forms with variables of competence, work environment, *work family conflict*, organizational commitment, and performance. The author asks for respondents' willingness to fill out each questionnaire statement, and the author also provides procedures for filling out questionnaires/questionnaires to respondents.

According to Ghozali (2018: 25), a correlation can be said to meet convergent validity if it meets a *loading* of > from 0.7. The output shows that the *loading factor* gives a value above the recommended value of 0.7. So that the indicators used in this study have met the *convergent validity* (Gunawan, 2019). However, if the resulting value does not > 0.7, the indicator is declared invalid and the indicator must be removed from the model so that data processing must be carried out again. In this study, the author tested this research model 3 times *convergent validity tests*. The results of the stage 1 convergent validity test can be seen in the figure below:

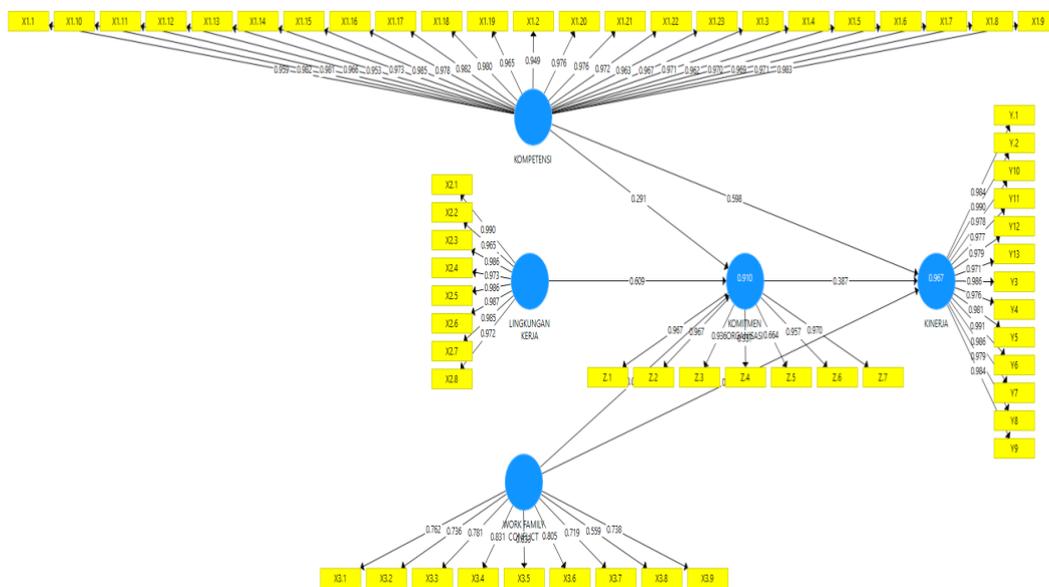


Figure 1. Convergent Validity Test

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In figure 1 of the stage 1 convergent validity test results above, showing the loading factor value of indicator X3.8 and indicator Z5 resulting in a loading factor value of  $< 0.7$  so that indicators X3.8 and Z5 need to be removed from the construct because they are invalid and must be re-processed.

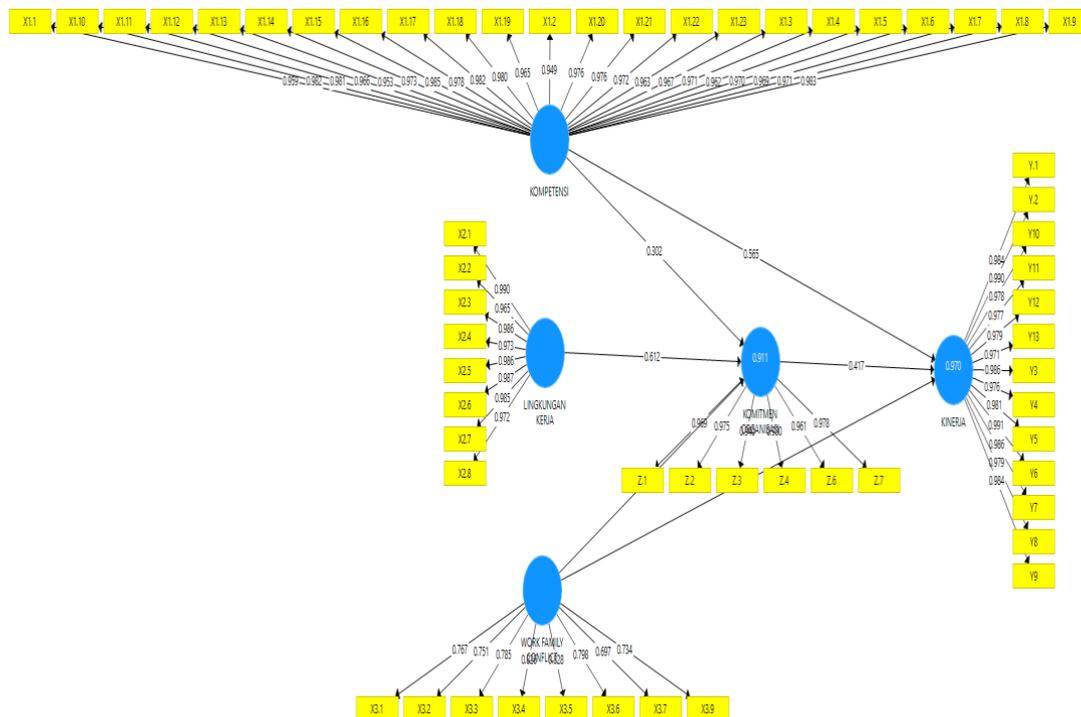


Figure 2. Convergent Validity Test

In the picture of the results of the stage 2 convergent validity test above, it shows the loading factor value of the X3.7 indicator  $< 0.7$  which means that the indicator is invalid, so the X3.7 indicator must be removed from the construct and re-processed data.

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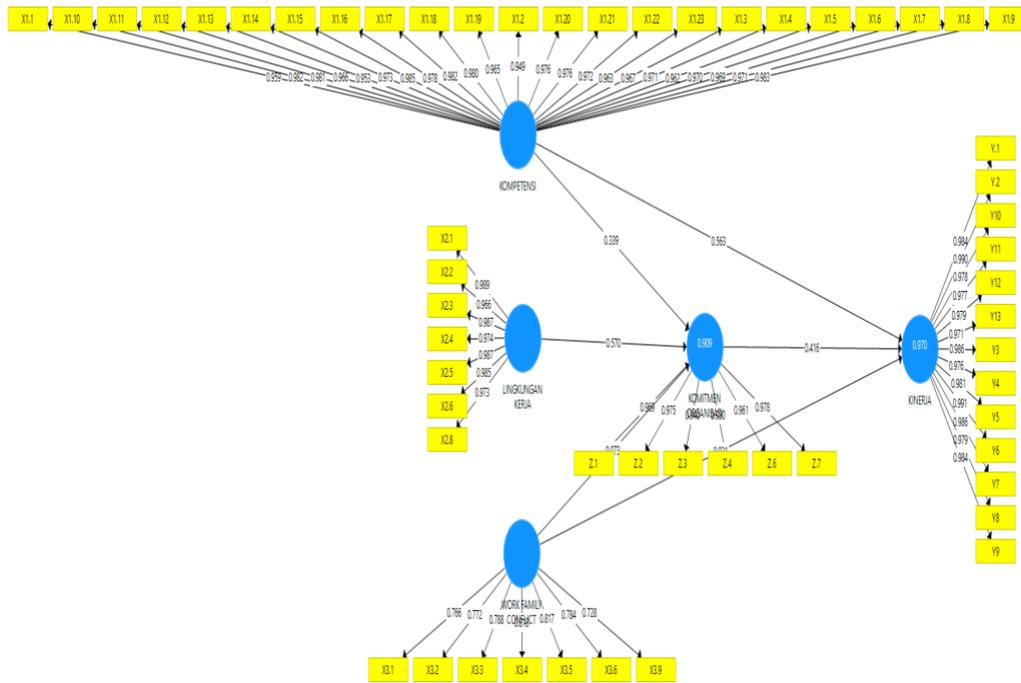


Figure 3. Convergent Validity Test

Furthermore, in the stage 3 convergent test above, it can be seen that all indicators have a loading factor of > 0.7 which shows that all indicators are valid in measuring their constructs, so it can be concluded that the PLS model in this study has met the requirements for convergent validity.

Table 2. Direct Effect Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Information
ORGANIZATIONAL COMMITMENT -> PERFORMANCE	0,416	0,407	0,121	3,422	0,001	Positive and Significant
COMPETENCE -> PERFORMANCE	0,687	0,705	0,115	6,003	0,000	Positive and Significant
COMPETENCE -> ORGANIZATIONAL COMMITMENT	0,300	0,329	0,105	2,844	0,005	Positive and Significant
WORK ENVIRONMENT -> PERFORMANCE	0,255	0,245	0,100	2,549	0,011	Positive and Significant
WORK ENVIRONMENT -> ORGANIZATIONAL COMMITMENT	0,612	0,583	0,109	5,608	0,000	Positive and Significant
WORK FAMILY CONFLICT -> KINERJA	0,059	0,051	0,038	1,554	0,121	Positive and Uncynical
WORK FAMILY CONFLICT -> ORGANIZATIONAL COMMITMENT	0,069	0,070	0,045	1,512	0,131	Positive and Insignificant

There is a positive influence of competence on organizational commitment (H1) The value of the competency variable parameter coefficient of 0.300, which shows the positive influence of competence on organizational commitment, and the results of the estimation coefficient test of 0.329 with a calculated t value of 2.844, and P value of 0.005 < 0.05, allow us to conclude that there is a direct and significant influence of competence on organizational commitment. Thus, the first hypothesis (H1) is acceptable. There is a positive influence of the

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work environment on organizational commitment (H2), the value of the work environment variable parameter coefficient of 0.612, which shows the positive influence of the work environment on organizational commitment, and the results of the estimation coefficient test of 0.583 with a calculated t value of 5.608, and a P value of  $0.000 < 0.05$ , it can be concluded that there is a direct and significant influence of the work environment on organizational commitment. Therefore, the second hypothesis (H2) is acceptable.

There is a Negative Effect of Work Family Conflict on Organizational Commitment (H3) the value of the variable parameter coefficient of work family conflict is 0.069, which shows the positive influence of work family conflict on organizational commitment, but the results of statistical tests show that the P value is  $0.131 > 0.05$ . This indicates that the effect is not statistically significant. Therefore, the third hypothesis (H3) is rejected. There is a Positive Influence of Competency on Performance (H4) the value of the competency variable parameter coefficient of 0.687, which shows the positive influence of competence on performance, and the test results of the estimation coefficient of 0.705 with a calculated t value of 6.003, and P value of  $0.000 < 0.05$ , it can be concluded that there is a direct and significant influence of competence on performance. Therefore, the fourth hypothesis (H4) is acceptable. There is a Positive Influence of the Work Environment on Performance (H5) the value of the work environment variable coefficient of 0.255, which shows the positive influence of the work environment on performance, and the test results of the estimated coefficient of 0.245 with a calculated t value of 2.549, and P value of  $0.011 < 0.05$ , it can be concluded that there is a direct and significant influence of the work environment on performance. Therefore, the fifth hypothesis (H5) is acceptable.

There is a Negative Effect of Work Family Conflict on Performance (H6) The value of the work family conflict variable coefficient of 0.059, which actually shows the positive influence of work family conflict on performance, however, the results of the estimation coefficient test of 0.051 with a calculated t value of 1.554, and P value of  $0.121 > 0.05$ , show that the direct effect of work family conflict on performance is not statistically significant. Therefore, the sixth hypothesis (H6) is rejected. There is a positive influence of organizational commitment to performance (H7), the value of the coefficient of the variable parameter of organizational commitment is 0.416, which shows the positive influence of organizational commitment to performance, and the test results of the estimation coefficient of 0.407 with a calculated t value of 3.422, and a P value of  $0.001 < 0.05$ , it can be concluded that there is a direct and significant influence of organizational commitment to performance. Therefore, the seventh hypothesis (H7) is acceptable.

Table 3. Indirect Effect Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV)	P Values	Information
COMPETENCE -> ORGANIZATIONAL COMMITMENT -> PERFORMANCE	0,125	0,128	0,039	3,182	0,002	Positive and significant
WORK ENVIRONMENT -> ORGANIZATIONAL COMMITMENT -> PERFORMANCE	0,255	0,245	0,100	2,549	0,011	Positive and Significant
WORK FAMILY CONFLICT -> ORGANIZATIONAL COMMITMENT -> PERFORMANCE	0,029	0,028	0,020	1,422	0,156	Positive and Insignificant

Organizational commitment can mediate the effect of competence on performance, the results of the hypothesis test show a significant value (p value) of 0.002 and a T-statistics value of 3.182 for the indirect influence of competence on performance through organizational commitment, it can be concluded that organizational commitment mediates the relationship between competence and performance significantly. Therefore, the hypothesis (H8) is acceptable. Organizational commitment can mediate the influence of the work environment on performance, the results of the hypothesis test that show a significant value (p-value) of 0.011 and a T-statistics value of 2.549 for the indirect influence of the work environment on performance through organizational commitment, it can be concluded that organizational commitment mediates the relationship between the work environment and performance significantly. Therefore, the hypothesis (H9) is acceptable. Organizational commitment can mediate the effect of work family conflict on performance, a significant value (p-value) of 0.156 and a T-statistics value of 1.442 for the indirect effect of work family conflict on performance through organizational commitment, it can be concluded that organizational commitment cannot mediate the relationship between work family conflict and performance significantly. Therefore, the hypothesis (H10) is rejected.

## **Discussion**

### **1. The Influence of Competency on Organizational Commitment to Public Junior High School Teachers in Kuningan District**

The results of the analysis show the positive and significant influence of competence on organizational commitment, it can be concluded that competence has a positive and significant influence on organizational commitment. This means that the higher the level of competence of a teacher, the higher the level of commitment of teachers to the organization in which they work.

### **2. The Influence of the Work Environment on Organizational Commitment to Public Junior High School Teachers in Kuningan District**

The results of the analysis show that there is a positive and significant influence between the work environment and organizational commitment. This suggests that a good working environment can positively affect teachers' level of commitment to the organization or school they work for.

### **3. The Effect of Work Family Conflict on Organizational Commitment to Public Junior High School Teachers in Kuningan District**

The results of the analysis showed that there was a positive but not significant influence between work family conflict and organizational commitment. This indicates that although there is a positive association between work family conflict and organizational commitment, the relationship is not statistically strong enough to be considered significant. The high level of work family conflict experienced by teachers of SMP Negeri Se-Kecamatan Kuningan does not affect the commitment of the organization. Teachers who have high intelligence and competence are able to overcome conflicts between work and family life well, and this does not affect the commitment of SMP Negeri Se-Kecamatan Kuningan teachers to their organizations.

### **4. The Effect of Competency on Performance in Public Junior High School Teachers in Kuningan District**

The results of the analysis show that there is a positive and significant influence of competence on teacher performance. This means that the higher the level of competence possessed by teachers in SMP Negeri Se-Kecamatan Kuningan, the higher their performance tends to be. High competence enables teachers to be more effective in carrying out their tasks, such as structuring curriculum, delivering subject matter well, using appropriate learning methods, and interacting with students effectively. This can ultimately improve the quality of learning and student achievement, which are important indicators of

teacher performance. Thus, increasing teacher competence in SMP Negeri Se-Kecamatan Kuningan can be considered as an important factor in improving the quality of education in the school.

**5. The Influence of the Work Environment on Performance in Public Junior High School Teachers in Kuningan District**

The results of the analysis show that there is a positive and significant influence between the work environment and teacher performance. This indicates that a good work environment can positively affect teacher performance in SMP Negeri Se-Kecamatan Kuningan. A good work environment includes various factors, such as support from colleagues, effective communication, adequate facilities, and a conducive working atmosphere. When teachers feel supported and comfortable in their work environment, they tend to be more motivated, productive, and high performers. Therefore, if the working environment of teachers in SMP Negeri Se-Kecamatan Kuningan is well managed and creates favorable conditions, the performance of teachers in the school is likely to improve.

**6. The Effect of Work Family Conflict on Performance in Public Junior High School Teachers in Kuningan District**

The results of the analysis showed that although there was a positive influence between work family conflict and teacher performance, the effect was not statistically significant. This shows that the level of work-family conflict experienced by teachers in SMP Se-Kecamatan Kuningan does not have a strong enough influence to significantly affect their performance. One reason why such an influence is not significant, is because the sample taken cannot fully represent the answer characteristics of the entire population of respondents, or there are other uncontrolled factors that influence the results. In addition, teachers generally have high intelligence, competence, and self-control, which can help them overcome challenges such as work-family conflict and still maintain good performance.

**7. The Effect of Organizational Commitment on Performance in Public Junior High School Teachers in Kuningan District**

The results of the analysis show that there is a positive and significant influence between organizational commitment and teacher performance. This indicates that the higher the level of commitment of teachers to the organization or school they work for, the higher their performance. Organizational commitment includes a teacher's level of attachment, loyalty, and dedication to the goals and values of the organization or school they work for. Teachers who have a high level of commitment tend to be more motivated, dedicated, and strive to better achieve organizational goals.

**8. Organizational commitment mediates the influence of competence on performance in public junior high school teachers in Kuningan sub-district**

The results of the analysis test show the positive and significant influence of competence on teacher performance through organizational commitment, it can be concluded that competence affects organizational commitment, and organizational commitment affects teacher performance in SMP Negeri Se-Kecamatan Kuningan. Thus, it can be concluded that indirectly, teacher competence affects performance through its influence on the level of organizational commitment. That is, when teachers at SMP Negeri Se-Kecamatan Kuningan have high competence and organizational commitment, they tend to have better performance. This confirms the importance of not only improving teachers' competencies, but also strengthening their organizational commitment. By improving these two factors, schools can create a supportive environment to improve overall student performance and learning outcomes.

**9. Organizational commitment mediates the influence of the work environment on performance in SMP Negeri-Se-Kecamatan Kuningan teachers**

The results of the analysis test show the positive and significant influence of the work environment on teacher performance through organizational commitment, it can be concluded that the work environment affects the level of organizational commitment, and organizational commitment affects teacher performance in SMP Negeri Se-Kecamatan Kuningan. Thus, it can be ascertained that indirectly, the teacher's work environment has an influence on performance through its influence on the level of organizational commitment. That is, when the work environment at SMP Negeri Se-Kecamatan Kuningan is getting better and the commitment of the teacher organization is getting higher, they tend to have better performance. This confirms the importance of creating a supportive work environment to enhance teacher organisational commitment. By increasing organizational commitment, teachers will be more motivated, productive, and high performers.

#### **10. Organizational Commitment Mediates the Effects of Work Family Conflict on Performance**

The results of the analysis test showed a positive but not significant influence of work family conflict on teacher performance through organizational commitment, it can be concluded that organizational commitment is not able to significantly mediate the effect of work family conflict on teacher performance in SMP Negeri Se-Kecamatan Kuningan. One of the reasons why work family conflict does not significantly affect performance through organizational commitment may be because the perception of SMP Negeri Se-Kecamatan Kuningan teachers towards work family conflict is not considered a significant obstacle in implementing their performance. This is due to the high level of competence of teachers, be it pedagogic, personality, social, or professional competence, which makes them able to manage and balance between the demands of work and family life well. In addition, a good work environment can also play a role in helping teachers to continue to carry out their duties well despite experiencing work family conflicts. These factors may cause organizational commitment to have no significant role in mediating the effect of work family conflict on teacher performance.

## **CONCLUSION**

The results showed that competence has a positive and significant influence on organizational commitment, meaning that the higher the competence of SMP Negeri Se-Kecamatan Kuningan teachers, the more organizational commitment of SMP Negeri Se-Kecamatan Kuningan will increase. The results showed that the work environment has a positive and significant influence on organizational commitment, meaning that the better the work environment of SMP Negeri Se-Kecamatan Kuningan teachers, the better the commitment of SMP Negeri Se-Kecamatan Kuningan teacher organizations. The results showed that work family conflict has a positive and insignificant influence on organizational commitment, meaning that even though teachers of SMP Negeri Se-Kecamatan Kuningan experience high conditions of work family conflict but will not affect organizational commitment, or in other words work family conflict will not reduce organizational commitment owned by SMP Negeri Se-Kecamatan Kuningan teachers.

The results showed that competence has a positive and significant influence on performance, meaning that the higher the competence possessed by teachers of SMP Negeri Se-Kecamatan Kuningan, the more the performance of SMP Negeri Se-Kecamatan Kuningan teachers. The work environment has a positive and significant influence on performance, meaning that the better the work environment of SMP Negeri Se-Kecamatan Kuningan, the

more the performance of SMP Negeri Se-Kecamatan Kuningan teachers. Work family conflict has a positive insignificant influence on performance, meaning that even though teachers of SMP Negeri SMP Negeri Se-Kecamatan Kuningan experience work family conflict conditions but do not affect performance or work family conflict will not be able to reduce the performance of SMP Negeri Se-Kecamatan Kuningan teachers. Organizational commitment has a positive and significant influence on performance, meaning that the higher the organizational commitment possessed by SMP Negeri Se-Kecamatan Kuningan teachers, the more the performance of SMP Negeri Se-Kecamatan Kuningan teachers. Organizational commitment mediates the influence of competence on performance in a positive and cynical manner, meaning that teachers who have high competence will cause high organizational commitment and will have a positive influence on the performance of SMP Negeri Se-Kecamatan Kuningan teachers.

Organizational commitment mediates the influence of the work environment on performance positively and significantly, meaning that a good work environment will lead to high organizational commitment and will have a positive influence on the performance of SMP Negeri Se-Kecamatan Kuningan teachers. The results showed that organizational commitment (Z) mediating the effect of work family conflict (X3) on performance has a positive and insignificant influence, it can be concluded that organizational commitment is unable to mediate the influence of work family conflict on the performance of teachers of SMP Negeri Se-Kecamatan Kuningan. This happens because teachers have high competence and a good environment so that they are able to overcome work family conflicts that occur in them and do not trigger a decline in performance in SMP Negeri Se-Kecamatan Kuningan teachers. Factors affecting teacher performance in SMP Negeri Se-Kecamatan Kuningan. Competence, work environment, work family conflict, and organizational commitment all play a role in determining teacher performance levels. The headmaster plays an important role in managing human resources in the school. School principals need to pay attention to and improve teacher competencies, including in pedagogic, personality, social, and professional aspects, through various professional development and training programs.

In addition, creating a supportive work environment and minimizing conflicts between work and teachers' personal lives is also very important. This can be done through management policies and practices that support work-lifestyle balance. Work family conflict is also a factor that needs to be considered because it can affect teacher performance. Support from colleagues and family is essential to help teachers overcome conflicts between their work and personal lives. Organizational commitment is a very important factor in improving teacher performance in SMP Negeri Se-Kecamatan Kuningan. High commitment will create strong motivation and dedication to achieve organizational goals. To increase organizational commitment, it is important to pay attention to several things such as committing to the core values of the organization, communicating the mission clearly to all members of the organization, ensuring fairness in organizational policies and practices, and creating a strong sense of community among all members.

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