

The Relationship of Teacher's Commitment, Teacher Discipline, and Work Motivation with the Performance of Junior High School Teachers in Kahayan District, Pulau Pisau Regency

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Abstract

This study aims to analyze the direct and indirect relationship between teacher commitment, teacher discipline and work motivation with teacher performance at SMPN Kahayan District, Pulau Pisau Regency. The method used in this research is a correlational method with a quantitative approach which is formulated into a path analysis *model*. The research population was 248 teachers from 18 schools in 3 sub-districts and 153 respondents were taken as research samples as research samples using *probability simple random sampling technique*. Collecting data using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, hypothesis testing and path analysis. The conclusion of this study is that there is a significant direct relationship between teacher commitment, teacher discipline and work motivation with teacher performance. There is a direct relationship between teacher commitment and teacher discipline with work motivation, there is an indirect relationship between teacher commitment through work motivation and teacher performance at SMPN Kahayan District Pulau Pisau Regency and there is an indirect effect between teacher discipline through work motivation and performance at SMPN Kahayan District Pulau Regency Knife.

Keywords: Commitment, Discipline, Motivation, Teacher Performance.

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I. INTRODUCTION

Teachers as education experts are expected to be able to show their expertise in an effort to improve the quality of education. This is because the teacher is the person who is directly involved in the learning process at school. In order for the learning process to be of high quality, the teachers must also be qualified and professional. According to Dessler (2015: 29). Professional teachers have special abilities and expertise in the field of teaching, so that teachers are able to carry out their duties and functions as teachers with maximum abilities.

In terms of educational operations, teachers determine the success of education through their performance, in other words, teachers who determine the quality of the process and educational outcomes lie in the teacher's performance in carrying out the learning process. Optimal teacher performance is the key to success in achieving achievement. Meanwhile, Gaynor (Suriyansyah, 2014: 46) asserts as follows. "Performance

relates to what teachers do in the classroom and how that affects student learning" means that performance is closely related to what teachers do in the classroom and how it affects student learning activities.

Teacher performance is basically the ability and effort of teachers to carry out learning tasks as well as possible in planning learning programs, implementing learning activities and evaluating learning outcomes (Depdiknas, 2018:21). Sudarmanto (2015: 19) says the performance of teachers as teachers can be seen from their ability or competence to carry out these tasks. The abilities related to the task of the teacher as a teacher can be grouped into four abilities, namely planning the teaching and learning process, implementing and processing the teaching and learning process, assessing the progress of the teaching and learning process, and mastering lesson materials. So, teacher performance is the result of work achieved by a teacher in carrying out the tasks assigned to him.

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With regard to the performance abilities of state junior high school teachers in Kahayan District, Pulang Pisau Regency, there are still many teachers who have this level of discipline, it can be seen from the discipline when there are still teachers who leave school during working hours for reasons that cannot be accounted for, regulatory discipline is still there for teachers who are not disciplined with the regulations made by the school, such as there are teachers who do not make learning tools such as learning implementation plans ranging from annual programs, semester programs and others. In addition, teacher commitment needs to be improved, such as the teacher's lack of concern for student learning outcomes, teachers in carrying out learning tend to only give assignments without giving clear directions and instructions to students, and rarely guide the attitudes and behavior of students on a daily basis, so that many students have bad behavior and attitude. This low teacher commitment has an impact on the teacher's lack of motivation. Teachers seem to carry out their duties carelessly, not following the signs of the actual learning process such as not making lesson plans even though they are made but there is a discrepancy between practice and learning theory. In the implementation of learning, teachers also rarely use learning media, because they only use the lecture method, not using varied and innovative learning methods. So that in carrying out its duties and functions, it is limited to obligations only. This situation illustrates that not all teachers can carry out the requirements of the teaching profession well, and not all teachers can implement the teacher's code of ethics that has been formulated.

Various problems that can still be felt that cause teacher performance is not expected to run well must be rearranged or renewed. In an effort to create a professional teacher performance, the government has made regulations for the requirements to become a teacher. But in reality there are still few teachers who meet the requirements. Article 10 paragraph 1 explains that teachers as professionals in education must have 4 competencies, namely (1) pedagogic competence, (2) personality competence, (3) social competence and (4) professional competence. and in Chapter IV article 20 (a) concerning teachers and lecturers it is stated that the standard of teacher work performance in carrying out their professional duties, teachers are obliged to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher which is realized in teaching and learning activities is a form of teacher performance.

Teacher performance is influenced by various good factors that come from within the individual, such as work commitment, motivation to work so that it will have a good impact on work performance, work discipline and work quality so that it will make teacher performance better. Factors from outside the individual

such as the principal's leadership, school organizational culture and others.

One of the factors that affect teacher performance is the commitment of the external force teachers themselves about their duties which can have a major influence on teacher attitudes in the form of responsibility and responsiveness (innovative) to the development of science and technology. Commitment is broader than caring, because in the sense of commitment it includes the meaning of effort and encouragement as well as quite a lot of time (Darmansyah, 2017: 49).

No less important factor that can affect teacher performance is teacher work discipline. According to Prijodarminto (2014: 28) discipline is an attitude of respect, respect, obedience and obedience to the applicable regulations, both written and unwritten and being able to carry it out and not evading accepting sanctions if the teacher violates the duties and authorities assigned to him. given to him. From this understanding, it can be said that teacher discipline is not only concerned with coming to teach and going home on time, but more than that, behavior, attitudes and actions are also required in accordance with written and unwritten regulations and are able to take responsibility for their duties and roles as a teacher. a teacher who sets an example for his students.

The next factor that affects performance is work motivation, because basically motivation is an impulse from within and from outside a person to do his/her tasks. The drive is related to a person's needs, abilities and perceptions of tasks. According to Setiawan (2015:31) the role of teacher motivation in working is very important because motivation is closely related to performance, if motivation is high, teacher performance is also high. Conversely, if motivation is low, teacher performance is also low.

Based on the results of the research, teacher motivation is related to improving teacher performance and is also related to the level of work discipline. In addition, Masaong (Sardiman, 2015: 41) explains that teacher work motivation is one indication of teacher commitment. Based on the description above, motivation is important because motivation can be a supporter of the spirit of one's behavior to improve performance, because the importance of motivating teachers in an educational organization makes educators' organizations really think about how to motivate teachers properly.

II. METHOD

This study uses a quantitative approach quantitative method as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with

the aim of testing predetermined hypotheses. The method used in this research is the correctional method. The correlational method is a research that describes the relationship that exists between two or more variables. The research population was 248 teachers from 18 schools located in 3 sub-districts and 153 respondents were taken as research samples as research samples with *probability simple random sampling technique*, so all teachers at SMPN Kahayan District had the same opportunity to be used as research samples.

III. RESULTS AND DISCUSSION

This research was preceded by a trial of research questionnaires, namely distributing

questionnaires for each research variable including; Teacher Commitment (X_1), Teacher Discipline (X_2), Teacher Motivation variable (Z) and Teacher Performance variable (Y). Trial of the research questionnaire was carried out on 30 teachers of SMPN Kahayan District who were outside the research sample. The test results of the research questionnaire were tested for validity and reliability to see how far the questionnaire that had been compiled met as a good measuring tool.

Overall path analysis (*path analysis*) based on the value of regression analysis are:

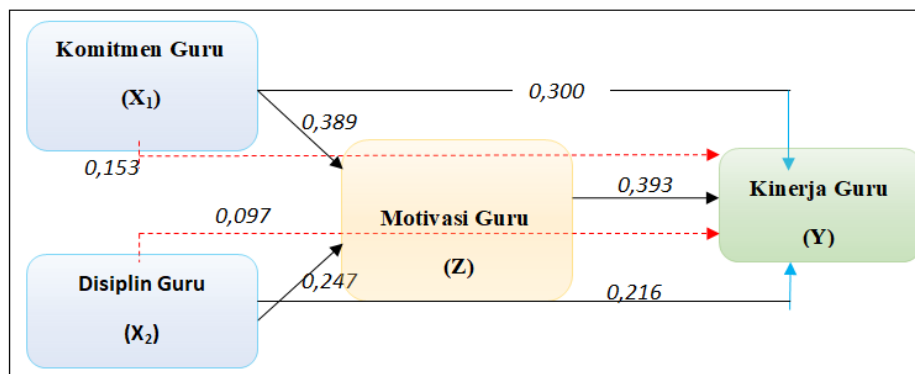


Figure 1: Summary of Path Analysis Regression Analysis Test Results

The summary of the calculation of the direct and indirect relationship of teacher commitment (X_1), teacher discipline (X_2) to teacher performance (Y)

through teacher motivation (Z) is written in the path coefficient summary table as follows:

Table 1 Summary of Path Analysis Regression Analysis Test Results

Variable Relationship	Direct Relationship	Indirect Relationship	Information
Teacher Commitment (X_1) – Teacher Performance (Y)	0.300	-	Significant
Teacher Commitment (X_1) – Work Motivation (Z)	0.389	-	Significant
Teacher Discipline (X_2) – Teacher Performance (Y)	0.216	-	Significant
Teacher Discipline (X_2) – Work Motivation (Z)	0.247	-	Significant
Teacher Motivation (Z) – Teacher Performance (Y)	0.393	-	Significant
Teacher Commitment (X_1) – Work Motivation (Z) – Teacher Performance (Y)	-	0.153	Significant
Teacher Discipline (X_2) – Work Motivation (Z) – Teacher Performance (Y)	-	0.097	Significant

Based on Table 4.28 above, the results of the *path analysis regression analysis* are able to answer the hypotheses in this study, namely:

- There is a direct relationship between teacher commitment with teacher performance in SMP Negeri Kahayan District, Pulang Pisau Regency.
- There is a direct relationship between teacher commitment with teacher motivation in SMP Negeri Kahayan District, Pulang Pisau Regency.
- There is a direct relationship between teacher discipline to teacher performance at the State

Middle School, Kahayan District, Pulang Pisau Regency

- There is a direct relationship between teacher discipline and teacher motivation at the State Middle School, Kahayan District, Pulang Pisau Regency
- There is a direct relationship between teacher motivation with teacher performance at the State Middle School, Kahayan District, Pulang Pisau Regency
- There is an indirect relationship between teacher commitment through teacher motivation and teacher performance at the State Middle

School, Kahayan District, Pulang Pisa Regency, u

- g. There is an indirect relationship between teacher discipline through teacher motivation and teacher performance in SMP Negeri Kahayan District, Pulang Pisau Regency.

A. Description of Teacher Commitment, Teacher Discipline, Work Motivation and Teacher Performance at SMPN Kahayan District

1. Description of the Work Commitment of Middle School Teachers in Kahayan District

Based on the results of the frequency description of 153 respondents, it is known that the level of teacher commitment at SMPN in Kahayan District is the majority included in the high category with a percentage of 56.21%, but there are still many respondents in this study. This can prove that the work commitment of SMPN teachers in Kahayan District is in the high category.

Based on the results of the research questionnaire, the overall average value of the teacher work commitment variable at SMPN Kahayan District is 3.06, this figure indicates a high category value. Judging from the sub-variables all included in the high category. The highest sub-variable is seen from normative commitment with an average score of 3.11. This value is included in the high category, meaning that the average teacher at SMPN Kahayan District has a high level of work commitment to his work, such as the teachers feel comfortable with the conditions and situations of working at school so that there is no desire to change places of work (turn over), teachers have loyalty To the school, teachers feel indebted for the comfort and career advancement of both the principal and co-workers and teachers also feel confident in the condition of the school that is able to improve careers at work.

Robbin (2014:122) states that commitment to every teacher is very important because with a commitment a teacher can become more responsible for his work. This is in line with Sopiah's opinion (2018: 76) Usually teachers who have a commitment will work optimally so that they can devote their attention, thoughts, energy and time to their work.

2. Description of Discipline of Middle School Teachers in Kahayan District

Based on the results of the description of the frequency of the discipline level of the majority of school teachers included in the high category with a percentage of 64.71%. As for the results of the respondents' answers, the level of job satisfaction in the medium category was only 35.29% and there were no results from the respondents' answers in the low category of teacher discipline. Hasibuan (2015: 59) suggests discipline is awareness and willingness to obey all organizational regulations and applicable social

norms. The attitude of someone who voluntarily obeys all the rules and is aware of his duties and responsibilities. So, subordinates will obey and do all their duties well, not under coercion.

Based on the results of respondents' answers about the overall average value of the teacher discipline variable at SMPN Kahayan District is 3.13, this number indicates a high score. Judging from the sub-variables, there are sub-variables of discipline on absenteeism which have the highest average score of 3.24 and sub-variables of discipline on assignments, meaning that teachers already have good discipline in terms of complying with applicable regulations, even though the SMPN in Kahayan District is located in a small area. but the problem of discipline is still the main capital in work such as discipline in coming and going home according to a predetermined time, teachers are also still disciplined as seen from the percentage of attendance that is never less than the provisions. In addition, teachers always ask for permission if they arrive late or do not come to work and prioritize work over other needs as well as time management discipline in completing work on time.

3. Description of the Motivation of Middle School Teachers in Kahayan District

The level of work motivation of SMPN teachers in Kahayan District is mostly in the high category with a percentage of 69.93%, while respondents who have work motivation in the medium category are 30.07% and there are no respondents who have work motivation in the low category.

Overall, the variable of teacher work motivation at SMPN Kahayan District is 3.15, this figure indicates a high category value. Judging from the sub-variables, there is a development sub-variable (advancement) with an average score of 3.21 and the working condition sub-variable has the highest average score. This means that teachers are motivated because there are opportunities for careers, there are opportunities and opportunities to develop skills and abilities and training opportunities for teachers to improve abilities and skills. In addition, teachers are motivated to improve their abilities because of the availability of facilities that support their work and conducive working conditions. This is in accordance with the opinion of Danim (2014: 92) explaining that teachers with high work motivation can make it easier for work to be completed on time and within the allotted time.

4. Description of Teacher Performance at SMPN Kahayan District

The results of the descriptive analysis of the percentage of the study showed that the level of teacher performance at SMPN in Kahayan District was the majority included in the high category with a percentage of 65.36%. teacher performance in the

medium category was 33.999% and respondents in the low category were 0.65%. Based on the calculations and tables above, it can be concluded that the performance level of SMPN teachers in Kahayan District who acted as the research sample was at a high level. The performance of a teacher can be seen from his success in trying to teach students through teaching and learning activities both in the classroom and outside the classroom, either directly or indirectly (Yowono, 2016:48).

The results of the PKG recapitulation show that the overall average value of the teacher performance variable at SMPN Kahayan District is 2.92, this figure shows the value of the medium category. Judging from the sub-variables, there are learning planning sub-variables that have the highest average score of 3.03, meaning the teacher is quite good at planning learning with the teacher formulating learning objectives in the lesson plans in accordance with the curriculum/syllabus and paying attention to the characteristics of students, the teacher compiling teaching materials in a sequential manner, logical, contextual and up-to-date and the teacher plans effective learning activities, it's just that in the teacher's ability to choose learning sources / learning media according to the material, learning strategies must continue to be built and familiarized so that each lesson uses media to facilitate the delivery of material to students.

B. Direct Relationship between Teacher Commitment and Teacher Performance at SMPN Kecamatan

The results of the frequency distribution show that the level of teacher commitment of the majority of the respondents already has a high category teacher work commitment with a percentage of 56.21%. This means that teachers at public junior high schools in Kahayan District have the attitude or willingness of a teacher to do more in order to improve the quality of education.

This was done to make it easier for him to carry out his duties as a teacher, namely giving lessons. Steers and Porter (2015:27) define commitment as an attitude, according to him people who have commitment are people who are willing to involve themselves in the organization. By being involved in the organization will automatically contribute everything that is in him for the benefit of the organization with the aim of becoming more advanced.

Based on the results of hypothesis testing, it is seen that there is a positive relationship between the teacher commitment variable and the teacher performance of SMPN Kahayan District. This is evidenced by several test results such as the regression coefficient value of 0.300, according to the regression equation line, the better the teacher's commitment will

increase or improve teacher performance. In conclusion, there is a positive and significant relationship between the teacher commitment variable (X) and teacher performance (Y).

The importance of studying the relationship between work commitment and teacher performance at SMPN Kahayan District in this study is based on Robbins' theory (2014: 231) explaining that teachers with a strong commitment will do their job seriously or work hard so that their performance continues to improve.

In relation to the relationship between teacher commitment and performance at SMPN Kahayan District, commitment to make an effective contribution to improving performance is 20.34% and a relative contribution of 64.27%, the most dominant commitment provides a close relationship compared to other variables, because teacher commitment determines the increase performance.

Based on the results of the study seen from the results of respondents' answers, it can be seen that commitment is a process of giving encouragement to oneself to work well, such as fulfilling the needs desired by the teacher. Teachers at SMPN Kahayan District have a high work commitment to their work such as teachers feel comfortable with working conditions and situations at school so there is no desire to change places of work (turn over), teachers have loyalty to the school, teachers feel indebted for comfort and career advancement for both principals and co-workers as well as teachers feel confident in school conditions that can improve careers at work.

Commitment actually exists within a teacher and is a force that controls human behavior in achieving goals. If a teacher has an awareness and sense of responsibility for his duties, the urge to work well will be stronger so as to create high teacher performance which in turn provides satisfactory service for student achievement. Based on the description above, there is a positive relationship between work commitment and teacher performance.

Teacher commitment is often seen from the attitude of having a concern for assignments, student needs, colleagues, or direct superiors. Teacher commitment is an inner strength that comes from within the heart of a teacher and external forces regarding their duties that can have a major influence on teacher performance in the form of responsibility and responsiveness (innovative).

The results of the study on teachers at SMPN Kahayan District showed the overall average value of the teacher work commitment variable at SMPN Kahayan District was 3.06, this figure indicates a high category value, so it is expected to improve teacher

performance. This condition can be observed from the respondent's statement that teacher loyalty and trust accept that the workplace in accordance with its commitment will always be passionate about work so that trust will improve performance and teacher commitment will be willing to put in a high degree of effort for the benefit of the organization, in order to facilitate achieving organization goals.

C. Direct Relationship between Teacher Discipline and Teacher Performance at SMPN Kahayan Kecamatan

Based on the results of the hypothesis test, it can be seen that there is a significant relationship between work discipline variables and the performance of teachers at SMPN Kahayan District. This is evidenced by several test results such as the regression coefficient value of 0.216, which means that if the teacher discipline variable increases by 1 point, the teacher's performance will increase by 0.216 points. So the higher the discipline of the teacher will increase or improve the performance of the teacher. In conclusion, there is a positive and significant relationship between teacher discipline variables (X) and teacher performance (Y).

These results are in accordance with several studies such as Ruslan (2020) concluding that work discipline is significantly related to teacher performance with a beta value of 0.369, a t-count value of 2.826 and a significance value of 0.007. Setiyati and Mulyanto (2019) found that work discipline has a significant effect on employee performance

In relation to the results of the research questionnaire on teacher discipline at SMPN Kahayan District, the overall average value of the teacher discipline variable at SMPN Kahayan District is 3.13, this figure indicates a high score. Judging from the sub-variables, there are sub-variables of discipline on absenteeism which have the highest average score of 3.24 and sub-variables of discipline on assignments, meaning that teachers already have good discipline in terms of complying with applicable regulations, even though the SMPN in Kahayan District is located in a small area. but the problem of discipline is still the main capital in work such as discipline in coming and going home according to a predetermined time, teachers are also still disciplined as seen from the percentage of attendance that is never less than the provisions. In addition, teachers always ask for permission if they arrive late or do not come to work and prioritize work over other needs as well as time management discipline in completing work on time.

Rusyandi (2014: 43) states that teacher discipline is an orderly and orderly condition that teachers have as a form of carrying out tasks at school, without any harmful violations either directly or

indirectly to themselves, colleagues and to the school as a whole.

Judging from the results of the t-test, it can be seen that the significance value is $0.001 < 0.05$ and the T-count is $3.254 > 1.655$ (Ttable). Based on the basis for decision making, the significance value (Sig). $<$ probability 0.05 and t arithmetic value $>$ t table, then there is a direct positive relationship between teacher discipline and teacher performance. Meanwhile, the close relationship between work discipline and performance is 12.10% effectively and 21.48% relatively. This relationship is quite good. Tu'u (2014:39) explains that discipline is one of the important factors in an organization. It is said to be an important factor because discipline will affect the performance of employees in the organization.

The results of this research questionnaire revealed that work discipline had a positive and significant effect on teacher performance. This means that a change in the increase in work discipline has a significant effect on improving teacher performance. Changes in improving work discipline which are reflected through compliance with applicable regulations, compliance with working hours, compliance with work standards, compliance with dress uniforms, compliance in the use of office facilities and infrastructure and working according to procedures (SOP) have a positive and significant contribution to performance improvement. Teachers as reflected in the aspects of employee work targets (quantity, quality, and time) and teacher work behavior (service orientation, integrity, work commitment, cooperation and leadership). Thus, the findings of this study indicate that good teacher work discipline has a significant contribution to improving teacher performance at SMPNs in the Banjarbaru City area.

D. Direct Relationship between Teacher Motivation and Teacher Performance at SMPN Kahayan District

Based on the results of hypothesis testing, it can be seen that there is a significant influence of motivational variables on the performance of SMP Negeri Kahayan District teachers. This can be seen from the regression coefficient of the teacher's work motivation variable of 0.393, which means that if the teacher's work motivation variable increases by 1 point, the teacher's performance will increase by 0.393 points. So the better the teacher's work motivation will increase or improve teacher performance. This is in line with the results of Sulaksono 's research (2019) "Relationship of Transformational Leadership and Work Motivation Against Discipline and Performance of Private School Teachers' in Banjarbaru North District" which shows that work motivation has a significant effect on the performance of private elementary school teachers in North Banjarbaru either partially or simultaneously.

This study shows that the majority of teachers in SMPN in Kahayan District are in the high category with a percentage of 65.36%. This is closely related to the high motivation possessed by teachers at SMPN Kahayan District. 25.51% of the increase in teacher performance is effectively influenced by the teacher's motivation. This is confirmed by the significance value of $0.000 < 0.05$ and the T count value of $6.003 > 1.655$ (Table). Based on the basis for decision making, the significance value (Sig). $<$ probability 0.05 and t arithmetic value $>$ t table, then there is a direct positive relationship between teacher motivation and teacher performance

Based on the results of the research, there is a relationship between work motivation and the performance of SMPN Kahayan District teachers, which can be seen from the results of respondents' answers, it can be seen that motivation is a process of giving encouragement to oneself to work well, such as motivation factors. Teachers have a strong desire to carry out their duties and responsibilities well. The teacher's efforts to achieve the targets and goals set by the school are quite good. The teachers of SMPN Kahayan Subdistrict are also motivated to work because they get recognition for their competence and presence in school. Recognition of this reflects pride in their status as teachers. The average teacher at SMPN Kahayan District shows a sincere concern for work and is willing to encourage the progress of students to always excel, be positive about their work, always maintain a balanced attitude in various situations, like to motivate others even though sometimes it doesn't work, behave and think positive of an event. The goals to be achieved by the teachers of SMPN Kahayan Subdistrict are quite clear and there is a strong desire to accept challenges so that they will feel directly involved with their work, namely having motivation, responsibility and hard work.

The existence of a relationship between work motivation and teacher performance is also due to hygiene factors, such as the SMPN Kahayan District teacher feeling that the administration and policies set by the principal are in accordance with what the teacher feels so that teachers are still able and happy to carry out regulations and policies well, feeling good safe and comfortable work environment and the interaction between them is very helpful for teachers in their work, because a conducive work environment and harmonious relationships help teachers improve good performance. This causes a significant relationship between work motivation variables and teacher performance variables.

Work motivation also has a close relationship with performance as revealed by Maslow (2014: 206) which states that someone who has high motivation will be able to carry out his work optimally, and people who work optimally show that the person has a high level of performance. Thus affecting the desired results.

IV. CONCLUSION

Based on the results of the analysis and discussion in this study, several conclusions can be drawn from this study, namely:

1. Teacher commitment, teacher discipline, work motivation and teacher performance at SMP Negeri Kahayan are mostly in the high category.
2. There is a direct relationship between teacher commitment and teacher performance at SMP Negeri Kahayan District.
3. There is a direct relationship between teacher discipline and teacher performance at SMP Negeri Kahayan. District
4. There is a direct relationship between teacher motivation and teacher performance at SMP Negeri Kahayan. District

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