

The Influence of Competency, Organizational Commitment, and Work Discipline for Teacher’s Performance of SMK N 17 Jakarta

Charles Bohlen Purba^{1*}, Sarwaji², Hapzi Ali³

¹Lecturer of Magister Management Program, University of Mercu Buana (UMB), Jakarta Indonesia

²Student of Magister Management Program, University of Mercu Buana (UMB), Jakarta Indonesia

³Lecturer of Magister Management Program, University of Mercu Buana (UMB), Jakarta Indonesia

***Corresponding author**
Charles Bohlen Purba

Article History

Received: 21.01.2018

Accepted: 05.02.2018

Published: 20.02.2018

DOI:

10.21276/sjhss.2018.3.2.3



Abstract: This research is to determine the influence of competency, organizational commitment, and work discipline for teacher’s performance of SMK N 17 Jakarta. The population in this study amounted to 35 people who directly become the sample. The method used in this research is descriptive method, which is problem solving by describing the object of research at current situation based on the fact. It is analyzed by using tool of Statistical Product and Service Solution (SPSS) version 21.0. From this research got result that competency variable, organizational commitment and work discipline have influence positive and significant to the performance of teachers SMKN 17 Jakarta.

Keywords: Competency, organizational commitment, work discipline, and performance of teachers.

INTRODUCTION

The purpose of National Education as stated in the decree No. 20 of 2003 on the National Education System, that national education is directed to develop the potential of learners to be a citizen who believes and conscious to God Almighty, noble, healthy, knowledgeable, skillful, creative, independent, and a democratic and responsible citizen. These are the indicators to be set as a bar for the achievement of education nation-wide.

School as a formal institution is required to prepare human resources who are be able to compete with other nations. Each school is required to meet the National Education Standards. This encourages the school and other supporting elements to improve the performance and its facilities in order to meet the demands of society. To achieve this, the role of a leader to improve the ability and provide motivation is very

important. Based on preliminary data in Table-1 below that the ability or competence of teachers at 17 Vocational School Jakarta, the percentage of teachers who participated in the Teacher Competency Test (TCT) - administered by Educational Ministry- has decreased as many as 35 people and the number of passing only eight (8) participants (23%) so that 77% of teachers have not yet fulfilled competency standards.

Table-1: Result Data of Teacher Competency Test

	Number of Qualified Participant	Qualified Percentage	Unqualified Percentage
35	8	23%	77%

Table-2 below illustrates that the achievement of the Organizational Commitment targets has not been achieved since there are still issues clouding the

organizational commitment, they are; administration management, innovation and work Ethics.

Table-2: Indication of Poor Organizational Commitment

	Achievement Level (%)	Unachieved (%)	Description
Administration management	100	80	Below target
Work Ethic	100	85	Below target
Innovation	100	83	Below target
Average		85	Below target

Source: Curriculum Department of 17 Vocational School Jakarta

Table-3 below illustrates that there is still an indication of the low discipline of teachers that may affect teacher's performance.

Table-3: Indication of Teachers' Low Discipline

Issues	Number (people)	%
Lateness	8	23
Early leave	6	17
Neglecting task	9	26
No Lesson plan	7	20
Ignorant toward student	11	31

Source: interview of teachers at 17 vocational School Jakarta (2017)

In Table 4 below illustrates that there is still an indication of the cause of low teacher performance due to degrading value of honesty and the low quantity and quality of work.

Table-4: Indications of Low Teacher Performance

Issues	Number (people)	%
Poor work quality and quantity	5	14
in-efficiency occurs in the classroom	9	25
Decreasing work discipline	8	23
Lack of initiative	6	17
Lack of prudency	9	26
Lack of creativity	8	20
Degrading honesty value	3	8

Source: interview of teachers at 17 vocational School Jakarta (2017)

Based on the above phenomenon, the writers are encouraged to conduct empirical studies using three teacher performance predictors, namely work skills, emotional intelligence and work motivation. This study aims to determine The Influence of Competence, Organizational Commitment and Work Discipline for Teacher Performance at 17 Vocational School Jakarta.

Problem Formulation

- 1) Does competence affect the performance of teachers at 17 Vocational School Jakarta?
- 2) Does organizational commitment affect the performance of teachers at 17 Vocational School Jakarta?
- 3) Does the work discipline affect the performance of teachers at 17 Vocational School Jakarta?
- 4) Is there a concurrent influence of teacher competence, organizational commitment and teacher discipline on teacher performance of at 17 Vocational School Jakarta?

LITERATURE REVIEW

Teacher Performance

According to Rivai in Suswardji [1] Performance is the result or level of success of a person as a whole during a certain period of time in performing the task compared with various possibilities, such as standard of work, targets or criteria that have been determined and mutually agreed upon.

The term performance of teachers comes from the word job performance / actual performance

(work performance or achievement actually achieved by someone) Anwar Prabu 2000 in Rohimah [2]. So in the terminology performance can be interpreted as an visible achievement as a form of success in a person.

Decree number 20 of 2003 on National Education System in article 39, paragraph 2 states that the task of teachers is to plan and implement the learning process, evaluate the learning outcomes, conduct mentoring and training. Furthermore, Decree No. 14 of 2005 on Teachers and Lecturers in Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating learners on early childhood, primary and secondary education. Furthermore article 20 states that one of the professional obligations of teachers is to plan learning, implement quality learning process, assess and evaluate learners on early childhood education, primary education and secondary education. Article 20 states that one of the professional obligations of teachers is to plan learning, implement quality learning process, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies in a sustainable manner with the development of science, technology and art.

Competence

Mulyasa [3] held that competence is defined as a combination of knowledge, skills, values, attitudes reflected in habits of thinking and acting. Boediono in Mulyasa [3], states that competence is the knowledge,

skills and basic values reflected in the habit of thinking, and action. The habit of thinking and action consistently enables a person to be competent in having the basic knowledge and skills.

Another definition of competence according to Wibowo 2007 in Shaputra [4] competence is an ability to perform work or tasks based on skills and knowledge and supported by the work attitude. From various opinions, it can be explained that competence is the ability to perform and conduct work based on knowledge, skills, and attitudes, associated with a particular profession. Decree no. 14 of 2005 on Teachers and Lecturers states that competence is a set of knowledge, skills, and behavior that must be possessed, internalized, comprehended by teachers or lecturers in performing professional duties.

Competence of teachers is a qualitative depiction on the nature of teacher's meaningful behavior [3]. Teacher competence is related to teacher professionalism. Professional teachers are competent teachers. In accordance to that, Usman [5] denounces that the competence of teachers is the ability of a teacher in carrying out obligations in a responsible and feasible manner.

Based on this understanding, it can be explained that the competence of teachers is the ability and authority of teachers in carrying out their professional activity. In line with the above descriptions it can be summed up that the teachers competence is the ability or special skills of a teacher in the field of education so as to perform tasks and professional duties as teachers with cognitive, affective and psychomotor abilities.

Organizational Commitment

Muthuveloo 2005 in Chasanah [6] Commitment is defined as an employee level of attachment to some aspect of work. This means commitment is described as a level of employee / employee ties to some aspects of work. Work commitment refers neither to the organization nor to one's career, but to employment itself ". That is why, work commitments point out neither to the organization nor to one's career, but to the work itself.

Organizational commitment is one of work attitude elements. Because it reflects one's feelings (likes or dislikes) about the organization in which he or she is involved in. Organizational commitment is an individual orientation to the organization that includes loyalty, identification and involvement. Thus organizational commitment is the orientation of the active relationship between the individual and his organization.

Darmawati *et al.*, [7] states that organizational commitment is a state of an employee who sided with a particular organization and its purpose and desire to maintain membership in the organization. Luthans [8] views organizational commitment as an attitude that has wide variety of definitions and measurements. According to Riehl and Sipple 1996 in Solomon [9] teacher commitment has a positive effect on student achievement in school.

Based on the above description it can be concluded that organization commitment is a situation where one becomes bounded by one's actions. This action will lead to beliefs that support one's activities and involvement. Thus a highly committed worker in general has a great need to develop and enjoy participating in the decision-making process of the organization.

Work Discipline

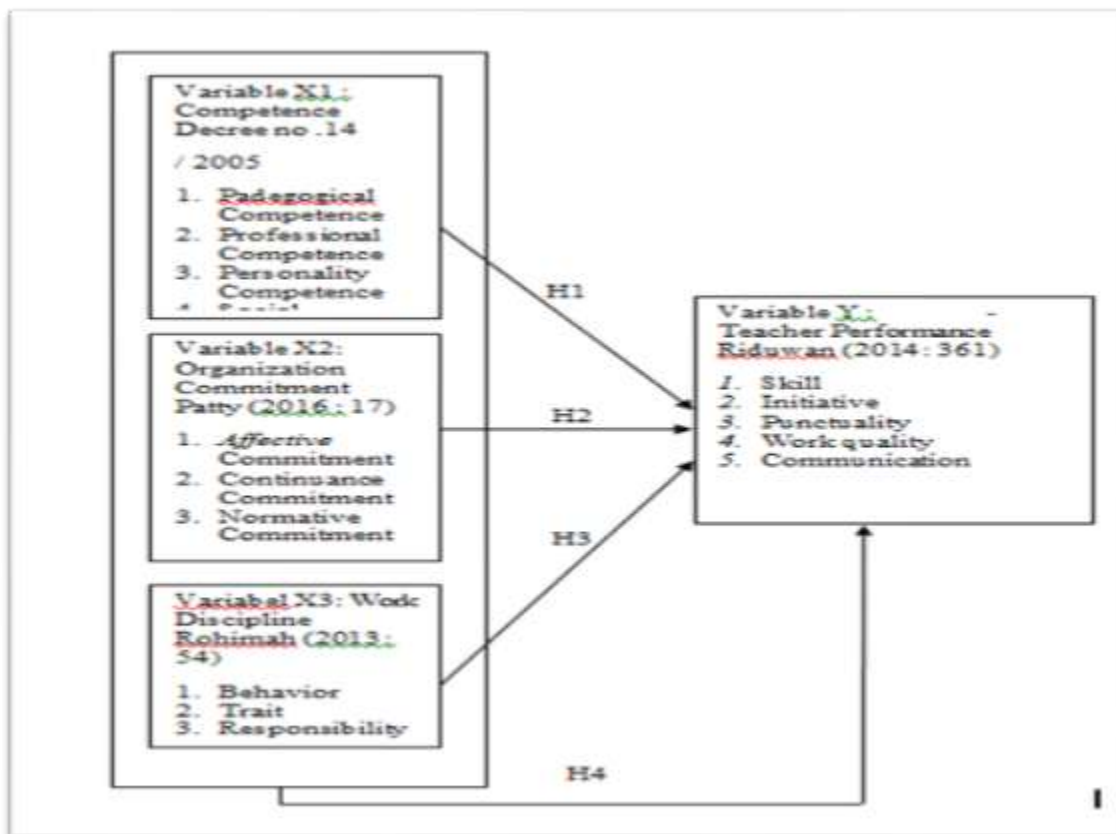
The word Discipline comes from the Latin word *disciplina*, which means exercise or education of modesty and spirituality, and the development of character Moekijat [10].

Davis [11] points out that discipline is the actions or activities of leaders to meet the standards of the organization. Further Suradinata [12] describes that discipline is one type of training to improve and shape the knowledge and behavior of employees so that they will try and work together and perform better. Discipline is a condition created and formed through a process of behavior, through learning, obedience, loyalty and respect to applicable norms / rules. According to Suswardji [1] discipline must be enforced within an organization because without the support of good personnel discipline, it is difficult to pursue organization goals. Various opinions on the above work discipline, clearly shows the need for work discipline to be implemented, hence work discipline is a prerequisite for a work unit to move forward and develop.

The effort to enforce work discipline is translated as every effort or assistance addressed to each employee to develop a proper attitude toward one's work and one of methods to make one's role more effective. Therefore, the effort to enforce the discipline at work is not an attempt to find employees' faults or to give punishment, but rather an effort to develop a proper attitude toward the work, in order to achieve the organization's goals.

Theoretical Framework (Figure-1)

There are four variables to be studied, consisting of three independent variables, namely competence (X1), organizational commitment (X2) and work discipline (X3) and dependent variable that is teacher performance (Y).



Hypothesis

Based on the views and the theoretical base, as well as the theoretical framework and review of previous research results, Hypothesis formulation in this study are as follow:

- 1) H1. There is an influence between the competence on the performance of teachers at 17 Vocational School Jakarta.
- 2) H2. There is an influence between organizational commitment to teacher performance at 17 Vocational School Jakarta.
- 3) H3. There is an influence between work discipline on teacher performance at 17 Vocational School Jakarta.
- 4) H4. There is an influence between competence, organizational commitment, work discipline on teacher performance at 17 Vocational School Jakarta.

RESEARCH METHODS

The research is designed as a descriptive study which has the following characteristics: (1) relates to the current situation, (2) describes a single variable or several variables but is described one by one, and (3) the variables studied are not manipulated or not there is a treatment.

This research conducted cross-sectional survey that is a data collection method where information is collected only at a certain moment. The meaning of

collecting data at one time is not just one day, but can be done within a few days or even weeks depends on situations. The population in this study are the teachers of 17 vocational school Jakarta with the number to 35 people consisting of twenty-seven (27) civil servant teachers and eight (8) non-civil servant teachers.

Methods of Multiple Linear Regression Analysis.

Double regression test is a tool for forecasting analysis of the effect of two independent variables or more on one dependent variable [13]. This analysis is conducted to know the direction of the relationship between independent variables and dependent variable, whether positive or negative. The formula used: $Y' = a + B_1X_1 + B_2X_2 + B_3X_3 + e$.

Description: Y' = Dependent variable (predicted value); X1, X2 and X3= Independent Variables; a= Constant (value Y' if X1, X2 Xn = 0); B1, B2 and B3= Regression coefficients; e: Error

Sudarmanto [14] explains that the classical assumption test that is minimally done by researchers using multiple linear regression as a means of analysis is by operating data normality test and free from classical assumptions that include multicollinearity, autocorrelation and heteroskedasticity. The process of classical assumption test is done simultaneously with the regression test process.

In this study, the t test was applied to see whether individual competence, organizational commitment and work discipline can affect teacher performance. Study was done by looking at Coefficients that compare Unstandardized Coefficients B and Standard error of estimate so that the result is called t-count. If $t_{count} > t_{table}$ and level of significance $\alpha < 0,05$, then independent variable individually influenced significantly the dependent variable.

F Test (Simultaneous Influence). F test is used to know the influence of all independent variables included in the regression model altogether with the dependent variable tested at a significant level of 0.05. Test F can be done by comparing F count with F table.

RESULT AND DISCUSSION

Instrument Test Results

In this study validity and reliability testing is done by using SPSS 21 software. The Testing is done so as to be reliable and each indicator can be used.

Validity test

The validity test applies 95% confidence level, where $df = n-2$. The value of n in this study was 35, so the value of $df = 33$. Thus, the r_{table} value obtained was = 0.344. The basis of decision making on this validity test was as follow:

- If $r_{count} \geq 0.344$ then the statement is valid
- If $r_{count} < 0.344$ then the statement is invalid.

The results of validity calculations were performed by looking at the correlation coefficient between each indicator of the construct score of each variable, presented in the tables below. Based on the calculation of 35 respondents, results obtained with SPSS 21 software were as follow:

Table-5: Instrument Validity Test Result

Variable/Dimension	r_{count}	r_{table}	Desc
Competence (X_1)			
Pedagogic Competence	0,953	0,344	Valid
Professional Competence	0,990	0,344	Valid
Personality Competence	0,980	0,344	Valid
Social Competence	0,984	0,344	Valid
Organizational Commitment (X_2)			
Affective Commitment	0,960	0,344	Valid
Continuance Commitment	0,971	0,344	Valid
Normative Commitment	0,982	0,344	Valid
Work Discipline (X_3)			
Trait	0,940	0,344	Valid
Behavior	0,834	0,344	Valid
Responsibility	0,948	0,344	Valid
Teacher Performance (Y)			
Work Quality	0,944	0,344	Valid
Work Effectivity	0,922	0,344	Valid
Work Initiative	0,944	0,344	Valid
Work Capability	0,779	0,344	Valid
Communication	0,802	0,344	Valid

Source: Data were formulated (2017)

Table-5 showed there were 4 (four) dimensions of competence, namely pedagogic competence, professional competence, personality competence and social competence. The dimensions were then tested after the validity test and the results was $r_{count} > r_{table}$ 0.344, hence the four dimensions were declared valid and can be used for further tests. In organizational commitment there are 3 (three)

dimensions that are affective commitment, continuance commitment and normative commitment. The three dimensions are tested after the validity test and the results was $r_{count} > r_{table}$ 0.344, hence the three dimensions of the organizational commitment were confirmed valid and can be used for further test. In the work discipline there are 3 (three) dimensions of attitude, behavior and responsibility.

Reliability Test

After all of the items were stated to be valid then the reliability test was performed. Criteria of a research instrument to be reliable is when the coefficient of reliability > 0.6. The reliability of less than

0.6 is not valid, whereas 0.7 is acceptable and above 0.8 is valid. To find out the reliability test results from the questionnaire of each variable can be seen in Table 6 below:

Table 6: Reliability Test Result

Questionnaire	Cronbach's Alpha Count	Reliability Limit	Reliability
X ₁ = Competence	0,984	0,60	Reliable
X ₂ = Organizational Commitment	0,968	0,60	Reliable
X ₃ = Work Discipline	0,895	0,60	Reliable
Y = Teacher Performance	0,915	0,60	Reliable

Source: Data were formulated (2017)

Table-6 above revealed that for each research variable both dependent and free variable, Cronbach's Alfa > 0.60. Therefore, this research variable can be declared reliable so that the items in each variable is feasible to be used as a measuring tool and further analysis can be performed.

Normality Test Results

The normality test is performed to determine whether the population of data is normally distributed. Normality test for each variable is done by looking at

the point of distribution of data in P-P plot graphic image. The data of the variable were normal, if the data distribution is in straight line with plotted distribution point.

The ground for decision making on this normality test is as follows:

- a. If the significance level of Kolmogorov-Smirnov Sig Test ≥ 0.05 then the data is normally distributed
- b. If the significance of Kolmogorov-Smirnov Sig < 0,05 then the data is not normally distributed.

Table-7: Normality Test Result

<i>One Sample Kolmogorov Smirnov Test</i>		
Kolmogorov-Smirnov Z		0,573
Asymp. Sig. (2-tailed)		0,898

Source: Data were formulated (2017)

Based on Table-7 of One Sample Kolmogorov-Smirnov Test results on the residual the results were normally distributed. This was shown from the number of samples of 35 people, the value of Kolmogorov-Smirnov Z of 0.573 and significance at 0.898 > 0.05 then Ho is rejected and Ha accepted it was evident that the data was normally distributed.

Multicollinearity Test

Multicollinearity test is conducted to identify the correlation between independent variables. This test can be seen on the table Coefficients regression variable Competence (X1), Organizational Commitment (X2), Work Discipline (X3) and Teacher Performance (Y) as listed in Table 8 below:

Table-8: Multicollinearity Test Result

Variable	Tolerance	VIF
Competence	0,935	1,069
Organizational Commitment	0,329	3,044
Work Discipline	0,316	3,162

Source: Data were extrapolated (2017)

Based on Table-8, the VIF from competence variable to teacher performance variable is 1.069, organizational commitment variable to teacher performance is 3.044 and work discipline variable to teacher performance is 3,162. From the data it can be seen that the tolerance value of all variables are more than 0.10 and the VIF value of all independent variables are less than 10. Then it can be concluded that there is no multicollinearity between variables in the regression model.

Multiple Linear Regression Analysis

Regression analysis is used to measure the strength of the relationship between two or more variables, also shows the direction of the relationship between the dependent variable with the independent. This analysis is done to predict the value of the dependent variable if the value of the independent variable increases or decreases and to know the direction of the relationship between the independent variable and the dependent variable whether each independent variable is positive or negative.

Table-9: Multiple Linear Regression Analysis Test Result

Variable	Regression Coefficient	Sig
Constant	0,639	0,018
Commitment	0,120	0,004
Organizational Commitment	0,489	0,000
Work Discipline	0,247	0,005

Source: Data were formulated (2017)

Based on Table-9 the following regression equation will be applied: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. The regression equation can be interpreted as the following:

- 1) Constant value of 0.639, meaning that if Competence (X1), Organizational Commitment (X2) and Work Discipline (X3) is 0, then Teacher Performance (Y) is 0.639.
- 2) The regression coefficient value is 0,120 positive, meaning that the increase of competence score will improve teacher performance as much as 0,120. These coefficients sign at the level of 0.004 or less than $\alpha = 5\%$ This means that there is a significant influence.
- 3) The regression coefficient X2 is 0.489 positive, meaning that the increase of organizational commitment score will improve teacher performance by 0,489. These coefficients sign at the 0.000 level or less than $\alpha = 5\%$ This means that there is a significant influence
- 4) The regression coefficient X3 is worth 0.247 positive, means that the increase of work discipline score will improve teacher performance by 0,247.

This coefficient sign at the level of 0.005 or less than $\alpha = 5\%$ This means that there is a significant influence.

The results of multiple regression testing showed that Competence (X1), Organizational Commitment (X2), and Work Discipline (X3) have a positive and significant influence on teacher performance. These conditions indicate that if there is an increase in competence, organizational commitment and work discipline it will improve the discipline of teachers at work.

Coefficient Determination

The coefficient determination describes the variation of influence of independent variables toward the dependent variable. Furthermore, it can also be implied as the proportion of influence of all independent variables toward the dependent variable. If the independent variable is more than one then the coefficient determination can be measured with R Square value.

Table-10: Coefficient Determination Test Result

R	R Square
0,943	0,890

Source: Data were formulated (2017)

Table-10 displays that the value of R Square of Competence (X1), Organizational Commitment (X2) and Work Discipline (X3), simultaneously toward Teacher Performance (Y) is equal to 0.890 with very strong correlation level. This indicates that the contribution of independent variable (Competence, Organizational Commitment and Work Discipline) toward Teacher Performance (Y) is as much as 89% and the remaining variables (not included in the study) influence by 11%.

Partial Regression Test (t test)

The t test in multiple linear regression is subjected to test whether the parameters (regression coefficients and constants) assumed to estimate multiple linear regression equations / models are the appropriate parameters or not. The nature intention is that the parameter able to explain the behavior of the independent variable in influencing the dependent variable.

Table-11: t test Result

Variable	t table	t count	Sig.
Competence	2,035	3,065	0,004
Organizational Commitment	2,035	5,868	0,000
Work Discipline	2,035	3,013	0,005

Source: Data were formulated (2017)

- Ho: There is no influence of competence on teacher performance at 17 Vocational School Jakarta
- H1: There is an influence of competence on Teacher Performance at 17 Vocational School Jakarta

Hypothesis 1: Competence influences teacher performance.

Table 11 describes that competence tcount 3.065 > ttable 2.035 with significance level of 0.004 <0.05 in other words Ho is rejected and H1 is accepted, it can be stated that partially competence influence the performance of teachers of 17 Vocational School Jakarta significantly.

Hypothesis 2: Organizational commitment influences teacher performance.

Based on Table 11 above, it can be summed up from organizational commitment variable, tcount 5,868> ttable 2,035 with significance level of 0,000 <0,05 or Ho is rejected and H2 accepted, hence it can be acknowledged that partially organizational commitment significantly influences teacher performance at 17 Vocational School Jakarta.

Hypothesis 3: Work discipline affects teacher performance

Table-11 above showed that work discipline, tcount 3.013> ttable 2.035 with significance level of 0.005 <0.05 or Ho rejected and H3 accepted, it can be expressed that partially variable discipline work influences significantly toward the performance of teachers at 17 Vocational School Jakarta.

Simultaneous Regression Test (F test)

The reliability test model or feasibility test model is the initial stage of identifying a regression model that is feasible or not feasible (reliably) meaning that a model which is feasible to explain the influence of independent variables toward the dependent variable. To determine whether the independent variables (Competence, Organizational Commitment and Work Discipline) is feasible or not to influence the bound variable (Teacher Performance), the F statistic test is applied.

Table-12; F test Result

Description	F Table	F count	Sig.
F test	2,91	83,377	0,000 ^b

Source: Data were formulated (2017)

Hypothesis 4: Competence, organizational commitment and work discipline affects teacher performance.

Table-12 above presented the Fcount value of 83.377, the column Sig is a probability or significant value of 0.000 or 0% significance. Ftable value for significance level (α) = 5% two tailed with number of sample 35. It resulted the numerator using k-1 or the number of variables minus 1 is df numerator 4-1 = 3, and df denominator using nk or the number of samples minus the number of variables is df denominator 35-4 = 31 then it was obtained Ftable is 2.91. Assessment based on F test: if Fcount> Ftable then Ho is rejected, it means significant, from the calculation of the above analysis it was required 83.377> 2.91 then Ho is rejected which means significant. Based on the probability: if <0.05 then Ho is rejected, from the analysis it was obtained the value of 0.000 <0.05 means Ho is rejected and H4 is accepted. Thus it can be concluded that Competence, Organizational Commitment and Work Discipline simultaneously influence significantly toward Teacher Performance at 17 vocational school Jakarta.

Based on coefficient of determination regression test there are many other factors that may affect Performance, such as Teacher Performance, aside from Competency, Organizational Commitment, and Work Discipline. Other factors such as the style of leadership, morale and so forth. Another factor is based on previous research results among others:

- 1) Motivation and Job Satisfaction have positive and significant effect on teacher performance either partially or simultaneously or in this context bias

also to employees performance in general in company and other organization. The higher motivation and job satisfaction of employees will have a positive impact on performance [15];

- 2) Work Motivation and Job Satisfaction have positive and significant impact on Organizational Commitment and impact on Employee / Employee Performance [16]; and
- 3) Work Discipline and Morale have a positive and significant influence on Padang Dua Primary Employee Office Employee Performance, either partially or simultaneously [17].

DISCUSSION

The Influence of Competence on Teacher Performance

Testing hypothesis 1 proves that competence variable has positive and significant effect to teacher performance variable.

Based on the correlation matrix dimension between variables, competence has a value of correlation coefficient is on the performance of teachers. Of the four dimensions (pedagogic competence, professional competence, personality competence, and social competence). One dimension of which is the dimension of personality competence has a moderate correlation. Whatever the school's assessment of teachers' personality competencies in improving the quality of work does not significantly affect teacher performance. This illustrates that teachers of SMK Negeri 17 Jakarta in general still improve the performance of teachers by continuously improving and improving the competence of the personality in order to

improve the quality of work. According to Wibowo 2010 in Suswardji [1] Competence is an ability to perform or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job.

Based on Regulation of the Minister of National Education of the Republic of Indonesia No. The competence of pedagogic is the ability to manage the learning, (2) the professional competence is the ability of mastery of learning materials widely and deeply obtained through professional education, (3) social competence is the ability of the teacher as part of the community to communicate and get along effectively, and (4) personal personality competence that is steady, stable, mature, wise, and authoritative becomes an example for learners. By having these four competencies, then the teacher is expected to perform their duties as a professional educator. Therefore, education and learning is not only aimed to equip the children of various science and technology (learning to know) as well as necessary in their life (learning to do), but education should be able to lead learners to understand themselves well (learning to be) and can understand, respect others well and correctly, so that they can live together in a very diverse society (learning to live together).

For the sake of achieving the quality of education that is expected, of course that must be implemented is to improve teacher performance. This is in line with the opinion of Buchari 2007 in Sodiqin [18] performers defined as a good appearance to achieve the desired goal by a teacher, meaning that teacher performance is the result or output of a process.

Thus it can be concluded that the better and increased competence generated by the teacher the better and increased the performance of teachers. This study supports previous research as research conducted by Komang Septia Cahya Ningrum [19], the study found that teacher competence has a significant effect on teacher performance; Ana Srikaningsih [20] with the results of research proves that there is a significant influence between competence on lecturer performance; Muhammad Arifin [21] the results of his research proves that there is a significant influence between competence on teacher performance.

The Influence of Organizational Commitment on Teacher Performance

Testing of hypothesis 2 proves that organizational commitment variable has positive and significant effect to teacher performance variable. Based on the dimension correlation matrix between variables, organizational commitment has a strong correlation coefficient value to teacher performance. Of the three dimensions (affective commitment, commitment continuance and normative commitment),

one dimension of which is the dimension of affective commitment has a very strong correlation with the dimensions of initiative in work. This illustrates that teachers of SMK Negeri 17 Jakarta continue to improve their performance by continuously improving and improving work initiatives.

Organizational commitment in general can be interpreted as an employee engagement to the organization where the employee is working. Commitment is needed by the organization so that competent human resources in the organization can be maintained and well maintained. According to Riehl and Sipple 1996 in Solomon [9] teacher commitment has a positive effect on student achievement in school. Commitment is a psychological state that identifies an individual's openness associated with a desire to engage. The commitment of teachers interpreted as teacher commitment is the determining factor that influences the teaching and learning process of students [9]. To that end organizational commitment is needed in order to improve the performance of teachers through actions that will lead to confidence to support activities and involvement. So that a teacher with high commitment in general has a great need to develop themselves and happy to participate in the decision-making process in the organization.

Thus it can be concluded that the better and increased organizational commitment generated by the teacher the better and improve the performance of teachers. This study supports previous research as research conducted by Henry Jonathan *et al.*, [22], the study found that organizational commitment has a significant effect on teacher performance; Salim Musabah Bakhit Al Zefeiti and Noor Azmi Mohamad [23] with the results of research proves that there is a significant influence between organizational commitment to employee performance; Hesti Eko Poerwaningrum [24] research results prove that there is a significant influence between organizational commitment to employee performance. Organizational commitment in general can be interpreted as an employee engagement to the organization where the employee is working. Commitment is needed by the organization so that competent human resources in the organization can be maintained and well maintained. According to Riehl and Sipple 1996 in Solomon [9] teacher commitment has a positive effect on student achievement in school. Commitment is a psychological state that identifies an individual's openness associated with a desire to engage. The commitment of teachers interpreted as teacher commitment is the determining factor that influences the teaching and learning process of students [9]. To that end organizational commitment is needed in order to improve the performance of teachers through actions that will lead to confidence to support activities and involvement. So that a teacher

with high commitment in general has a great need to develop themselves and happy to participate in the decision-making process in the organization.

Thus it can be concluded that the better and increased organizational commitment generated by the teacher the better and improve the performance of teachers. This study supports previous research as research conducted by Henry Jonathan *et al.*, [22], the study found that organizational commitment has a significant effect on teacher performance; Salim Musabah Bakhit Al Zefeiti and Noor Azmi Mohamad [23] with the results of research proves that there is a significant influence between organizational commitment to employee performance; Hesti Eko Poerwaningrum [24] research results prove that there is a significant influence between organizational commitment to employee performance.

The Influence of Work Discipline on Teacher Performance

Testing of hypothesis 3 proves that work discipline variable has positive and significant effect to teacher performance variable.

Based on the dimension correlation matrix between variables, work discipline has a strong correlation coefficient on teacher performance. Of the three dimensions (attitudes, behaviors and responsibilities), one dimension of which is the dimension of responsibility has a very strong correlation with the dimension of initiative in work. This illustrates that teachers of SMK Negeri 17 Jakarta continue to improve their work discipline by continuously improving and improving work initiatives.

Work discipline is one of the important factors in every activity to achieve the desired goals. With the discipline of work the teacher will be able to maintain its performance. According to Davis [11] Discipline is the actions or activities of leaders to meet the standards of the organization. The main purpose of discipline is to encourage employees to behave appropriately in the workplace where appropriate behavior is established as compliance with rules and procedures. In an organization essentially the role of the company functions in parallel with the legislation in society and disciplinary action arises as an attribute due to the violation. This is in line with the opinion according to Suswardji [1] discipline should be enforced in an organization because without the support of good personnel discipline, then the organization is difficult in realizing the goal

Thus it can be concluded that the better and increased teacher work discipline organizational commitment generated by the teacher the better and improve the performance of teachers. This study supports previous research as the research conducted by

Rahayu Puji Suci & Mohamad syafii Idrus [25], the study found that work discipline has a significant effect on employee performance; Ehiane, O. Stanley [26] with the results of research proves that there is a significant influence between teacher work discipline will have a positive impact on student academic achievement; Aninditya Sri Nugraheni and Ratna Rahmayanti [27] the results of his research proves that there is a significant influence between the discipline of work on the performance of teachers.

The Influence of Competence, Organizational Commitment and Work Discipline on Teacher Performance

Testing hypothesis 4 proves that competence variable, organizational commitment and work discipline have positive and significant effect to teacher performance variable.

Based on the results of multiple analysis, it is clear that competence, organizational commitment and work discipline simultaneously have a positive and significant effect on teacher performance variables. Among the three independent variables, organizational commitment variable is very big influence on teacher performance.

Knowledge, skills, and attitudes of teachers or teacher competencies are crucial to the process of learning in the classroom and education in schools. Teacher competence will determine the quality of graduates of an education, because learners learn directly from the teachers. Teachers with high cognitive level will tend to think abstract, imaginative, creative, and democratic. Teachers like this will be more flexible in carrying out the task, even have a good relationship with students and peers. The initial provision that a teacher must have before teaching is mastering the four teacher competencies. Teacher competence will improve teacher performance and professionalism of teachers, with the competence they have, a teacher will be able to master the material and able to deliver the material well and easily understood by the students. If a teacher has four teacher competencies, then the teaching and learning process conducted by the teacher and the learner will run very pleasant because the competent teacher is able to place his position among the students who have various character, able to convey the learning with fun because the teacher's creativity invite all learners active in learning, and able to make learners happy to learn (improving spirit learners learn).

Organizational commitment is one of work attitude. Because it reflects a person's feelings (likes or dislikes) about the organization in which he or she is working an organizational commitment is an individual orientation to an organization that includes loyalty, identification and involvement. Thus organizational commitment is the orientation of the active relationship

between the individual and his organization. The orientation of the relationship resulted in the individual (employee) on his / her own willing to give something and something given it describes his support for the achievement of organizational goals. Commitment is a psychological state that identifies an individual's openness associated with a desire to engage. The commitment of teachers interpreted as teacher commitment is a determining factor that influences the process of teaching and learning of students.

Discipline is essentially the ability to control oneself in the form of not doing something that is not appropriate and contrary to something that has been established and do something that supports and protects something that has been established. Work discipline is the teacher's perception of the teacher's personal attitudes in terms of order and self-organization that the teacher has in working in school without any violations that harm him or others or his environment. In order to improve the performance of teachers in schools, it is necessary to required high work discipline namely (a) discipline on official duties which include: obeying work regulations, preparing the completeness of teaching, and carrying out the basic tasks; (b) discipline over time which includes: keeping time tasks, making good use of time, and completing tasks on time; (c) discipline of work atmosphere which includes: utilizing the school environment, establishing good relationships, and maintaining a balance between rights and obligations; (d) discipline in serving the society which includes: serving learners, serving the parents of students, and serving the surrounding community.

This research is also supported by research conducted by Catherine Roeleejanto, Nurdin Brasit, Otto Payangan & Cepi Pahlevi [28] found that the influence of competence and work discipline on employee performance; Alamsyah Lotunani, M.S Idrus, Eka Afnan & Margono Setiawan [29] with the results of his research is there is a significant influence between competence and commitment to employee performance; Yasin [30] The results of this study prove that there is a determination between commitment and discipline of work on employee performance.

CONCLUSION

There are several conclusions:

- 1) Competence, organizational commitment and work discipline simultaneously have a significant influence on the performance of teachers at 17 Vocational School Jakarta. Coefficient correlation value showed positive relation in a high level. Consequently, if competence, organizational commitment and work discipline get better and improved it will boost teacher performance. Competence has a significant and positive impact on the performance of teachers at 17 Vocational School Jakarta with a moderate positive

relationship. This shows that the better and increased the competence of teachers, it will improve the performance of teachers as well. The influence was indicated within the of personality and work quality dimensions.

- 2) Organizational commitment has a significant positive influence on the performance of teachers at 17 Vocational School Jakarta. Correlation or a positive relationship with a very strong level, the direction of a positive relationship shows the higher organizational commitment can improve teacher performance. Influence was indicated in the affective commitment and work initiative dimensions.
- 3) Work discipline indicates a significant positive influence on the performance of teachers at 17 Vocational School Jakarta. A strong and positive correlation or relationship, the direction of a positive relationship demonstrate that the higher the discipline of work can improve teacher performance. Influence was indicated in the responsibility and work initiative dimensions.

RECOMENDATION

As for some suggestions, the writer put forward them as follow:

- 1) To improve teachers' performance, it is expected that the school pay more attention to the work environment so that the commitment and integrity of the teachers will increase, this will motivate more and increase the sense of responsibility and sense of belongings of teachers at 17 Vocational School Jakarta.
- 2) It is expected that the school can pay more attention to the discipline of teachers' work. Teacher discipline can be assessed through responsibility in completing tasks that are put in time frame and show initiative and creativity which indicate a high level of motivation. Furthermore that highly motivated teachers will show a high level of discipline as well.
- 3) It is expected that the school can make improvements in the sense of pedagogic competence where the principal as a leader can provide opportunities for teachers to develop their skills
- 4) to shape characteristics of students which are depicted from various aspects such as emotional and intellectual. They should be encouraged to join in-house training, school partnerships, training and special training, short courses, internal coaching by schools and access to higher education.

REFERENCES

1. Suswardji, E. D. I., Hasbullah, R., Albatross, E. K. A. (2012). Relation of Competence and Work Discipline on Performance of Educational Staff of Singaperbangsa Karawang University. *Journal of*

- Management, Volume 10, Number 1, October 2012.
2. Rohimah, S. (2013). Influence Competence, Compensation, Work Discipline on Performance and Job Satisfaction High School Teacher Islamic Village Karawaci Tangerang. Thesis. Esa Superior University.
 3. Payangan, M. E. (2008). Competency Standards and Teacher Certification. Remaja Rosda Karya. Bandung.
 4. Shaputra, A. R., & Hendriani, S. (2015). Pengaruh Kompetensi, Komitmen Dan Pengembangan Karir Terhadap Kinerja Karyawan PT. Bank Rakyat Indonesia (Persero) Kantor Wilayah Pekanbaru. Jurnal Tepak Manajemen Bisnis, 7(1), 1-17.
 5. Usman, M. U. (2009). Become a Professional Teacher. Remaja Rosda Karya. Bandung.
 6. Iswatun, C., & Anik, H. (2012). Influence of Transformational Leadership and Job Satisfaction on Organizational Commitment of Employees. Journal of Economic and Social Sciences, Volume 1, Number 2, November 2012, p. 219-232.
 7. Tnay, E., Othman, A. E. A., Siong, H. C., & Lim, S. L. O. (2013). The influences of job satisfaction and organizational commitment on turnover intention. Procedia-Social and Behavioral Sciences, 97, 201-208.
 8. Luthans, F. (2006). Organizational Behavior, (Interpretation V.A Yuwono, et al) Yogyakarta: ANDI.
 9. Solomon, C. B. (2007). The Relationships among Middle Level Leadership, Teacher Commitment, Teacher Collective Efficacy, and Student Achievement. University of Missouri. Columbia.
 10. Moekijat. (2010). Training Evaluation in Order of Productivity Improvement (Company) CV. Mandar Maju, Bandung. page. 194.
 11. Bernardin, H. J. (2002). Human resource management: An experiential approach. Irwin Professional Pub.
 12. Suradinata, E. (2001). Government Management In Governmental Science, Video data, Jakarta.
 13. Riduwan. (2006). Methods & Techniques Develop a Research Proposal. Alfabeta. Bandung.
 14. Sudarmanto, R. G. (2005). Analisis regresi linear ganda dengan SPSS. Yogyakarta: Graha Ilmu.
 15. Riyanto, S., Sutrisno, A., & Ali, H. (2017). The Impact of Working Motivation and Working Environment on Employees Performance in Indonesia Stock Exchange. International Review of Management and Marketing, 7(3).
 16. Masydzulhak, A. H., & Leni, 2016. The Influence of Work Motivation and Job Satisfaction on Employee Performance and Organizational Commitment as an Satisfaction as an Intervening Variable. PT. Asian Isuzu Casting Center. Quest Journal of Research in Business and Management, 4(10), 1-10.
 17. Agussalim, A. Hapzi.(2016). Analysis Work Discipline and Work Spirit toward Performance of Employees (Case Study Tax Office Pratama Two Padang). International Economic Research (IJER), 13(6), 2541-2556.
 18. Shodiqin, A., & Sri Mindarti, C. (2012). The Influence of Organizational Competence and Commitment to Teacher Performance moderated by Organizational Climate at MI Sekecamatan Winong Pati Regency. Proceedings of the National Seminar on Multi Discipline Science & Call For Papers Unisbank. Multi Disciplinary Study of Science to Create Maritime Axis in Economic Development based on people's welfare. ISBN: 978-979-3649-81-8.
 19. Ningrum, K. S. C. (2016). Pengaruh Kompetensi Guru terhadap Kinerja Guru SMP Negeri 6 Singaraja. Jurnal Program Studi Pendidikan Ekonomi (JPPE), 7.
 20. Sriekaningsih, A., & Setyadi, D. (2015). The Effect of Competence and Motivation and Cultural Organization towards Organizational Commitment and Performance on State University Lecturers in East Kalimantan Indonesia. European Journal of Business and Management, 7(17), 208-220.
 21. Arifin, H. M. (2014). The influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance. International Education Studies, 8(1), 38.
 22. Darroux, H. J. C., & Masele, J. (2013). Perseived Job satisfaction and its impact on organizational commitment: An empirical study of public secondary school teacher in Dodoma, Tanzami. IOSR Journal of Business and Management (IOSR-JBM), Volume. 13, Sept-Oktober 2013, pp. 41-52.
 23. Al Zefeiti, S. M. B., & Mohamad, N. A. (2017). The Influence of Organizational Commitment on Omani Public Employees' Work Performance. International Review of Management and Marketing, 7(2), 151-160.
 24. Poerwaningrum, H. E., & Sudirjo, F. (2016). Pengaruh kepemimpinan, budaya organisasi, komitmen organisasi dan kepuasan kerja terhadap kinerja (studi pada guru sd. Hj Isriati Baiturrahman I Semarang). Serat Acitya, 5(1), 1.
 25. Suci, R. P., & Idrus, M. S. I. (2015). The Influence of Employee Training and Discipline Work against Employee Performance PT. Merpati Nusantara Airlines (Persero). Review of European Studies, 7(11), 7.
 26. Ehiane, O. S. (2014). Discipline and academic performance (A study of selected secondary schools in Lagos, Nigeria). International Journal of Academic Research in Progressive Education and Development, 3(1), 181-194.
 27. Nugraheni, A. S., & Rahmayanti, R. (2016). Pengaruh Disiplin Kerja Terhadap Kinerja Guru di MI Al Islam Tempel dan MI Al Ihsan

- Medari. *Jurnal Pendidikan Madrasah*, 1(2), 277-293.
28. Ruleejanto, C., Brasit, N., Payangan, O. R., & Pahlevi, C. (2015). Effects of Leadership, Competency, and Work Discipline on the Application of Total Quality Management and Employees' Performance for the Accreditation Status Achievement of Government Hospitals in Jakarta, Indonesia. *Scientific Research Journal (SCIRJ)*, 3, 14-24.
29. Lotunani, A., Idrus, M. S., Afnan, E., & Setiawan, M. (2014). The Effect of Competence on Commitment, Performance and Satisfaction with Reward as a Moderating Variable (A Study on Designing Work plans in Kendari City Government, Southeast Sulawesi). *International Journal of Business and Management Invention*, 3(2), 18-25.
30. Yasin Ghadi, M., Fernando, M., & Caputi, P. (2013). Transformational leadership and work engagement: The mediating effect of meaning in work. *Leadership & Organization Development Journal*, 34(6), 532-550.